



**ХОРИЖИЙ ТИЛНИ ЎҚИТИШДА
МАДАНИЯТЛАРАРО МУЛОҚОТНИ
ШАКЛЛАНТИРИШ**

3 курс

Ўқув-услубий мажмуа

ТОШКЕНТ - 2016

ЎҚУВ – УСЛУБИЙ МАЖМУА ТАРКИБИ

Фаннинг ишчи ўқув дастури

Таълим технологияси

Назорат учун саволлар (ОН ва ЯН)

Глоссарий

Адабиётлар рўйхати

Баҳолаш мезонлари

Муаллифлар ҳақида маълумот

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ

Рўйхатга олинди:
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2015 йил 28 август



"ТАСДИҚЛАЙМАН"

Ўқув ишлари бўйича проректор

Ҳақимов Х.Ҳақимов

"28" август 2015 йил

ХОРИЖИЙ ТИЛНИ ЎҚИТИШДА МАДАНИЯТЛАРАО МУЛОҚОТНИ
ШАКЛЛАНТИРИШ
аспектининг

ИШЧИ ЎҚУВ ДАСТУРИ
(3 курс учун)

Билим соҳаси:	100 000 - Гуманитар соҳа
Таълим соҳаси:	110 000 - Педагогика 120000 - Гуманитар фанлар
Таълим йўналиши:	5111400 - Хорижий тил ва адабиёти (инглиз тили ва адабиёти) 5120100 - Филология ва тилларни ўқитиш (инглиз тили)

Тошкент – 2015

Фаннинг ишчи ўқув дастури ўқув, ишчи ўқув режа ва ўқув дастурига мувофиқ ишлаб чиқилди.

Тузувчилар:

Абдураимова Я. – ЎзДЖТУ, “Инглиз тилини интеграллашган холда ўқитиш” кафедраси мудир
Алимова К. – “Инглиз тилини интеграллашган холда ўқитиш” кафедраси катта ўқитувчиси
Товмасын Э. – “Инглиз тилини интеграллашган холда ўқитиш” кафедраси ўқитувчиси

Такризчилар:

Ирискулов М. – ЎзДЖТУ қошидаги тил ўқитиш маркази директори, ф.ф.н., профессор
Жабборова К. – ЎзДЖТУ Инглиз тили грамматикаси ва тарихи кафедраси мудир

Фаннинг ишчи ўқув дастури “Инглиз тилини интеграллашган холда ўқитиш” кафедрасининг 2015 йил 26 августдаги 1-сон йиғилишида муҳокамадан ўтган ва факультет кенгашида муҳокама қилиш учун тавсия этилган.

Кафедра мудир:  Абдураимова Я.

Фаннинг ишчи ўқув дастури Инглиз тили 3-факультети кенгашида муҳокама этилган ва фойдаланишга тавсия этилган. (2015 йил 28 августдаги 1-сонли баённома)

Факультет кенгаши раиси:  Кулматов Б.

Келишиди: Ўқув-услубий бошкарма бошлиғи

 Юриев У.

Модул1: Хорижий тилни ўқитишда маданиятларо мулоқотни шакллантириш
Модул2: Ўрганилаётган чет тили халқаро мулоқот тили сифатида

Кирish

Хорижий тилни ўқитишда маданиятларо мулоқотни шакллантириш курси амалий курс бўлиб талабаларни касбий йўналиш доирасида тилнинг оғзаки ва ёзма шаклларини ўргатиш, уларнинг иктымол-маданий мулоқот малакаларини ривожлантириш, хусусан ўрганилаётган чет тилининг функционал шакллари ва услубларини, тил тўғрисидаги амалий ва назарий билимларини такомиллаштиради. Ушбу курс иккита модулни ўз ичига олади ва 5-семестрда 38 аудитория ва 6-семестрда 38 аудитория соатини ташкил этади.

Курснинг мақсад ва вазифалари

Ушбу аспект доирасида ўқитиладиган модуллар талабаларнинг хорижий тил бўйича эгаллаган билим, кўникма, малакаларини касбий ва илмий фаолиятда эркин қўллай олишларини таъминлашга хизмат қилади. Модулларнинг асосий вазифаси умумэътироф этилган халқаро меъёрларга кўра талабаларнинг ўрганилаётган чет тилини С1 даражада эгаллашлари учун зарурий билимларни интеграллашган тарада ўргатиш ва мулоқот малакаларини ривожлантиришдир.

Курс бўйича талабанинг малакасига қўйиладиган талаблар

*“Хорижий тилни ўқитишда маданиятларо мулоқотни шакллантириш”
модули бўйича талабанинг малакасига қўйиладиган талаблар:*

- маданиятларо мулоқот, халқаро маданий компетентлик, маданиятлар ўртасидаги тафовутнинг тил ўрганиш ва ўқитишдаги аҳамияти;
- маданиятларо мулоқотнинг экстралингвистик жиҳатлари (дунёқараш, маросимлар, урф-одатлар, инсон аз-золари тили, табулар, стереотиплар, кўпмиллатли маданиятларда жамиятнинг ўрни, ибодат, рамзлар);
- маданиятларо мулоқотда маданиятга хос хусусиятларни (саломлашув, мулозаматни акс эттириш йўллари, мурожаат қилиш йўллари, идиомалар ва ҳокзо) ўринли ишлатиш;
- ўзга тил маданиятига хос жиҳатларни ўқитиш учун ўқув материаллари яратиш, мавжудларини таҳлил қилиш, мослаштириш малакаларини эгаллайди.

Ўрганилаётган чет тили халқаро мулоқот тили сифатида модули бўйича талабанинг малакасига қўйиладиган талаблар:

- ўрганилаётган чет тилининг халқаро тил сифатида шаклланишига таъсир кўрсатган лингвистик, тарихий, ижтимоий ва маданий омиллар ҳақида билимларга эга бўлади;
- ўрганилаётган чет тилидан давлат тили (она тили) сифатида, иккинчи расмий тил (вариантлар) ёки ундан хоризвий тил сифатида ўрганиб, фойдаланиш ўртасидаги фарқ ва ўхшашликларни ажрата олиши лозим.

Ўқув режадаги бошқа фанлар билан боғлиқлиги

Ушбу аспект ўқув режасидаги бошқа ихтисослик фанлари билан ўзаро боғлиқ бўлиб, модуллар кетма-кетлиги ва мазмунига мос равишда 5 - 6 семестрлар давомида ўқитилади. Модул “Ўқиш ва ёзиш амалиёти”, “Тил кўникмалари интеграцияси”, “Тил аспекти амалиёти” каби модуллар билан узвий боғлиқдир.

Курсни ўқитишда замонавий ахборот ва педагогик технологиялар

Модулларни ўқитишда шахсга йўналтирилган таълим методи ва чет тилини ўқитишга коммуникатив ёндашувдан максимал даражада фойдаланиш талаб этилади. Машғулотларда дарслик ва ўқув қўлланмалардан ташқари аутентик материаллар: аудио, видео, газета ва журналлар, интернет манбаларидан, интерактив усулларни қўллаган ҳолда ақлий ҳужум, кейс-стади, лойиҳалар тайёрлаш, ролли ўйин, дебатлар, презентация методларидан кенг фойдаланилади.

Асосий қисм

Модуллар мазмуни:

“Хорижий тилни ўқитишда маданиятлараро мулоқотни шакллантириш” модули:

- маданиятлараро мулоқот, халқаро маданий компетентлик атамалари;
- маданиятлараро мулоқотда экстралингвистик масалалар (дунёқараш, маросимлар, урф-одатлар, инсон аъзолари тили, табулар, стереотиплар, турли маданиятларда жамиятнинг ўрни);
- чет тили дарсларида тил ва маданият (саломлашувлар, мулозаматни ақс эттириш, мурожаат қилиш йуллари, идиомалар ва х.к.);

- маданиятлараро зиддият, тўқнашувларга сабаб бўлувчи омиллар, маданий шок, маданий ўзига хослик, халқаро маданиятда ўзлигини асраш.
- маданиятлараро мулоқотга ўқитиш учун ўқув материаллари (адабиёт, газеталар, ТВ, интернет, расмлар, реалиялар, фильмлар, рамзлар ва х.к.) дан фойдаланиш;
- ўзга маданиятга тегишли мавзуларни ўқитиш ва материалларни яратишда ўта хушёр бўлиш, материалларни таҳлил қилиш (дарсликлар, дарс ишланмалари/конспект, топшириқлар/вазифалар) ўзга маданият мавзулари учун ўқув материалларини яратиш (3 та мақсад: тил, педагогика, маданият)

“Ўрганилаётган чет тили халқаро мулоқот тили сифатида” модули:

- глобаллашув ва ҳозирги кунда ўрганилаётган чет тилининг мулоқотда халқаро тил сифатида ишлатилиши ;
- ўрганилаётган чет тилининг халқаро жамиятда эътироф этилган тил сифатида қўлланилиш даражаси (ижтимоий ва сиёсий омиллар - бунда ўрганилаётган чет тилининг узок тарихига эмас, балки ҳозирги мақомига кўпроқ эътибор қаратилади);
- тилдаги ўзгаришлар ва унга таъсир этувчи омиллар (масалан, интернет, бизнес, дипломатия ва х.к.);
- ўрганилаётган чет тилининг келажаги;
- тил вариациялари
 - ўрганилаётган чет тили она тили сифатида, расмий иккинчи тил сифатида ва хоризвэй тил сифатида;
 - тил вариантларини тенг қабул қилиш (масалан, фикрчи стандарт (адабий) тилда ёки ўз варианты (диалекти) да баён қилишга мажбурламаслик);
 - ўрганилаётган чет тилини ўргатишда муқаррар вариантни танлаш.

Қўтиллаётган натижалар

Талаба:

- ўрганилаётган чет тилининг халқаро мулоқот тили сифатида шаклланишига сабаб бўлган тарихий, ижтимоий ва сиёсий сабаблар ҳақида зарурий билимларга;
- ўрганилаётган чет тили вариантларини бир-биридан ажрата олиш;
- тилни ўқитиш ва ўргатишдаги мақсадларига қараб ўрганилаётган чет тили вариантларидан мосини танлаш малакасига эга бўлади.

“Хорижий тилни ўқитишда маданиятлараро мулоқотни шакллантириш” модули бўйича амалий машғулотларнинг мавзулар ва соатлар бўйича тақсимланиши:

Т/р	Машғулот тури	Мавзулар номи	Ажра тил ган соат	Мустақил таълим
1	2	3	4	6
1	амалий	Маданият тушунчаси нима? Маданиятлараро мулоқот	2	1
2	амалий	Маданиятлараро мулоқот, халқаро маданий компетентлик атамалари	2	1
3	амалий	Маданиятлараро мулоқотда экстралингвистик масалалар - дунёқараш, маросимлар, урф-одатлар	2	1
4	амалий	Маданиятлараро мулоқотда экстралингвистик масалалар - инсон аъзолари тили, табулар, стереотиплар	2	1
5	амалий	Маданиятлараро мулоқотда экстралингвистик масалалар - турли маданиятларда жамиятнинг ўрни	2	1
6	амалий	Чет тили дарсларида тил ва маданият (саломлашувлар, мулоқоматни ақс эттириш, мувожабат қилиш йуллари)	2	1
7	амалий	Чет тили дарсларида тил ва маданият (идиомалар)	2	1
8	амалий	Маданиятлараро зиддият, тўқнашувларга сабаб бўлувчи омиллар	2	1
9	амалий	Маданий шок	2	1
10	амалий	Халқаро маданиятда ўзлигини асраш.	2	1
11	амалий	Маданиятлараро мулоқотга ўқитиш учун ўқув материаллари (адабиёт, газеталар) дан фойдаланиш;	2	1
12	амалий	Маданиятлараро мулоқотга ўқитиш учун ўқув материаллари (ТВ, интернет, расмлар, реалиялар.) дан фойдаланиш;	2	1
13	амалий	Маданиятлараро мулоқотга ўқитиш учун ўқув материаллари (фильмлар, рамалар ва ҳ.к.) дан фойдаланиш	2	1
14	амалий	Ўзга маданиятга оид мавзуларни ўқитиш ва материалларни яратишда ўта қушёр бўлиш, материалларни таҳлил қилиш (дарсликлар, дарс ишланмалари/конспект, топшириқлар/вазифалар)	4	2
15	амалий	Ўзга маданиятга оид мавзуларни ўқитиш учун ўқув материалларини яратиш (3 та мақсад: тил, педагогика, маданият)	4	2
16	амалий	Ўзга маданиятга оид мавзулар учун яратилган ўқув материалларининг тақдими	4	2

“Ўрганилаётган чет тили халқаро мулоқот тили сифатида” модули бўйича амалий машғулотларнинг мавзулар ва соатлар бўйича тақсимланishi:

T/p	Машғулот турлари	Мавзулар номи	Ажратилган соат	Мустақил таълим
1	2	3	4	5
1	амалий	Глоблалашув ва ҳозирги кунда ўрганилаётган чет тилининг мулоқотда халқаро тил сифатида ишлатилиши	2	1
2	амалий	Ўрганилаётган чет тилининг халқаро тил сифатида мулоқотда қўлланилиш даражаси ва тилининг ривожланиш босқичлари	2	1
3	амалий	Ўрганилаётган чет тилида сўзлашувчи мамлакатларда тил вариантларининг ўзига хос қўлланилиш усуллари ҳақида маълумот	2	1
4	амалий	Ўрганилаётган чет тилининг халқаро жамиятда эътироф этилган тил сифатида қўлланилиш даражаси (ижтимоий ва сиёсий омишлар - бунда ўрганилаётган чет тилининг узок тарихига эмас, балки ҳозирги мақомига кўпроқ эътибор қаратилади)	4	2
5	амалий	Тилдаги ўзгаришлар ва унга таъсир этувчи омишлар (масалан, интернет, бизнес, дипломатия ва ҳ.к.);	4	2
6	амалий	Ўрганилаётган чет тилининг келажаги;	4	2
7	амалий	Тил вариантлари	2	1
8	амалий	Тил вариантлари (диалект) борасида ўзи ўтказган тадқиқот натижасида ҳисобот	2	1
9	амалий	Ўрганилаётган чет тили она тили сифатида, расмий наққинчи тил сифатида ва хорижий тил сифатида;	4	2
10	амалий	Тил вариантларини тенг қабул қилиш (масалан, фикрли стандарт (адабий) тилда ёки ўз варианты (диалекти) да баён қилишга мажбурламаслиқ);	4	2
11	амалий	Ўрганилаётган чет тилини ўргатишда муқаррар вариантни танлаш.	4	2
12	амалий	Ўрганилаётган чет тилининг халқаро мулоқотдаги ўрни юзасидан таҳлил	2	1
13	амалий	Мавзулар бўйича хулоса	2	1

Мустақил таълимни ташкил этишининг шакли ва мазмуни

Мустақил иш мавзулари фан ўқитувчиси ва талабалар томонидан ишлаб чиқилади. Мавзулар талабани мустақил билим олишга онгли равишда йўналтириши лозим. Кафедра мутахассислари томонидан ҳар бир мавзу бўйича талабанинг мустақил ўқиб ўрганишига доир вазифа ва топшириқлар

ишлаб чиқилади ва уларни бажариш учун аниқ кўрсатмалар мисоллар ёрдамида берилади. Тилни ўрганиш жараёнида талаба интерфаол усуллар воситасида мустакил таълим олишга рағбатлантирилади ва мустакил фикрлаш талаб қилинади. Бунда ўқитувчи билим берувчи ва баҳоловчи сифатида эмас, балки фасилитатор (инглизча facilitate сўзидан олинган бўлиб, бирор бир жараённинг боришига яхши таъсир этувчи ва унга мос шарт-шароитлар яратиб берувчи) сифатида намоён бўлади. Талабадан фан бўйича мустакил ўрганган билимларини аудиторияда турли хил интерактив услублар орқали намоён қила олиши ва босқичларга ўргата олиши талаб этилади.

Дастурнинг инфор­ма­цион-методик таъминоти

Амалий машғулотларда ақлий ҳужум, кластер, блиц-сўров, кичик гуруҳларда ишлаш, инсерт, презентация, кейс стади каби усуллардан кенг фойдаланилади. Жумладан,

- амалий вазифалар;
- маданиятлараро мулоқотда юзага келадиган муаммо ёки можарони бартараф этиш;
- муҳокама;
- кейс стади;
- ролли ўйинлар;
- кузатувлар/ маълумотлар йиғиш бўйича топшириқлар;
- талабаларни мустакил ўрганишга даъват этувчи вазифаларга алоҳида эътибор қаратилади.

“Хорижий тилни ўқитишда маданиятлараро мулоқотни шакллантириш”
аспекти бўйича талабалар билимининг рейтинг тизими асосида баҳолаш
мезони

Хорижий тилни ўқитишда маданиятлараро мулоқотни шакллантириш аспекти бўйича талабалар билимининг рейтинг тизими асосида баҳоланади. Қуйида модуллар бўйича ўзлаштирилган билимларни баҳолаш турлари ва шакллари келтирилган. Улар ўқув материаллари тўлиқ ва самарали ўзлаштирилганлигини назорат қилишда ягоналик ва тизимлиликни таъминлайди.

**“Хорижий тилни ўқитишда маданиятлараро мулоқотни шакллантириш”
модули**

5 семестр

Жорий назорат	40%
<ul style="list-style-type: none"> • талабанинг дарсдаги иштироки • кейс таҳлили • киёсий тадқиқот бўйича ҳисобот • киёсий тақдимот 	<p>10%</p> <p>10%</p> <p>10%</p> <p>10%</p>
Оралиқ назорат	30%
<ul style="list-style-type: none"> • маданиятлараро масалалар нуқтан назаридан ўқув материаллари таҳлили • маданиятлараро мулоқотда компетентликни ривожлантиришга қаратилган ўқув материалларини яратиш (Ўқиш кўникмаси) 	<p>15%</p> <p>15%</p>
Якуний назорат	30%
<ul style="list-style-type: none"> • маданиятлараро мулоқотда компетентликни ривожлантиришга қаратилган ўқув материалларини яратиш (тинглаб тушуниш кўникмаси) ва талабалар томонидан ишлаб чиқилган маданиятлараро мулоқотда компетентликни ривожлантиришга қаратилган ўқув материаллари тақдими 	

“Ўрганилаётган чет тили халқаро мулоқот тили сифатида” модули

6-семестр

Жорий назорат	40%
<ul style="list-style-type: none"> • талабанинг дарсдаги иштироки • кейс таҳлили • курс мавзусига мақолалар муҳокамаси ва ёзма таҳлили • илмий тақдимот 	<p>10%</p> <p>10%</p> <p>10%</p> <p>10%</p>
Оралиқ назорат	30%
Оғзаки тақдимот	
Якуний назорат	30%
Талабалар томонидан бирон бир тилга тегишли муаммони ҳал қилиш юзасидан таҳлил ўтказиш	

Тавсия этилган адабиётлар рўйхати Асосий адабиётлар

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Интернет сайтлари

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2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org

Изоҳ: Модуллари ўқитишда ҳар бир тил хусусияти ва алоқаси бўлиши мумкин бўлган ҳолатлардан келиб чиқиб, асосий ва қўшимча ўқув адабиётлар рўйхатида ўзгаришлар киритилиши мумкин. Ўқитиш жараёнида ўқитувчи ягона дарсликка таъниб қолмасдан интернет материаллари – электрон таълим ресурслари базасидан фойдаланиб модулла бўйича ўқув материалларини янгиллаб бориши мумкин бўлади.

Тасдиқлайман

“ _____ ” _____ 2015й

Кафедра мудири ф.ф.н. Ж.И.Матякубов

Дастур бажарилишининг календар-тематик режаси

Фаннинг номи: Хорижий тилни ўқитишда маданиятлараро мулоқотни шакллантириш (Ўрганилаётган чет тили халқаро мулоқат тили сифатида, Хорижий тилни ўқитишда маданиятлараро мулоқотни шакллантириш)

2015 -2016 йил V-VI семестр учун

Ўрганилаётган чет тили халқаро мулоқат тили сифатида

Амалий машғулотларни олиб боради:

т/р	Машғулот тури	Мавзулар номи	Соат	сана	Имзо
1	амалий	Globalization and the spread of English in the modern world	2		
2	амалий	The role of the English in the International communication	2		
3	амалий	Variants and peculiarities of English in English speaking zones	2		
4-5	амалий	The role of English as a global language throughout the world (political and social factors)	4		

6-7	амалий	Language change and factors and influence it (internet, business, diplomacy)	4		
8-9	амалий	The future of English	4		
10	амалий	Varieties of English language	2		
11	амалий	Review and research report about varieties of English language	2		
12-13	амалий	English as a mother tongue, second and foreign language	4		
14-15	амалий	Equal acceptability of varieties of English language (expressing personal thoughts and ideas in formal and informal styles)	4		
16-17	амалий	What variety to teach: consistency in teaching English	4		
18	амалий	Research report about the level of English language in international communication	2		
19	амалий	Review report	2		

Хорижий тилни ўқитишда маданиятлараро мулоқотни шакллантириш

т/р	Машгул от тури	Мавзулар номи	Соат	сана	Имзо
1	амалий	Notions of culture, cross – cultural awareness and intercultural competence	2		
2	амалий	Intercultural competence, cultural differences in everyday life	2		

3-4	амалий	Extra linguistic issues (attitudes, customs and traditions: habitats and homelands)	4		
5-6	амалий	Extra linguistic issues (attitudes, customs and traditions: states and systems)	4		
7	амалий	MIDTERM I	2		
8	амалий	Extra linguistic issues (body language, taboos and stereotypes)	2		
9-10	амалий	Extra linguistic issues (the role of society in different cultures)	4		
11-12	амалий	Language and Culture in English classrooms (education process)	4		
13	амалий	Language and Culture in English speaking zones (communication and technology)	2		
14	амалий	MIDTERM II	2		
15-16	амалий	Global markets	4		
17	амалий	Culture shock	2		
18-19	амалий	International preservation and cultural identity in literature and art	4		

LESSON #1

English as a global language

Theme #1.	Globalization and the spread of English in the modern world
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
1. Warm-up	
2. Activity 1. Jig saw reading	
3. Activity 2. Find correct option.	
4. Activity 3. Identify true or false	
5. Activity 4. Matching the words with their definitions	
6. Activity 5. Case study	
Aim of the lesson: To raise students' awareness of the development of English as an international language	
Objectives:	
<ul style="list-style-type: none">• to create language atmosphere• to enrich the student's knowledge about English language as international language through specific activities• to help participants become aware of the facts about English language• to help participants become aware of the information about English language• to enrich participants' vocabulary• to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

- Objectives: to lead-in to the topic and to raise students' interest to it, to create language atmosphere

Materials: board, marker, handouts

Procedure:

- Write the word 'globalization' on the board. is a sort of brainstorming. Write the words on the board.
- Ask the questions. Allow them to guess and give their answers. The students may give many different answers.
- Then ask them to give the differences between following abbreviations "N L, S L, F L".

Activity 1

Objective: to enrich the student's knowledge about English language as international language through specific activities.

Time: 30 minutes

Materials: Handout 1A,B,C

Procedure:

- Divide students into three groups.

- Distribute handouts to the Ss and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the globalization process of the English language.
- If ideas wrong teacher will clarify the answers.

Activity 2

Objectives: help participants become aware of the facts about English language

Time: 10 minutes.

Materials: Handout 2

Procedure:

- Explain to students that they are going to find correct option.
- Give each student a copy. Read the introduction and look at the option with the class.
- Check the answer with the class.

Activity 3

Objectives: to help participants become aware of the information about English language.

Time: 10 minutes.

Materials: Handout 3

Procedure:

- Explain to students that they are going to **identify true or false**.
- Give each student a copy. Read the introduction and do the tasks
- Check the answer with the class.

Activity IV. Try to match words with their definitions and make the sentences using them in order to dedicate facts why English language is international and global.

Objective: to enrich participants' vocabulary.

Time: 20 min

Materials: Handout 4

Procedure:

- Explain to students that they are going to match words with their definitions.
- Give each student a copy. Read the introduction and do the tasks
- Make the sentences using them in order to dedicate facts why English language is international and global

- Check the answer with the class.

Activity V. Case study.

What kind of factors have a great role on spreading English language all over the world? Why? Prove your examples.

Handout I

Part a.

A global communication expands throughout the world. A language that is recognized and understood by people everywhere, in many parts of the world the language which has been established is English. In most countries English dominates international business, politics and trade more than any other languages in human history. As David Crystal said: “For this world to be truly global there must be some commonality on ease of communication”. If tourism and trade around the world are going to operate a global economy function and a global culture flourishes, a widely shared, reasonably accessible language is requisite.

A global economic and political structure needs common trades between them. Here are just a few samples of what people are saying: Experts attribute the worldwide spread of English to British colonialism and American culture, rather than to the inherent qualities of the language...

English is dominating the globe today because, when the sun finally set on the British Empire at the end of World War II, the United States emerged as a global superpower and cultural giant leading the way in medical research, technological innovation, motion pictures and rock and roll. In the XVII and XVIII th centuries, English was the language of the leader of the industrial revolution – also in Britain.

In the XIX and early XX th centuries, it was language of the leading economic power in the U.S.A. Experts say the simultaneous rise of the U.S as a military and technological superpower and the receding of the British Empire gave many in the world both the design and option to choose American English.

As its mentioned above, there are many reasons associated with the rise of English as a Global language. Host people agree that it has something to do with the emergency of the United States as a world superpower.

It is estimated that the number of native English speakers is 900 million to 450 million. More than one billion people are believed to speak some form of English.

Although the numbers vary, it is widely accepted that hundreds of millions of people around the world speak in English whether as a native, second or a foreign languages.

English in some form, has become the native or unofficial language of a majority of the countries around the world today. In 20 to 30 countries around the world, English is merging with native language to create hybrid English.

Handout I

Part B.

It is widely believed that English is truly the world language. English seems to be emerging, if it has not already arrived as a global language. If this were to become official it would reduce the member of mistranslations. It would make communication areas cultures much easier. Language may be corn of culture, but the culture itself would not have to disappear if English were used as a second or third language for the pure purpose of communication globally.

English is the only language used in international air traffic control and is virtually the only language of a whole range of other activities from scientific research to pop music whether we like it or not, English language is becoming the global language.

The linguistic legacy of the British Empire and the indisputable excellence of the United States in many technological areas has led to the use of English as a lingual frenetic rate in many commercial and industrial situations, with the consequence. The following table shows the figures for English and German in 2013

	English	German
France	71%	11%
Great Britain		7%
Hungary	37%	40%
Italy	69%	6%
Poland	46%	6%
Spain	60%	7%

In the XXI th century, the evolution of the English language is occurring at an alarming note, with the blending of cultures and religions and the advent of new technology such as cell-phones, and global messaging software, the basic care of the languages is becoming to change slangs and shortened versions of words, are becoming universal and accepted. Some of this is

like to be trend on fashion, but with a new emphasis on speed and transfer of data many of these word forms will be permanent additions to the global dialect.

So it turns out that the sponge like nature of the English language is what has allowed it to become globally accepted and this same feature will allow it to be generally accepted languages of the future, with new concerns of the world becoming more literature, and many of the teachers using English as their teaching language. Its incorporation can only strengthen and thrive.

Handout I

Part C

What remains to be seen is if the rapid changes in its structure and meaning can sustain its unique qualities, in direct contrast to the isolations that allowed its unique development. When the use of English reaches the farthest corners of the globe, will the spore dry up collapse in upon itself!

English, from being the language of the American, the British, the Irish, the Australian, the New Zealand, the Canadian and the South African people to being the international language. The variants of English language are spoken all over the world with its dialects. The Latin of the modern world, spoken in every continent by approximately eight hundred million people .

Not everybody is in agreement and a few countries have tried to fight the spread of English as a global language. But with the interest growing stronger, not weaker, some linguists say: Why fight against the tide said John Jouques leave who studies globalism.

It is predictable today that wealth will give way to knowledge and information in determining the shape of human society, and speaking the common world language will be fundamental to achieve success. Lingua franca is a language which is widely used beyond the population of its native speakers. If you want to reach a wide audience, it is a well-known fact that being able to write in English will get you further than writing any other language. However the benefits of English being the dominant global language have been questioned by many statisticians

Handout II

Find correct option.

1. As ____ said “For this world to be truly global, there must be some commonality on ease of communication”
 - a. David Crystal

- b. John Jouques
 - c. Luke Carrington
2. _____ the evolution of the English language is occurring at an alarming note, with the blending of cultures and religions and the advent of new technology
 - a. In the XVII th century
 - b. In the XXI th century
 - c. In the XX th century
 3. English is native language of _____
 - a. India, New Zealand, Australia
 - b. Canada, USA, Sweden
 - c. USA, Wales, Scotland
 4. In 20 to 30 countries around the world, English is merging with native language to create _____
 - a. different English
 - b. hybrid English
 - c. difficult English
 5. If English language becomes official one, it reduces number of ____
 - a. misunderstandings
 - b. misapprehending
 - c. mistranslations

Handout III

Identify true or false

1. Language may be corn of culture, but the culture itself would not have to disappear if English were used as a second or third language for the pure purpose of communication globally. T / F
2. New concerns of the world becoming more literature, and many of the teachers do not like using English as their teaching language. T / F
3. Not everybody is in agreement and a lot of countries have tried to fight the spread of English as a global language. T / F

4. It is a well-known fact that being able to write in English will get you further than writing any other language. T / F
5. It is widely accepted that hundreds of millions of people around the USA and UK speak in English whether as a native, second or a foreign languages. T / F



HandoutIV. Try to match words with their definitions and make the sentences using them in order to dedicate facts why English language is international and global.

- | | |
|-----------------|-------------------------------------|
| 1. Expand | a. a variety of a language |
| 2. Worldwide | b. newly formed |
| 3. Dominate | c. going in advance |
| 4. Leading | d. to confirm, to prove |
| 5. Associate | e. a process of accumulating change |
| 6. Emerging | f. global |
| 7. Disputable | g. to increase, to extent |
| 8. Dialect | h. open to argument |
| 9. Evolution | i. to govern |
| 10. Sustain (V) | j. having partial status |

Keys

Activity II.

1. A, 2. B, 3. C, 4. B, 5. C.

Activity III.

1. T 2. F 3. F 4. T 5. F

Activity IV.

- 1.g
- 2.f
- 3.i
- 4.c
- 5.j
6. b

- 7.h
- 8.a
- 9.e
- 10.d

Literature

1. Byram, M., Nichols, A. and Stevens, D. (2001) *Developing Intercultural Competence in Practice*.
2. Corbett, J.,(2010) *Intercultural Language Activities* Cambridge: CUP
3. Fox, K. (2004) *Watching the English*. London
4. Gill, S., Cankova, M. (2010) *Oxford basics. Intercultural Activities*. Oxford: OUP
5. Bryson, B. (1990) *Mother Tongue: The English Language*. Penguin Books.
6. Crystal, D (2003) *English as a Global Language*. Cambridge University Press, New York.
7. Graddol, D. (2005) *English Next*. British Council
8. Utley, D. (2004) *Intercultural Resource Pack: Intercultural communication resources for language teachers*. Cambridge: CUP

Suggested web sites:

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org

Glossary

- WORLDWIDE** – global
DISPUTABLE – open to argument
DIALECT – a variety of a language

LESSON #2

English as a global language

Theme #2.	The role of the English in the International communication
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none"> 1. Warm-Up 2. Activity 1. Scan The Text And Share Their Oppinion 	

3. Activity 2. Identify True Or False 4. Activity 3. Watching The Video According To The Topic 5. Activity 4. Case Study	
The aim: To raise students' awareness of the role of English as an international communication	
Objectives: <ul style="list-style-type: none"> • to create language atmosphere • to enrich the student's knowledge about the role of the English language in international communication through specific activities • to help participants become aware of the facts about English language as a communicative one • to watch the video and answer the question 	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

Objectives:

- to lead in the topic

Procedure:

- Discuss the following questions with your students:
 - What is role of the language in communication?
 - What is dialect?
 - Can language express the culture?
 - Can you dedicate communicative purposes of English language?

Activity I.

Objectives: to enrich the student's knowledge about the role of the English language in international communication through specific activities

Time: 40 minutes

Materials: Handout 1

Procedure:

- Divide students into three groups.
- Distribute handouts to the Ss and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.

- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity II. Identify true or false.

Objective: to help participants become aware of the facts about English language as a communicative one

Time: 10 min

Materials: Handout 2

Procedure:

- 😊 (5 min) Distribute the students **Handout # 2**. Tell them to read the instructions carefully and do them individually first.
- 😊😊😊 (5 min) Ask them to discuss their answers within small groups
- 😊 (10 min) Discuss the statements with the whole group.

Activity 3

Objectives:

- To watch the video and discuss it, do the test
Time: 20 minutes

Materials: computer, handout 3

Procedure:

- 😊😊😊 (10 min) watch the video about English as International language : where we are and where we need to go by Keithgram.
- 😊 (10 min) Distribute the students **Handout # 3**. Tell them to read the instructions carefully and do the test individually first.
- Group discussion about the topic.

Activity 4. Case study.

Employees of different companies take part from qualification development program. The common language English is used there. They are citizens of different countries and their mother language is also different. Some of them know English, feel themselves comfortably. But most participants does not know English.

Handout 1.

In today's business world, English is no longer viewed as a foreign language - it is the global means of communication: the language of communication wherever a deal is being done internationally. Officially, English now has a special status in more than 75 countries, with a total population of over 2 billion speakers.

Many non-native speakers (NNSs) associate 'English' with native-speaker (NS) English and culture, as they were taught to do at school. But many more NNSs the world over use English to interact with other NNSs without giving a single thought to anything related to the language and cultures of English native-speaking nations. For such language users (and their numbers are growing by the day) English is not 'English' in the restricted sense of 'relating to England or its people or language', but just a useful tool for communication between people of varying linguistic and cultural backgrounds in a variety of communicative contexts.

The rise of English as an international language (EIL) and the resultant status of English as a medium for global communication poses new challenges to the ELT profession in the sense that we need to rethink some of our traditional aims and objectives. As an international language, English has become de-nationalized. It is no longer the property of the native English-speaking nations; it has got into the hands of foreigners. They own it now. It is my purpose in the following sections to outline some of these challenges in relation to the various roles of English in the European and global context and to suggest ways in which each of these challenges could be met.

Over the last thirty years or so it has become received opinion in Europe that foreign-language instruction should be aimed at (primarily) spoken interaction between NSs and NNSs across the frontiers of the nation states. Underlying this view is the ideal of European citizenship, which requires learners to familiarise themselves not just with the other language but also with the culture concerned (often involving extensive literary studies). The target language and culture are viewed as potential sources of enrichment which supposedly contribute to the formation of an 'open and multiple identity'. This ideal has a long tradition in Europe. Over the past decades it has received support from various quarters: linguistic, psycholinguistic, and anthropological alike. To give you one example, it has been assumed for years now that all languages have a universal base that is largely genetically determined, and a culture-specific superstructure (probably the bigger part), which is fully integrated with the base. So, much of what is transmitted through language, whether this has a referential or a social expressive function is therefore not so much universal as culture-bound. Some would even go so far as to say that language is not just a reflection of reality but a conceptual filter through which we constitute reality and see the world.

The rise of EIL cannot be viewed in isolation from its role in the world. Few people today will contest the fact that English is a world language. But what is a 'world language'? Numbers of NSs are not decisive here. When it comes to numbers English is outdone by Chinese and probably also Urdu (figures from the Internet). Saying that English is a world language does not mean that everybody on earth speaks English, or that everybody views it as such. That English has become a world language has nothing to do with the intrinsic qualities of the language either, even if it has a rich vocabulary, thanks to its contact with other European and non-Western languages.

Even so the global spread of English has been the result of totally different factors, both political, military, and economic. Though it may require military power to establish a dominant language, it takes economic power to expand it and to keep it up.

Other factors that have contributed to the worldwide spread of English over the past century are the development and explosive growth of the new communication technologies. They have enabled us to communicate (in English!) on a truly global scale. If we add to these the various international organizations using English as the dominant working language (such as the United Nations, the World Health Organization, the International Monetary Fund, or the World Bank) and it will be obvious why English became a world language.

But this is not all. English has also become the language of science and technology. This is particularly true of the natural sciences. In Germany, for example, 98 p.c. of all physicists claim English as their working language, as against 8 p.c. of all students of law. It will be obvious that a person's lack of proficiency in English (or French for that matter) may result in inequality, in science just as in politics.

As we noted above it is not necessary for a world language to have a large number of NSs, even if a large number may facilitate a wider communicative range. It will be clear that a large body of NSs has the capacity to produce a greater variety of culture goods (e.g. literary works of art, motion pictures, (pop) music, news broadcasts, etc., as well as dictionaries, grammar books, educational materials, etc.) than a small number and that it will also create more opportunities for interactions with its NSs.

A special case, indeed a major reason for the existence of English as an international language (EIL) is its use for specific purposes (ESP). Like other varieties of English as a lingua franca ESP is chiefly learnt not to indulge in social talk with NSs but to acquire a passkey to a

global community of experts so as to become a member of that community and communicate with other members of that community (e.g. medical doctors, airline pilots, engineers, business people, lawyers, scientists, bankers, etc.), in the language (register) of that community, irrespective of their ethnic, geographical and cultural backgrounds, about topics of common interest and concern. In a word, ESP is a variety of English used not so much for interactional as for transactional purposes, learnt not so much as a means of cultural expression than as a language for communication.

The majority of EIL interactions world-wide take place between speakers for none of whom English is the mother tongue and for none of whom English is a cultural symbol. On these grounds it may be questioned whether the teaching of culture is at all necessary to the teaching of EIL. For example, if a Dutch person conducts business in China, EIL is likely to be used. If the business is conducted in writing any reference to culture will be to the international conventions of doing business, or to local, regional, or national conditions. This is the kind of extra-lingual information that needs to be taught in ESP courses. If in face-to-face interactions any cultural elements enter the conversation they are likely to be part of the socio-cultural make-up of the Dutch and the Chinese interactants. The kind of traditional cultural knowledge that we teach or used to teach our students at school (and which we touched on above) will not do here either. We need to prepare our students for such situations. An effective way to do this is to raise their cross-cultural awareness by making them reflect on the differences between their own culture and the target culture, given a particular situation.

To summarize, for a language to become a truly world or global language it has to be recognized for its special communicative role in most countries around the world. This recognition is often reflected by the special status English enjoys in those countries, either by being an official language or by being the first foreign language in the language curriculum.

Handout 2

1. Over the last thirty years or so it has become received opinion in Europe that foreign-language instruction should be aimed at spoken interaction between NSs and NNSs across the frontiers of the nation states. T / F
2. English has not become de-nationalized and it is no longer the property of the native English-speaking nations; it has not got into the hands of foreigners. T / F

3. English language can not include any cultural symbols and non-native speakers use this language only for communicating.
4. Communicative technologies also play great role for using English as communicative language.
5. English as a lingua franca is chiefly learnt not to indulge in social talk with NSs but to acquire a passkey to a global community of experts so as to become a member of that community and communicate with other members of that community (e.g. medical doctors, airline pilots, engineers, business people, lawyers, scientists, bankers, etc.)

Key

Activity II

1. T 2. F 3. F 4. T 5 T

Handout 3.

English as an International Language: Where we are and where we need to go

1. What kind of conversations can the English speakers participate in?
 - a) Science, technology, world ships
 - b) Computer, books, handouts
2. To what learning the English language can be the key?
 - a) Become part of a cosmopolitan
 - b) To immigration and making money
3. What is more influential in matters of identity?
 - a) cultural icons
 - b) peer dynamics
4. what should the speakers use to promote learning?
 - a) popular culture icons
 - b) national culture
5. with what do teachers often feel uncomfortable?
 - a) increase confidence
 - b) technology and popular culture
6. For technology to be effectively used in the classroom what do teachers need first place?
 - a) time and training
 - b) up-to date hardware and innovative software
7. to whom or what does the government policy often favors for English language learning?

- a) elite students and schools
 - b) school pupils and teachers
8. What kind of tendency is used in EIL pedagogy?
- a) “different”
 - b) “othering”
9. Who are often positioned as deficient in comparison to native speakers?
- a) English learners and bilingual teachers
 - b) monolingual speakers and English teachers
10. What kind of fear among English speakers?
- a) intelligibility
 - b) pluricentric view

Literature

1. Byram, M., Nichols, A. and Stevens, D. (2001) *Developing Intercultural Competence in Practice*.
2. Corbett, J., (2010) *Intercultural Language Activities* Cambridge: CUP
3. Fox, K. (2004) *Watching the English*. London
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5. Bryson, B. (1990) *Mother Tongue: The English Language*. Penguin Books.
6. Crystal, D (2003) *English as a Global Language*. Cambridge University Press, New York.
7. Graddol, D. (2005) *English Next*. British Council
8. Utley, D. (2004) *Intercultural Resource Pack: Intercultural communication resources for language teachers*. Cambridge: CUP

Suggested web sites:

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org

Glossary

LINGUISTIC POWER – to succeed in something, now especially in academic performance.

CULTURE ICONS – an explicit set of requirements to be satisfied by a material, product or service

PEER DYNAMICS - to put someone in a place where they are kept away from other people.

LESSON #3

English as a global language

Theme #3.	Variants and peculiarities of English in English speaking zones
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none">1. Warm-up2. Activity 1. Listening3. Activity 2. Presentation4. Activity 3. Watching the video5. Activity 4. Case study	
The aim: Teaching, developing, educative, upbringing: to explain students new theme, to enrich their vocabulary on the theme; to improve their knowledge of English spread;	
Objectives:	
<ul style="list-style-type: none">• to lead-in to the topic and to raise students' interest to it• to develop students listening skills• to inform about the role of English as a global language throughout the world by using Power Point presentation• to allow students to express their points of views concerning to the topic.• to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (15 min.)

Objectives: to lead-in to the topic and to raise students' interest to it.

Materials: board, head projector, ppt presentation, marker

Procedure:

- **Checking home task. Saying: "What was your home task for today?"**
- **To make brainstorming for warming up. Giving questions. Questions to ask:**
 - What are the social reasons of spread of English as a global language?
 - When the term "English as a global language" began to spread?
 - What are the differences between social and political factors of a language?
 - What makes English language as global?
- Allow them to guess and give their answers. The students may give many different answers.

Activity 1

Objective: to develop students listening skill

Time: 15 minutes

Materials: **CD player, track and handout 1**

Procedure:

- **teacher plays a recording “Where did the English come?”**
- **after that teacher handouts with some exercises based on this track**
- **Find out whether the statements are TRUE or FALSE**

Activity 2

Objectives: to inform about the role of English as a global language throughout the world by using Power Point presentation

Time: over all 20 minutes. For doing activity give them 12 minutes.

Materials: handout 2

Procedure:

- Teacher shows the presentation **“The role of English as a global language throughout the world”** to the students which is helpful to understand new theme.
- Teacher distributes handout 2 and ask students to write the advantages and disadvantages of English as a global language. Students should clarify every answers.

Activity 3

Objectives: to let students to develop reading comprehension.

Time: 15 minutes

Materials: none

Procedure:

- Teacher puts the video which is related to the topic
- Asks students their understanding by watching the video

Activity 4. Case study.

Citizens of English speaking countries decided to build and create factory. They have the same language but different cultural background. So that there are some negotiations between them. Solve the situation, prove your ideas with facts.

Handout 1.

Find out whether the statements are TRUE or FALSE

1. Words such as “jury,” “parliament,” and “justice” that describe law and government come from ancient Latin.
2. Chaucer’s most famous work is “The Canterbury Tales,” written in Old English

3. English is the official language of more than seventy-five countries, including Britain, Canada, the United States, Australia, and South Africa.
4. The ancestor of English Proto-Indo-European includes the languages that became ancient Greek, ancient German and the ancient Persian.
5. Through the years, the Saxons, Angles and Jutes mixed their different languages. The result is what is called Anglo-Saxon or Old English.
6. Any works have not survived from the Old English period.
7. Words like “sky,” “leg,” “skull,” “egg,” “crawl,” “ lift” and “take” are from the old languages of the Vikings
8. William the Conqueror who invaded the Britain in 1066 was Greek-speaking person from Normandy.

Answers:

1. False
2. False
3. True
4. False
5. True
6. False
7. True
8. False

Handout 2.

Write the characters of English as an global language.

Advantages	Disadvantages

Handout 3. Home assignment

- ✓ to read and analyse the information in it.

Part A.

Janina Brutt-Griffler has been a strong critic of Phillipson, particularly with regard to his supposed downplaying of the positive role that English can play in promoting social mobility in low-income countries in Africa and elsewhere. She argues, for example, ventriloquizing for two South African women—Mrs. L and Pamela—that “exclusion from high proficiency [in] English [is] a prime determinant of lack of access to wealth in the world they [Mrs. L and Pamela, indicative of poor black South Africans, generally] inhabit.” She criticizes those who support the teaching of mother tongues over English as being insensitive to the economic aspirations of oppressed and impoverished people as they seek to escape poverty with the aid of English. This argument has also been associated with supporters of the “English Only” movement in the United States and by proponents of “English First” in American public education. Brutt-Griffler argues that the denial of English-language-medium education helped maintain social and economic segregation in the former British colony Basutoland (Lesotho) during the late 19th and early 20th centuries, and that this pattern persists in South Africa today. However, in a critique of Brutt-Griffler, Pennycook points out, “Part of the argument here about access hinges on whether we are looking at individual rights to English or whether we are looking at how access to English can alleviate poverty across a broader domain. It is perhaps disingenuous to argue for a need to deal with class, and then to argue in terms of individual access.” Further to the point that individual access to English does not correlate with poverty reduction that is class-related in low-income countries, Bruthiaux argues that for many of the world’s poor, English language education is “an outlandish irrelevance” and “talk of a role for English language education in facilitating the process of poverty reduction and a major allocation of public resources to that end is likely to prove misguided and wasteful”. Pennycook concludes that “...we need to distinguish very clearly between individually-oriented access arguments about escape from poverty, and class-oriented arguments about large-scale poverty reduction”. In summary, Brutt-Griffler uses a case study to make a general claim about the relation between access to English and economic mobility in South Africa; yet, even as a case study, the evidence that English plays anything more than a trivial role in reducing poverty in South Africa is lacking.

Part B.

The work represented by Philippe Van Parijs, is perhaps the most ambitious and most coherent, if flawed, account. Van Parijs is a political theorist who has written extensively about the benefits of a lingua franca, such as English, in helping to promote social and economic justice globally. He argues that the promotion of the teaching and learning of English in low-income countries could help reduce out-migration of highly trained, English-speaking citizens, who flee in great numbers to the wealthier ‘knowledge economy’ countries. He argues that the reclamation of lost income and increased corporate taxes could be used for massive investment

in English language teaching, leading to an increase in productivity and gross domestic product (GDP). Even more ambitiously, in his latest book, *Linguistic Justice for Europe and for the World*, Van Parijs argues that we need a lingua franca in Europe and across the world because:

Its adoption and spreading creates and expands a transnational *demos*, by facilitating direct communication, live or online, without the cumbersome and expensive mediation of interpretation and translation. It enables not only the rich and the powerful, but also the poor and the powerless to communicate, debate, network, cooperate, lobby, demonstrate effectively across borders. This common *demos*... is a precondition for the effective pursuit of justice, and this fact provides the second fundamental reason why people committed to egalitarian global justice should not only welcome the spread of English as a lingua franca but see it as their duty to contribute to this spread in Europe and throughout the world (31).

Van Parijs is a native francophone from Belgium, fluent in English and a number of other languages, a world traveler who has certainly benefitted from his multilingual abilities. However, part of his plan for dramatically increasing the numbers of English-speakers globally includes massive subsidies from the “free-riding” Anglophone countries who benefit unfairly in a number of ways by the arbitrary “luck” of having been born in English-dominant (and wealthy) countries, such as the US, UK, Australia, Canada, and New Zealand. His argument for a global lingua franca necessary for the strengthening of global networks and institutions that could serve to advance global interests of economic justice, environmental sustainability, and the reduction of conflict is certainly appealing (if not original), as it could (at least, hypothetically) help move the world towards communication networks less tethered to ethnic and nationalistic identities and the myriad languages that reflect and constitute those identities. The most significant problem with the position of Van Parijs is his downplaying of the contradictions between the values and goals of economic neoliberalism, which disproportionately benefit the interests of wealthy nations, and the values and goals necessary to promote a meaningful “democratic world order” in which social and economic justice could *only* be feasible if the debilitating values and manifest negative effects of the current neoliberal global regime were reversed, or at least severely modified. A global lingua franca cannot overcome such contradictions. Another major weakness in Van Parijs’ argument is his somewhat idealized conception of language, a view that sees named languages as discrete vehicles for communication in which the symbolic/affiliational aspects can be abstracted out for particular and defined instrumental purposes (see Ives in press), and which has little to say about the matter of language varieties, code-mixing, pragmatics—in short—the complexity and limitations of language in interpersonal/intercultural communication. Beyond the fact that the language called English exists in myriad forms and varieties, many of which are not mutually intelligible, there is no reason to believe that a global lingua franca—and Van Parijs argues that English (presumably an idealized international variety that no one speaks) is currently and for the foreseeable future, the only candidate for this role—would be neutral with regard to the dominant political, economic, cultural and symbolic values that gave rise to a particular, globally popular variety, in the first place (British, then American), at least for the foreseeable future. There is little guarantee that the interests of groups represented by spokespersons using a variety of English as a second or third language would be fairly heard, let alone acted upon, as if interests were unrelated to social positions in unequal power hierarchies. Furthermore, what would motivate the states, corporations, and institutions that have benefited from English-based information technology and communication systems, with their built-in ties with Western values

and economic advantages, to “democratize” the world system by changing the “rules” that have benefitted them for so long, especially given the inability of institutional “referees” in global trade (such as the World Trade Organization) to level the playing field among historically unequal nations? The European Union has not been successful in developing policies to make the Eurozone function. If Europe cannot get its own economic house in order, why should we suppose that over 200 countries in the world would work toward a common purpose, aided by greater access to a lingua franca, given the massive social and economic inequality that currently exists? The elaborate (and often impressive) argumentation and economic analyses Van Parijs provides to justify his pro-English as a lingua franca argument cannot overcome these fundamental, seemingly intractable obstacles to finding common ground and common purpose in a world in which everything has been, or will soon be, owned, priced, with the owners increasingly controlling decisions about economic inputs and outputs on a global scale in the service of their own economic interests. Yet, Van Parijs does provide a coherent and well-reasoned analysis that takes into account economic, political, social, and (to a limited degree) linguistic factors in an integrated way, and in this regard his work can be viewed as exemplary, and as a useful starting point for further discussions and research on the role of language(s) in the promotion of social justice on a global scale.

Part C.

Although inequalities between languages would still exist irrespective of political domination or social stratification, the ways in which inequalities evolve and are maintained can be analyzed by looking at the historical record, and especially by considering how prevailing models of development work against the ending of poverty, in part, by under-valuing and under-utilizing local cultural and linguistic resources in low-income countries. I have suggested that the preference for English as a global lingua franca, especially over the past half century, is conditioned by and correlates with processes of economic globalization and expansion of the digitalized knowledge economy, which greatly, and disproportionately, benefit some workers in some sectors of the formal economy in certain geographical regions, but mostly benefits the corporations which employ those workers. This preference has a secondary effect on the utility of local/non-dominant languages in local and regional economic development that, in the long run, will influence the status and viability of non-dominant languages in those societies. These effects are especially pronounced in the most linguistically diverse countries, a large proportion of which are in Africa .

At this point in history, it is the case that knowledge of certain varieties of English, coupled with particular skill sets obtainable only through high levels of education generally not universally accessible, is likely to enhance the social mobility of some individuals. States that have English as the dominant/national language, and those relatively wealthy states that are able to provide affordable access to high-quality English language learning, and which have highly educated workers with skills in demand in knowledge economy-related services, will be relatively advantaged compared to workers in states lacking in both. There definitely is a brain drain, but mostly of well-trained people from relatively high-income countries moving to other higher-income countries, with the greatest percentage of movement of this select population from one European country to another, and from Europe and other parts of the world to North

America. Certainly, English has value for many of these mobile individuals; however, I have tried to demonstrate that English is not the inherent hegemon, nor the de facto oppressor, nor the ticket to social or economic mobility, nor the crucial factor in promoting a global *demos* that it is claimed to be, to varying degrees, by the scholars whose positions I have described in this paper/ All of these scholars make valuable contributions to our understanding of how language(s) play important roles in social, political, and economic development in various contexts. What is missing, I have argued, is an over-arching framework to account for English both as a means of social mobility *and* as an inhibitor of local development, especially in low- income countries, which can be accounted for through critical analysis of neoliberal economic policy and its attendant values, goals, and effects on the status, learning, and usefulness of languages, including in sectors of the knowledge economy. The purpose of this paper is to serve as a starting point for new research directions in the field of language policy and planning, in which economic systems and processes, in interaction with national and global political systems and processes, inform analysis of the status, utility, value, and long-term viability of minority languages, and their community of speakers, and which can provide evidence that economic and social development are aided by investment in local cultural and linguistic resources, especially in those low-income countries, many of which are in Africa, that have the greatest amount of linguistic diversity , and some of the highest levels of poverty.

Literature

1. Byram, M., Nichols, A. and Stevens, D. (2001) *Developing Intercultural Competence in Practice*.
2. Corbett, J.,(2010) *Intercultural Language Activities* Cambridge: CUP
3. Fox, K. (2004) *Watching the English*. London
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Suggested web sites:

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2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org

Glossary

ADMIRE- one who admires.

EQUINOX- the intersection of the ecliptic (apparent path of the sun) with the celestial equator

FAITHFUL –loyal; adhering firmly to person or cause.

LESSON #4

Theme #4.	Background to English becoming as an international language (political and social circumstances)
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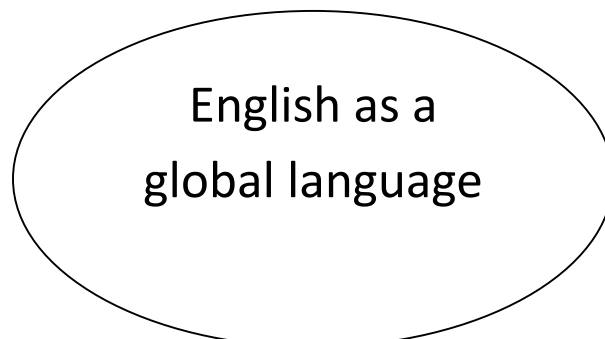
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none">1. Warm-up2. Activity 1. Scan the text3. Activity 2. Find correct option.4. Activity 3. Match words with their definitions5. Activity 4. Listen to the speaker and fill the gaps6. Activity 5. Case study	
The aim: to wide students' outlook by introducing new theme; to develop students' personal skills, to develop skills working in groups, communicative skills	
Objectives: <ul style="list-style-type: none">• to lead in the topic• to enrich the student's knowledge about English language as international language through specific activities• to enrich participants' vocabulary.• To develop listening skill	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (5 min.)

➤ Objectives: to lead in the topic

Procedure:

- To make brainstorming for warming up.
- Teacher plays a recording about “Why English language grow into global”



Activity 1

Objectives: to enrich the student's knowledge about English language as international language through specific activities

Time: 30 minutes

Materials: Handout 1

Procedure:

- Divide students into three groups.
- Distribute handouts to the Ss and give them 20 minutes to scan the texts again.
- Require Ss to support their ideas with the help of previous text for more information
- If ideas wrong teacher will clarify the answers.
- Recording is played about historical background of English. (15 min)

Activity 2

Objective: to help participants become aware of the facts about English language

Time: 5 min

Materials: Handout 2

Procedure:

😊 (5 min) Distribute the students Handout # 2. Tell them to read the text and match the headings to the text.

- Ask them to discuss their answers within small groups

Activity 3

Objective: to enrich participants' vocabulary.

Time: 10 min

Materials: Handout 3

Procedure:

- match words with their definitions
- make the sentences using them in order to dedicate facts why English language is international and global.
- Find which statement belongs to the scientist from the box. NB. Two statements can be chosen for one person.

Handout 4

Time: 5 min

Activity 4

Objective: to develop listening skill

Time: 5 min

Materials: Handout 3

Procedure:

- **Listen to the speaker and fill the gaps**

Activity 5. Case study

Handout 1.

Part A.

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income and increased corporate taxes could be used for massive investment in English language teaching, leading to an increase in productivity and gross domestic product (GDP). Even more ambitiously, in his latest book, *Linguistic Justice for Europe and for the World*, Van Parijs argues that we need a lingua franca in Europe and across the world because:

Its adoption and spreading creates and expands a transnational *demos*, by facilitating direct communication, live or online, without the cumbersome and expensive mediation of interpretation and translation. It enables not only the rich and the powerful, but also the poor and the powerless to communicate, debate, network, cooperate, lobby, demonstrate effectively across borders. This common *demos*...is a precondition for the effective pursuit of justice, and this fact provides the second fundamental reason why people committed to egalitarian global justice should not only welcome the spread of English as a lingua franca but see it as their duty to contribute to this spread in Europe and throughout the world (31).

Van Parijs is a native francophone from Belgium, fluent in English and a number of other languages, a world traveler who has certainly benefitted from his multilingual abilities. However, part of his plan for dramatically increasing the numbers of English-speakers globally includes massive subsidies from the “free-riding” Anglophone countries who benefit unfairly in a number of ways by the arbitrary “luck” of having been born in English-dominant (and wealthy) countries, such as the US, UK, Australia, Canada, and New Zealand. His argument for a global lingua franca necessary for the strengthening of global networks and institutions that could serve to advance global interests of economic justice, environmental sustainability, and the reduction of conflict is certainly appealing (if not original), as it could (at least, hypothetically) help move the world towards communication networks less tethered to ethnic and nationalistic identities and the myriad languages that reflect and constitute those identities. The most significant problem with the position of Van Parijs is his downplaying of the contradictions between the values and goals of economic neoliberalism, which disproportionately benefit the interests of wealthy nations, and the values and goals necessary to promote a meaningful “democratic world order” in which social and economic justice could *only* be feasible if the debilitating values and manifest negative effects of the current neoliberal global regime were reversed, or at least severely modified. A global lingua franca cannot overcome such contradictions. Another major weakness in Van Parijs’ argument is his somewhat idealized conception of language, a view that sees named languages as discrete vehicles for communication in which the symbolic/affiliational aspects can be abstracted out for particular and defined instrumental purposes (see Ives in press), and which has little to say about the matter of language varieties, code-mixing, pragmatics—in short—the complexity and limitations of language in interpersonal/intercultural communication. Beyond the fact that the language called English exists in myriad forms and varieties, many of which are not mutually intelligible, there is no reason to believe that a global lingua franca—and Van Parijs argues that English (presumably an idealized international variety that no one speaks) is currently and for the foreseeable future, the only candidate for this role—would be neutral with regard to the dominant political, economic, cultural and symbolic values that gave rise to a particular, globally popular variety, in the first place (British, then American), at least for the foreseeable future. There is little guarantee that the interests of groups represented by spokespersons using a variety of English as a second or third language would be fairly heard, let alone acted upon, as if interests were unrelated to social positions in unequal power hierarchies. Furthermore, what would motivate the states, corporations, and institutions that have benefited from English-based information technology and communication systems, with their built-in ties with Western values and economic advantages, to “democratize” the world system by changing

the “rules” that have benefitted them for so long, especially given the inability of institutional “referees” in global trade (such as the World Trade Organization) to level the playing field among historically unequal nations? The European Union has not been successful in developing policies to make the Eurozone function. If Europe cannot get its own economic house in order, why should we suppose that over 200 countries in the world would work toward a common purpose, aided by greater access to a lingua franca, given the massive social and economic inequality that currently exists? The elaborate (and often impressive) argumentation and economic analyses Van Parijs provides to justify his pro-English as a lingua franca argument cannot overcome these fundamental, seemingly intractable obstacles to finding common ground and common purpose in a world in which everything has been, or will soon be, owned, priced, with the owners increasingly controlling decisions about economic inputs and outputs on a global scale in the service of their own economic interests. Yet, Van Parijs does provide a coherent and well-reasoned analysis that takes into account economic, political, social, and (to a limited degree) linguistic factors in an integrated way, and in this regard his work can be viewed as exemplary, and as a useful starting point for further discussions and research on the role of language(s) in the promotion of social justice on a global scale.

Part C.

Although inequalities between languages would still exist irrespective of political domination or social stratification, the ways in which inequalities evolve and are maintained can be analyzed by looking at the historical record, and especially by considering how prevailing models of development work against the ending of poverty, in part, by under-valuing and under-utilizing local cultural and linguistic resources in low-income countries. I have suggested that the preference for English as a global lingua franca, especially over the past half century, is conditioned by and correlates with processes of economic globalization and expansion of the digitalized knowledge economy, which greatly, and disproportionately, benefit some workers in some sectors of the formal economy in certain geographical regions, but mostly benefits the corporations which employ those workers. This preference has a secondary effect on the utility of local/non-dominant languages in local and regional economic development that, in the long run, will influence the status and viability of non-dominant languages in those societies. These effects are especially pronounced in the most linguistically diverse countries, a large proportion of which are in Africa .

At this point in history, it is the case that knowledge of certain varieties of English, coupled with particular skill sets obtainable only through high levels of education generally not universally accessible, is likely to enhance the social mobility of some individuals. States that have English as the dominant/national language, and those relatively wealthy states that are able to provide affordable access to high-quality English language learning, and which have highly educated workers with skills in demand in knowledge economy-related services, will be relatively advantaged compared to workers in states lacking in both. There definitely is a brain drain, but mostly of well-trained people from relatively high-income countries moving to other higher-income countries, with the greatest percentage of movement of this select population from one European country to another, and from Europe and other parts of the world to North America. Certainly, English has value for many of these mobile individuals; however, I have tried to demonstrate that English is not the inherent hegemon, nor the de facto oppressor, nor the ticket to social or economic mobility, nor the crucial factor in promoting a global *demos* that it is claimed to be, to varying degrees, by the scholars whose positions I have described in this paper/

All of these scholars make valuable contributions to our understanding of how language(s) play important roles in social, political, and economic development in various contexts. What is missing, I have argued, is an over-arching framework to account for English both as a means of social mobility *and* as an inhibitor of local development, especially in low- income countries, which can be accounted for through critical analysis of neoliberal economic policy and its attendant values, goals, and effects on the status, learning, and usefulness of languages, including in sectors of the knowledge economy. The purpose of this paper is to serve as a starting point for new research directions in the field of language policy and planning, in which economic systems and processes, in interaction with national and global political systems and processes, inform analysis of the status, utility, value, and long-term viability of minority languages, and their community of speakers, and which can provide evidence that economic and social development are aided by investment in local cultural and linguistic resources, especially in those low-income countries, many of which are in Africa, that have the greatest amount of linguistic diversity , and some of the highest levels of poverty.

Handout 2.

Find the appropriate heading to the text.

1. The Overall Picture with Regard to Language Rights and Language Policy.
2. English as a vehicle for social and economic mobility
3. English as a global lingua franca necessary for a global *demos*.

Handout 3.

Try to match words with their definitions and make the sentences using them in order to dedicate facts why English language is international and global.

- | | |
|---------------------|--|
| 1. GDP | a. very difficult, impossible to control |
| 2. intractable | b. a share of sth |
| 3. manifest | c. to change |
| 4. vary | d. the attempt to making sth suitable |
| 5. stratification | e. gross domestic product |
| 6. prevail | f. to get control |
| 7. disproportionate | g. an arrangement of different parts of sth |
| 8. reclamation. | h. too large or too small in comparison to sth |
| 9. allocation | i. giving a good reason for sth |
| 10. justify | j. to show or present |

Handout 4. Find which statement belongs to the scientist from the box. NB. Two statements can be chosen one person.

JaninaBrutt-Grifflerz	JBG
Van Parijs	VP
Pennycook	Pe
Phillipson	Ph
Bruthiaux	B

1.The support of teaching of mother tongues over English as being insensitive to the economic aspirations.

2. A very clear difference between individually-oriented access arguments about escape from poverty, and class-oriented arguments about large-scale poverty reduction are needed.
3. Exclusion from high proficiency [in] English [is] a prime determinant of lack of access to wealth in the world they inhabit.
4. English language education is considered to be “an outlandish irrelevance” for many of the world’s poor.
5. A lingua franca in Europe and across the world is needed.
6. Idealized conception of language, a view that sees named languages as discrete vehicles for communication is what really necessary.

Handout 5.

Listen to the speaker and fill the gaps in the following questions:

1. The first involved three tribes called the Angles, the Jutes and the Saxons.
2. The words “parliament,” “jury,” “justice,” and others that deal with law come from the
.....
3. “The Canterbury Tales,” as it was written in Middle English.
4. The language of the Catholic Church was
5. The made it possible for almost anyone to buy a book
6. Experts say that work was written to be performed on the stage
7. The great rivers in the United States are taken from words.
8. For example, the word “.....” for soap for the hair came from India. “....” is believed to be from Africa.

Answers.

Handout 5.

1. Angles, the Jutes and the Saxons
2. Norman rulers.
3. in Middle English.
4. Latin
5. Printing press
6. Shakespeare’s
7. American Indian words.
8. Shampoo, Banana

Literature

1. Byram, M., Nichols, A. and Stevens, D. (2001) *Developing Intercultural Competence in Practice*.
2. Corbett, J., (2010) *Intercultural Language Activities* Cambridge: CUP
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Suggested web sites:

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org

Glossary

GDP- gross domestic product

PROFILE-(countable) a specific place or field in which users can provide various types of personal information in software or internet systems.

HOMESTAY-a system whereby students visiting a foreign country to study board with a local family at an affordable price.

LESSON #5

Theme #5.	Background to English becoming as an international language (political and social circumstances)	
Length: One hour and twenty minutes	Number of Students: 12	
Lesson Outline		
<ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Presentation 3. Activity 2. Speaking and listening 4. Activity 3. Looking for meaning 5. Activity 4. Identify true or false 6. Activity 5. Give the definitions 7. Activity 6. Answer these questions in written 8. Activity 7. Case study 		
The aim: To teach students about the future of the English language.		
Objectives:		
<ul style="list-style-type: none"> • to lead-in to the topic and to raise students' interest to it • enrich students' awareness of the future of the English language • to develop students speaking and listening skills • to improve student' knowledge about the future of English by doing through specific activities. • to allow students to express their points of views concerning to the topic. • to let students to justify their points of views 		
Activity Type:	Individual, small group, whole class (teacher-students)	

Warm-up. (10 min.)

Objectives: to lead-in to the topic and to raise students' interest to it.

Procedure:

- Ask students to answer these questions.
- 1. What do you think what will be the future of English?
- 2. How many countries will take English as a second language?
- 3. What can you say about the percentage of English speaking countries?
- 4. What will the future of the English look like?

Activity 1

Objectives: to enrich students' awareness of the future of the English language

Time: 3min

Materials: Presentation

Procedure:

- Show a presentation to the students
- Giving explanations
- After explaining, ask Ss to share their ideas with the group
- Require Ss to support their ideas with the help of significant facts.

Activity II.

Objectives: to develop students' speaking, listening skills

Time: 7 min

Materials: video-rolic

Procedure:

- Watch the video
- Begin to discuss with students in group
- Share their own ideas about the main theme on video

Activity III.

Objectives: to improve student' knowledge about the future of English by doing through specific activities.

Time: 10 min

Materials: hand-out

Procedure:

- Divide students into three groups.
- Distribute hand-outs to the Ss and give them 20 minutes to scan the texts
- Ask Ss to share their ideas with their partners and present their findings to the group
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity 4 Looking for meaning

Objectives: to let students to find out words with similar meaning.

Time: 15 minutes

Materials: Handout 4

Procedure:

- Let the students to work in pairs
- Discuss the answers.

Activity 5

Objectives: to develop Ss' speaking skills

Time: 10 minutes

Procedure: handout 3

Answer these questions in written . Each question should be answered no more 80 words:

1. What is the past, today and future of your native language?
2. Differences between your native and English language's future.
3. What languages' future will be like an English?

Activity 7. Case study

Handout 1

Part A

Interestingly, about two-thirds of English-speakers are not first-language speakers of English. To put it another way: English no longer belongs to England, to superpower America, or even to the English-speaking countries generally. Rather, English is the world's language. What happens to a language when it becomes everybody's? Shaped by the mouths of billions of non-native speakers, what will the English of the future look like?

A look into the past can give us an idea. English is of course not the first language learned by lots of non-natives. When languages spread, they also change. And it turns out, they do so in specific directions. For example, a 2010 study by Gary Lupyan and Rick Dale found that bigger languages are simpler. In more precise terms, languages with many speakers and many neighbours have simpler systems of inflectional morphology, the grammatical prefixes and suffixes (and sometimes "infixes") that make languages like Latin, Russian and Ancient Greek hard for the foreign learner. Contrary to educated people's stereotypes, the tiny languages spoken by "stone-age" or isolated tribes tend to be the world's most complicated, while big ones are less so, by this metric.

What Messrs Lupyan and Dale found through a statistical look at thousands of languages, John McWhorter, a linguist at Columbia University, found in a detailed study of just five. In his 2007 book "Language Interrupted", he asked why certain big, prestigious languages seem systematically simpler than their ancestors and cousins. English is simpler than German (and Old English); modern Persian is a breeze next to Old Persian and modern Pushtu; modern spoken Arabic dialects have lost much of the grammatical curlicues of classical Arabic; modern

Mandarin is simpler than other modern Chinese languages; and Malay is simpler than related Austronesian languages. Mr McWhorter's conclusion, in simple terms, is that when lots of adults learn a foreign language imperfectly, they do without unnecessary and tricky bits of grammar. (Most languages have enough built-in redundancy for grammars to be more complicated than they have to be.) Modern Mandarin is a perfect example of a language almost completely devoid of inflectional morphology, all those prefixes and suffixes. All languages have their complexities, but Mr McWhorter believes that Mandarin, English, Persian, Malay and Arabic dialects are all clearly simpler than they used to be.

Part B

What, then, can we predict English will lose if the process goes on? An easy choice seems to be "whom". English was once heavily inflected; all nouns carried a suffix showing whether they were subjects, direct objects, indirect objects or played some other role in a sentence. Today, only the pronouns are inflected. And while any competent speaker can use I, me, my and mine correctly, even the most fluent can find whom (the object form of who) slippery. So whom might disappear completely, or perhaps only survive as a stylistic option in formal writing.

Another gilded-lily complication of English that foreign learners struggle with is the tense-aspect system, including three present-tense forms, I live, I am living and I do live, plus compound forms like I will have been living. These are tricky for speakers who don't have them in their native languages. While these different tenses and aspects focus on different things, the differences are often not crucial. In the very long run, as English is spoken by more people who have learned it as a foreigner, some simplification of this system would not be surprising.

What about pronunciation and dialect? Predictions that English would become a single undifferentiated mass in the age of mass communication have been shown wrong. Indeed, scholars see new dialects developing. William Labov, an American linguist, has identified a new "Northern Cities Shift" in the vowel system. And linguists see British dialects moving and changing, but not disappearing, as we reported here. Perhaps more relevantly, there are already recognisable accents, vocabulary and, to some extent, grammatical differences in dialects spoken in non-English-native territories like India and Singapore. New dialects will appear wherever English makes greater inroads into daily life—say perhaps Scandinavia, where children are learning English at younger and younger ages. Or take Brussels, one place where a big non-native-speaker population uses English every day. For example, European Union bureaucrats are likely to use the English "control" to mean "monitor" or "verify", because *contrôler* and *kontrollieren* have this meaning in French and German. (Other examples are *assist* for "attend" and *actual* for "current".) The EU's Court of Auditors has developed a style guide to correct the many EU-isms that have developed out of interference from other European languages. It's an engaging read that correctly calls these "misused" English words. But if in 50 or 100 years' time a large population is still fluently and easily using "control" for "monitor" and being perfectly understood, we will have to accept that this is a new dialect of English, not a misuse.

Part C

As English grammar gets simpler, and foreigners get to vote their funny practices into the language of Shakespeare, there will always be those who consider this decline, or adulteration. (Fears of decline have been with us for centuries already, after all.) But the declinists can take

heart, on two counts. One is that languages don't really decline. We speak worn-down, clapped-out Anglo-Saxon, but modern English is plenty expressive, because we need it to be. And the second comfort is that this is the price of success: English may simplify because it is spreading. But it is spreading because it is expressive and useful. Most of the world's languages would love to have the problems that English has.

Many of the (correct) statements made here can be taken one level deeper. . .

(1) The original "lingua franca" was not any particular existing language, but a pan-Mediterranean pidgin based mainly on the Romance languages and used for trading in the Middle Ages and early modern period. So English cannot really be called a lingua franca in a strict sense (though the term has been used loosely for "internationally dominant language" for many years now).

(2) It is true that (some) languages tend to drop inflections over time, perhaps because they are taken over by populations that originally spoke something else. But THEN a funny thing may happen: the derivative languages develop their own endings and tack them back on again, making a reverse move back from a more "analytic" language to a more "synthetic" one. For example, the Latin future endings (as in *amabo*, I shall love) are nowhere to be seen in French, where the future tense was recomposed at a later date, with forms of "to have": *aimerai*, etc. So why shouldn't the English(es) of the future, or some of them, be more synthetic than today's English? In the Latin-to-Romance transition, the spontaneous generation of new inflections has occurred in historical time, with plenty of documentation at each stage (well, with a gap in the middle, perhaps). But we can retrospectively conclude that such things must have happened in the prehistory even of Latin itself and of other ancient languages. The inflectional verb endings in classical Hebrew and Arabic, for instance, are pretty clearly derived from the personal pronouns. At some point in the history of pre-proto-Semitic, the verb forms probably consisted of multiple words, i.e., they were analytic, as in English and Chinese, rather than synthetic. The back story of any language, seen over thousands and thousands of years, must certainly have included many, many episodes of inflection-paradigm destruction and regeneration. Most of this presumably happened before anything was put down in writing. A few years ago, there was a book called "The Power of Babel" in which it was suggested that "man's earliest languages" were most likely to have been of the analytic type, i.e., with very few endings, because newly-generated languages (pidgins) are almost always like this. But it seems to me that this is fallacious, as a pidgin (a newly formed composite of two or more existing languages) and a very, very ancient language are "young" in entirely different senses. There is no reason to expect one to resemble the other. And any language, no matter how ancient, presumably represents a "late stage" of some even more ancient language -- until we get all the way back to the development of language capability as an event in human evolution. What happened way back then is a whole other, unknown story.

In the end, English will evolve into a set of new languages. Two or three thousand years from now, linguists will compare the "Anglic" languages with one another and explain how it came about that they wound up so different despite their common origin -- unless, of course, human life on this planet has been eradicated by then. In any case, none of us will be around any more to see how it turns out!

Hand out 2

Identify true or false

1. The original "lingua franca" was any particular existing language.
2. Pan-Mediterranean pidgin based mainly on the Romance languages
3. All languages haven't their complexities
4. When languages spread, they also change. And it turns out, they do so in non-specific directions.
5. Modern English is plenty expressive
6. American linguist, has identified a new "Northern Cities Shift" in the consonant system.

Handout 3

Give the definitions of these words.

Complexity, newly-generated, declinist, interference, undifferentiated, slippery, devoid, superpower, prestigious, breeze.

Hand out 4

Answer these questions in written form . Each question should be answered no more 80 words.

1. What is the past, today and future of your native language?
2. Differences between your native and English language's future.
3. What languages' future will be like an English?

Literature

1. Byram, M., Nichols, A. and Stevens, D. (2001) *Developing Intercultural Competence in Practice*.
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2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org

Glossary

TO GO WRONG - used when something stops working, problem happens.

TO SHUT ONESELF AWAY FROM - to put someone in a place where they are kept away from other people.

TO SPRING INTO ACTION - to act, to move.

LESSON #6

Theme #6.	Language change and factors and influence it (internet, business, diplomacy)
Length: One hour and twenty minutes	NumberofStudents: 12
LessonOutline <ol style="list-style-type: none"> 1. Warm-up. watch a video 2. Activity 1. Scan the text 3. Activity 2. True(T) or False(F). 4. Activity 3. Find the definitions 5. Activity 4. Give the information 6. Activity 5. Case study 	
The aim: by the end of the lesson students will be able to demonstrate knowledge to improve their knowledge of different variations of English	
Objectives: <ul style="list-style-type: none"> • to enrich the student’s knowledge about English language as international language through specific activities • to help participants become aware of the facts about English language • to enrich participants’ vocabulary • find additional information 	
ActivityType:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

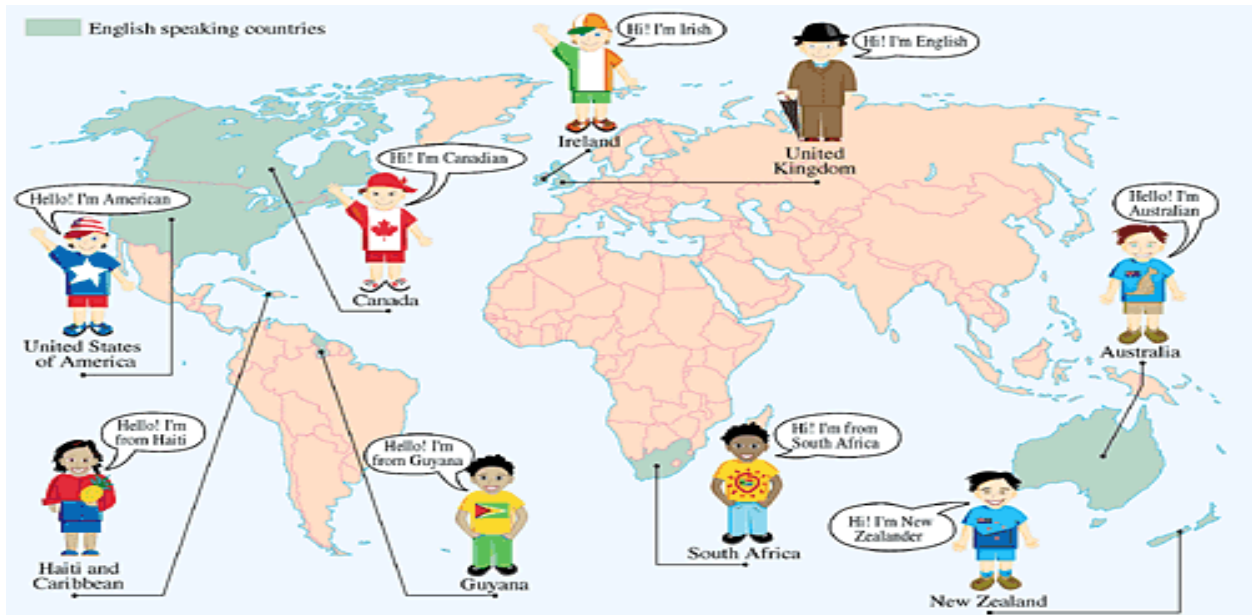
Objectives: to lead-in to the topic and to raise students' interest to it.

Procedure:

Questions to ask:

- What kind of different variations of English do you know?
- What does the term “Standard English” mean?
- What do you know about Australian English?

After asking questions, students watch a video about Varieties of English. (5 min)



Activity I.

Objectives: to enrich the student's knowledge about English language as international language through specific activities

Time: 40 minutes

Materials: Handouts

Procedure:

- Divide students into three groups.
- Distribute handouts to the Ss and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the globalization process of the English language.
- If ideas wrong teacher will clarify the answers.

Activity II. Decide if the statement is True(T) or False(F).

Objective: to help participants become aware of the facts about English language

Time: 10 min

Materials: Handout 2

Procedure:

- (5 min) Distribute the students **Handout # 2**. Tell them to read the rules and try to understand
- Divide them into two groups, give them **Handout#2.1**
- Let them to do exercises and check.
- (5 min) Discuss the statements with the whole group.

Activity III. Find the definitions of the following words from the text and make the sentence with each word.

Objective: to enrich participants' vocabulary.

Time: 5 min

Materials: Handout 3

► Procedure:

- Divide the students into 2 groups. Give each group handout #3.2.
- (5 min) Give a chance to each group to read the text again and to do exercises.

Activity IV. Give the reasons for the following events in a written form. You have to find additional information out of the class material.

Time: (10 min)

Materials: Handout 4

► Procedure:

- Give the students **Handout#4**. Give the reasons for the following events in a written form.
- **You have to find additional information out of the class material.**
- Explain them the homework **Handout#4.1** Students will be supposed to do exercises

Activity 5. Case study

You are as a factory owner: the workers of your company use different kinds of words and some of them are not understandable to you, because of everyday conversations of internet and etc. influenced their speech. In this case how could you keep an original language in order to avoid such situations and save commonwealth with another business and diplomatic partners?

Handout 1.

Varieties of English language

Today, English is one of the major world languages. The process began with English settlements in North America in the seventeenth and eighteenth centuries. English settlements in the West Indies also began in the seventeenth century, in competition with Spanish, French and Dutch colonizers. For a couple of centuries there was intermittent warfare between these four powers for domination of the Caribbean, and by the early nineteenth century Britain had firm control of a number of the islands, including Antigua, Barbados, Jamaica, St Kitts, and Trinidad and Tobago. British domination of the Indian subcontinent dates from the second half of the eighteenth century: the East India Company was founded in 1600, and British trading-posts established from the seventeenth century onwards, but it was only from the 1770s that British rule was firmly established. British settlement in Australia began slightly later, after the American War of Independence. The expansion of British influence and power continued at an even greater rate during the nineteenth century. Early in the century, the British displaced the Dutch as the dominant power in South Africa, and during the first half of the century British rule was also established in Singapore, British Guiana, New Zealand and Hong Kong. The second half of the nineteenth century was marked by 'the scramble for Africa', in which colonial powers (Belgium, Britain, France, Germany, Portugal) competed for possessions in the African continent. As a result, British rule was established in regions of West Africa (including what is now Nigeria), East Africa (including what are now Kenya and Tanzania) and southern Africa (including what are now Zimbabwe and Botswana). In all these areas, British English has been influential, while in the Philippines and Puerto Rico, both taken by the United States from Spain at the end of the nineteenth century, the American form of English has dominated. The great growth of population in the United States, assisted by massive immigration in the nineteenth and twentieth centuries, is one factor that has given English its present standing in the world. In 1788, when the first American census was held, there were about 4 million people in the United States, most of them of British origin. By 1830, the population was nearly 13 million; by 1850 it was 23 million, and had overtaken that of England; and then it shot ahead – to 50 million by 1880, 76 million by 1900 and 150 million by 1950. This worldwide expansion of English means that it is now one of the most widely spoken languages in the world. Estimates of the numbers of speakers of English vary widely, but even the most modest of these agree that there are well over 400 million speakers for whom English is a native language and many more for whom English is a second or foreign language. The method of its spread, however, also means that there are now many varieties of English, and that it is used for many different purposes in varying social contexts. In North America, Australia, and New Zealand, there was dense settlement by English-language speakers, who outnumbered the original inhabitants (Native Americans, Australian Aboriginals, Maoris), and also dominated them politically and economically. The native languages, consequently, had hardly any influence on the language of the settlers. In South Africa, on the other hand, the community of those who speak English as a first language is comparatively small: in the 2001 census, English was recorded as the language most often spoken at home for 8.2% of the population, putting it in fifth place after IsiZulu (23.8%), IsiXhosa (17.6%), Afrikaans (13.3%) and Sepedi (9.4%). However, this does not account for the many South Africans of various ethnic backgrounds and ancestries who will speak English as a second language.

In Australia, New Zealand and South Africa there is little regional variation in the language. There are, however, social and ethnic variations: in Australia, some speakers use a 'broader' accent, that is, one that is remoter from RP, and use more local Australian words in

their vocabulary, but similar variations are found all over the country. In all three countries, there are different varieties of English associated with different ethnic groups, such as Australian Aboriginal English and Maori English. In the United States, on the other hand, there is greater regional dialect differentiation. The original English-speaking settlers on the east coast developed dialectal differences, and as the frontier was pushed westwards these dialects expanded too, so that there are fairly well-marked dialect bands. At the same time, however, they influenced one another, and became more mixed, so that in the west the differences are less sharp than on the Atlantic coast. It is usual to recognize three main dialect areas, the Northern, the Midland and the Southern. What is often called General American includes parts of all three dialect areas, but excludes the non-rhotic areas, that is, those where final and preconsonantal /r/ is not pronounced (the coastal south-east, and coastal areas of New England). Canadian English is different again, though much closer to General American than to British English. Places in which English is spoken primarily as a native, second or foreign language have been labelled as 'inner circle, outer circle and expanding circle' areas respectively. The 'inner circle' is made up of those communities in which English has been passed down the generations as a first language, such as the United Kingdom, the USA, Canada, Australia and New Zealand. The 'outer circle' consists of areas in which English is widely used as a second language, alongside one or more local languages for public purposes, and often for communication between different language groups in the community. India, for example, has a population of over one billion, and over four hundred different languages. English is one of the official languages, alongside Hindi and twenty-two 'scheduled' regional languages, and is widely used as a language of administration and commerce. In former British colonies in sub-Saharan Africa, English usually plays a similar role, whether it is recognized as an official language or not. In Nigeria there are three main languages (Yoruba, Igbo, Hausa), and over five hundred local ones, but English is also an official language, and plays a major role in government and administration. It is also used as a language of wider communication, at any rate among the higher socio-economic groups. The 'expanding circle' consists of those areas in which there is neither any native tradition of English speaking, nor institutional use of English, but it is learned as a foreign language, for trade, travel, etc. As English has increasingly become a global language, the number of speakers learning English as a foreign language is growing rapidly, hence the term 'expanding circle'. An example of an 'expanding circle' country is mainland China (as opposed to Hong Kong, which, as a former British colony, belongs in the 'outer circle'). In the expanding circle, the model of English taught will be either RP or General American English. In 'outer circle' countries like India, in contrast, where speakers mostly learn English as a second language, they will expect to use it mostly for communication with other Indians, and will hear it used in the speech community as a matter of course. Moreover, an Indian will most often learn a local variety of the language, taught by an Indian who speaks that variety, and not British or American English. The distinction between second language and foreign language is not, however, a sharp one: educated people from a wide range of countries, including many European countries, may have learnt English as a foreign language, but will use it as a lingua franca in contexts such as academic conferences. Moreover, there is a considerable amount of variation in the roles played by second languages, for example in education, in the fields of discourse used, and in the giving of prestige or power. In India, although official policy was to change the medium of education in schools from English to regional languages after independence, in practice many schools and nearly all universities still use English as a medium of instruction. In Nigeria, primary schools are being built which teach in the local languages, but the secondary schools and the universities are still

predominantly English-medium. In Singapore there are four official languages, Chinese (Mandarin), English, Malay and Tamil. In the 1940s and 1950s, Chinese was the most common medium of education, but, since independence (1965), English-medium education has spread until it is now universal, while Chinese, Malay and Tamil are taught as subjects. The kind of discourse for which English is used varies a good deal. In some communities where it is mostly a second language, it is used primarily in the public domain – in administration, business, science-education, and the media. But in some places, including Nigeria, India and Singapore, it is also often used in the personal domain – within the family, and among friends. When Hong Kong was still a British colony, Chinese (Cantonese) and English had equal status as official languages, but their fields were sharply divided: English was used in the legal system, in English-medium education, in the upper reaches of commerce and industry, and in the media, but everyday discourse within the Chinese community was carried on in Cantonese, and English was seen as the language of power, while Cantonese was the language of solidarity and an expression of ethnicity. In general, English was formal, while Cantonese was intimate. Now that the British have departed, and Hong Kong has been united with the Chinese mainland, English is no longer the language of power, but will probably remain an important second language, especially in view of Hong Kong's worldwide trading activities. Formal written English is much the same all over the world, whether in an inner-, outer- or expanding-circle country, though certain words or expressions may be associated with particular places. Speakers of English as a second or foreign language may also use structures in their speech that are unlikely to be used by native speakers. There are, however, English-based languages which depart even more radically from the standard types, namely pidgins and creoles. A pidgin is an auxiliary language used in the first place for the purposes of trade between groups that have no common language. It thus arises when two or more languages are in contact, and is a simplified form of the dominant one, with influence from the other(s). This restricted type of pidgin may, however, be extended to cover other fields of discourse, and eventually be capable of fulfilling all language-functions. This is especially likely to happen in a multilingual area, where the pidgin can perform a useful function as a lingua franca. It may even become an official language: Papua New Guinea's pidgin, called Tok Pisin, is formally acknowledged in the country's constitution. Some pidgins die out because the need for them passes, but others spread and gain wide currency, and there are numerous pidgins in the world today, many of them (though not all) based on European languages, including English. There are many English-based pidgins, especially in the coastal regions of West Africa and on the islands of the Caribbean and the Pacific. It sometimes happens that a pidgin becomes the first language of a group. The language is then called a *creole*. There are English-based creoles in the Caribbean, for example in Barbados and Jamaica, on the north coast of South America (Guyana, Surinam), and even in the United States: the creole called Gullah is spoken by about a quarter of a million people living along the south-eastern coastal areas of the USA. It is possible, too, that African American Vernacular English is descended from a creole. Creoles have also been brought to Britain since the Second World War by immigrants from the West Indies, and local varieties have developed, such as London Jamaican. Creoles probably developed in the Caribbean because of the mixing of populations caused by the slave-trade. The slavers herded together speakers of many different West African languages. At the ports of embarkation, and on the slave-ships, the captives probably communicated with one another in some kind of West African pidgin, which in the Caribbean plantations developed into creoles. Pidgins and creoles co-exist with standard varieties of the donor language, and the different forms are then likely to

influence one another. In Jamaica, for example, an English-based creole exists alongside Standard English, and their mutual influence during the past three centuries has led to a whole spectrum of usage, a ‘postcreole continuum’. Speakers often vary their speech according to the social context and the effect they wish to have, moving towards the standard (‘acrolectal’) end or towards the creole (‘basilectal’) end of the continuum. There is a tendency for more educated speakers and those of higher socio-economic groups to use the standard end of the spectrum, but this is not invariably the case, since there are countervailing forces: creole expressions can be used to proclaim ethnic identity or membership of an in-group, or to suggest informality and sincerity, and are also often used for humour and in songs.

Activity II. Decide if the statement is True(T) or False(F).

4. Britain, Spain, France and Germany were the main dominant colonizer countries during the XVII and XVIII centuries. T/F
5. The increase of British authority has continued till the XVIII centuries. T/F
6. By 1830, the population of England was nearly 13 million; by 1850 it was 23 million. T/F
7. In New Zealand, some speakers use a ‘broader’ accent, that is, one that is remoter from RP, and use more local Australian words in their vocabulary. T/F
8. The ‘inner circle’ consists of areas in which English is widely used as a second language, alongside one or more local languages for public purposes, and often for communication between different language groups in the community.
9. When Hong Kong was still a British colony, Chinese (Cantonese) and English had unequal status as official languages. T/F
10. *Creole* is a pidgin becomes the first language of a group. T/F
11. Creoles, without any shadow of doubt, developed in the Caribbean because of the mixing of populations caused by the slave-trade. T/F

Activity III. Find the definitions of the following words from the text and make the sentence with each word.

1. Creole-
2. RP-
3. Commerce-
4. Label(v)-
5. Spectrum -

Activity IV. Give the reasons for the following events in a written form. You have to find additional information out of the class material.

1. “Scrambling for Africa” by colonial powers (Belgium, Britain, France, Germany, Portugal).
2. The rapid increase in population of USA during three centuries.
3. Varieties of English in African countries.

Answers.

Handout 2.

1. True
2. False
3. False
4. False
5. False
6. False
7. True
8. False

Handout 3.

1. The Pidgin becoming the first language of a group
2. Received English
3. Business
4. Attach the information
5. A range of particular type

Handout 4. Possible answers.

1. The intervention of France to western part of Africa
2. New Land was full of sources.
3. Like British English in Southern England, South African English is non-rhotic and features the trap–bath split.

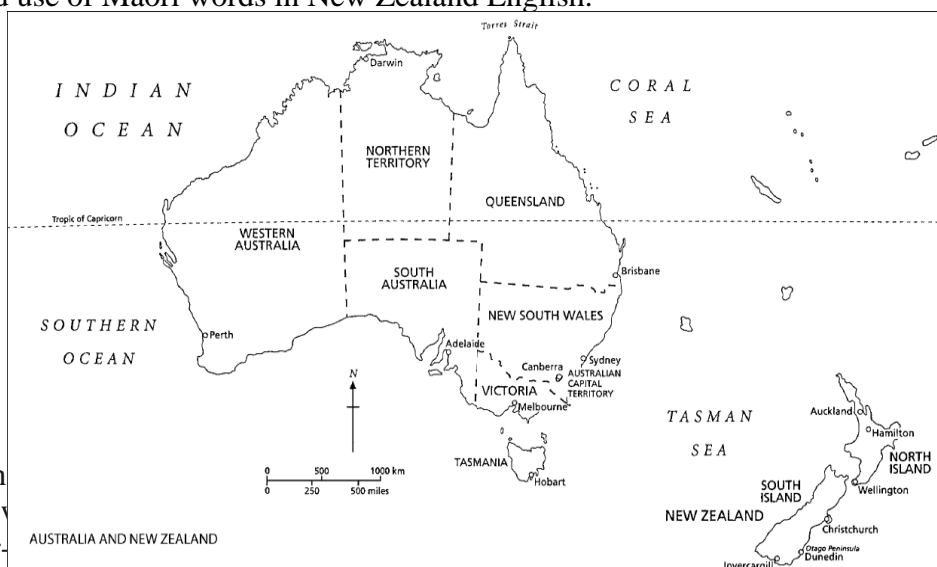
Home task.

Why English? The historical context.

Australia and New Zealand

Towards the end of the eighteenth century, the continuing process of British world exploration established the English language in the southern hemisphere. The numbers of speakers have never been very large, by comparison with those in the northern hemisphere, but the varieties of English which have emerged are just as distinctive. Australia was visited by James Cook in 1770, and within twenty years Britain had established its first penal colony at Sydney, thus relieving the pressure on the overcrowded prisons in England. About 130,000 prisoners were transported during the fifty years after the arrival of the ‘first fleet’ in 1788. ‘Free’ settlers, as they were called, also began to enter the country from the very beginning, but they did not achieve substantial numbers until the mid-nineteenth century. From then on, immigration rapidly increased. By 1850, the population of Australia was about 400,000, and by 1900 nearly 4 million. In 2002, it was nearly 19 million. The British Isles provided the main source of settlers, and thus the main influence on the language. Many of the convicts came from London and Ireland (especially following the 1798 Irish rebellion), and features of the Cockney accent of London and the brogue of Irish English can be traced in the speech patterns heard in Australia today. On the other hand, the variety contains many expressions which have originated in Australia (including a number from Aboriginal languages), and in recent years the influence of American English and of a growing number of immigrant groups has been noticeable, so that the country now has a very mixed linguistic character. In New Zealand (whose Maori name is *Aotearoa*), the story of English started later and moved more slowly. Captain Cook charted the islands in 1769–70, and European whalers and traders began to settle there in the 1790s, expanding the developments already taking place in Australia. Christian missionary work

began among the Maori from about 1814. However, the official colony was not established until 1840, following the Treaty of Waitangi between Maori chiefs and the British Crown. There was then a rapid increase in European immigration – from around 2,000 in 1840 to 25,000 by 1850, and to three-quarters of a million by 1900. As early as the turn of the century visitors to the country were making comments on the emergence of a New Zealand accent. The total population in 2002 was over 3.8 million. Three strands of New Zealand’s social history in the present century have had especial linguistic consequences. Firstly, in comparison with Australia, there has been a stronger sense of the historical relationship with Britain, and a greater sympathy for British values and institutions. Many people speak with an accent which displays clear British influence. Secondly, there has been a growing sense of national identity, and in particular an emphasis on the differences between New Zealand and Australia. This has drawn attention to differences in the accents of the two countries, and motivated the use of distinctive New Zealand vocabulary. Thirdly, there has been a fresh concern to take account of the rights and needs of the Maori people, who now form over 10 per cent of the population. This has resulted in an increased use of Maori words in New Zealand English.



In the English hand, as you see. In 'inner-

es. On the one hand, a New Zealand accent has emerged. This accent in the

first half of the twentieth century, but by the end of that century endogenous standards of pronunciation had taken over. On the other hand, processes of leveling and diffusion are respectively reducing the local diversity of dialects within the UK and spreading certain linguistic features over a wide area, in some cases throughout much of the UK and in others throughout the 'inner circle'. This has been partly due to the great development of communications (aircraft, telegraph, telephone, the internet) and the rise of mass media (the popular press, the cinema, radio, television). The mutual influence between different national varieties of English shows itself especially in vocabulary. Many people are surprised to learn that some commonly used words are of American origin : words like *cockroach*, *loafer*, *stevedore* and *tornado* are so familiar that we do not think of them as Americanisms, and the same is true, or rapidly becoming true, of more recent importations like *blurb*, *cagey*, *gimmick* and *rugged* (in the sense of 'robust' as in 'rugged individual'). American slang and colloquial words are particularly appealing, like *hassle* 'quarrel, difficulty, fuss', *heist* 'hold-up, robbery', *hype* 'confidence-trick, swindle', *scam* 'ruse, swindle' and *to zap* 'attack suddenly, move quickly'. This kind of American lexical influence goes on constantly, but other varieties of English are increasingly influencing British English: from Australia, for example, we have imported *bush*

telegraph, *uni* (for ‘university’) and many slang terms such as *chunder* (‘vomit’), whilst New Zealand has given us terms for adventurous leisure pursuits, such as *zorb*ing. In recent times, along with the ‘globalization’ apparent in the worldwide spread of companies, fast-food outlets, etc., a phenomenon of linguistic globalization has been noticed. Features which originate in one ‘inner-circle’ variety rapidly spread to others, where, because they are associated with the speech of young people, they have become a source of irritation to older, more conservative speakers. One example of this is the spread of the ‘new quotatives’: whereas older speakers, when telling a story, would introduce a quote by saying ‘and I said ...’ or, more colloquially, ‘and I went’, younger people sometimes say ‘and I’m like ...’, ‘and I’m ...’ or, more recently ‘and I’m all . . .’. This phenomenon was first noticed in the USA in the 1980s, where it was perceived as typical of the ‘Valley Girl’ speech attributed to affluent young women in California’s ‘Silicon Valley’. Through the 1990s it spread to Canada, the UK, Australia, New Zealand and South Africa, in all of which places it tended to be first used by young, middle-class women. Another feature which is heard in the speech of young people from a wide range of ‘inner-circle’ countries is what has been variously termed ‘High Rising Tone’, ‘Australian Question Intonation’ and ‘Up talk’. All these labels refer to a pattern of speech in which the final syllable(s) of a declarative utterance have the rising tone usually associated with questions. Although the first serious studies of this intonation pattern were conducted in Australia and New Zealand, and folk-linguistic statements attribute its spread in the UK to the popularity of Australian soap-operas such as *Neighbors*, it was also, like the ‘new quotatives’ noticed as a feature of ‘Valley Girl’ speech on the Pacific coast of the USA, from the 1980s. Both these features, rising intonation and the ‘new quotatives’, have become markers of ‘youth’ speech throughout the ‘inner circle’. Their spread may be due to a combination of factors associated with global youth culture, including the media and electronic communication using social network sites.

Literature

1. Byram, M., Nichols, A. and Stevens, D. (2001) *Developing Intercultural Competence in Practice*.
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Suggested web sites:

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com

5. www.tesol.org

Glossary

TO INDICATE—to point out, to discover, to direct to a knowledge of, to show

HOSTESS—a female host

TO SPRING INTO ACTION - to act, to move.

LESSON #7

Theme #7.	Language change and factors and influence it (internet, business, diplomacy)
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Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none">1. Warm-up2. Activity 1. PPT3. Activity 2. Watch the video4. Activity 3. Scan the text5. Activity 4. Matching6. Activity 5. Give the definition to these words7. Activity 6. Complete the sentences8. Activity 7. Case study	
The aim: To raise students' awareness of the role of English as an international communication.	
Objectives:	
<ul style="list-style-type: none">• to enrich the students' knowledge about variants and peculiarities of English language in English speaking zones.• to help participants become aware of the differences between AE and BE.• to improve the Ss' experience and knowledge about variants and peculiarities of English language in English speaking zones by doing through specific activities.• to help Ss' for clarifying the words which belong to the AE and BE• to widen Ss' vocabulary	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

Objectives: to lead-in to the topic and to raise students' interest to it.

Procedure:

Ask students the questions to motivate to story reading:

1. What can you say about the spread of English language.

2. What kind of varieties of English language do you know?
3. Can you count the English speaking countries?
4. What are the differences between AE and BE ?

Activity I .

Objectives: to enrich the students' knowledge about variants and peculiarities of English language in English speaking zones.

Time: 3 min

Materials: presentation 1 and 2.

Procedure :

- Show the presentations to the students.
- Giving explanations
- After explaining , ask Ss to share their ideas with the group
- Require Ss to support their ideas with the help of significant facts.

British English (BrE) is the form of English used in the United Kingdom. It includes all English dialects used within the United Kingdom.

American English (AmE) is the form of English used in the United States. It includes all English dialects used within the United States.

Activity II.

Objectives: To help participants become aware of the differences between AE and BE.

Time: 3 min

Materials: video- rolic

Procedure:

- Watch the video
- Begin the discussion with Ss in group
- Share their own ideas about the main theme on the video

Activity III.

Objectives: To improve the Ss' experience and knowledge about variants and peculiarities of English language in English speaking zones by doing through specific activities.

Time : 10 min

Materials: handout

Procedure:

- Divide students into three groups.
- Distribute handouts to the Ss and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity IV. Put words into the column correctly which are given below:

Objective: to help Ss' for clarifying the words which belong to the AE and BE

Time: 3 min

Materials: handout 2

Procedure:

- clarifying the words which belong to the AE and BE
- Ask students to share their ideas with their partners and present their findings to the group.

Activity V.

Objective: to widen Ss' vocabulary with the help of this handout.

Time: 5 min

Materials: handout 3.

Procedure:

- Give the definition to the words
- Ask students to share their ideas with their partners and present their findings to the group.

Activity VI. Objective: to enrich participants' knowledge.

Time: 4 min

Materials: handout VI

Procedure:

- Complete the sentences from using the words which are given on the Handout II.
- Require Ss to support their ideas with the help of important facts about the theme

Activity VII Case Study

You are studying at a university in the United States. In line at the cafeteria, you meet a friendly American student. You have a long conversation. You are new in the United States and lonely. Here, you think you have found a real friend. You exchange phone numbers, but your new friend doesn't call you. A week later you see her again in the cafeteria. She smiles and says: "Hi", but she passes by your table to sit with some friends. What should you do?

Handout I.

Put words into the column correctly which are given below:

Editorial, flat, underground, subway, apartment, lorry, mail, pavement, faculty, post, teaching staff, tin-opener, can-opener, government, truck, sidewalk, leader, subway, administration.

American English	British English

Handout II

Give the definition to these words:

Territorial, equivalent, collocation, variant, modification, structure, peculiarity, identical.

Handout III

Complete the sentences from using the words which are given on the Handout II.

1. Students need to be aware of the importance of English
2. claims made by a country.
3. Artists must study the of the human body.
4. Variants of a language are regional varieties of a standard literary language characterized by some minor in the sound system, vocabulary and by their own literary norms
5. The lexical divergences between different of English have been brought about several historical processes.
6. The neighbourhood had undergone few since his last visit years ago.
7. There is no English to the French "bon appétit".
8. I can't see any difference between these two pens – they look to me.

Part A

It is natural that the English language is not used with uniformity in the British Isles and in Australia, in the USA and -in New Zealand, in Canada and in India, etc. The English language

also has some peculiarities in Wales, Scotland, in other parts of the British Isles and America. Is the nature of these varieties the same?

Modern linguistics distinguishes territorial variants of a national language and local dialects. Variants of a language are regional varieties of a standard literary language characterized by some minor peculiarities in the sound system, vocabulary and by their own literary norms. Dialects are varieties of a language used as a means of oral communication in small localities, they are set off (more or less sharply) from other varieties by some distinctive features of pronunciation, grammar and vocabulary.

Close inspection of the varieties mentioned above reveals that they are essentially different in character. It is not difficult to establish that the varieties spoken in small areas are local dialects. The status of the other varieties is more difficult to establish.

It is over half a century already that the nature of the two main variants of the English language, British and American (Br and AE) has been discussed. Some American linguists, H. L. Mencken for one, spoke of two separate languages with a steady flood of linguistic influence first (up to about 1914) from Britain to America, and since then from America to the British Isles. They even proclaim that the American influence on British English is so powerful that there will come a time when the American standard will be established in Britain. Other linguists regard the language of the USA as a dialect of English. Still more questionable is the position of Australian English (AuE) and Canadian English (CnE). The differences between the English language as spoken in Britain, the USA, Australia and Canada are immediately noticeable in the field of phonetics. However these distinctions are confined to the articulatory-acoustics characteristics of some phonemes, to some differences in the use of others and to the differences in the rhythm and intonation of speech.

Part B

The few phonemes characteristic of American pronunciation and alien to British literary norms can as a rule be observed in British dialects.

The variations in vocabulary, to be considered below, are not very numerous. Most of them are divergences in the semantic structure of words and in their usage.

The dissimilarities in grammar like AE *gotten*, proven for BE *got*, proved are scarce. For the most part these dissimilarities consist in the preference of this or that grammatical category or form to some others. For example, the preference of Past Indefinite to Present Perfect, the formation of the Future Tense with *will* as the only auxiliary verb for all persons, and some others. Recent investigations have also shown that the Present Continuous form in the meaning of Future is used twice as frequently in BE as in the American, Canadian and Australian variants; infinitive constructions are used more rarely in AE than in BE and AuE and passive constructions are, on the contrary, more frequent in America than in Britain and in Australia.

Since BE, AE and AuE have essentially the same grammar system, phonetic system and vocabulary, they cannot be regarded as different languages. Nor can they be referred to local dialects; because they serve all spheres of verbal communication in society, within their territorial area they have dialectal differences of their own; besides they differ far less than local dialects (e.g. far less than the dialects of Dewsbury and Howden, two English" towns in Yorkshire some forty miles apart). Another consideration is that AE has its own literary norm and AuE is developing one. Thus we must speak of three variants of the English national language having different accepted literary standards, one spoken in the British Isles, another spoken in the USA, the third in Australia. As to CnE, its peculiarities began to attract linguistic

attention only some 20 years ago. The fragmentary nature of the observation available makes it impossible to determine its status.

Part C.

1. English is the national language of England proper, the USA, Australia and some provinces of Canada. It was also at different times imposed on the inhabitants of the former and present British colonies and protectorates as well as other Britain- and US-dominated territories, where the population has always stuck to its own mother tongue.

2. British English, American English and Australian English are variants of the same language, because they serve all spheres of verbal communication. Their structural peculiarities, especially morphology, syntax and word-formation, as well as their word-stock and phonetic system are essentially the same. American and Australian standards are slight modifications of the norms accepted in the British Isles. The status of Canadian English has not yet been established.

3. The main lexical differences between the variants are caused by the lack of equivalent lexical units in one of them, divergences in the semantic structures of polysemantic words and peculiarities of usage of some words on different territories.

4. The so-called local dialects in the British Isles and in the USA are used only by the rural population and only for the purposes of oral communication. In both variants local distinctions are more marked in pronunciation, less conspicuous in vocabulary and insignificant in grammar.

5. The British local dialects can be traced back to Old English dialects. Numerous and distinct, they are characterized by phonemic and structural peculiarities. The local dialects are being gradually replaced by regional variants of the literary language, i. e. by a literary standard with a proportion of local dialect features

6. Local variations in the USA are relatively small. What is called by tradition American dialects is closer in nature to regional variants of the national literary language.

Keys

Handout I

BE

Flat, underground, lorry, pavement, post, tin-opener, government, leader.

AE

Apartment, subway, truck, sidewalk, mail, can-opener, administration, editorial, faculty, teaching staff.

Handout III

1. Collocations. 2. Territorial. 3. Structure. 4. Peculiarities. 5. Variants.

6. modifications. 7. equivalent. 8 identical.

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Suggested web sites:

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org

Glossary

TERRITORIAL –

SYMPATHY - a feeling of pity or sorrow for the suffering or distress of another compassion.

LESSON #8

Theme #8.	The future of English language
Length: One hour and twenty minutes	NumberofStudents: 12
LessonOutline	
<ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Evaluation of the terminology 3. Activity 2. Scanning the text and find the words 4. Activity 3. Asking for opinions 5. Activity 4. THE FIVE W’S 6. Activity 5. Case study 	
The aim:	
To get acquaintance the students with mother tongue and foreign languages’ features,their grammatical rules, implications on the education.	
Objectives:	
<ul style="list-style-type: none"> • to lead-in to the topic and to raise students’ interest to it • to improve the Ss’ experience and knowledge about language refers • to help participants comprehend the text shortly • to allow students to express their points of views concerning to the topic. • to ask yourself the five Wh-questions: <i>What? Where? When? Why? Who?</i> 	

ActivityType:	Individual, small group, whole class (teacher-students)
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Warm-up. (10 min.)

Objectives: to lead-in to the topic and to raise students' interest to it.

Procedure:

- Ask students to work in pairs and discuss the questions
- **To make brainstorming for warming-up. Giving questions**

Questions:

- *What is a mother tongue? A second language? A foreign language?*
- *Is there any rules to differentiate these three languages?*
- **Elicit possible answers.**

Activity 1 Evaluation of the terminology of 'mother tongue'

Objectives: To improve the Ss' experience and knowledge about language refers

Time : 20 min

Materials: handout 1

Procedure:

- Divide students into two groups.
- Distribute an article to the Ss and give them some minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity II.

Objective: to help participants comprehend the text shortly.

Time: 5 min

Materials: Handout 2

Procedure:

- **Scanning the text and find the words.**
- **Complete the sentences with proper words from the text.** Give out **Handout#2**

Activity III. Know more about ESL(EFL)

Objectives: To improve the Ss' experience and knowledge about language refers

Time : 20 min

Materials: handout 3

Procedure:

- Divide students into two groups.
- Distribute an article to the Ss and give them some minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity IV. THE FIVE W'S

Objective: A good way to approach an article and extract the key information is to ask yourself the five Wh-questions: *What? Where? When? Why? Who?*

Time: 5 min

Materials: Handout 4

Procedure:

- Let them to work individually.. .
- Summarize the session and assess the active participants.
- Explain them home assignment Handout#4

Activity 5 Case Study

Handout 1.

Read and discuss the article.

"Mother tongue" and "native language" are set phrases that both refer to the language one has started learning from birth. One generally associates "mother" with "tongue" and "native" with "language" but it is sometimes found the other way round. "Language" and "tongue" are here synonyms.

I would say "mother" or "native" is not identical though. When using "native" the reference is more to the country/nation. When using "mother" the reference is to the parent (mother or father), which gives it a warmth and personal relationship that the word "native" doesn't have.

I've found a sentence that I think can explain what I mean about "native" and "mother" although native being used here in association with country:

As a parent living far from my native country I have often experienced the fear that my children would not learn their mother language well.

In this whole text the use of "mother tongue" is not identical and I doubt the person who wrote it would have used "native language" (or "native tongue") where she used "mother language".

A first language (also native language, mother tongue, arterial language, or L1) is the language or are the languages a person has learned from birth or within the critical period, or that a person speaks the best and so is often the basis for sociolinguistic identity citation needed. In some countries, the terms native language or mother tongue refer to the language of one's ethnic group rather than one's first language. Children brought up speaking more than one language can have more than one native language, and be bilingual. By contrast, a second language is any language that one speaks other than one's first language.

One of the more widely accepted definitions of a native speaker is someone who was born in a particular country and was raised to speak the language of that country during the critical period of their development, The journal or qualifies as a "native speaker" of a language if they were born and immersed in the language during youth, in a family where the adults shared a similar language experience as the child. Native speakers are considered to be an authority on their given language due to their natural acquisition process regarding the language, versus having learned the language later in life. This is achieved through personal interaction with the language and speakers of the language. Native speakers will not necessarily be knowledgeable about every grammatical rule of the language, but will have good "intuition" of the rules through their experience with the language.

Sometimes the term mother tongue or mother language is used for the language that a person learned as a child at home (usually from their parents). Children growing up in bilingual homes can, according to this definition, have more than one mother tongue or native language.

The first language of a child is part of their personal, social and cultural identity. Another impact of the first language is that it brings about the reflection and learning of successful social

patterns of acting and speaking. It is basically responsible for differentiating the linguistic competence of acting. While some argue that there is no such thing as "native speaker" or a "mother tongue", it is important to understand these key terms as well as understand what it means to be a "non-native" speaker and the implications that can have on one's life. Research suggest that while a non-native speaker may develop fluency in a targeted language after about two years of immersion, it can actually take between five to seven years for that child to be on the same working level as their native speaking counterparts. This has implications on the education of non native speakers.

The topic of native speaker, also gives way to discussion about what exactly bilingualism is. One definition is that a person is bilingual if they are equally proficient in both languages. A person who grows up speaking English and begins learning Spanish for four years is not necessarily bilingual unless they speak the two languages with equal fluency. Pearl and Lambert were the first to test only "balanced" bilinguals—that is, children who are completely fluent in two languages and feel that neither is their "native" language because they grasp the two so perfectly. This study found the following: Balanced bilinguals perform significantly better in tasks that require flexibility (they constantly shift between the two known languages depending on the situation/requires constant juggling), balanced bilinguals more aware of arbitrary nature of language and also that balanced bilinguals choose word associations based on logical rather than phonetic preferences.

Handout 2

Complete the sentences with proper words from the text .

1. In some countries, the terms native language or mother tongue refer to the language of one's rather than one's first language.
2. Native speakers will not necessarily be knowledgeable about every of the language, but will have good "intuition" of the rules through their experience with the language.
3. The first language of a child is part of their, and identity.
4. One definition is that a person is if they are equally proficient in both languages.
5. balanced bilinguals more aware of of language and also that balanced bilinguals choose word associations based on logical rather than phonetic preferences.

Handout 3

English as a second or foreign language

Read and analyze the article.

English as a second or foreign language is the use of English by speakers with different native languages. Instruction for English-language learners may be known as English as a second language (ESL), English as a foreign language (EFL), English as an additional language (EAL), or English for speakers of other languages (ESOL).

“English as a second or foreign language...” indeed is the use of English by speakers with different native languages. However, “English as a foreign language” is not used in instructional or school settings, as the students might feel devalued by being called foreigners. Therefore, English Language Learners (ELL) is used instead, and the students’ home language and cultures are considered important. All students who do not speak English proficiently or are learning English for the first time, are referred to as ELLs. The way English learners are instructed depend on their level of English proficiency and the programs provided in their school or district. In some programs, instructions are taught in both, English and their home language.

In other programs, instructions are only in English, but in a manner that is comprehensible to the students. Yet, there are other programs in which ELLs are pulled out of the classroom for separate English instructions, or the instructions can also be given in the classroom itself.

English as a language has great reach and influence; it is taught all over the world. In English-speaking countries, English language teaching has evolved in two broad directions: instruction for people who intend to live there, and instruction for those who do not. These divisions have grown firmer as the instructors of these two "industries" have used different terminology, followed distinct training qualifications, formed separate professional associations, and so on. Crucially, these two arms have very different funding structures, public in the former and private in the latter, and to some extent this influences the way schools are established and classes are held. Matters are further complicated by the fact that the United States and the United Kingdom, both major engines of the language, describe these categories in different terms.

Although English is the principal language in both the US and the United Kingdom, it differs between the two countries, primarily in pronunciation and vocabulary. For example, some words and phrases that are inoffensive in the US are offensive in the UK and vice versa. These differences are the butt of many jokes. "We have really everything in common with America nowadays, except, of course, language" (Oscar Wilde, in *The Canterville Ghost*). Similarly, Bertrand Russell said: "It is a misfortune for Anglo-American friendship that the two countries are supposed to have a common language." Variations have been misattributed to Winston Churchill, and George Bernard Shaw "England and America "are two countries [or nations] divided [or separated] by a common language [or tongue]."

English outside English-speaking countries

EFL, English as a foreign language, indicates the teaching of English in a non-English-speaking region. Study can occur either in the student's home country, as part of the normal school curriculum or otherwise, or, for the more privileged minority, in an anglophone country that they visit as a sort of educational tourist, particularly immediately before or after graduating from university. TEFL is the teaching of English as a foreign language; note that this sort of instruction can take place in any country, English-speaking or not. Typically, EFL is learned either to pass exams as a necessary part of one's education, or for career progression while one works for an organization or business with an international focus. EFL may be part of the state school curriculum in countries where English has no special status (what linguistic theorist Braj Kachru calls the "expanding circle countries"); it may also be supplemented by lessons paid for privately. Teachers of EFL generally assume that students are literate in their mother tongue. The Chinese EFL Journal and Iranian EFL Journal are examples of international journals dedicated to specifics of English language learning within countries where English is used as a foreign language.

English within English-speaking countries

The other broad grouping is the use of English within the Anglosphere. In what Braj Kachru calls "the inner circle", i.e., countries such as the United Kingdom and the United States, this use of English is generally by refugees, immigrants, and their children. It also includes the use of English in "outer circle" countries, often former British colonies and the Philippines (a former US colony), where English is an official language even if it is not spoken as a mother tongue by a majority of the population.

In the US, Canada, Australia and New Zealand this use of English is called ESL (English as a second language). This term has been criticized on the grounds that many learners already speak more than one language. A counter-argument says that the word "a" in the phrase "a second language" means there is no presumption that English is the second acquired language (see also Second language). TESL is the teaching of English as a second language. There are also other terms that it may be referred to in the US including: ELL (English Language Learner) and CLD (Culturally and Linguistically Diverse).

In the UK and Ireland, the term ESL has been replaced by ESOL (English for speakers of other languages). In these countries TESOL (teaching English to speakers of other languages) is normally used to refer to teaching English only to this group. In the UK and Ireland, the term EAL (English as an additional language) is used, rather than ESOL, when talking about primary and secondary schools, in order to clarify that English is not the students' first language, but their second or third. The term ESOL is used to describe English language learners who are above statutory school age. Other acronyms were created to describe the person rather than the language to be learned. The term Limited English proficiency (LEP) was first used in 1975 by the Lau Remedies following a decision of the U.S. Supreme Court. ELL (English Language Learner), used by United States governments and school systems, was created by James Crawford of the Institute for Language and Education Policy in an effort to label learners positively, rather than ascribing a deficiency to them. Recently, some educators have shortened this to EL – English Learner.

Typically, a student learns this sort of English to function in the new host country, e.g., within the school system (if a child), to find and hold down a job (if an adult), or to perform the necessities of daily life (cooking, taking a cab/public transportation, or eating in a restaurant, etc.). The teaching of it does not presuppose literacy in the mother tongue. It is usually paid for by the host government to help newcomers settle into their adopted country, sometimes as part of an explicit citizenship program. It is technically possible for ESL to be taught not in the host country, but in, for example, a refugee camp, as part of a pre-departure program sponsored by the government soon to receive new potential citizens. In practice, however, this is extremely rare.

Particularly in Canada and Australia, the term ESD (English as a second dialect) is used alongside ESL, usually in reference to programs for aboriginal Canadians or Australians.[[dead link](#)][4] The term refers to the use of standard English by speakers of a creole or non-standard variety. It is often grouped with ESL as ESL/ESD.

Language teaching practice often assumes that most of the difficulties that learners face in the study of English are a consequence of the degree to which their native language differs from English (a contrastive analysis approach). A native speaker of Chinese, for example, may face many more difficulties than a native speaker of German, because German is more closely related to English than Chinese is. This may be true for anyone of any mother tongue (also called first language, normally abbreviated L1) setting out to learn any other language (called a target language, second language or L2). See also second language acquisition (SLA) for mixed evidence from linguistic research.

Language learners often produce errors of syntax, vocabulary, and pronunciation thought to result from the influence of their L1, such as mapping its grammatical patterns inappropriately

onto the L2, pronouncing certain sounds incorrectly or with difficulty, and confusing items of vocabulary known as false friends. This is known as L1 transfer or "language interference". However, these transfer effects are typically stronger for beginners' language production, and SLA research has highlighted many errors which cannot be attributed to the L1, as they are attested in learners of many language backgrounds (for example, failure to apply 3rd person present singular -s to verbs, as in 'he make' not 'he makes').

Some students may have very different cultural perceptions in the classroom as far as learning a second language is concerned. Cultural differences in communication styles and preferences are also significant. For example, a study looked at Chinese ESL students and British teachers and found that the Chinese learners did not see classroom discussion and interaction as important but placed a heavy emphasis on teacher-directed lectures.

Pronunciation

English contains a number of sounds and sound distinctions not present in some other languages. Speakers of languages without these sounds may have problems both with hearing and with pronouncing them. For example:

The interdental, /θ/ and /ð/ (both written as th) are relatively rare in other languages. Phonemic contrast of /i/ with /ɪ/ (beat vs bit vowels), of /u/ with /ʊ/ (fool vs full vowels), and of /ɛ/ with /æ/ (bet vs bat vowels) is rare outside northwestern Europe, so unusual mergers or exotic pronunciations such as [bet] for bit may arise. Note that [bɪt] is a pronunciation often used in England and Wales for bet, and also in some dialects of American English. See Northern cities vowel shift, and Pin-pen merger.

Native speakers of Japanese, Korean, and most Chinese dialects have difficulty distinguishing /r/ and /l/, also present for speakers of some Caribbean Spanish dialects (only at the end of syllables), what is known as lallation.

Native speakers of Brazilian Portuguese, Spanish or Galician, and Ukrainian may pronounce [h]-like sounds where a /r/, /s/, or /g/, respectively, would be expected, as those sounds often or almost always follow this process in their native languages, what is known as debuccalization.

Native speakers of Arabic, Tagalog, Japanese, Korean, and important dialects of all current Iberian Romance languages (including about all of Spanish) have difficulty distinguishing [b] and [v], what is known as betacism.

Native speakers of almost all of Brazilian Portuguese, of some African Portuguese registers, of Portuguese-derived creole languages, some dialects of Swiss German, and several pontual processes in several Slavic languages, such as Bulgarian and Ukrainian, and many dialects of other languages, have instances of /l/ or /r/ always becoming [w] at the end of a syllable in a given context, so that milk may be variously pronounced as [mɪɹk], [mɪɹk̚], or [mɪɹk̚]. This is present in some English registers—known as l-vocalization—but may be shunned as substandard or bring confusion in others.

Handout 4

Read the article and complete the missing information below.

What happened? _____

When? _____

Why? _____

Who? _____

Literature

1. Bryson, B. (1990) *Mother Tongue: The English Language*. Penguin Books.
2. Crystal, D (2003) *English as a Global Language*. Cambridge University Press, New York.
3. Graddol, D. (2005) *English Next*. British Council
4. Utley, D. (2004) *Intercultural Resource Pack: Intercultural communication resources for language teachers*. Cambridge: CUP

Suggested web sites:

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org

Suggested web sites:

www.teachingenglish.org.uk
www.pearsonlongman.com/ae/
www.developreading.com

Glossary

ESL- English as a second language

EFL- English as a foreign language

ESD - English as a second dialect

TESOL -teaching English to speakers of other languages

LESSON #9

Theme #9.	The future of English language
Length: 80 minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none">1. Warm-up2. Activity 1. Listening to the song3. Activity 2. Jigsaw reading4. Activity 3. Discussion5. Activity 4. Complete the sentences6. Activity 5. Case study	
The aim: To raise students' awareness of the role of English as an international communication.	

Objectives:

- to check students' knowledge on Standard English and Non-standard English which was explained in the previous lesson
- to develop students knowledge on Standard English and Non-standard English
- to improve the Ss' experience and knowledge about Standard English and Non-standard English by doing through specific activities.
- to help Ss' for clarifying the statements about Standard English and Non-standard English

- to check students' knowledge to the topic

Activity Type:

Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

Objective: to check students' knowledge on Standard English and Non-standard English which was explained in the previous lesson

Procedure:

- To use snowball method by asking features of standard and non- standard English
- Students count up the different features of standard and non- standard English throwing snowball (made of paper) to each other; student who can not find the answer quickly will lose the activity

Activity I .Listening to the song

5. Objectives: to develop students knowledge on Standard English and Non-standard English

Time: 10 min

Materials: CD player and music tracks, handout 1

Procedure :

- Ask students to listen to the music tracks and pay attention to the lyrics of the two songs by Beatles and Sarah Connor
- After listening ask students about the language of the songs:
 - 1) What language was used in the lyrics of the songs?
 - 2) Is there any sign of using non-standard English?

- Hand out the printed lyrics of the songs and ask students to find out the sign of standard and non-standard English
- If answers wrong teacher will clarify them.

Activity II Jigsaw reading

6. Objectives: To improve the Ss' experience and knowledge about Standard English and Non-standard English by doing through specific activities.

Time : 20 min

Materials: handout 2

Procedure:

- Distribute handouts to the Ss and give them 15 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.
- This extract is taken from BBC learning English program questionnaire. Susan Fearn answered the questions which were given by English learners.

Activity III. Discussion

Objective: to help Ss' for clarifying the statements about Standard English and Non-standard English

Time: 5 min

Materials: handout 3

Procedure:

- This worksheet explores the difference between varieties of English including Standard English.
- Learners are given two different (but similar) statements and will decide which of them is Standard English.

- Learners should talk through the decisions they make and tutors may wish to encourage comparison and analysis of the statements to identify what makes them Standard English or not.

Activity IV. Complete the sentences.

Time: 5 min

Materials: handout 4

Procedure:

- Students are distributed task-based handouts with sentences in non-standard English and they should rewrite sentences in standard English
- Students should prove their answers.

Activity V. Case study

How do you imagine the future of English language? Will it become much wider than today or less? Why?

Materials for the lesson

Handout 1.

Beatles - Ticket to Ride

I think I'm gonna be sad,

Is bringing her down yeah.

I think it's today, yeah.

For she would never be free

The girl that's driving me mad

When I was around.

Is going away.

[Chorus]

[Chorus:]

I don't know why she's ridin' so high,

She's got a ticket to ride,

She ought to think twice,

She's got a ticket to ride,

She ought to do right by me.

She's got a ticket to ride,

Before she gets to saying goodbye,

But she don't care.

She ought to think twice,

She ought to do right by me.

She said that living with me

I think I'm gonna be sad,

I think it's today yeah.

The girl that's driving me mad

Is going away, yeah.

[Chorus]

I don't know why she's ridin' so high,

She ought to think twice,

She ought to do right by me.

Before she gets to saying goodbye,

She ought to think twice,

She ought to do right by me.

She said that living with me,

Is bringing her down, yeah.

For she would never be free

When I was around.

[Chorus]

My baby don't care [x4]

Sarah Connor - Just one last dance

Just one last dance....oh baby...just one last
dance

We meet in the night in the Spanish cafe
I look in your eyes just don't know what to
It feels like I'm drowning in salty water
A few hours left 'till the sun's gonna rise
Tomorrow will come and it's time to realize
Our love has finished forever

How I wish to come with you (wish to come
with you)
How I wish we make it through

Just one last dance
Before we say goodbye
When we sway and turn round and round at

round
It's like the first time
Just one more chance
Hold me tight and keep me warm
Cause the night is getting cold
And I don't know where I belong
Just one last dance

The wine and the lights and the Spanish guitar
I'll never forget how romantic they are
But I know, tomorrow I'll lose the one I love

There's no way to come with you
It's the only things to do

Just one last dance
Before we say goodbye

When we sway and turn round and round and
round

It's like the first time

Just one more chance

Hold me tight and keep me warm

Cause the night is getting cold

And I don't know where I belong

Just one last dance...

Handout 2. This extract is taken from BBC learning English program questionnaire. Susan Fearn answered the questions which were given by English learners.

A question from Roberto Leiro in Spain

I would like to know why sometimes is used **she don't care** and not **she doesn't care**, as in The Beatles song *Ticket to Ride*. Many thanks.

... and from Kian Edalat, an Iranian living in Malaysia:

Hello - A question!

What is the difference between: **I don't want nobody but you** and **I want nobody but you**?

Susan Fearn answers:

Right, well, there are two questions today, but they're both on the same theme. Roberto Leiro in Spain comments: 'I'd like to know why sometimes we use **she don't care** and not **she doesn't care**, and he gives an example from The Beatles song *Ticket to Ride*: '...and she don't care.' And an Iranian listener currently living in Malaysia asks: 'What is the difference between: **I don't want nobody but you** and **I want nobody but you**?'

Perhaps the starting point for looking at these questions is way back before many of you were born, back then in 1972, the American linguist William Labov did what became a very famous study into so-called 'standard' and 'non-standard' forms of English. Standard English is what is seen as, well, I suppose you could say the 'educated norm'. It's the language of formal written English – you know, of newspapers, letters, reports and so on. It's also, to some extent, spoken, by what I guess could be described as an 'educated elite'. Anyway, nonstandard English is pretty much everything else – the accents, the dialects, the vocabulary that vary according to where you live, or what social group you're in. And Labov argued that nonstandard forms were just as expressive and wonderful as standard - they had their own rules and were in no way inferior.

Back to those questions. **She don't care** and **I don't want nobody but you** are both what you could call 'non-standard' forms. They're not the sort of things you'd read written in a newspaper or written in an essay. They're conversational forms used by some groups of people in the United States.

It was the pop group The Beatles who sang *Ticket to Ride* in the early 1960's and that's the song Roberto mentions, but they weren't American. They were from Liverpool, in North

West England, near where I come from. But when they were writing that song, in the early

1960's, life in England probably wasn't much fun and life in the United States - the kind of things you saw in the movies, in the Hollywood movies - always seemed a bit more glamorous. This was the country of Elvis Presley, for example, who was big at that time, and

Elvis and friends often used 'non-standard' forms in their songs: **She don't; I ain't; I wanna.**

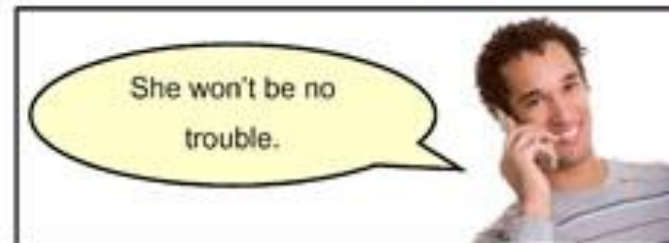
And the Beatles, along with quite a few other British musicians at that time and since then as well, must have thought that this was pretty cool – so in some of their early songs at least, they copied this American style even though they were actually British, this form of nonstandard American English.

Now, **I don't want nobody**, which is the other form that's mentioned in the question... In so called 'standard English' this would be **I want nobody** or **I don't want anybody**. **I don't want nobody** is what we call a 'double negative'. It's a non-standard form that's found in several types of both British and American English. And the linguist we mentioned, Labov, did a detailed study of its use in parts of New York, for example. And, it's something you may hear in American songs or American movies.



Standard or regional?

Are the people below speaking standard English or a regional dialect? There are more on page 2.



Suggested web sites:

www.teachingenglish.org.uk
www.online-literature. Leafletwriting.com/
www.literature.org/
www.pearsonlongman.com/ae/
www.developreading.com
www.queenuniversity.com

Glossary

ANONYMOUS – nameless
PARTICIPATION – be involved
VERSION – particular form of something
CONSENT – agreement

LESSON #10

Theme #10.	Varieties of English language
Length: 80 minutes	Number of Students: 12
Lesson Outline	
<ol style="list-style-type: none">1. Warm-up2. Activity 1.PPT3. Activity 2. Watching video rolic4. Activity 3. Scan the text5. Activity 4. Identify true or false6. Activity 5. Give the definitions7. Activity 6. Speaking8. Activity 7. Case study	
The aim: To teach students about the future of the English language	
Objectives:	
<ul style="list-style-type: none">• to lead-in to the topic and to raise students' interest to it• to enrich students' awareness of the future of the English language• to develop students' speaking, listening skills• to improve student' knowledge about the future of English by doing through specific activities.• to help participants become aware of the information about the future of the English language• to develop Ss' speaking skills	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

Objectives: to lead-in to the topic and to raise students' interest to it

- Ask Ss questions
- What is subject-verb agreement

➤ **To create a good atmosphere in class in order to motivate students and develop students' interest to the lesson using a method "Brainstorming" and by giving some questions.**

Questions:

- 1. What will the future of the English look like?**
- 2. How many countries will take English as a second language?**
- 3. What can you say about the percentage of English speaking countries?**
- 4. What do you think how will be the future of English**

Activity I. PPT

Objectives: to enrich students' awareness of the future of the English language

Time: 3min

Materials: Presentation

Procedure:

- Show a presentation to the students**
- Giving explanations**
- After explaining, ask Ss to share their ideas with the group**
- Require Ss to support their ideas with the help of significant facts.**

Activity 2 Watching video rolic

Objectives: to develop students' speaking, listening skills

Time: 7 min

Materials: video-rolic

Procedure:

- Watch the video**
- Begin to discuss with students in group**
- Share their own ideas about the main theme on video**

Activity III.

Objectives: to improve student' knowledge about the future of English by doing through specific activities.

Time: 10 min

Materials: hand-out

Procedure:

- **Divide students into three groups.**
- **Distribute hand-outs to the Ss and give them 20 minutes to scan the texts**
- **Ask Ss to share their ideas with their partners and present their findings to the group**
- **Require Ss to support their ideas with the help of important facts about the theme**
- **If ideas wrong teacher will clarify the answers.**

A new hegemony of English in the future

Activity IV. Identify true or false

Objective: to help participants become aware of the information about the future of the English language

Time: 10 min

Procedure:

- **Decide whether these statements are TRUE or FALSE.**
- **- Ask Ss to share their ideas with their partners and present their finding to the group**
- **Elicit the most interesting ones and discuss with the whole group.**

Activity V.

Give the definitions of these words.

Predominantly, competent, curriculum, neo-imperialist, prestige, surveys, enthusiasm.

Activity VI. Speaking

Objectives: to develop Ss' speaking skills

Time: 10 minutes

- Procedure: handout 3

Answer these questions in written . Each question should be answered no more 80 words:

- 1. What is the past, today and future of your native language?**
- 2. Differences between your native and English language's future.**
- 3. What languages' future will be like an English?**

Activity VII. Case Study

A foreigner came from non English speaking country with learning English. But people who he/she is talking to did not understand him/her clearly. What foreigner should do in this circumstance?

Material for the lesson

Handout 1

Part A

The concept of linguistic imperialism, such as put forward in Robert Phillipson's ground-breaking book in 1992, does not wholly explain the current enthusiasm for English which seems driven primarily by parental and governmental demand, rather than promotion by anglophone countries. Trying to understand the reasons for the continuing adoption of English and its consequences within the imperialism framework may even have the ironic effect of keeping native speakers centre-stage, flattering their self-importance in a world that is fast passing them by. It may also distract from the new forms of hegemony which are arising, which cannot be understood simply in terms of national interests in competition with each other.

One problem with the much-heard idea that English is turning everyone into 'wannabe' Americans is that the current rapid diffusion of English is occurring at the same time as the USA is losing international prestige. Surveys carried out by the US-based, non-partisan Pew Research Center show that in an increasing number of countries, the majority of the population hold anti American attitudes (3.4). In mid 2005, they concluded: anti-Americanism is deeper and broader now

than at any time in modern history. It is most acute in the Muslim world, but it spans the globe – from Europe to Asia, from South America to Africa . . . Simply put, the rest of the world both fears and resents the unrivaled power that the United States has amassed since the Cold War ended.

Part B

There is also much evidence that cultural flows are no longer as unidirectional as they used to be. Only a few years ago it was assumed that the world's media and entertainment would continue to be filled with US-originated audio-visual material projecting American cultural values around the world. Already that phase of globalization is fading. In East Asia, Chinese viewers are more interested in soap opera from Korea than the USA. Japanese Manga comics are being taken up in Europe and the USA. Hong Kong action

The promotion of English around the world has long been seen as a neo-imperialist project but it is time to understand the new dynamics of power which global English brings. For many years now we have been referring to English as a global language, as the language of communication and technology. Everybody seems to be learning English and it isn't uncommon to see English being used as a means of communication between, let's see, a German scientist and an Italian politician. These days, if you don't know English, you are in danger of being excluded from what's going on - in education, at work and especially in the world of technological advances. Very soon English will be the second language of all the people in the world. This is happening while I am speaking to you. We can't be certain of how long the process will take but there is no doubt that it will happen and my bet is that it will happen sooner rather than later.

Part C

First of all English will be an obligatory subject on every school curriculum throughout the world. By the year 2010 around two billion people that's about a third of the World's population will speak English as their second language. This isn't my prediction by the way. This is what the experts say. We can see evidence of these changes all the time. Let's take the Euro vision Song Contest as an example.

Whatever we might think of the contest itself, one thing that has changed recently is that now countries can opt to sing in English. In the last festival fourteen of the twenty-five competing countries asked for the rules to be changed to allow them to sing in English. They argued that singing in their own language would put them at a disadvantage. I suspect that in a few years time all

twenty-five countries will be singing in English. And what exactly does all of this mean for native speakers of English? Well, we are already in a minority. If the calculations are correct, then in ten years time, majority speakers - that is non-native English speakers - will outnumber native English speakers by four to one. The two most important Englishes won't be British English and American English. They'll be Native English and Majority English. So native English speakers will be handicapped. We will be the only people in the world who speak just one language. Because, let's face it, there won't be much of a reason for native English speakers to learn a second language. We, and not the majority English speakers, will be the disadvantaged.

As more and more people speak English, it makes sense that they will become more competent. They will start to control more of the English resources being produced and to have a say in what should or shouldn't be included in dictionaries and language books. This might seem far fetched but it is already starting to happen.

Let's use Sweden as an example. Their music exports - predominantly English - account for more than thirty percent of their export income. This exported English is bound to have an effect on English in general. And this is just one small example. So all of you native English speakers out there, get ready to throw away your phrase books. Whether you're planning to visit Eastern Europe or the Himalayas, one thing you won't have to worry about is the language!

Hand out 2

Decide whether these statements are TRUE or FALSE.

1. If you do not know English you can be at a disadvantage.
2. English will soon be spoken by everybody in the World.
3. By 2010 half the World's population will speak English.
4. Competitors at the Euro vision Song Contest will never be unanimous in choosing to sing in English.
5. Native English and Majority English will become the two predominant types of English.

Hand out 3

Give the definitions of these words.

Predominantly, competent, curriculum, neo-imperialist, prestige, surveys, enthusiasm.

Hand out 4

Answer these questions in written . Each question should be answered no more 80 words:

- 1. What is the past, today and future of your native language?**
- 2. Differences between your native and English language's future.**
- 3. What languages' future will be like an English?**

Literature

1. Bryson, B. (1990) *Mother Tongue: The English Language*. Penguin Books.
2. Crystal, D (2003) *English as a Global Language*. Cambridge University Press, New York.
3. Graddol, D. (2005) *English Next*. British Council
4. Utley, D. (2004) *Intercultural Resource Pack: Intercultural communication resources for language teachers*. Cambridge: CUP

Suggested web sites:

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org

Suggested web sites:

www.teachingenglish.org.uk
www.pearsonlongman.com/ae/
www.developreading.com

Glossary

ASSEMBLY – meeting, conference

COUPLE – pair, group of two persons or things

ORCHESTRA – band composed musicians of many different instruments

AUDIENCE – group of people gathered to see or hear

LESSON #11

Theme #11.	Review and research report about varieties of English language
Length: 80 minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. To improve the Ss' experience and knowledge about language change and factors that influence it by doing through specific activities. 3. Activity 2. Identify true or false 4. Activity 3. Write the enlargement of the words 5. Activity 4. Find the definition of these words 6. Activity 5. Case study	
The aim: Students identify the content that will go into at least half their brochure and will design the layout of their front page	
Objectives: <ul style="list-style-type: none"> • to lead-in to the topic and to raise students' interest to it • To improve the Ss' experience and knowledge about language change and factors that influence it by doing through specific activities. • to help participants become aware of the information about language change. • to help learners for knowing the enlargement of words. <ul style="list-style-type: none"> • to help the Ss become aware of the semantic changes on language. • to allow students to express their points of views concerning to the topic. • to let students to justify their points of views 	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

Objectives: to lead-in to the topic and to raise students' interest to it.

Procedure:

- To make brainstorming for warming-up. Giving questions

Questions:

1. What is the language change?
2. How is the language changing ?
3. Do you know the factors that influence language change?
4. How does the Internet impact on language?

- Discuss the new topic with students

Activity 1

Objectives: To improve the Ss' experience and knowledge about language change and factors that influence it by doing through specific activities.

Time : 10 min

Materials: handout

Procedure:

- Divide students into three groups.
- Distribute handouts to the Ss and give them some minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity II. Identify true or false

Objective: to help participants become aware of the information about language change.

Time: 5 min

Materials: Handout 2

Procedure:

- Ask students to work in pairs.
- Ask students to be active.
- Give each pair a paper and markers.
- Students should create their own leaflet paying attention on design.

Activity III

Objective: to help learners for knowing the enlargement of words.

Time : 10 min

Material : handout 3

Procedure:

Write the enlargement of the words which are given below.

Activity IV

Objective: to help the Ss become aware of the semantic changes on language.

Time: 5 min

Material: handout 2

Procedure:

Find the definition of these words.

Materials for the lesson

Handout 1

Part A

Language change is variation over time in language's phonetic, morphological, semantic, syntactic and other features. Use of digital devices and the many opportunities for communication occasioned by the internet have required [language](#) to jump through many different hoops.

People are communicating with people they would never have communicated with previously: [Hinglish](#) speakers are chatting to Canadian Celine Dion fans in music web forums, Nigerian 'Yahoo boys' (internet con men) are messaging online daters in Scotland, Filipino virtual assistants are managing electronic diaries for Silicon Valley executives and German internet shoppers are reading product descriptions on Ebay written by [Chinese](#) entrepreneurs.

All these communication transactions bring us into contact with speakers of our language that we probably wouldn't have encountered before the development of the World Wide Web.

Now that people are communicating in written form as never before, truncated turns of phrase and space- or keystroke-efficient emoticons and acronyms have become mainstream.

Facebook has given a different nuance to familiar words such as status, post and tag. It's perhaps right that Facebook should be one of the most influential sites: according to the [Huffington Post](#), if Facebook were a country, it would be the most populated in the world.

This means Facebook would rank above both China and India in population terms; ironically India's contribution to the English language has been fairly sizeable and includes words that form the cornerstones of the internet, such as avatar and guru.

Whilst conventions such as 'KR' for 'kind regards' at the foot of an email are fairly widespread, some codes of speech and abbreviations don't always stray outside particular online communities. Outside Mumsnet, few people know what DD and DS mean (Darling Daughter and Darling Son), however the internet also promotes the spread of slang terms that in previous times may have remained unique to smaller, local populations.

LOL (an acronym of 'Laugh Out Loud') is now regularly referred to by mainstream media, having spread beyond the social media platforms such as Tumblr and Reddit that almost definitely helped popularise the term. But as the internet matures, online conventions are also evolving over time.

LOL used to be a way to acknowledge, with only three keystrokes, that you found another web user's input amusing. This term now seems to have undergone a semantic shift. It's now more of a way to signal that a comment is intended to be funny, or to signal irony. That change seems to have occurred within a short space of time and may have occurred as the use of LOL spread outside its original community to be adopted by a wider audience for their own use.

Part B

It's interesting to consider the future of [English](#) now that the majority of English speakers are not native speakers of the language but are instead using it as a second, third or even fourth language. It's thought this could be the death knell for trickier and non-essential parts of English, such as the use of 'whom' (which even native speakers rarely master).

Shortcuts used by American English speakers, such as 'Ima' in place of 'I am going to' are also becoming more prolific as users catch onto the economy of the term. Part of the reason for the spread of slang words is that, for the first time, slang terms that used to evolve and spread only within small closely-knit communities such as fans of a style of music in a particular geography are now played out in a more visible environment like the YouTube comments area for a particular music video.

Although it may infuriate many language pedants, the reason languages drop some elements (such as illogical spellings like 'through') and picking up others (such as logical spellings like 'thru') is the drive for greater efficiency.

That's a need that's exacerbated in particular by the informal, passionate and immediate kind of writing that the web occasions. It's thought a few hundred years ago even the Kings of England were illiterate: only a few clerks needed to bother with the formal business of writing, which was reserved for serious purposes and used expensive materials like calfskin. Now written language is used by more people, more often, more quickly and more cheaply. This cannot fail to impact on how the language is used and has evolved.

Language that's especially useful to a particular set of users gets adopted very quickly. The use of the term 'Bae' to refer to a romantic partner is increasingly common though not yet entirely mainstream. It's been quickly adopted in the chat forum Reddit, where users are deliberately anonymous: the term 'bae' helps protect the user's gender and is quicker to type than 'my girlfriend' or 'my husband'.

The conventions of that internet environment mean there's a strong use case for useful, informal, gender neutral and, above all, short words. Perhaps the biggest impact of the internet on language is to promote the shorter ones at the expense of the lengthy and hard to type. Concerns have been expressed about the growing informality of language, with special horror reserved for lazy terms such as 'Ima' replacing the more grammatically correct ones. But those people who express

concerns that the internet will create a new global creole version of the language are misunderstanding how creole languages develop. Creole languages come about through the fusion of more than one separate languages; the fusion sometimes gets picked up as a language in its own right, such as in Haiti where Haitian Creole is an official language. But the internet isn't 'creolising' the main body of the English language, despite many non-native speakers writing in their own versions of the language online.

Part C

Children are accessing the internet after learning their mother tongue, so internet's power as a mother tongue is obviously limited in scope. Instead the impact may be that language users adapt more nimbly between the different environments in which they use different forms of language. Whilst Singaporeans might use 'Singlish' (a sort of English spoken locally) with each other, they usually switch to standard English when communicating with outsiders.

The internet also offers opportunities for speakers of different versions of languages to communicate with one another as never before, leading to an exchange of ideas.

American and British English are already being used in the same web platforms, leading to seeding of conventions such as spelling and new words across both versions of the language.

Canadian recording artist Drake tweeted using the term YOLO (an acronym of You Only Live Once) back in 2011. Twitter analytics websites noted that use of the term subsequently spread and became more common across the internet. It's now such a commonly understood term that British broadsheet newspaper the Telegraph recently expressed surprise that Ed Miliband, leader of the opposition, hadn't heard of it.

Whilst YOLO had cropped up before in various rap and pop tracks, it seemed to become more mainstream about this time. That's perhaps a measure of the influence the internet can have on publicising language terms that would previously perhaps stayed within the fans of a particular genre of music. Cultures have always exchanged ideas – the internet is just assisting in that process and speeding things up.

English continues to dominate the web; the amount of English language content far outweighs the number of mother tongue speakers in the world.

It's thought that at least 80% of web content on the Internet is in one of ten languages, all of them fairly major ones such as [Russian](#), [Korean](#) and [German](#). Although this picture is changing, there are still language groups consisting of many millions of people that have little native language content available to them online.

Language diversity on the internet is likely to improve as multilingual nations and continents such as India and Africa increasingly come online and create their own content.

Sites such as Facebook are now starting to cater to other languages. But smaller languages – even those spoken by many millions of people – may not achieve the same level or variety of content as dominant web languages such as [Arabic](#) and [Spanish](#).

Handout II

Identify true or false

1. Shortcuts used by British English speakers, such as ‘Ima’ in place of ‘I am going to’ are also becoming more prolific as users catch onto the economy of the term. T / F
2. Children are not accessing the internet after learning their mother tongue, so internet’s power as a mother tongue is obviously limited in scope. T / F
3. It’s interesting to consider the future of [English](#) now that the majority of English speakers are not native speakers of the language but are instead using it as a second, third or even fourth language. T / F
4. American and British English are already being used in the same web platforms, leading to seeding of conventions such as spelling and new words across both versions of the language. T / F
5. Now written language is used by more people, more often, more quickly and more cheaply. This can fail to impact on how the language is used and has evolved. T / F

Handout III

Write the enlargement of the words which are given below.

YOLO –

LOL-

DD and DS –

KR-

WWW-

Ima-

CUL8R-

BTW-

ASAP-

B4-

MSG-

GR8 –

WAN2-

SPK-

PLS-

WKND-

C-

2NITE

Activity IV

Find the definition of these words.

1. pejoration, a) in which a term acquires a narrower meaning
2. **amelioration** b) in which a term acquires a broader meaning
3. **widening** c) in which a term acquires a negative association
4. **narrowing** d) in which a term acquires a positive association

KEYS:

Handout II

1. F
2. F
3. T
4. T
5. F

Handout III

YOLO –You Only Live Once

LOL- Lots Of Love/ Laughing Out Loud

DD and DS – Darling Daughter and Darling Son

KR- Kind Regards

WWW- World Wide Web

Ima- I am going to

CUL8R- See you Later

BTW- By the way

ASAP- as soon as possible

B4- before

MSG- message

GR8 – great

WAN2- want to

SPK- speak

PLS- please

WKND- weekend

C- see

2NITE- tonight

Handout IV

1. C
2. D
3. B
4. A
5. C

Suggested web sites:

www.teachingenglish.org.uk
 www.brochure/jhb.com/
 www.literature.org/
 www.developreading.com

Glossary

OVERPOPULATION – excessive population

DESCRIPTION – descriptive statement

ABANDONED – forsaken, left behind

CONVENIENCE – serviceableness

LESSON #12

Reading

Theme #12.	English as a mother tongue, second and foreign language
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Length: One hour and twenty minutes	Number of Students: 12
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Lesson Outline

1. Warm-up
2. Activity 1. Watch the vide
3. Activity 2. **Clarify the terms ESL,EFL,NS,NNS.**
4. Activity 3. **Write the enlargement of the words**
5. **Activity4. Identify true or false.**
6. **Activity 5. Case study**

The aim: to develop students personal skills , English learning, motivational skills, develop students' self-educational skills.

Objectives:

- lead-in to the topic and to raise students' interest to it
 - **To help participants become aware of the ESL and EFL**
- To improve the Ss' experience and knowledge about additional language learning refers
- to help learners for knowing the enlargement of words.
 - to help participants become aware of the information about language usage

Activity type:	Individual, small group, whole class (teacher-students)
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Warm-up. (10 min.)

Objectives: to lead-in to the topic and to raise students' interest to it.

Procedure:

- **To make brainstorming for warming-up. Giving questions**
- **Questions:**
 - *What preferences can you give to acquire language in the education system?*

- *Can you count the differences between ESL and EFL?*
 - **Elicit possible answers.**

Activity I.

Objectives: To help participants become aware of the ESL and EFL.

Time: 10 min

Materials: video- rolic

Procedure:

- Watch the video
- Begin the discussion with Ss in group
- Share their own ideas about the main theme on the video

Activity II. Clarify the terms ESL,EFL,NS,NNS.

Objectives: To improve the Ss' experience and knowledge about additional language learning refers

Time : 20 min

Materials: handout 2

Procedure:

- Divide students into two groups.
- Distribute an articl to the Ss and give them some minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity III.

Objective: to help learners for knowing the enlargement of words.

Time : 10 min

Material : handout 3

Procedure:

- **Write the enlargement of the words which are given below. These are related to ESL and EFL.(The types of English)**

6. Activity 5. Case study

Businessmen Traveller came to the country which English is officially second language. Traveller during the trip met with people which English is second language and one of them is native citizen with English is foreign language. In this circumstance Traveller faced some problems with his/her partners. How traveller businessmen can find the way out from this situation?

Literature

1. Bryson, B. (1990) *Mother Tongue: The English Language*. Penguin Books.
2. Crystal, D (2003) *English as a Global Language*. Cambridge University Press, New York.
3. Graddol, D. (2005) *English Next*. British Council
4. Utley, D. (2004) *Intercultural Resource Pack: Intercultural communication resources for language teachers*. Cambridge: CUP

Suggested web sites:

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org

Glossary

FLOCK – pack, crowd

FLIGHT – flying

PATH – track

TRUST – confidence

Handout 1.

Distinctions Between ESL and EFL

"Although ESL (English as Second Language) and EFL (English as Foreign Language) are often used interchangeably, there are unique differences between the two. . . .

"ESL countries are nations where the medium of instruction in education and government is in English, although English may not be the native language.

"On the other hand, EFL countries do not use English as a medium of instruction but English is taught in schools. Malaysia was once considered an ESL country but now leans more towards EFL.

"The methods and approaches of teaching English as a second language and foreign language do differ greatly."

(Christopher Fernandez, "Of English Teachers Then and Now." The Star [Malaysia], November 11, 2012)

"The distinction between second language and foreign language is not, however, a sharp one, and there are cases, like Indonesia, where classification is disputable. Moreover, there is a considerable amount of variation in the roles played by second languages, for example in education, in the fields of discourse used, and in the giving of prestige or power. In India, the medium of instruction in schools was changed from English to the regional languages after Independence, and subsequently there has been a gradual process of Indianization of the universities, which at one time were all English-medium."

(Charles Barber, The English Language: A Historical Introduction. Cambridge Univ. Press, 2000)

"Indonesia, a former Dutch colony, used to emphasize the teaching of Dutch The movement towards English as a foreign language began at independence, and English is now the main foreign language being learned in Indonesia. English is taught for eight or nine years from primary school (from Grade 4 or 5) through high school (Renandya, 2000). The main objective is to provide reading skills to enable Indonesians to read science-related materials in English."

(Maria Lourdes S. Bautista and Andrew B. Gonzalez, "Southeast Asian Englishes." The Handbook of World Englishes, ed. by Braj B. Kachru, Yamuna Kachru, and Cecil L. Nelson. Blackwell, 2006)

Handout 3

Write the enlargement of the words which are given below. (Types of English)

BE –

EAL –

EAP –

EFL –

EIL –

ELF –

ELL –

ELT –

ESL –

ESOL –

ESP –

EST –

TEFL –

TESL –

TESOL –

TYLE –

Handout 4

1. Native speaker who has learned a particular language as their first language, rather than as a foreign language. True/False.
2. NEST is no more qualified to teach English on the grounds of their 'native-ness', since an NNEST can be more qualified on the grounds of their students. True/False.
3. 'outer circle' countries such as Puerto Rico, India or Kenya don't use English more than they use their native language. True/False.

KEYS:

Handout 3

BE – Business English

EAL – English as an additional language

EAP – English for academic purposes

EFL – English as a foreign language

EIL – English as an international language

ELF – English as a lingua franca, a common language that is not the mother tongue of any of the participants in a discussion

ELL – English language learner

ELT – English language teaching

ESL – English as a second language

ESOL – English for speakers of other languages

ESP – English for specific purposes, or English for special purposes (e.g. technical English, scientific English, English for medical professionals, English for waiters)

EST – English for science and technology (e.g. technical English, scientific English)

TEFL – Teaching English as a foreign language. This link is to a page about a subset of TEFL, namely travel-teaching. More generally, see the discussion in Terminology and types.

TESL – Teaching English as a second language

TESOL – Teaching English to speakers of other languages, or Teaching English as a second or other language. Also the short name for TESOL International Association.

TYLE – Teaching Young Learners English. Note that "Young Learners" can mean under 18, or much younger.

Handout 4

1. True

2. True

3. False.

LESSON #13

Theme #13.	Equal acceptability of varieties of English language (expressing personal thoughts and ideas in formal and informal styles)
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Length: 80 minutes	Number of Students: 12
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<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Scan the text 3. Activity 2. Gap fill task 4. Activity 3. Matching 5. Activity 4. Quizz 6. Activity 5. Circle the right word 7. Activity 6. Case study

<p>The aim: to raise students` awareness of new theme, to reinforce students` knowledge about the given topic</p>

<p>Objectives:</p> <ul style="list-style-type: none"> • To provide students with factors about the varieties of English language and to make them understand the advantages and disadvantages side of both British and American English language by doing tasks based on the topic. • to raise the awareness of the students about the variation of the words in variety of the English language. • To help students to differentiate the names of Native speaker of American English and their culture. • to improve their quick thinking ability and reinforce their vocabulary skills • to widen students` vocabulary on the topic, to help Ss` for clarifying the words.
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Activity Type:	Individual, small group, whole class (teacher-students)
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Warm-up. (10 min.)

Objectives: to lead-in to the topic and to raise students` interest to it.

Procedure:

1. Warm-up (10 min)

- To make brainstorming for warming-up. Giving questions

Questions:

1. What kind of social factors do you know about the English variation?
2. What variety is the most suitable for ESL and EFL students??
3. What peculiarities does the American English have?
4. Can you tell the advantages and disadvantages of English variety?

Activity I. Scan the text

Objectives: To provide students with factors about the varieties of English language and to make them understand the advantages and disadvantages side of both British and American English language by doing tasks based on the topic.

Time: 10 min

Materials: handout

Procedure:

- Dividing students into two groups.
- Distributing handouts to the Students and giving them some minutes to scan the texts.
- Requiring students to share their ideas with their peers and presenting their personal thought about the given text to the group.
- Having Students provide their ideas with factual information according to the given article.
- Clarifying this process by the teacher and correcting both pronunciation skills coherency and fluency of the students.

Activity II. Gap fill task

Objective: to raise the awareness of the students about the variation of the words in variety of the English language.

Time: 5 min

Materials: Handout

Procedure:

- Dividing students into two groups A and B groups.

- Distributing handout A and B to the Students and giving them some minutes to fill the gaps provided using clues below the task.
- Having them work together and making them understand factual difference between two languages.

Clarifying this process by the teacher and checking both answers and raising students` awareness about the varieties and asking learners` opinions.

Activity III. Matching

Objective: To help students to differentiate the names of Native speaker of American English and their culture.

Time: 10 min

Material: Worksheet

Procedure:

- Distributing students the worksheet.
- Asking them to find about the names of the American football player

Activity IV. Quizz

Objective: to improve their quick thinking ability and reinforce their vocabulary skills

Time: 5 min

Material: Worksheet

Procedure:

- distribute handout 4
- students read the information about London Eye
- ask what did they understand from the material
- students do exercises according to the information

Activity V . Circle the right word

Objectives: to widen students` vocabulary on the topic, to help Ss` for clarifying the words.

Time: 5 min

Material: handout.

Procedure:

- Ask students to work in pairs.
- Ask students to be active.
- Give each pair a paper and markers.
- Students should create their own travel guides paying attention on design.

Activity I.

Part A

American and British English are both variants of World English. As such, they are more similar than different, especially with "educated" or "scientific" English. Most divergence can be described to differing national histories and cultural development and the way in which the two national variants have changed correspondingly.

It was said by Sir George Bernard Shaw that "England and America are two countries separated by the same language".

Written forms of American and British English as found in newspapers and textbooks vary little in their essential features, with only occasional noticeable differences in comparable media.

This kind of formal English, particularly written English, is often called 'standard English'. It is therefore important for teachers to be aware of the major differences between the two. And while lexical differences are the easiest ones to notice, knowledge of grammatical and phonological differences can be useful not only for teachers to be aware of, but also to be able to deal with in business world. Lack of awareness can lead to embarrassment and confusion.

Another thing which has become apparent is the fact that there are no definitive answers. Not only do different counties/states use different terminology but there appears to be differences between generations as well. All this makes it very difficult to produce information with which everyone agrees.

What has become very evident over the years is just how much language is merging between all the various countries. In the UK we have adopted many, many "Americanisms" into everyday language and, It is believed, some British terms are now used in the USA. This is probably due to travel and the wide exchange of TV programmes etc.

Part B

Some people asked, "Which is better American or British English?" Generally, it is agreed that no one version is "correct" however, there are certainly preferences in use. It depends upon which English you will be most exposed to. If you are moving to the US then learn American English, if you're going to work for a British company then learn British English. And don't forget there are many different kinds of English and the rising star of International English.

The most important rule of thumb is to try to be consistent in your usage. If you decide that you want to use American English spellings then be consistent in your spelling (i.e. The color of the orange is also its flavour - color is American spelling and flavour is British), this is of course not always easy - or possible. That both British English and American English are accepted on the examinations as long as you consistently use either one or the other. In other words, don't mix!

Some of the key differences between these two languages; however, most of the words are exactly the same. Firstly, one can easily notice that the accents are much different. Some words are slightly different. For example, in American English the undergarments of a person are called "underwear." However, in British English, it is simply called "pants." Thus, some words can be easily confused in the opposite cultures.

There are also some reasonably consistent spelling differences. There are some common rules for American English. In the following examples listed below, the first is UK English and the second is American English.

• Where UK, Australian and NZ English often use the letter group of our, in American English the u is omitted.

favourite / favorite

neighbour / neighbor

colour / color

Part C

- UK English uses an s where American English often substitutes a z.
capitalisation / capitalization
recognise / recognize
- In word building, UK English doubles the final consonant where it is preceded by a vowel, whereas American English does not. For example:
traveller / traveler
labelled / labeled
- Some words which are spelt with a 'c' in the noun form but an 's' in the verb form of some words are not spelt with the 'c' in American English - both noun and verb forms retain the 's'.
practice/practise
licence/license
- Some words ending in 're' in U.K. and Australian English are spelt with 'er' in American English.
centre/center
kilometre/ kilometer
- U.K. English retains the old style of retaining 'oe' and 'ae' in the middle of some words, whilst American English uses just an 'e'.
encyclopaedia/encyclopedia
manoeuvre/maneuvre
- Some words in U.K. English retain the 'gue' at the end, as opposed to just the 'g' in American English.
dialogue/dialog
catalogue/catalog

The best way to make sure that you are being consistent in your spelling is to use the spell check on your word processor (if you are using the computer of course) and choose which variety of English you would like. As you can see, there are really very few differences between standard British English and standard American English. However, the largest difference is probably that of the choice of vocabulary and pronunciation.

Activity II. Gap fill task

American English

The text below has words missing. Write words in the gaps depending on where the speaker is from.

There are clues at the bottom to help you.



Hi dudes and dudettes,
I'm Chad from New York
City. Fill in the gaps for
me please. Alright!!

It was getting near lunchtime and I needed some (1) _____, so I left the (2) _____ and drove towards the nearest town. There was a (3) _____ station just outside the town and I decided to stop and have a look round. I put the car in a (4) _____ and took a (5) _____ to the centre. It was midday and very hot, so I stopped at a little (6) _____ with tables on the (7) _____. I started talking to a (8) _____ driver, who gave me a history of the town, and afterwards he took me on a guided tour. It made a nice break.

Clues

- 1) The fuel you put in a car to make it go.
- 2) A main road.
- 3) The fuel you put in a car to make it go.
- 4) A place to leave a car.
- 5) A car you can travel in if you pay the driver.
- 6) A place to buy and eat food. (Not a restaurant)

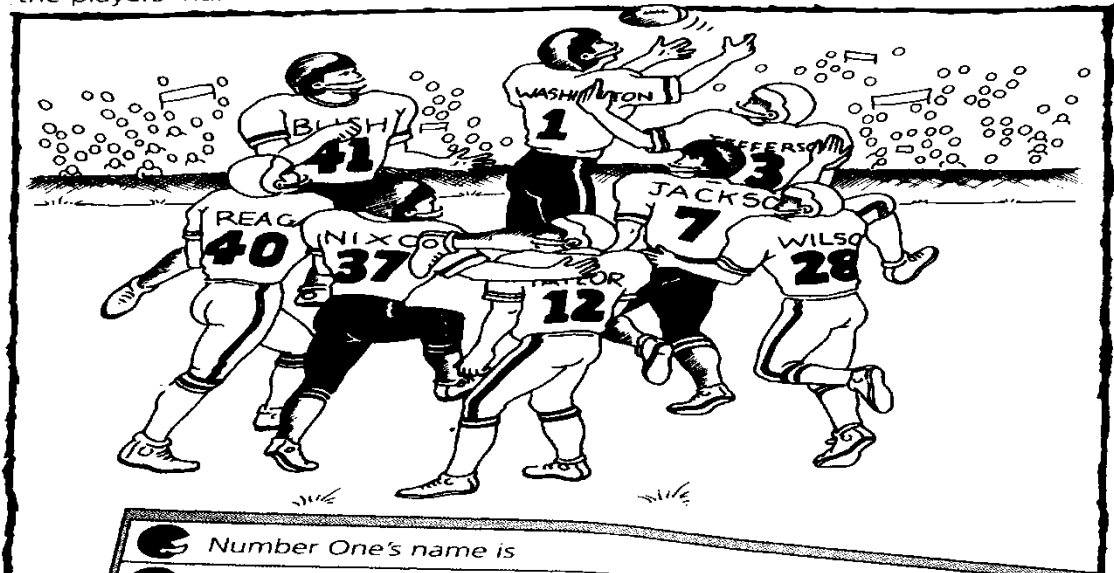
7) The place for walking by the side of the road.









8) A big vehicle used for transporting things.

Activity III.

AMERICAN FOOTBALL

Look at this picture of an American football match. What do you think the players' names are?



	Number One's name is
	Number Three's name is
	Number Seven's name is
	Number Twelve's name is
	Number Twenty-eight's name is
	Number Thirty-seven's name is
	Number Forty's name is
	Number Forty-one's name is

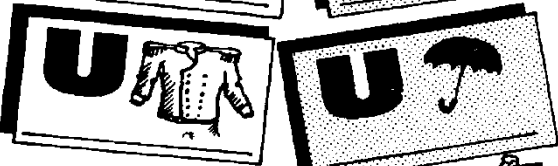
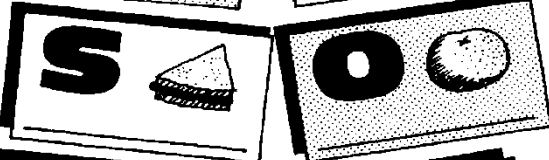
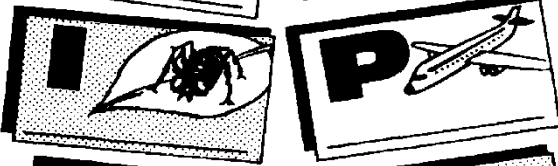
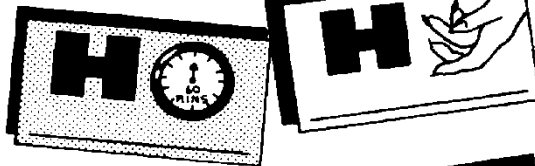
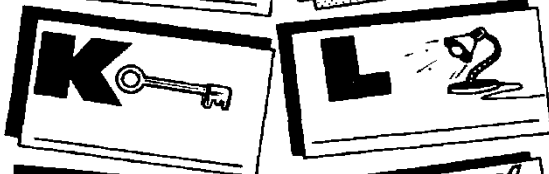
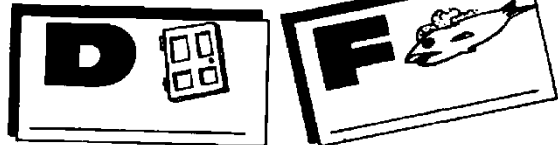
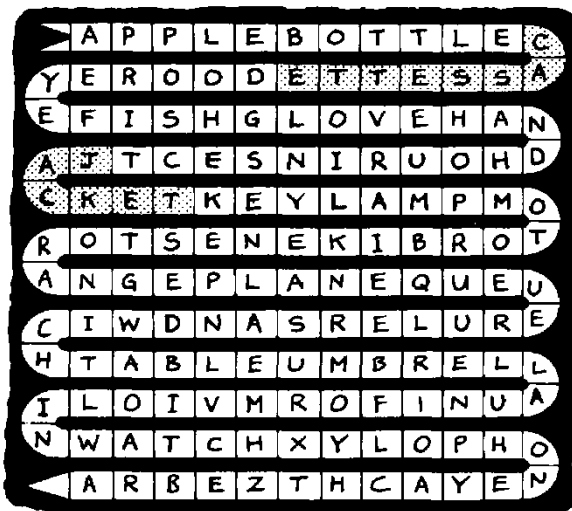
Question:

What is special about those names?

Activity IV.

Find the words

Find the words and write them in the correct boxes.
Put a or an with each word, like the examples.



Activity V . Circle the correct word

1. Some words ending in 're' in U.K. and Australian English are *spelt* / *split* with 'er' in American English.
2. The most important rule of *thump* / *thumb* is to try to be consistent in your usage.
3. What has become very *evident* / *evidence* over the years is just how much language is merging between all the various countries.
4. There are also some reasonably *consistently* / *consistent* spelling differences.
5. As you can see, there are *rarely* / *really* very few differences between standard British English and standard American English. However, the largest difference is probably that of the choice of vocabulary and pronunciation.
6. Some of the key *similarities* / *differences* between these two languages; however, most of the words are exactly the same.

Answer keys

Activity II. American English

1. gas

2. freeway

3.gas

4.parking

5.cab

6.diner

7. sidewalk

8.truck driver

Activity III.

American Football

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Number One's name is WASHINGTON.

Number Three's name is JEFFERSON.

Number Seven's name is JACKSON.

Number Twelve's name is TAYLOR.

Number Twenty-eight's name is WILSON.

Number Thirty-seven's name is NIXON.

Number Forty's name is REAGAN.

Number Forty-one's name is BUSH.

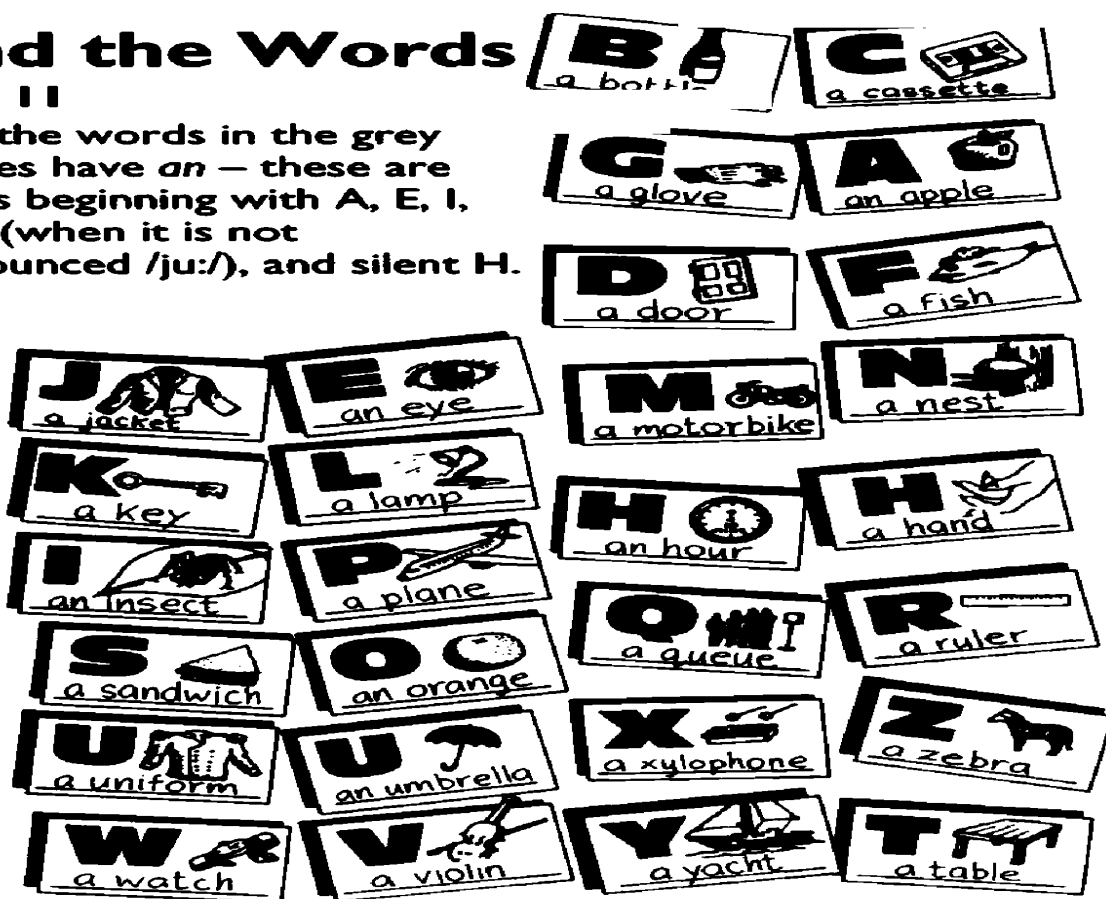
Those names are names of American presidents: *George Washington*, *Thomas Jefferson*, *Andrew Jackson*, *Zachary Taylor*, *Woodrow Wilson*, *Richard Nixon*, *Ronald Reagan*, *GeorgeBush*. Washington was the 1st president, Jefferson was the 3rd, Jackson was the 7th, etc.

Activity IV

Find the Words

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Only the words in the grey squares have an – these are words beginning with A, E, I, O, U (when it is not pronounced /ju:/), and silent H.



Activity V

1. spelt.
2. thumb.
3. evident
4. consistent
5. really
6. differences

Activity 6. Case study

Find the solution for this situation: (Airport passenger terminal) During the conversation passenger uses informal language (words) which are not widely used in formal speech. It seems that passenger used obscene language, and it caused to some negotiations.

Literature

1. Bryson, B. (1990) *Mother Tongue: The English Language*. Penguin Books.
2. Crystal, D (2003) *English as a Global Language*. Cambridge University Press, New York.
3. Graddol, D. (2005) *English Next*. British Council

4. Utley, D. (2004) *Intercultural Resource Pack: Intercultural communication resources for language teachers*. Cambridge: CUP

Suggested web sites:

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org

Glossary

COMPREHENSION – understanding

MATERIAL – substance

DISTRIBUTE – deliver to

IMAGINATION – ability of the mind to create mental images which do not literary exist

Lesson #14

Theme #14.	Equal acceptability of varieties of English language (expressing personal thoughts and ideas in formal and informal styles)
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Length: 80 minutes	Number of Students: 12
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<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Warm-up 2. Activity 1. Skim the text 3. Activity 2. Gap fill task 4. Activity 3. Correcting some English collocations. 5. Activity 4. Finding out the difference between British and English word pairs. 6. Activity 5. Matching 7. Activity 5. Case study 	
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<p>The aim:</p> <p>to raise students` awareness of new theme, to reinforce students` knowledge about the given topic</p>	
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<p>Objectives:</p> <ul style="list-style-type: none"> • to lead-in to the topic and to raise students` interest to it • To provide students with factors about the varieties of English language and to make them understand the advantages and disadvantages side of both British and American English language by doing tasks based on the topic • to raise the awareness of the students about the variation of the words in variety of the English language • to reinforce students` knowledge of given topic and increase their vocabulary learning skills • to teach them the new phrases that are different from each other 	
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Activity Type:	Individual, small group, whole class (teacher-students)
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Warm-up. (10 min.)

Objectives: to lead-in to the topic and to raise students` interest to it.

Procedure:

- To make brainstorming for warming-up. Giving questions

Questions:

5. What do you understand by the word English language varieties?
6. What variety is the most suitable for ESL and EFL students?
7. Can you differentiate the types of English language?
8. What peculiarities does the British English have?

9. Can you tell the advantages and disadvantages of English variety?

Activity I Skim the text

Objectives: To provide students with factors about the varieties of English language and to make them understand the advantages and disadvantages side of both British and American English language by doing tasks based on the topic.

Time: 20 min

Materials: handout

Procedure:

- Dividing students into two groups.
- Distributing handouts to the Students and giving them some minutes to scan the texts.
- Requiring students to share their ideas with their peers and presenting their personal thought about the given text to the group.
- Having Students provide their ideas with factual information according to the given article.
- Clarifying this process by the teacher and correcting both pronunciation skills coherency and fluency of the students.

Activity II.Gap fill task

Objective: to raise the awareness of the students about the variation of the words in variety of the English language.

Time: 5 min

Materials: Handout

Procedure:

- Dividing students into two groups A and B groups.
- Distributing handout A and B to the Students and giving them some minutes to fill the gaps provided using clues below the task.
- Having them work together and making them understand factual difference between two languages.
- Clarifying this process by the teacher and checking both answers and raising students` awareness about the varieties and asking learners` opinions.

Activity III.Correcting some English collocations.

Objective: to reinforce students` knowledge of given topic and increase their vocabulary learning skills

Time :10 min

Material :worksheet

Procedure:

- Distributing worksheet to the students.
- Asking them to match the pictures with the word below using either do or make.
- Having them work individually and improving their integrated skills.

Activity IV.Finding out the difference between British and English word pairs.

Objectives: to teach them the new phrases that are different from each other.

Time: 10 min

Material: Worksheet

Procedure:

- Ss can share what they did or the places they visited.
- Discuss postcards by showing examples.
- T asks if anyone has send postcards, received them.
- Ss can give their ideas about the purpose of a postcard and what is written on one.

Activity V. Try to match the words which are given in American English with the synonyms in British English.

Objective: to raise students` knowledge at differentiating the words.

Time: 5min

Material: handout

Procedure:

- Divide students into four groups
- Give them papers, colored pencils, markers
- Students their post cards paying attention on design
- Every group will present their postcards done by them

Activity 5. Case study

Give solution to the following situation: “One person from India and that person came to the England in order to travel. He entered to the cafeteria and ordered two types of meal, but seller was an English man and could understand his order”

Materials for the lesson

Handout 1.

Part A

So which ‘English’ should you teach?

Often teachers are hired based on their nationality. I found my niche in Buenos Aires teaching Business English to students dealing regularly with Europeans, whereas international companies with New York headquarters opted for my American friends. The best advice is to stick to what you know. As a British native, I teach British English but I allow students (especially beginners) to use American conjugations and pronunciation if they find it easier to do so. Try to resist the urge to make generalizations about whether something is right or wrong. I once had students bring in American advertisements to prove me wrong on a grammar point I had made and it’s not a good way to gain their trust! Never underestimate your students’ ability to catch you out – many take great pleasure in doing this. Keep it simple and make it clear that you are teaching only one style of English. As a starting point, here are six of the most common differences you may encounter whilst teaching:

1. Regular or Irregular?

The most notable difference between American and British grammar is their inability to agree on whether verbs follow regular or irregular conjugations. The past tense and past participles of the verbs learn, burn, dream, smell, spill, leap, lit, spit and saw amongst others, are all irregular in Britain (learnt, burnt) but regular in America (learned, burned) and many others follow similar patterns. Confusingly, despite having regular past participles, irregular adjectives may still be used in American English. ‘Burnt toast’ for example. American English is generally easier to teach owing to its greater concentration of regular verbs, however it could be argued that if you teach the irregular patterns then students will understand both.

2. Realize or Realise?

Any Brit who has inadvertently subjected their writing to an American spell-check will already be familiar with their annoyingly similar yet different spellings. After hours spent agonizing over whether to use a ‘z’ or an ‘s’ or whether travelling is correctly spelt with one ‘l’ or two, I lost all memory of what I was taught in school. The main differences are that American English omits extra letters and favours phonetic spellings – ‘traveller’ becomes ‘traveler’, ‘colour’ becomes ‘color’, ‘centre’ becomes ‘center’ and ‘recognise’ becomes ‘recognize’. I let my students

use whichever spelling they are familiar with but I always check for consistency – whichever method they prefer, they have to stick to it!

3. Use of the Present Perfect

The present perfect is one of the most difficult tenses for foreign students to grasp, a problem unaided by its different uses overseas. Whereas Europeans would say, “I’ve already eaten”, an American may simply use the past tense and say, “I already ate”, a phrase that is deemed grammatically incorrect in England. When teaching, particularly with beginners, it’s best to give clear examples that clearly follow the grammatical ‘rules’. For this reason I teach students to use the present perfect with prepositions such as ‘already’, ‘yet’, ‘never’ and ‘ever’ and would disallow the use of the past tense.

4. Use of Modal Verbs

In the UK we tend to use more modals than our American peers. On numerous occasions I’ve overheard American teachers dismissing expressions using ‘shall’, ‘shan’t’ or ‘ought to’ as out-of-date, unaware that they are still used in England. Students benefit greatly from a few pointers on modern language usage (I would definitely discourage the use of ‘how do you do?’, for example) but make sure you are aware of international variations before you make these statements. If unsure, simply state: ‘In America, we say it like this...’.

5. Numbers and dates

These basics are the bane of early language learning, as anyone trying to master their telephone number in a new country will agree. Most significant is the order of dates – 25th January 2009 would be expressed 25/01/09 in the UK but 01/25/09 in America. Numbers may be pronounced differently too – ‘twelve hundred’ is more common in America than in England, where ‘one thousand two hundred’ is preferred. Similarly the Americans often drop ‘and’ when reading numbers – ‘two thousand and three’ might become ‘two thousand three’. Students often struggle to distinguish these differences in conversation and benefit from exposure to as many variations as possible.

6. Vocabulary

English speakers have plenty of disagreements over vocabulary, with each country, and often region, renaming common items. A British duvet is an American comforter, a lift is an elevator, and the boot of a car is a trunk. The list is endless. With vocabulary, I try to teach as much as possible without baffling the student. The more words they know the better. When dealing with a special case then I refine my selections – a student moving to the UK will obviously benefit from

English phrases and colloquialisms whereas a salesperson who deals with US representatives would need to familiarize themselves with American speech. Teaching slang is always a popular lesson choice but be careful of words with double meanings. 'Fanny' springs to mind, as do 'fag', 'rubber' and 'pants'. You have been warned!

Part B.

Why to teach differences between British and American English?

The topic of the presented thesis was inspired by author's research in her previous (bachelor) paper: *Selected Differences between British and American English for Learners*. There has been suggested that students may tend to use American expressions while speaking British English. On the contrary, the same students might not be able to deduce the meaning of some common American words even from the context. This seems unfortunate. So let us briefly elaborate on some reasons why to teach at least selected differences between British and American English.

1.1.1 To make students aware of the existence of American English It is important to point out to EFL students that the British English is not the only existing variety and it is not the only right one either. English is spoken worldwide and the use of English for international communication is constantly growing. English language, widely used as a lingua franca, has been developing. Therefore, especially the mutual influence of two traditional, highly considered varieties – standard American and standard British English is definitely worth attention. Although in most European countries English students are taught primarily British English, in other countries, like Japan, standard American English is the only model usually being used in EFL classrooms. (Takagaki, T.,2) 8 An interesting approach was adopted by John Algeo, in his detailed English grammar comprehension: *British or American English?: A Handbook of Word and Grammar Patterns*.

Algeo argues for teaching grammar differences between British and American English saying: "The reason for this approach is that American has more native speakers than British and is rapidly becoming the dominant form of English in non-native countries other perhaps than those of Western Europe. Much European established academic bias favours British as a model, but evolving popular culture is biased toward American... ' (Algeo,1). There seems to be a general tendency in Czech schools to perceive this variety as a subordinate and teach predominantly British English. Regardless the preference, our students shall be at least aware of the existence of both varieties though, while knowing some basic differences between them may be at least interesting.

1.1.2 To make sure students are aware of the variety they use It is almost alarming that although probably many English learners have already had a chance to hear or read American English, at least on the Internet and in films, some of them may have never been told there are some differences between the American and British varieties. Peter Strevens perceives this as not an unproblematic issue. As he points out in his book *British and*

American English: "The person who learns English as a foreign language or second language has until now hardly ever been given systematic teaching about the existence and nature of the other family of English dialects. For that matter he has hardly ever been told of the existence of *any* varieties of English..." (Stevens, 84).

Part C

Stevens provides his readers later on with argumentation for teaching differences between American and British English and offers the way it should be done. His conclusion is that: 'It is unfortunate but not surprising that one effect of this particular type of *cultural shock* is to lead the learner to ask which form of English is 'right', which is 'better', which is 'proper English'... . This kind of question is unfortunate... . One of the first pieces of help is to prepare the learner for meeting other kinds of English by informing him that they exist and to make plain to him that while they are certainly *different*, there is absolutely no question of one being *better* or *worse* than the other. It should be made clear to him that the amount of learning effort he will be faced with to understand the other form of English is very small. Learning to *produce* the other form is a vastly different matter..." (Stevens, 85). The need to emphasize the importance of raising learners' awareness of British and American varieties is articulated as well in the paper *The Major Varieties of English* under the title: '*British or American English? Investigating what EFL students say and what they do.*' (Virtanen, T. and Lindgrén, S-A.)

The authors were interested in Finnish and Swedish students' awareness in the use of American and British English varieties. The respondents were all university students of English, so mostly future English teachers. The results presented in the paper suggest that the variety preferred was British English. However, the respondents seemed to be interested in learning both varieties. Most of them said that they would like American English to be given more importance. To sum up, the research shows that the American variety seems to be important to its respondents and therefore deserves to be given some attention. As we may see, the question of studying American English concerns secondary and tertiary education as well. Without being aware of the differences between British and American English, teachers can hardly deal with this topic in their EFL classes. Therefore, it seems essential to provide the future teachers with enough information at first. Having mentioned some contributions from abroad, we may question now the present situation among English learners and teachers from the Czech Republic. As far as the author of the presented thesis is aware of, there has been no research regarding our topic conducted in the Czech Republic yet. Nor any recently published book dealing with this problem has been found. However, an interesting article was presented online (Vít, *Help for English*) advocating our content. Mgr. Marek Vít is an English teacher, tutor, translator, a co-author of software for teaching and learning English,

who often gives talks at English conferences all around the Czech Republic. Apart from his other contributions, he has occupied himself with the American and British English varieties.

British English



Hello everyone. I'm Basil from London.
Could you please fill in the gaps for me?
Jolly good!!

It was getting near lunchtime and I needed some (1) _____, so I left the (2) _____ and drove towards the nearest town. There was a (3) _____ station just outside the town and I decided to stop and have a look round. I put the car in a (4) _____ and took a (5) _____ to the centre. It was midday and very hot, so I stopped at a little (6) _____ with tables on the (7) _____. I started talking to a (8) _____ driver, who gave me a history of the town, and afterwards he took me on a guided tour. It made a nice break.

Clues

- 1) The fuel you put in a car to make it go.
- 2) A main road.
- 3) The fuel you put in a car to make it go.
- 4) A place to leave a car.
- 5) A car you can travel in if you pay the driver.
- 6) A place to buy and eat food. (Not a restaurant)
- 7) The place for walking by the side of the road.
- 8) A big vehicle used for transporting things.

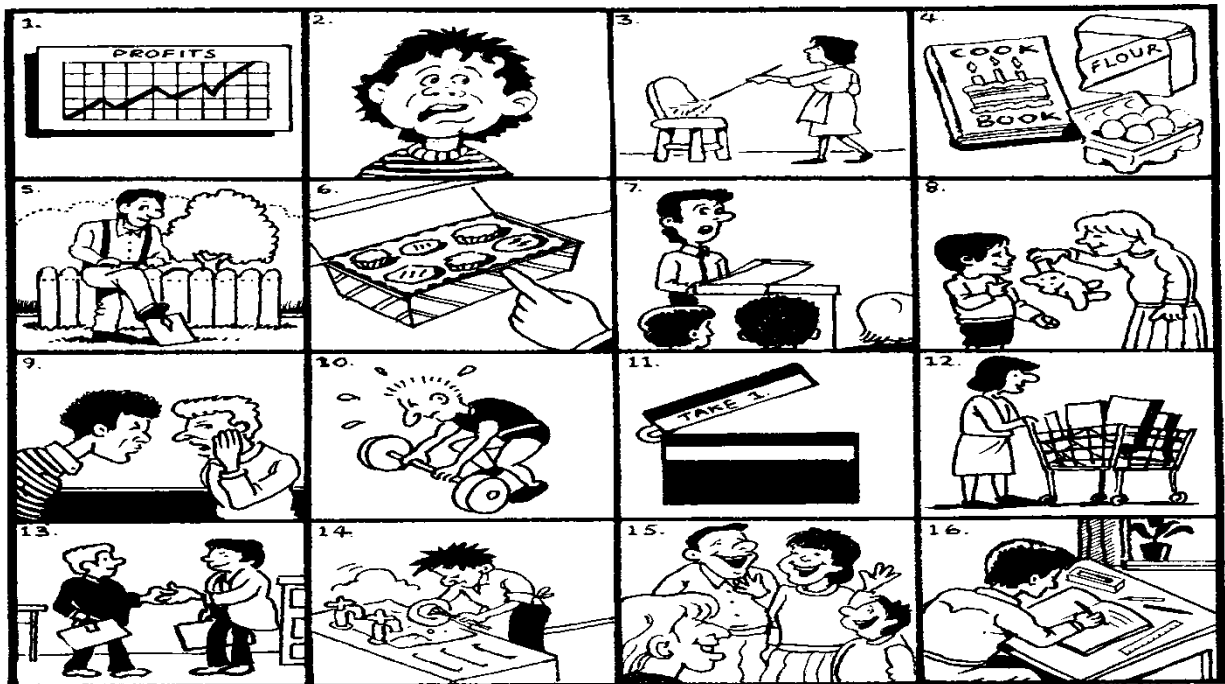
Activity III. Correcting some English collocations.

Make and do

Do you know how to use MAKE and DO correctly?

With the words below to help you, decide whether to use MAKE or DO to describe the pictures.

DO your best and try not to MAKE a mistake.



progress housework joke choice washing-up speech shopping
trouble friends cake film homework effort business faces
gardening

Literature

1. Bryson, B. (1990) *Mother Tongue*. Penguin Books.

2. Crystal, D. (2003) *English as a Global Language*. Cambridge University Press, New York.

3. Graddol, D. (2005) *English Next*. British Council

4. Utley, D. (2004) *Intercultural Resource Pack: Intercultural communication resources for language teachers*. Cambridge: CUP

Suggested web sites:

1. www.teachingenglish.org.uk

2. www.teachingenglish.org.uk

2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org

Glossary

SPACE – universe

STRICT – severe, demanding

ARRIVE – reach, succeed

Module: CULTURAL AWARENESS AND INTERCULTURAL COMPETENCE

Lesson 2

Topic: Intercultural competence, cultural differences in everyday life

Time: 80 minutes

Aim: To raise students' awareness of according to the culture and its features

Warm up activity

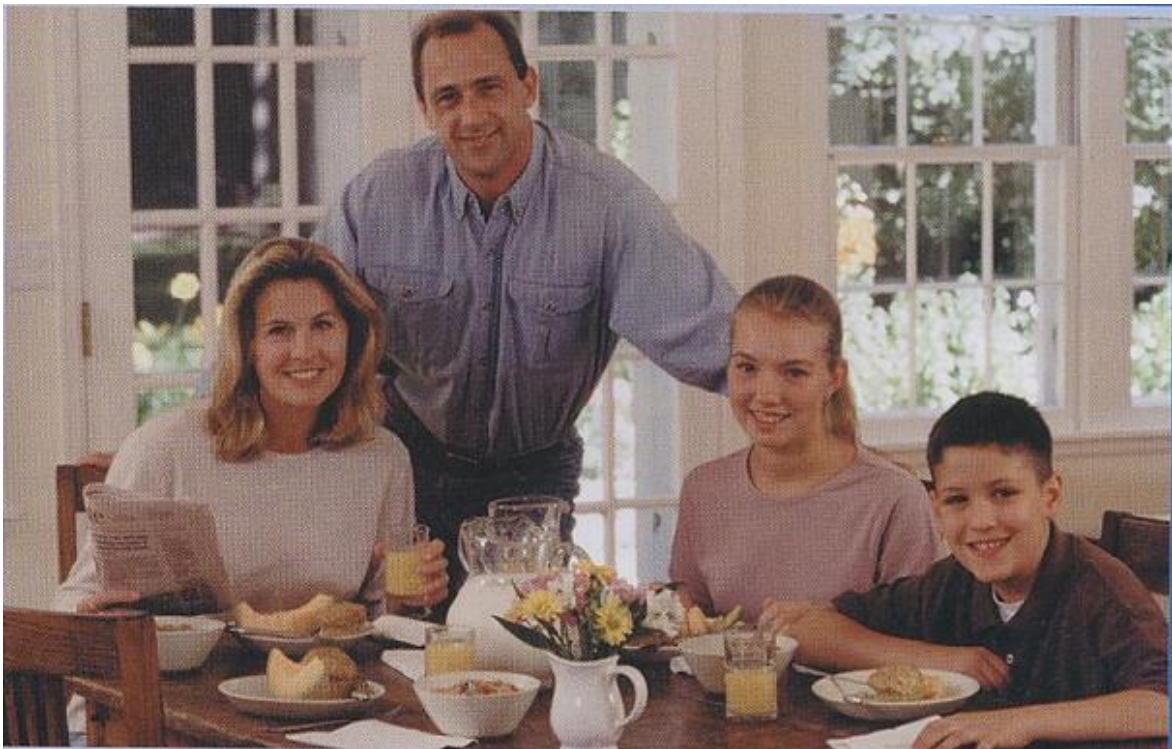
Objective: to create language atmosphere

Time: 10 minutes

Materials: book

Questions: Which of the photos do you think were taken: in the USA? in the UK?
in South Africa?





1. What do you know about homes, schools and food in those countries?
2. How are they different to life in your own country?

While reading tasks

Activity I.

Objectives: to enrich the student's knowledge about culture through specific activities

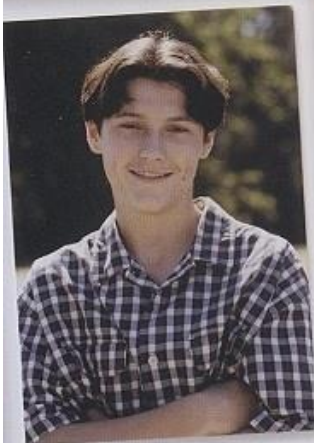
Time: 30 minutes

Materials: Handouts

Procedure:

- Divide students into three groups.
- Require the Ss to read the articles and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- If ideas wrong teacher will clarify the answers.

Two ordinary days



33, Regent Avenue
Leeds
West Yorkshire
LE3 5DX
UK

3rd March

Dear Tracey

Thanks for your letter – I've finally found an American penfriend! To answer some of your questions: I'm 16. My dad's a computer technician and my mum works in a factory. I've got two younger sisters – Kirsty and Laura. You say that you don't know anything about life in the UK, so I'm going to tell you about a typical day in our house.

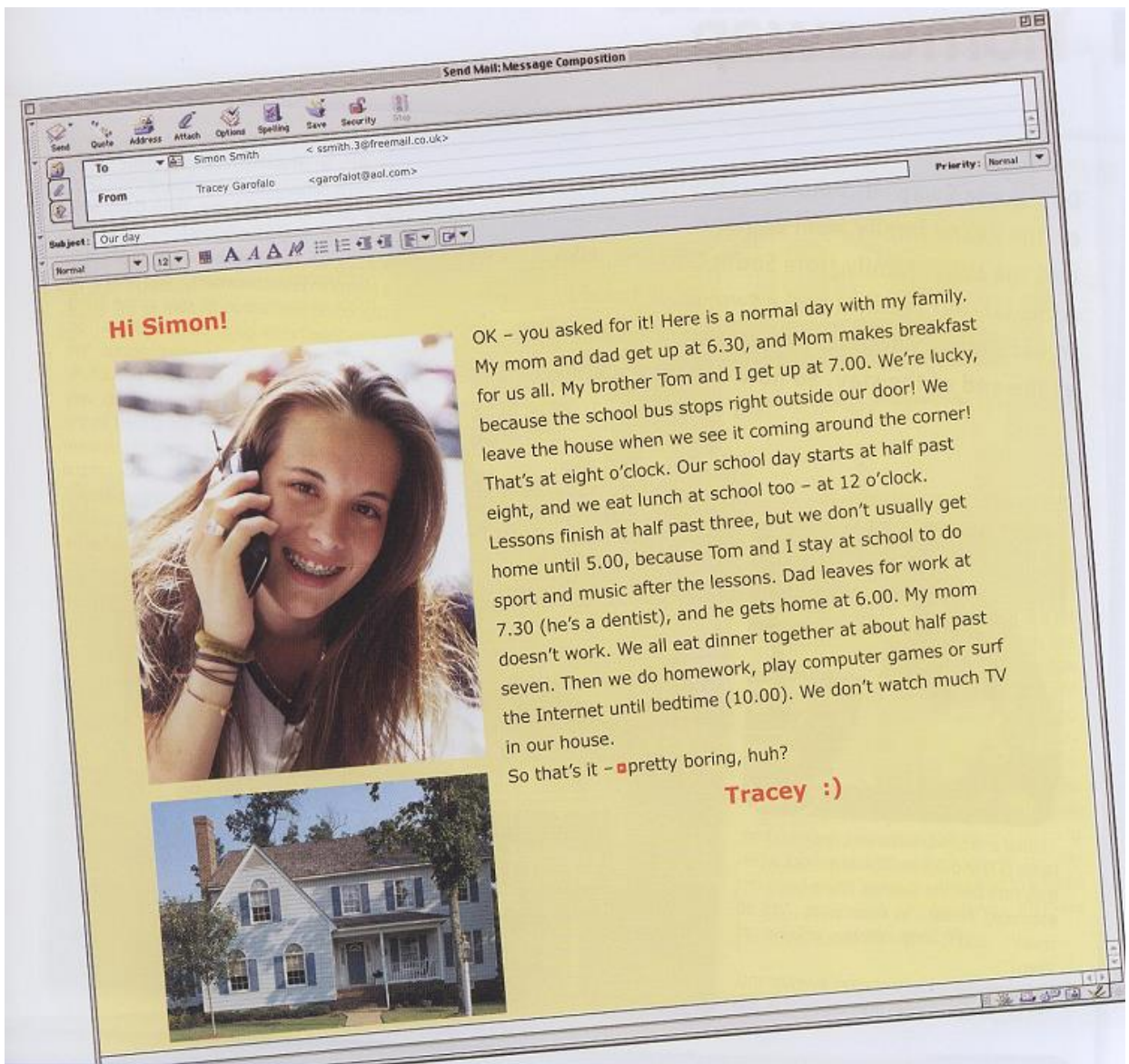
My mum gets up really early, before 6.00, because she has to leave the house at 6.45. The rest of us get up at 7.00. We don't sit down together for breakfast – it's too chaotic. We leave the house at 8.15. Dad drives to the centre of town, and I walk with my sisters to the bus stop. School starts at 9.00. We have lunch at school at 12.30, and lessons finish at 3.30. Sometimes we walk home. We get home at the same time as Mum – 4.00. She gives us something to eat at about 6.00, because we're starving, but Dad doesn't get home until after 7.00, because the traffic can be really bad. She and Dad eat a meal at about 8.00, while we're watching TV or doing our homework. Mum and the girls go to bed at about 10.00 and Dad and I stay up watching films on SKY. I have to go to bed at 11.00. I don't know why Dad doesn't go to bed then too, because he always falls asleep in the middle of a film and goes to bed at about 1am!

Tell me about a typical day in your house.
You can email me on ssmith.3@freemail.co.uk

Best wishes

Simon





Activity II. Read the EVERYDAY SURVIVAL GUIDE. Find the words that mean:

1. to ask for food or drink in a café, restaurant, etc.
2. to tell someone who another person is.
3. to speak to someone, or make a gesture, when you meet for the first time.
4. the opposite of 'polite'.
5. the box that you put letters in when you want to send them.

So you're visiting Britain for the first time?

**Make sure you follow our
EVERYDAY SURVIVAL GUIDE!**

1. Look right before you cross the road – British traffic drives on the left.
2. If you're travelling by bus, you don't have to buy a ticket in advance. Just pay on the bus.
3. If you order something to eat or drink in a café, remember to pay for it when you're given it.
4. If someone introduces you to someone new, greet them by saying "Hello". Don't kiss them!
5. Use "please" and "thank you" a lot, to avoid sounding rude.
6. If you want to send postcards, you need to look for a red postbox.
7. You shouldn't have any problems changing your money because banks stay open all day – they don't close at lunch time.
8. Most large shops are open between 10am and 4pm on Sundays.



Objective: to help participants become aware of the facts about the rules in Britain.

Time: 5 min

Materials: book

Activity III. Match the people with their opinions of the house they stayed in

Objective: to help participants become aware of the information about common things in their country

Time: 10 min

Materials: Book

- | | |
|------------------|---|
| 1. George Miller | a. "It was strange not having separate rooms for using the computer and playing games." |
| 2. Sandy Miller | b. "I loved playing and eating outdoors!" |
| 3. Helen Miller | c. "The house was so big it looked like it belonged to a famous person!" |
| 4. Daniel Miller | d. "I was really impressed by the garden." |
| 5. Tim Keane | e. "Two of the bedrooms were too small." |
| 6. Katy Keane | f. "The house was warm and colourful." |
| 7. Bethany Keane | g. "I didn't like the garden or the décor much." |

Activity IV. Which things are common in houses in your country?

Objective: to enrich participants' thinking awareness.

Time: 5 min

Materials: book

- a study*
- a basement*
- carpets*
- central heating*
- a real fire*
- a garden*
- a barbecue*
- a swimming pool*
- an air-conditioning system*
- a security system*

Activity V. Read the texts and find out how many people Callum, Meera, Ben and Trudi share a house with.

Objective: to enrich participants' speaking awareness.

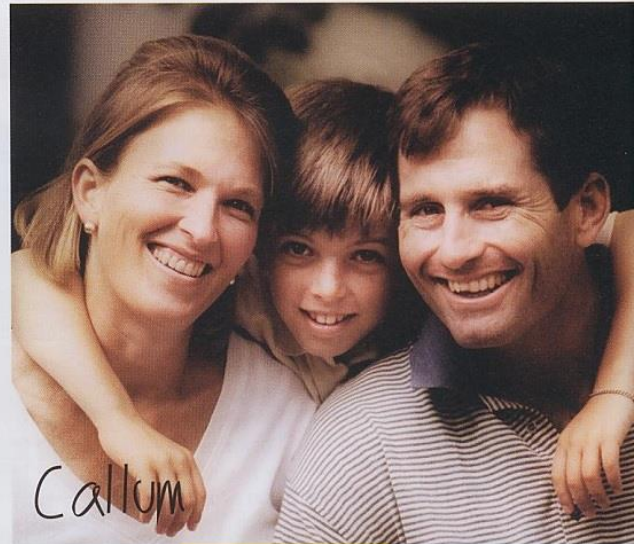
Time: 10 min

Materials: book

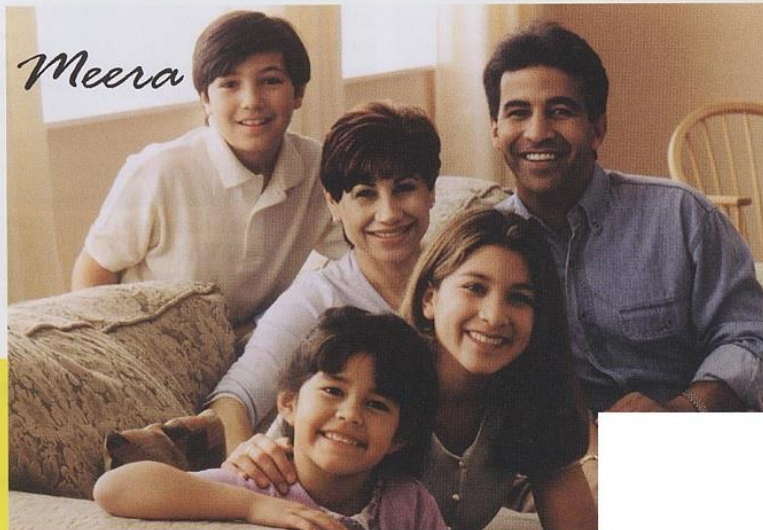
Modern families

What is a "traditional" family nowadays? With more and more couples choosing not to get married, and with the number of divorces and second marriages increasing, the idea of the "traditional family" (two married parents, an average of two children, grandparents living nearby) is rapidly disappearing in some countries. Here are some personal examples and statistics from the English-speaking world.

Families	in the USA	in the UK
Marriages that end in divorce	50%	33%
Families with only one parent	25%	25%
Children who live in a single-parent home at some time	50%	33%
Children whose parents aren't married	33%	40%
Single parents who are men	10%	10%

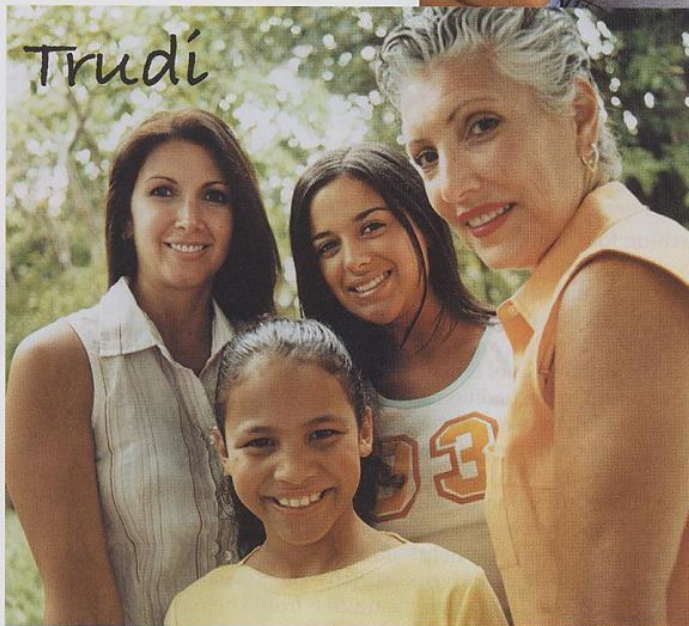
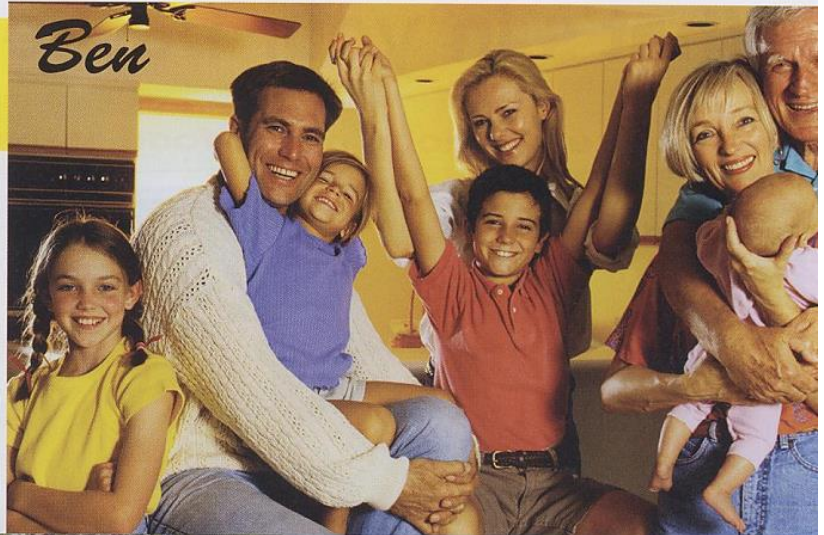


I'm Callum, and I live with my parents in Cambridge, in the east of England. We moved here when I was five because of Dad's job, but my mum comes from the north of England, and Dad comes from Scotland. I've got a grandma in Edinburgh and a granddad in Yorkshire. And I've got two cousins who live near London, because that's where Dad's sister and her husband live. We see my cousins about three times a year, and we go up to Edinburgh every New Year, but I can't remember when I last saw my granddad in Yorkshire. He always sends me presents, though!



My name's Meera, and I live in Wolverhampton, near Birmingham, in England. I live with my parents, my brother and my sister. My grandmother lives next door. My mum was born here in Britain, but my grandmother moved here from India in the 1960s when my dad was a little boy. My dad has two sisters – Auntie Sunita and Auntie Rani. Auntie Sunita lives in the same street as us, and Auntie Rani lives in Birmingham, which is only 15 miles away. They're both married, and I've got five cousins. We see them almost every week. Someone is always visiting our house, or we go to Birmingham to see them. And two years ago we all went to India to see our family there.

I'm Ben, from Portland, Oregon, and my family is a bit complicated! I've got a sister called Ella, but three years ago my parents got divorced and now both of them are re-married. We live with my mom, Julie, and my stepfather, Bob. Bob's got a daughter called Daisy, but she doesn't live with us, she lives with her mom. My father's name is Pete. He and his second wife have just had a baby boy, Charles, so I've got a new half-brother!



My name's Trudi, and I've got a sister called Beth. Our mum and dad are divorced, so we live with just our mum in the suburbs of Melbourne, Australia. Our dad has an apartment in the centre of town, and we spend every other weekend there. After school every day we go to our grandma's house and have a meal there, because our mum doesn't finish work until six o'clock. She collects us at half past six, except on Wednesday evenings when we go swimming with our dad.

Activity VI. How often do you do these activities? Write OFTEN, SOMETIMES and NEVER.

Objective: to enrich participants' vocabulary and thinking awareness.

Time: 5 min

Materials: book

● Aerobics	.....
● Computer activities	.....
● Cooking	.....
● Cycling	.....
● Dancing	.....
● Going to the movies	.....
● Reading	.....
● Shopping	.....
● Swimming	.....
● Walking	.....
● Watching TV	.....

Home assignment (5 min)

- ✓ Make their own EVERYDAY SURVIVAL GUIDE
- ✓ Choose your favourite pop star, film star or sports star. Imagine their daily routine and write a paragraph about it.

Module:	CULTURAL AWARENESS AND INTERCULTURAL COMPETENCE
	Lesson 3
Topic:	Extra linguistic issues (attitudes, customs and tradition: habitats and homelands)
Time:	80 minutes
Aim:	To raise students' awareness of according to the culture and its features

Warm up activity (before reading)

Objective: to create language atmosphere

Time: 10 minutes

Materials: none

Questions:

1. What's the difference between England, Great Britain and the UK?
2. How many countries are there in Great Britain?
3. How many countries are in the UK
4. When did the south of Ireland become independent from Britain?

While reading tasks

Activity I.

Objectives: to enrich the student's knowledge about culture through specific activities

Time: 30 minutes

Materials: Handouts

Procedure:

- Divide students into three groups.
- Require the Ss to read the articles and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the culture in English speaking zones.
- If ideas wrong teacher will clarify the answers.

Northern Ireland

In 1922 the south of Ireland was made independent from Great Britain (England, Scotland and Wales) and became the Republic of Ireland. Northern Ireland remained joined politically to Britain and the United Kingdom was born. While this was a popular decision with most Irish Protestant's, it was unpopular with most of the Catholic population who wished Ireland to remain a united country. Conflict between these two groups came to crisis point in the 1970s with the terrorist activities of the IRA and the arrival of British soldiers. Even today the Northern Irish population remains divided between Unionists (or Loyalists) who want to remain a part of the United Kingdom and Republicans who oppose it.

Who are the British?

The UK is a confused nation when it comes to national identity, especially in relation to major sporting events. Commentators proudly refer to the country's internationally successful sports people as 'English' if they come specifically from England. Welsh and Scottish athletes, however, are usually given the general label 'British' without any recognition of their individual homeland's. But it's when the countries compete individually especially against each other that the idea of a 'united kingdom ' becomes completely lost. At football and rugby matches there has been a strong revival of the individual flags, songs and symbols of England. Scotland and Wales and there often isn't a "Union Jack to be seen.

Away from the sports a pitch the national saints' days of St David in Wales and St Andrew in Scotland are starting to be marked with large celebrations in the same way that St Patrick' s Day has always been celebrated in Ireland and the flag of St George can be seen in England on public buildings and churches where the Union Jack used to be. With Scotland and Wales now having their own parliaments there is even extreme talk of an 'English Independence Movement' and some people are wondering if the United Kingdom will last into the next century.

Old or new, big or small, Oxford's got it all!

The city of Oxford is situated 50 miles west of London. The Cotswold Hills are just beyond Oxford where you can get some lovely views over the West Country from the higher points, and the River Thames starts its journey near the city. Oxford is famous for its University and its colleges. One of the best ways to see the beautiful buildings and architecture is to do a walking tour around the center. You can visit the university's largest college, Christ Church, and visit England's smallest cathedral there! Go to Merton Street where you can see some of Oxford's most beautiful architecture. Merton College is one of the three oldest colleges in Oxford with the oldest library in the country. If you want to see some bigger colleges, Balliol and Saint John's are further out of town, so taking a bus is a better idea. If it's more modern architecture you prefer then go to see the new Business School near the railway station.

Activity II. Read the article on the page (22). Match the beginnings and the endings of the sentences.

Objective: to help participants become aware of the facts about the culture in English speaking zones.

Time: 5 min

Materials: book

- __1. Welsh and Scottish sports people get annoyed when
- __2. If England and Scotland play a rugby match,

___3. People enjoy St Andrew's Day and St David's Day now, but

___4. Some buildings in England used to display the Union Jack,

- a. they display their own symbols and flags not British ones.
- b. they show the English flag.
- c. they are not referred to as Scottish or Welsh.
- d. they did not use to celebrate them much

Activity III. Complete the sentences with the correct prepositions of place

Objective: to help participants become aware of the information about location and well known places of the English speaking countries

Time: 10 min

Materials: Book (page 34)

Behind, between, in, in front of, near, next to, on the left, on the right, opposite, under.

1. The main post office is _____ Christ Church college.
2. Corpus Christi college is _____ Merton College.
3. If you walk down Cornmarket Street, Carfax Tower is _____.
4. The covered market is _____ the High Street and Market Street.
5. From the High Street, Lincoln College is _____ Brasenose College.
6. The cinema on George Street is _____ the Play house Theatre.
7. The smallest cathedral in England is _____ Christ Church college

Activity IV. Read the Information Files on England, Scotland and Wales.

Which of the countries:

Objective: to enrich participants' thinking awareness.

Time: 5 min

Materials: book

1. has the largest / smallest population?
2. has a national day in the spring?
3. has a national day in the autumn?
4. has a blue and white flag?
5. has a red, green and white flag?

Activity V. Look at the photos in the magazine article (page 22). What specific countries do the people in each photo come from? How can you tell?

Objective: to enrich participants' speaking awareness.

Time: 10 min

Materials: book

Activity VI. Someone is asking for directions at the Tourist Information Office. Complete the dialogue with the correct expressions. Use the map to help on page (34)

Objective: to enrich participants' vocabulary and thinking awareness.

Time: 5 min

Materials: book

Go straight across, Thank you very much, Can you tell me, Keep on the right hand side, turn left into, Walk straight down, You can't miss it, Is it far from here? go past

Tourist: Excuse me. (1) Can you tell me where the nearest post office is?

Local: Yes, of course.

Tourist: _____ (2) ?

Local: Well, not too far. You can walk there in about five minutes. We're in Broad Street just now. You need to walk to the cross roads with George Street and (3) _____. Cornmarket Street. (4) _____ Cornmarket Street, (5) _____ all the shops until you come to the traffic lights at the bottom (6) _____ the traffic lights on to Saint Aldate's (7) _____ and after a short distance, about 50 metres down Saint Aldate's, you'll see the main post office. (8) _____ .

Tourist: (9) _____ .

Local: Good luck

Home assignment (5 min)

- ✓ Make two activities based on the whole material
- ✓ Find additional fact about well-known places of English speaking zones.

Module:	CULTURAL AWARENESS AND INTERCULTURAL COMPETENCE
	Lesson 4
Topic:	Extra linguistic issues (attitudes, customs and tradition: habitats and homelands)
Time:	80 minutes
Aim:	To raise students' awareness of according to the culture and its features

Warm up activity (before reading)

Objective: to create language atmosphere

Time: 10 minutes

Materials: none

Questions:

5. What do you know about the climate of the English speaking countries?
6. Can you find any differences between climate of the English speaking countries and our country?
7. What do you know about the wonders of the world?
8. What can you say about the ancient and modern wonders of the world?

While reading tasks

Activity I.

Objectives: to enrich the student's knowledge about the climate and wonders of the English speaking countries through specific activities

Time: 15 minutes

Materials: book

Procedure:

- Divide students into three groups.
- Require Ss to read and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.

- Require Ss to support their ideas with the help of important facts about the climate and the wonders of the English speaking countries.
- If ideas wrong teacher will clarify the answers.

The seven natural wonders of America.

1 Death Valley (California)

Death Valley is a 250km valley between two Californian mountain ranges. It is the hottest and the lowest place in the USA, and at one famous point-Bad water Basin- you arrive at the lowest place in the western hemisphere (86 meters below sea level). Summer temperatures in Death Valley can reach 54°C, and for several months of the year the average night-time temperature is over 27°C.

2 Giant Redwood and Bristlecone Pine Trees (California)

General Sherman, a giant red wood tree in the Sequoia National Park measuring 84 metres tall, is the largest plant in the world. It is also 3,000 years old, but it isn't the oldest tree in the world. That's also in California. The bristlecone pine grows in the White Mountains, and it is the oldest living thing on earth. The most famous, named Methuselah, is over 4,000 years old.

3 The Grand Canyon (Arizona)

The Grand Canyon, eroded over thousands of years by the Colorado River and its tributaries, is 400 km long. It is 2,000 metres deep at its deepest point and 30km wide at its widest point. It is one of the most important geological sites in the world (some of the rocks are over 1,800 million years old) and it is home to a great diversity of wild life.

4 Old Faithful (Idaho)

Much of the Yellow stone National Park (which extends into Idaho, Montana and Wyoming) is volcanic rock, and there are over 10,000 geysers and hot springs in the park- the biggest concentration in the world. The most famous geyser, called Old Faithful, erupts about every 75 minutes. The eruptions last for 1-5 minutes, and shoot hot water up to 50 metres in the air.

5 The Great Lakes (Michigan, Wisconsin, Minnesota and Ontario, Canada)

The Great lakes (lakes Superior, Michigan, Huron, Erie and Ontario) form the largest system of fresh water on earth, containing 18% of the world's supply. Lake Superior is the largest and the deepest. It has the largest surface area of any fresh water lake in the world (81,000sq.km) and holds enough water to cover the entire continents of North and South America with third of a metre of water.

6 Glacier Bay (Alaska)

Glacier Bay is a wilderness of mountains, glaciers, estuaries, beaches and lakes which was covered by ice only 200 years ago. The glaciers of Glacier Bay are still retreating, revealing new landscapes every few years. Glacier Bay is now a nature reserve and is used extensively for scientific research.

7 Niagara Falls (New York State and Ontario, Canada)

The Niagara Falls are formed where the Niagara River flows between Lake Erie and Lake Ontario. There are two main water falls: the Horse shoe Falls in Canada and the American Falls in the USA. The falls are 55 metres high, and 160,000 cubic metres of water flows over them every minute.

Activity II. Put the adjectives into six pairs of opposites.(26 page)

Objective: to enrich participants' vocabulary.

Time: 5 min

Materials: book

Deep, high, large, long, low, narrow, shallow, short, short, small, tall, wide

Activity III. Read the texts quickly (page26). Which of the natural wonders:

Objective: to help participants become aware of the information about wonders of English speaking zones

Time: 10 min

Materials: book

1. are partly in Canada?
2. are further north than Canada?
3. are in California?
4. consist entirely of water?

Activity IV. You are going to hear a ranger talking about the negative effects of tourism on the Grand Canyon. Guess which of the following environmental problems he will talk about, then listen and see if you were right.

Objective: to integrate participants' listening.

Time: 5 min

Materials: book

- litter
- fires

- danger to animals
- erosion of paths
- noise
- traffic
- vandalism

Activity V. Listen again and answer the questions.

Objective: to integrate participants' listening.

Time: 5 min

Materials: book

1. How many people visit the Grand Canyon each year?
2. What two problems can pollution cause in the canyon?
3. Which two months does the ranger say are particularly hot and dry?
4. What are two ways in which visitors start fires?
5. Why should visitors not feed the animals in the canyon (two reasons)?

Activity I.

Objectives: to enrich the student's knowledge about the climate and wonders of the English speaking countries through specific activities

Time: 15 minutes

Materials: book

Procedure:

- Divide students into three groups.
- Require Ss to read and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the climate and the wonders of the English speaking countries.
- If ideas wrong teacher will clarify the answers.

Climate extremes.

How does the weather affect your day-to-day life? Does it influence what clothes you put on? Whether you put an umbrella in your bag or not? In certain parts of the world, people's actual

survival depends on the way that they adapt their lives to the extreme weather conditions of their environments.

Extreme heat.

Temperatures in the Australian outback –the central desert area of Australia- can often exceed 50 C (for the summer months. New houses are sometimes specifically situated toward s the east or west, to avoid the summer sun. Their roofs are insulated to stop heat getting in, and their wood is specially treated to resist the heat. Due to the strength of the sun over this part of the world. Australia has the highest rate of skin cancer in the world. Since 1981, there has been an official campaign by the Australian government to encourage Australians to protect their skin from the sun. Forest fires are another result of consistently high temperatures. These have become more and more common in the past few years, even happening around the city of Sydney.

Snow and extreme cold.

Valdez in Northern Alaska is used to battling against the elements. The town was relocated in 1964 after an earthquake and tidal wave completely destroyed it, and it currently has the record snow fall for the whole continent of North America- 7.7metres per year. Snow and ice are part of daily life for Alaskans. Many towns, including the state capital Juneau, are accessible only by sea or by air, as roads either don' t exist or are blocked for most of the year. Some houses are built without excavating any foundations, and most have special strong roofs to support the snow, and features such as windows that only open inwards so that they aren't ripped off by the Arctic wind.

Earthquakes.

The San Andreas Fault is a break in the Earth's crust that lies underneath California, causing several small earthquakes every year. Most of the earthquakes are not even noticeable, and the last large one happened in 1994. However; a catastrophic earthquake nearly destroyed San Francisco in1906.Scientists say that it is possible that another massive earthquake may happen in the future. but the)' predict that the)' will recognize the warning signs years before it happens. As a precaution against earthquakes, some older buildings in Californian cities are being pulled down and there is very little new building along the fault line itself.

Activity VI. Read the text again and match the weather conditions to the geographical areas.

Objective: to integrate participants' reading and thinking.

Time: 5 min

Materials: book

__1. earthquakes

__2. extreme heat and forest fires

__3. hurricanes

__4. snow and extreme cold

__5. tornado

a. Australia

b. central USA

c. northern USA

d. south eastern coast of the USA

e. western coast of the USA

Home assignment (5 min)

- ✓ Make two activities based on the whole material
- ✓ Find additional fact about the spread of the English language.

LESSON #5

Theme #2.	States and systems
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
6. Warm-Up	
7. Activity 1. Match the words with their definitions	
8. Activity 2. Discuss the questions	
9. Activity 3. Read the text and answer the questions	
10. Activity 4. Listening	
11. Activity 5. Case Study	
The aim: To raise students' awareness of the UK parliament, monarchy, constitution.	
Objectives:	
<ul style="list-style-type: none">• to create language atmosphere• to enrich the student's knowledge about the role of the English language in international communication through specific activities• to help participants become aware of the facts about English language as a communicative one• to watch the video and answer the question	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

Objectives:

- to lead in the topic

Procedure:

- Discuss the following questions with your students:
 - Can you name any of the people or the buildings?
 - Which country do they belong to: Britain or the USA?
 - Match the people in the photos (A-D) to the buildings (1 -4).

Handout 1

Activity I. Match the words with their definitions

Objectives: to enrich the student's knowledge about the UK parliament, monarchy.

Time: 20 minutes

Materials: Handout 2

Procedure:

- Divide students into three groups.
- Distribute handouts to the Ss and give them 20 minutes to complete task.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity II. Discuss the questions.

Objective: to help participants become aware of the British parliament.

Time: 10 min

Materials: Handout 3

Procedure:

- 😊 (5 min) Distribute the students **Handout # 3**. Tell them to read the instructions carefully and do them individually first.
- 😊😊😊 (5 min) Ask them to discuss their answers within small groups
- 😊 (10 min) Discuss the statements with the whole group.

Activity 3 Read the text and answer the questions

Objectives:

- To read the text and discuss it, complete the task

Time: 20 minutes

Materials: computer, handout 3

Procedure:

- 😊😊😊 (10 min) read the text .
- 😊 (10 min) Distribute the students **Handout # 3**. Tell them to read the instructions carefully and do the test individually first.
- Group discussion about the topic.

Activity 4. Listening

Objective: to help participants become aware of the British parliament.

Time: 20 min

Materials: Handout 4

Procedure:

- 😊 (5 min) Distribute the students **Handout # 4**. Tell them to read the instructions carefully and do them individually first.
- 😊😊😊 (5 min) Ask them to discuss their answers within small groups
- 😊 (10 min) Discuss the statements with the whole group, then play the recording

Activity 5 Read the text and answer the questions

Objectives:

- To read the text and discuss it, complete the task
Time: 20 minutes

Materials: computer, handout 5

Procedure:

- 😊😊😊 (10 min) read the text .
- 😊 (10 min) Distribute the students **Handout # 5**. Tell them to read the instructions carefully and do the test individually first.
- Group discussion about the topic.

Activity 6. Case study.

Employees of different companies take part from qualification development program. The common language English is used there. They are citizens of different countries and their mother language is also different. Some of them know English, feel themselves comfortably. But most participants does not know English.

Handout 1.

Module 4

IN THIS MODULE YOU WILL READ AND HEAR ABOUT:

- the British parliament and recent changes in the system
- how the British monarchy has faced crises and survived
- the US constitution
- the US legal system
- national days in Britain, the USA and Ireland
- pop music as a form of political protest
- the US government



Key

1f

2a

3d

4b

5c

6e

Handout 2. Students complete the task in pairs.

Vocabulary

1 Match the political words to their definitions.

- | | |
|--------------|-----------------------------------|
| 1. candidate | a. to ask for people's votes |
| 2. to stand | b. a position in parliament |
| 3. to elect | c. a formal, controlled argument |
| 4. seat | d. to give someone the most votes |
| 5. debate | e. a law that parliament passes |
| 6. Act | f. a person who wants your vote |

Before you read

2 Do you know what the photos on this page represent? What is an English Lord?

Reading

3 Read the text on this page and answer the questions.

1. Which has the most political power – the House of Lords or the House of Commons?
2. Which House has members who used to inherit their places in parliament?
3. What must members of the House of Commons call each other during debates?
4. Who sits on 'the woolsack'?
5. What is its symbolic meaning?

UK parliament: tradition...

In the 14th century, the British parliament split into two divisions, the House of Lords, which included the bishops and the aristocracy (or 'peers'), and the House of Commons, which included representatives of the ordinary people. The two Houses still exist today, but over the centuries the elected House of Commons has become the more powerful. The Lords, whose members are not elected and who traditionally inherited their seat in the House from their fathers, no longer have the automatic right to block new laws. The British parliament is one of the oldest parliamentary systems in the world, and foreigners are often puzzled by some of its ancient customs. During debates in the House of Commons, for example, members are not permitted to refer to each other by name, but must use the title 'The Honourable Member'. The Lord Chancellor, who controls debates in the House of Lords, must sit on the 'woolsack', a seat filled with wool that originated in the 14th century when wool was a symbol of Britain's prosperity. The position of the Lord Chancellor will soon be abolished. This is just one of the radical changes that have been imposed on the 700-year-old parliament in recent years, including the creation of a separate Scottish Parliament and Welsh and Northern Irish Assemblies.



Key

1. The house of Commons
2. The house of Lords
3. The Honourable Member
4. The Lord Chancellor

Theme #6.	Extra linguistic issues (attitudes, customs and traditions: states and systems)	
Length: One hour and twenty minutes	Number of Students: 12	
Lesson Outline		
1. Warm-Up		
2. Activity 1. Match the words with their definitions		
3. Activity 2. Discuss the questions		
4. Activity 3. Read the text and answer the questions		
5. Activity 4. Speaking		
6. Activity 5. Case Study		
The aim: To raise students' awareness of the US legal system, national days, protest songs, the US government.		
Objectives:		
<ul style="list-style-type: none"> • to create language atmosphere • to enrich the student's knowledge about the role of the US legal system through specific activities • to help participants become aware of the facts about US national days and protest songs • to listen to patriotic song and answer the question 		
Activity Type:	Individual, small group, whole class (teacher-students)	

Warm-up. (10 min.)

Objectives:

- to lead in the topic

Procedure:

- Discuss the following questions with your students:
 - When and why did America become independent nation?
 - What is a nation's constitution?

Activity 1. Read the text and answer the questions

Objectives:

- To read the text and discuss it, complete the task

Time: 20 minutes

Materials: computer, handout 1

Procedure:

- 😊😊😊 (10 min) read the text .
- 😊 (10 min) Distribute the students **Handout # 1**. Tell them to read the instructions carefully and do the test individually first.
- Group discussion about the topic.

Activity 2.

Objective: to help participants become aware of American Constitution.

Time: 20 min

Materials: Handout 2

Procedure:

- 😊 (5 min) Distribute the students **Handout # 2**. Tell them to read the instructions carefully and do them individually first.
- 😊😊😊 (5 min) Ask them to discuss their answers within small groups
- 😊 (10 min) Discuss the statements with the whole group, then play the recording

Activity 3 Read the text and answer the questions

Objectives:

- To read the text and discuss it, complete the task

Time: 20 minutes

Materials: computer, handout 2

Procedure:

- 😊😊😊 (10 min) read the text .
- 😊 (10 min) Distribute the students **Handout # 3**. Tell them to read the instructions carefully and do the test individually first.
- Group discussion about the topic.

Activity 4. Match the words with their definitions

Objectives: to enrich the student's knowledge about the UK parliament, monarchy.

Time: 20 minutes

Materials: Handout 4

Procedure:

- Divide students into three groups.
- Distribute handouts to the Ss and give them 20 minutes to complete task.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity 5. Case study

Employees of different companies take part from qualification development program. The common language English is used there. They are citizens of different countries and their mother language is also different. Some of them know English, feel themselves comfortably. But most participants does not know English.

Module: CULTURAL AWARENESS AND INTERCULTURAL
COMPETENCE

Lesson 8

Topic:

Extra linguistic issues (body language, taboos and stereotypes)

Time:

80 minutes

Aim:

To raise students' awareness of according to the culture and its features

Warm up activity

Objective: to create language atmosphere

Time: 10 minutes

Materials: lap top, video (Body Language)

Questions:

While reading tasks

Activity I. Discuss in small groups.

Objectives: to enrich the student's knowledge about body language through specific activities

Time: 30 minutes

Materials: Handouts

Procedure:

- Divide students into three groups.
- Require the Ss to read the articles and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the body language.
- If ideas wrong teacher will clarify the answers.

Body language

Our body says a lot about us in many ways as we communicate. Body movement can indicate attitudes, and feelings while also acting as illustrators and regulators. Our body movement includes the heads, eyes, shoulders, lips, eyebrows, neck, legs, arms, fingers, orientation, hands and gestures. Together these pieces can convey if we're comfortable, unhappy, friendly, anxious, nervous and many other messages. With so many parts conveying messages, you can see how easily things can get confused and how difficult it is to manipulate nonverbal communication. Just think of the different messages which are communicated through facing a person, touching, standing at various distances and in different stances. With careful thought, however, we may begin using our bodies to further our clarity and meaning.

Appearance

Appearance is an important factor involved with nonverbal communication. In today's society, the purpose of clothing has changed from fulfilling a need to expressing oneself. Teens use fashion to determine cliques such as prep, jock, punk, or gangster. Clothing communication is continued later in life by identifying someone in a suit as a businessperson, someone wearing a black robe as a judge, doctors wearing lab coats and stethoscopes or various other positions wearing required uniforms of dress. Adornments are another form of appearance. Wearing expensive jewelry communicates one message while wearing ceremonial ornaments communicates a completely different message. Appearance also takes into account personal grooming such as cleanliness, doing one's hair, nail trimming or wearing make-up.

Overall appearance is the nonverbal that people are most aware of and manipulate the most. Appearance communicates how we feel and how we want to be viewed. Eye Contact Many sayings hold that the eye is the window to the mind. This is very true to illustrating the power of eye contact in nonverbal communication. Eye contact can maintain, yield, deny and request communication between people. People who use eye contact are viewed as confident, credible and having nothing to hide. Some important do's and do not's of eye contact are:

- If you have trouble staring someone in the eye, simply focus at something on their face
- When speaking to a group look at everyone
- Look at people who are key decision makers or hold power
- Look at reactive listeners
- Don't look at the floor, scripts or anything that causes you to tilt your head away from the receiver
- Don't look at bad listeners that may distract you

Body

As mentioned earlier, there are many parts of your body that add to the nonverbal message. This type of nonverbal communication is called kinesic code. It is made up of emblems, illustrators, regulators, affect displays and adapters. These behaviors are each communicated in different behaviors and movements of your body. The first important aspect of kinesics is posture. Standing or sitting in a relaxed professional manner is a positive posture nonverbal. Also, being comfortably upright, squarely facing an audience, and evenly distributing your weight are all aspects of posture that communicate professionalism, confidence, attention to detail and organization.

Nonverbals communicated by moving the trunk of your body are called body gestures. Several different body gesture strategies are to move to change mood or pace, draw attention, or reinforce an idea. Some examples are stepping aside for a transition or stepping forward to emphasize a point. Hand gestures are what are most often identified as nonverbal communication. One reason is because they are so obvious to a receiver and seem to be partly conscious. It is important to let your gestures flow naturally as if in conversation with a close friend. You may also use gestures to specifically describe shape and size, emphasize a point, enumerate a list, or picking out a specific item. In conjunction with hand gestures is touching. This is a very powerful communicator especially for establishing a link to a receiver or conveying emotion. However, touching is dangerous because it invades a person's intimate space and may be perceived as unwanted or breaking

norms. It is important to pay attention to the other person's nonverbal cues before deciding to initiate a touch. The last area of physical nonverbal communication is facial expression. Facial expression is partly innate and also partly learned. Because of the number of muscles and features, such as mouth, nose, lips, cheeks, in your face, it is extremely expressive. A face can ask questions, show doubt, surprise, sadness, happiness and a wealth of other messages.

Below is a list of some body behavior and the message they communicate.

- 1) Slumped posture = low spirits
- 2) Erect posture = high spirits, energy and confidence
- 3) Lean forward = open and interested
- 4) Lean away = defensive or disinterested
- 5) Crossed arms = defensive
- 6) Uncrossed arms = willingness to listen

Activity II. Watching video (*American Hand Gestures in Different Cultures - 7 Ways to Get Yourself in Trouble Abroad*). **What kind of another Hand gestures do you know?**

Objective: to help participants become aware of the facts about the Hand Gestures in Different Cultures.

Time: 5 min

Materials: lap top, video

Activity IV. Compare and discuss your answers in pairs or small groups.

Objective: to enrich participants' thinking awareness.

Time: 10 min

Materials: book

In your country:

1. When someone dies, what happens to their body?

a. It is buried. b. It is cremated. c. Something else

2. Where do funeral ceremonies take place?

a. In a church b. At a shrine c. Somewhere else

3. Who usually attends funerals?

d. Only men b. Men and women c. Anyone

4. What colour do people wear to signify death?

a. Black b. White c. A different colour

5. What do people usually do at funerals?

a. Cry openly and express strong emotions.

b. Keep their emotions under control.

c. Try not to cry, but cry quietly if they cannot help it.

When you die, would you prefer to be buried or cremated

Activity V. Answer the questions below on your own. Compare and discuss your answers in pairs or small groups.

Objective: to enrich participants' speaking awareness.

Time: 10 min

Materials: book

1. How do you feel when the subject of death comes into the conversation?

a. Uncomfortable - I don't want to talk about it.

b. It depends how other people react.

c. Fine - it's perfectly natural to talk about death.

Or do you have another reaction?

2. You have to tell a close friend that a mutual friend of yours has died. You know that they were very close. How would you start the conversation?

a. I'm afraid we won't be meeting Mary for lunch on Friday after all.

b. Have you heard? Mary's just died.

c. You'd better sit down. I've got some bad news about Mary. She died last night.

Or would you say something else?

3. A friend of yours (a rather unreliable one) has just died, owing you a lot of money. After the funeral his sister comes to talk to you. Do you say:

- a. I was hoping to meet one of the family so I can get my money back.*
- b. Poor George! He was such a good friend. (and forget about the money)*
- c. I shall miss George - but not as much as the £1000 he owed me!*

Or would you say something else?

4. If the only work available was working with dead bodies - for example as an undertaker or a pathologist - what would you do?

- a. Take the job. Somebody has to do jobs like that. It's no big deal.*
- b. I could never do a job like that. 'What would my friends think? I'd rather starve.*
- c. I'd ask for a huge salary. It would be OK if I was paid a lot.*
- d. Please stop talking about it. I feel sick.*

Activity VI.

Objective: to enrich participants' vocabulary and thinking awareness.

Time: 5 min

Materials: book

Do you find this conversation offensive?

I haven't seen Harry for months. How is he?

Dead! He died just before Christmas.

Which would you prefer to say?

He passed away just before Christmas.

or

We lost him just before Christmas.

Do you use similar expressions in your language to avoid the words dead or died? If so, what are they?

Home assignment (5 min). Find another pictures like this. Is it OK to joke about death?



*“Will you please take your feet
off my best chair!”*

Module:	CULTURAL AWARENESS AND INTERCULTURAL COMPETENCE Lesson 9
Topic:	Extra linguistic issues (the role of the society in different cultures)
Time:	80 minutes
Aim:	To raise students' awareness of according to the culture and its features

Warm up activity (before reading)

Objective: to create language atmosphere

Time: 10 minutes

Materials: none

Questions:

9. Do you have state schools and private schools in your country?
10. What type of parents tends to send their children to private schools?
11. What type of school often has the best teachers and the best exam results?
12. Why are some women in the English-speaking world having babies later in life?

While reading tasks

Activity I.

Objectives: to enrich the student's knowledge about the citizenship of the English speaking countries through specific activities

Time: 30 minutes

Materials: Handouts

Procedure:

- Divide students into three groups.
- Require Ss to read and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the climate and the wonders of the English speaking countries.

- If ideas wrong teacher will clarify the answers.

A VIEW FROM YEAR 10

I'm Daniel Yates and I go to Hanbury Comprehensive School in Birmingham. Comprehensive schools are paid for by the state. There are 1,500 pupils here and the classes are quite big - about 25 pupils in a class. This year's A-level results were quite good - 40% of the students got A or B grades. About 50 pupils from Hanbury manage to get in to university each year, but not many go to places like Oxford or Edinburgh. I think there was a pupil two years ago who got into Cambridge, but that's unusual.

First impressions of Chalfont.

My name's Harriet Fisher and I'm a pupil at Chalfont College for Girls. The school is 150 years old, and it's an independent school for girls. That means that our parents pay for our education, not the state. The fees here are about £6,000 per term if you are a boarder, or about £4,000 per term if you are a day pupil. I'm lucky to be here because it's a fantastic school. We have small class sizes (about teacher for every 9 pupils), the exam results are usually excellent, and every year lots of pupils get into top universities like Oxford and St Andrew's.

School heads boycott: Bristol University

Bristol University is being boycotted by top independent schools because of its alleged policy of positive discrimination. Surveys reveal that record numbers of the best independent student have been rejected by Bristol this year, despite having impeccable grades, and the Headmasters' and

Headmistresses' Conference and the Girls' Schools Association are now advising their A-level students not to apply to the university. Angry teachers say that Bristol is deliberately choosing state school students with lower grades instead in order to meet government "quotas". In its defense, the university said that it was under pressure from the government to increase its intake of state school pupils. At present, the government issues guidelines to universities regarding the proportion of state school pupils that they should admit, but universities could soon be under even more pressure to admit poorer students. The 'government plans to replace the current system with specific targets based on students' parents' income and whether their parents went to university.

Activity II. Read the table of statistics and the profiles of the two pupils. (page 134) Find out:

Objective: to help participants become aware of the facts about English speaking zone.

Time: 5 min

Materials: book

1. how much it costs to send a girl to Chalfont College for Girls each term, if they don't live at the College.
2. if a comprehensive school is a private or a state school.
3. the proportion of teachers to students at Chalfont College for Girls.
4. The names of four top UK universities.
5. what percentage of UK pupils go to a private school.
6. what percentage of students at Oxtord and Cambridge Universities come from private schools.

Activity III. Read the text at page 135. Which of these sentences best summarizes it?

Objective: to integrate the thinking ability of the students

Time: 5 min

Materials: book

- a. Bristol University has been accused of taking too many of its students from private schools and not enough from state schools.
- b. Bristol University has been accused of rejecting pupils from private schools because it wants to be more open to pupils from state schools.
- c. Bristol University has been accused of rejecting pupils from private schools because they don't work very hard at university.

Activity IV. Match the words to their definitions.

Objective: to enrich participants' vocabulary.

Time: 5 min

Materials: book

- | | |
|---------------|---|
| 1. admissions | a. points, marks |
| 2. applicants | b. the system where a university chooses its students |
| 3. credits | c. only open to a few top people |
| 4. elite | d. people who want to get into a university |

Activity V. Listen to the report about Edinburgh University and choose the correct alternatives in the sentences.

Objective: to work on students listening ability.

Time: 10 min

Materials: book

1. Edinburgh University wants/doesn't want people to think of it as an elite university.
2. The University is changing its admissions/exams system.
3. Applicants will be asked about their parents' jobs/money.
4. Applicants will get extra credits if someone in their family has already been to university.
5. Applicants will get extra credits if they have had a tragedy/academic success in the family.

Activity VI. Speaking.

Objective: to work on students speaking ability.

Time: 10 min

Materials: none

What do you think about the idea of using positive discrimination to help students from poorer schools get into university? Can you think of any cases of positive discrimination in your country? Think about:

- ❖ schools.
- ❖ jobs.
- ❖ politics.
- ❖ Representation in the media: TV, magazines, adverts, etc,

Home assignment (5 min)

- ✓ Make two activities based on the whole material
- ✓ Find additional fact about the spread of the English language.

Module:	CULTURAL AWARENESS AND INTERCULTURAL COMPETENCE
	Lesson 10
Topic:	Extra linguistic issues (the role of the society in different cultures)
Time:	80 minutes
Aim:	To raise students' awareness of according to the culture and its features

Warm up activity (before reading)

Objective: to create language atmosphere

Time: 10 minutes

Materials: none

Questions:

13. What do you know about immigration system of our country?
14. How can somebody become a citizen of USA?
15. What makes mother's to work?
16. What type of baby sitters do you know in our country?

While reading tasks

Activity I.

Objectives: to enrich the student's knowledge about the citizenship and other important facts of the English speaking countries through specific activities

Time: 30 minutes

Materials: Handouts

Procedure:

- Divide students into three groups.
- Require Ss to read and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.

- Require Ss to support their ideas with the help of important facts about the citizenship and other important information of the English speaking countries.
- If ideas wrong teacher will clarify the answers.

Who's holding the baby?

These days, better education and career opportunities for women in the English speaking world mean that many women are leaving it until the age of 30, or even 40, to start a family. By this age, many women already have successful careers which they are often reluctant to give up. These days there are a number of men, especially those in couples where the woman earns the most money, who are happy to stay at home in the traditional role of the "housewife", but for a large proportion of couples this is not an option. Financial pressures, particularly in the UK, where house prices have reached astronomical heights, mean that many couples cannot afford to give up one of their salaries when a baby arrives. In 590/0 of British couples with children, both parents work and some women return to work when their babies are only three or four months old. So who is holding the baby for these couples?

Jenny. Cope.

child-minder, Lincoln, England

"I look after five different children in total, but they come on different days of the week, so I only ever have three each day. My house isn't big enough for any more! Today I'm minding Kieran, who's three, Toby, who's two, and George, who's fourteen months. Their parents all work full-time, and they bring them at different times of the day. For example, Kieran arrives here at half past seven and his mum collects him at six o'clock in the evening. I play with them, give them their meals, do some educational stuff with them and let them watch videos, We go out a lot, too - for walks or picnics:

Tricia Durham

Day care assistant, Pittsburg USA

"I work here at Daisies Day Care Center, doing the early shift. That means that I work from eight in the morning until four in the afternoon, although the center is open until six in the evening. We take children from birth to five years. Their parents leave them here at the center and pick them up after work. We have five different rooms one is for the babies to play in, two are for the older children to play in, one is for the babies to sleep in and one is where we serve their meals. Of course there's also a big play ground outside we do a lot of educational activities with the older children - music, painting, nature studies. They don't just play with toys all day.

Activity II. Read the first paragraph of Who is holding the baby? and answer the questions.. (page 140) Find out:

Objective: to help participants become aware of the facts about English speaking zone.

Time: 5 min

Materials: book

1. Why are some women in the English-speaking world having babies later in life?
2. What some times happens in couples where the woman earns more than the man?
3. What causes particular financial pressure on families in the UK these days?
4. In what percentage of British families do both them other and the father work?

Activity III. Read the text at page 135. Quickly read the profiles of the three women and match the words to their definitions.

Objective: to integrate the thinking ability of the students

Time: 5 min

Materials: book

__1. child minder

__2. daycare center

__3. nanny

__4. nursery

- a. A special type of 'school' where parents can leave very young children all day(American English)
- b. a special type of ' school' where parents can leave very young children all day (British English)
- c. Someone who looks after one family's children in the family's home
- d. Someone who looks after various people's children in their own home

Activity IV. Read the texts on page (136-137) becoming American and citizenship: an overview. Are the following statements true or false.

Objective: to enrich participants' vocabulary and thinking ability.

Time: 5 min

Materials: book

1. You have to have a green card before you can apply to become a US citizen.
2. Naturalized citizens have to promise to be loyal to the USA.
3. The citizenship exam is an oral exam.
4. Naturalized citizens can automatically get green cards for their families.
5. Your citizenship can be taken away from you if you are sent to prison.
6. The foreign wife of a US citizen could be given citizenship even if she couldn't speak English.

Activity V. Alison and Beth both leave their children at Daisies Day Care Center. Listen to what they say and answer the questions.

Objective: to work on students listening ability.

Time: 10 min

Materials: book

1. How many children does each woman have?
2. How long do their children spend at Daisies each week?
3. How do the women feel about their children being there?

Activity VI. Speaking Do you agree or disagree with these statements?

Objective: to work on students speaking ability.

Time: 10 min

Materials: none

1. Women these days have babies too late in their lives.
2. Women who have young children shouldn't continue to work.
3. It's OK for men who have young children to continue to work.
4. Men who look after their children while their wives work are ridiculous.
5. It's wrong to pay someone else to look after your young children while you work.

Home assignment (5 min)

- ✓ Make two activities based on the whole material

- ✓ Find additional fact about the working day of mothers who has young babies.

LESSON 11

Theme #11	Language and Culture in English classrooms (education process)	
Length: One hour and twenty minutes	Number of Students: 12	
Lesson Outline		
7. Warm-Up		
8. Activity 1. Match the words with their definitions		
9. Activity 2. Discuss the questions		
10. Activity 3. Read the text and answer the questions		
11. Activity 4. Listening		
12. Activity 5. Case Study		
The aim: To raise students' awareness of the UK parliament, monarchy, constitution.		
Objectives:		
<ul style="list-style-type: none"> • to create language atmosphere • to enrich the student's knowledge about the role of the English language in international communication through specific activities • to help participants become aware of the facts about English language as a communicative one • to watch the video and answer the question 		
Activity Type:	Individual, small group, whole class (teacher-students)	

Warm-up. (10 min.)

Objectives:

- to lead in the topic

Procedure:

- Discuss the following questions with your students: look the picture on page 63
- What are the schoolpupils in the photos doing?
- Which countries do you think they are from?
- Do the schools look like your school?

Activity I. Discuss the questions

Objectives: to enrich the student's knowledge about the Education system.

Time: 10 minutes

Materials: Handout 1, look the book on page 64

Procedure:

- Divide students into three groups.
- Distribute handouts to the Ss and give them 5 minutes to complete task.
- Ask students to share their ideas with their partners and present their findings to the group.

- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity 1. Discuss the questions

At what age do children start school in your country?

When do they take major exams?

Do you think those ages are appropriate?

Activity II. Read the text and answer the questions.

Objective: to help participants become aware of the education system in England.

Time: 20 min

Materials: Handout 2

Procedure:

- 😊 (5 min) Tell them to read the instructions carefully and do them individually first.
- 😊😊😊 (5 min) Ask them to discuss their answers within small groups
- 😊 (10 min) Discuss the statements with the whole group.

Read the text and answer the questions.

1. What IS the difference between Ryde College and most other British schools?

- a. Ryde College has better teachers.
 - b. Ryde College students study earlier and more quickly
 - c. Ryde College takes only the best students. .
2. Find the names of two English school exams.
 3. Find the English word for a university qualification.

Find the English word for a university qualification.

Complete the table about the usual education system in England. You can find the information in the text.

The state system	Age
Begin primary school	.....or....
Begin secondary school	11
Start studying for GCSE exams	14

Take GCSE exams

(students can leave school at this age|

Take exams

18

What is the youngest age for a student at Ryde College to'

1. start a technology class? .
2. pass a GCS E exam?
3. pass an A-level exam?

Activity 3 Matching

Objectives:

- To read the text and discuss it, complete the task

Time: 20 minutes

Materials: computer, handout 3

Procedure:

- 😊😊😊 (10 min) Do the task on page 65

Activity 4. Speaking

Objective: to help participants become aware of the education system in England.

Time: 20 min

Materials: Handout 4 on page 65

Procedure:

- 😊 (5 min) Tell them to read the instructions carefully and do them individually first.
- 😊😊😊 (5 min) Ask them to discuss their answers within small groups
- 😊 (10 min) Discuss the statements with the whole group, then play the recording

What are the advantages and disadvantages of encouraging very young children to study and be successful? Think about

- > making the most of your abilities. .
- > getting good qualifications.
- > getting a good job. -
- > being different from other children.
- > free time.
- > stress .

LESSON #12

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
13.	Warm-Up
14.	Activity 1. Match the words with their definitions
15.	Activity 2. Discuss the questions
16.	Activity 3. Read the text and answer the questions
17.	Activity 4. Listening
18.	Activity 5. Case Study
The aim: To raise students' awareness of the UK parliament, monarchy, constitution.	
Objectives:	
<ul style="list-style-type: none"> • to create language atmosphere • to enrich the student's knowledge about the role of the English language in international communication through specific activities • to help participants become aware of the facts about English language as a communicative one • to watch the video and answer the question 	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (10 min.)

Objectives:

- to lead in the topic

Procedure:

- Discuss the following questions with your students: look the picture on page 63
- How is the British higher education system different to the system in your country?
- Do you think students in the UK are in a better or worse position than students in your country?
- If you could take a gap year, where would you go and what would you do?

Activity I. Speaking

Objectives: to enrich the student's knowledge about the Higher Education system in UK.

Time: 10 minutes

Materials: Handout 1, look the book on page 66

Procedure:

- Divide students into three groups.
- Distribute handouts to the Ss and give them 5 minutes to complete task.
- Ask students to share their ideas with their partners and present their findings to the group.
- Require Ss to support their ideas with the help of important facts about the theme
- If ideas wrong teacher will clarify the answers.

Activity 1. Discuss the questions

What do you want to do when you leave school?

Do you want to get a job or do you want to continue studying?

Activity II. Read the text and answer the questions. on page 66

Objective: to help participants become aware of the education system in England.

Time: 20 min

Materials: Handout 2

Procedure:

- 😊 (5 min) Tell them to read the instructions carefully and do them individually first.
- 😊😊😊 (5 min) Ask them to discuss their answers within small groups
- 😊 (10 min) Discuss the statements with the whole group.

Read the text about British university students. Choose the correct answers to the questions.

1. **British degree courses are usually**
 - a. **five years long.**
 - b. **three years long.**
 - c. **two years long.**
2. **The British government gives loans to help students pay for**
 - a. **their education.**
 - b. **their living expenses.**
 - c. **both.**
3. a. **Every student receives |**
 - b. **Some students receive loans of £4,000 per year.**
 - c. **No student receives**
4. **Students have to pay back their loans as soon as**
 - a. **they finish their degree.**
 - b. **they get a job.**
 - c. **they start earning a certain sum.**
5. a. **There is always**
There is sometimes repayment of student loans.
 - c. **There isn't**

Read Amanda's diary and answer the questions.

1. **What accommodation does she live in?**
2. **How much money will she owe the government when she leaves university?**
3. **How much is the rent on her friends' flat?**
4. **How was the situation different when her mum was at university?**

Activity 3 Working with vocabulary

Objectives:

- Fined words in the text and discuss it, complete the task

Time: 20 minutes

Materials: computer, handout 3

Procedure:

- 😊😊😊 (10 min) Do the task on page 67

Find words in the texts that mean:

1. money that you must pay a university for teaching you.
2. students who have just taken their A-levels.
3. to leave university with a degree.
4. talks given by a university tutor to a large number of students.
5. a slang abbreviation for 'university'.

Activity 4. Listening

Objective: to help participants become aware of the higher education in England.

Time: 20 min

Materials: Handout 4 on page 65

Procedure:

- 😊 (5 min) Tell them to read the instructions carefully and do them individually first.
- 😊😊😊 (5 min) Ask them to discuss their answers within small groups
- 😊 (10 min) Discuss the statements with the whole group, then play the recording

Listen to Mark and Rachel discussing the Greenforce advertisement. Answer the questions.

1. What does Mark think of the advertisement? Why?
2. What does Rachel think of it? Why?
3. What does Mark want to do with his gap year?
4. What does Rachel want to do?

Module:	CULTURAL AWARENESS AND INTERCULTURAL COMPETENCE
	Lesson 15
Topic:	Global markets
Time:	80 minutes
Aim:	To raise students' awareness of according to the culture and its features

Warm up activity

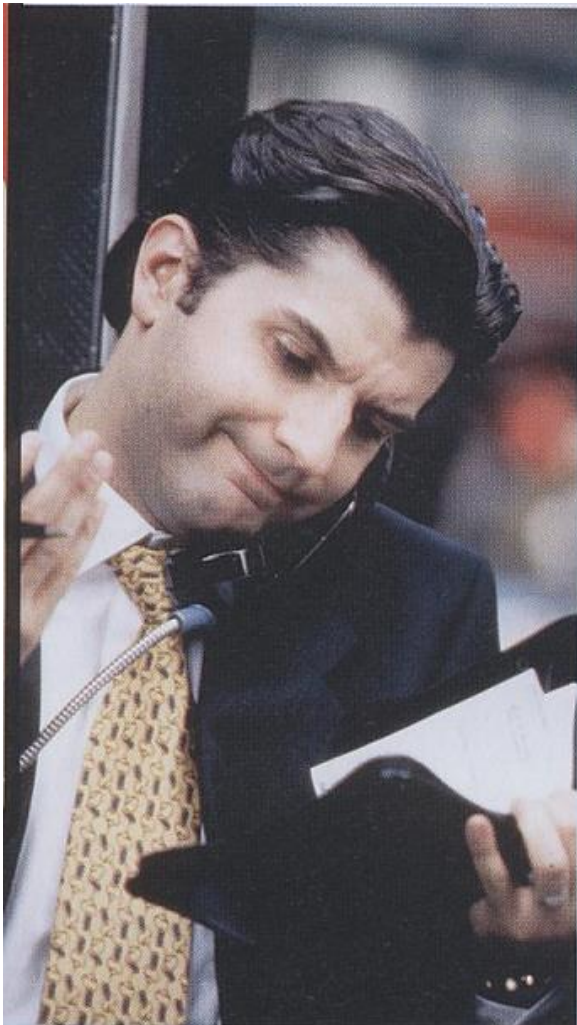
Objective: to create language atmosphere

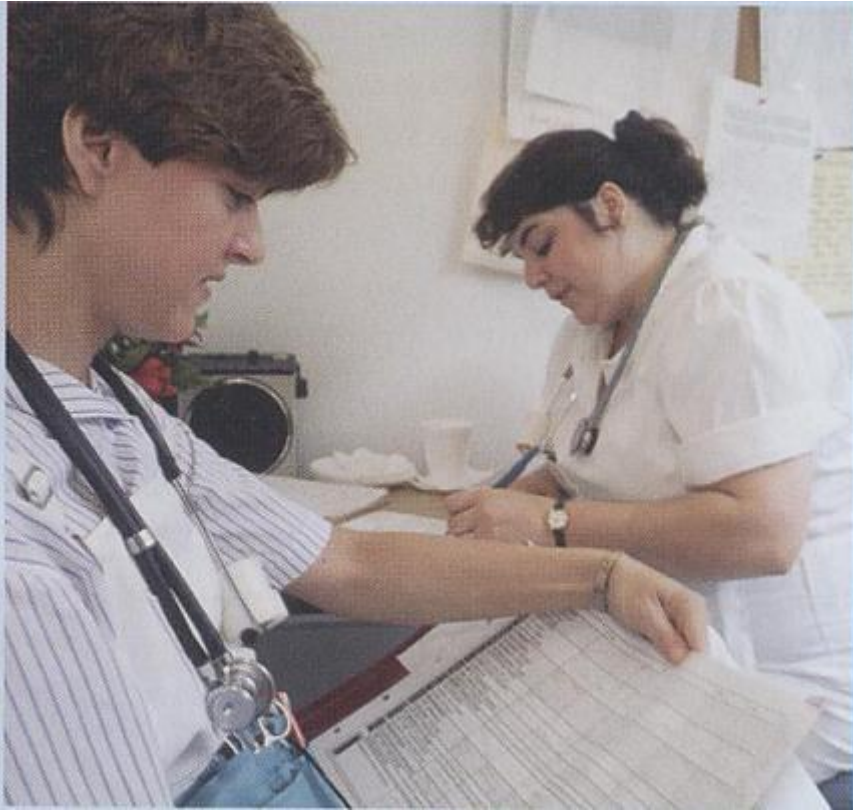
Time: 10 minutes

Materials: none

Questions:

- What jobs do you think that the people in the photographs do? Which of the people do you think are: American? British? European? African?
- What job is depicted in the photos? Do you know anyone who does this job?
How do they feel about it?









Which eight countries form the G8 group, which consists of the world's richest industrial nations?

While reading tasks

Activity I.

Objectives: to enrich the student's knowledge about global markets through specific activities

Time: 30 minutes

Materials: Handouts

Procedure:

- Divide students into three groups.
- Require the Ss to read the articles and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.

- Require Ss to support their ideas with the help of important facts about the global markets.
- If ideas wrong teacher will clarify the answers.

Overworked and underpaid

Britain's National Health Service (the NHS) is funded by the government, and is the biggest employer in Europe, with 1.2 million employees. But nursing recruitment in the UK is at its worst level for 25 years, and 40% of new nurses come from overseas, often from South East Asia. In 2001, the Royal College of Nursing published the results of a survey of its members. These are some of the key results.

- Most nurses work both day and night shifts.
- three fifths of NHS nurses work an average 6.5 hours overtime per week. One third do this for no extra pay.
- 90% think that they are poorly paid.
- A quarter have a second job to supplement their salary.
- The biggest age group is 35–44. Only 1 in 8 nurses is under 30.
- 31% would leave nursing if they could.



Activity II. Find the right statistics

Objective: to help participants become aware of the global markets.

Time: 5 min

Materials: book

1. How many people work for Britain's NHS?
2. What percentage of new nurses are from outside the UK?
3. What is the average length of nurses' overtime per week?

4. What percentage of nurses think that they are well paid?
5. What percentage of nurses have another job?
6. What age are 7/8 of nurses?

Activity III. Match the words with their definitions

Objective: to help participants become aware of the information about global markets

Time: 10 min

Materials: Book

1. ward	a. a senior, specialist doctor
2. admission	b. a hospital department for seriously ill people
3. patient	c. papers showing someone's medical history
4. intensive care	d. a room full of beds in a hospital
5. records	e. someone who is being looked after in hospital
6. consultant	f. someone who has just entered hospital

Activity IV. Read the *Bread of Heaven* text. Put these events in the correct chronological order.

Objective: to enrich participants' thinking awareness.

Time: 5 min

Materials: book

- a. Toby and Louise started offering courses in baking.
- b. Toby and Louise made bread and sold it at a campsite.
- c. Toby and Louise married.
- d. Toby and Louise opened their own bakery.
- e. Toby first came to the Scilly Isles on holiday.

- f. Toby sold his photography business.
- g. Toby started a photography business in London.
- h. Toby started working in the St Martin's Hotel.

Bread of Heaven



On the Isles of Scilly, the seas are azure, puffins fly in for the summer, you can picnic on rocks accompanied only by seals, and you go about not by bus but by boat. It's a long way from the traffic-choked streets of London, and it's not difficult to see why Toby Tobin-Dougan swapped one for the other. Now when he's



working he looks out on a field of flowers rather than a road full of taxis. Toby and his wife Louise live on one of the larger islands, St Martin's, and run a bakery of the same name, supplying bread to their own island and delivering by boat to their neighbours on the other inhabited islands of Treco, Bryher, St Agnes and St Mary's.

It sounds idyllic, and in many ways it is. But it's also hard work, although Toby and Louise are now helped by a night baker who produces most of the basic breads overnight. They bake on Mondays, Wednesdays and Fridays in the winter, and every day including Sunday during the summer. On baking days they have to be up at four in the morning to make the dough. They shape all their loaves by hand, finishing the baking by mid-morning, when they prepare the deliveries and work in the shop, where the queues often stretch out of the door.



So what inspired them to leave the rat race and move to one of the mildest climates and most beautiful environments in Britain? Toby, 44, first visited St Martin's in the early 1980s and was irresistibly drawn to the island. At the time he was living in Brighton but working in London, running a photographic laboratory. He finally sold the business in 1992, packed his bags and moved to St Martin's. He found accommodation with a local fisherman and worked on boats and in the St Martin's Hotel. Louise, 34, from Bristol, also fell in love with the island during a holiday and found a job in the same hotel.

They have been married for five years and both knew that they wanted to start their own business. Breadmaking happened almost by chance – the learning process was very much trial and error. "We taught ourselves to bake in our own kitchen," Toby remembers. "We sold our loaves at the campsite nearby for campers

to buy – just 25 or 30 a day." The business expanded rapidly. The bakery opened four years ago and this year it will be extended into the old fire station next door.

The shop is becoming more like a deli, offering picnic food for holidaymakers to take to the beach. Toby and Louise now grow their own organic fruit and vegetables and keep ducks, chickens and a pig. They have also started running baking classes in the quieter months of the year.

The point of all their work, Toby says, isn't money. They both earn less than they would have if they'd stayed in hotel work. The satisfaction comes from providing a useful service – and living in a place for which they have a real 'love and affinity'. Is there anything they miss from their pre-Scillies life? As their two dogs wander happily around and a falcon flies overhead in the fresh wind off the sea, there is a long silence.

Activity V. Choose the correct answer to the questions

Objective: to enrich participants' awareness.

Time: 10 min

Materials: book

1. What do you think the name of the bakery is?
 - a. Toby and Louise's Bakery.
 - b. The St Martin's Bakery.
 - c. The Scillies Bakery.
2. How many islands does the bakery sell bread to?
 - a. One.
 - b. Four.
 - c. Five.
3. How many days a week do Toby and Louise work in August?
 - a. One.
 - b. Three.
 - c. Seven.
4. What is going to happen next year?
 - a. The bakery is going to get bigger.
 - b. They are going to start giving classes in baking.
 - c. They are going to sell the bakery and buy a fire station.
5. Why do they enjoy their work?
 - a. Because it is very well-paid.
 - b. Because it's useful to the community.
 - c. Because it's easy work.

Activity VI. Read the company profile of Wal-Mart and find words that mean:

1. a business that anyone can buy shares in.
2. the 'place' where you can buy and sell shares in American companies.
3. when one business buys another.
4. a business that specialises in shops and selling things.

Objective: to enrich participants' vocabulary and thinking awareness.

Time: 15 min

Materials: book

The global supermarket

...introducing a well-paid
...the better way of life.

Since the Second World War, the retail sector (supermarkets in particular) has become one of the biggest sectors in international business. But are the people who supply this industry always treated fairly?

COMPANY PROFILE: WAL-MART



Company history:

- 1962: first store opened in Arkansas by brothers Sam and Bud Walton
- 1970: becomes a public company on the New York stock exchange
- 1977: makes its first acquisition (Mohr-Value Stores)
- 1990: becomes the biggest retailer in the USA
- 1991: first international store opens (Mexico City)
- 1997: becomes the biggest employer in the USA
- 1999: enters the UK. Becomes the most successful retailer and the biggest employer in the world. Has given millions of dollars to charity since its formation.

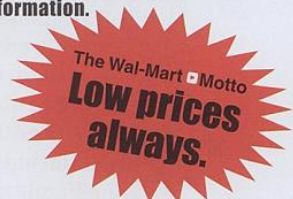
Business: low-price supermarkets

Country of origin: USA

Number of countries: 10

Number of employees: 1.3 million

Sales 2002-3: \$244.5 billion



SOME ASPECTS OF WAL-MART CULTURE

The Wal-Mart ☐ Cheer
Shouted by employees at the start of every working day:

"Give me a W!
Give me an A!
Give me an L!
Give me a ☐ squiggly!
Give me an M!
Give me an A!
Give me an R!
Give me a T!
What's that spell?
Wal-Mart!
Who's number one?
The customer! Always!"



The Sundown Rule

Wal-Mart employees are expected to fulfil every request, whether made by a customer or another store, by sundown on the day they receive it.

The ☐ Ten Foot Rule

If a Wal-Mart employee comes within 10 feet of a customer, they should look them in the eye, greet them and ask if they can help them.

Home assignment (5 min)

Write a paragraph about what your ideal way of life would be. Write about where you would live and what work you would do. Write about a realistic way of life – not something that could only happen if you won the lottery!

Module:	CULTURAL AWARENESS AND INTERCULTURAL COMPETENCE
	Lesson 16
Topic:	Global markets
Time:	80 minutes
Aim:	To raise students' awareness of according to the culture and its features

Warm up activity

Objective: to create language atmosphere

Time: 10 minutes

Materials: none

Questions:

17. What's the difference between England, Great Britain and the UK?
18. How many countries are there in Great Britain?
19. How many countries are in the UK?
20. When did the south of Ireland become independent from Britain?

While reading tasks

Activity I. Read both texts quickly and find out.

Objectives: to enrich the student's knowledge about global markets through specific activities

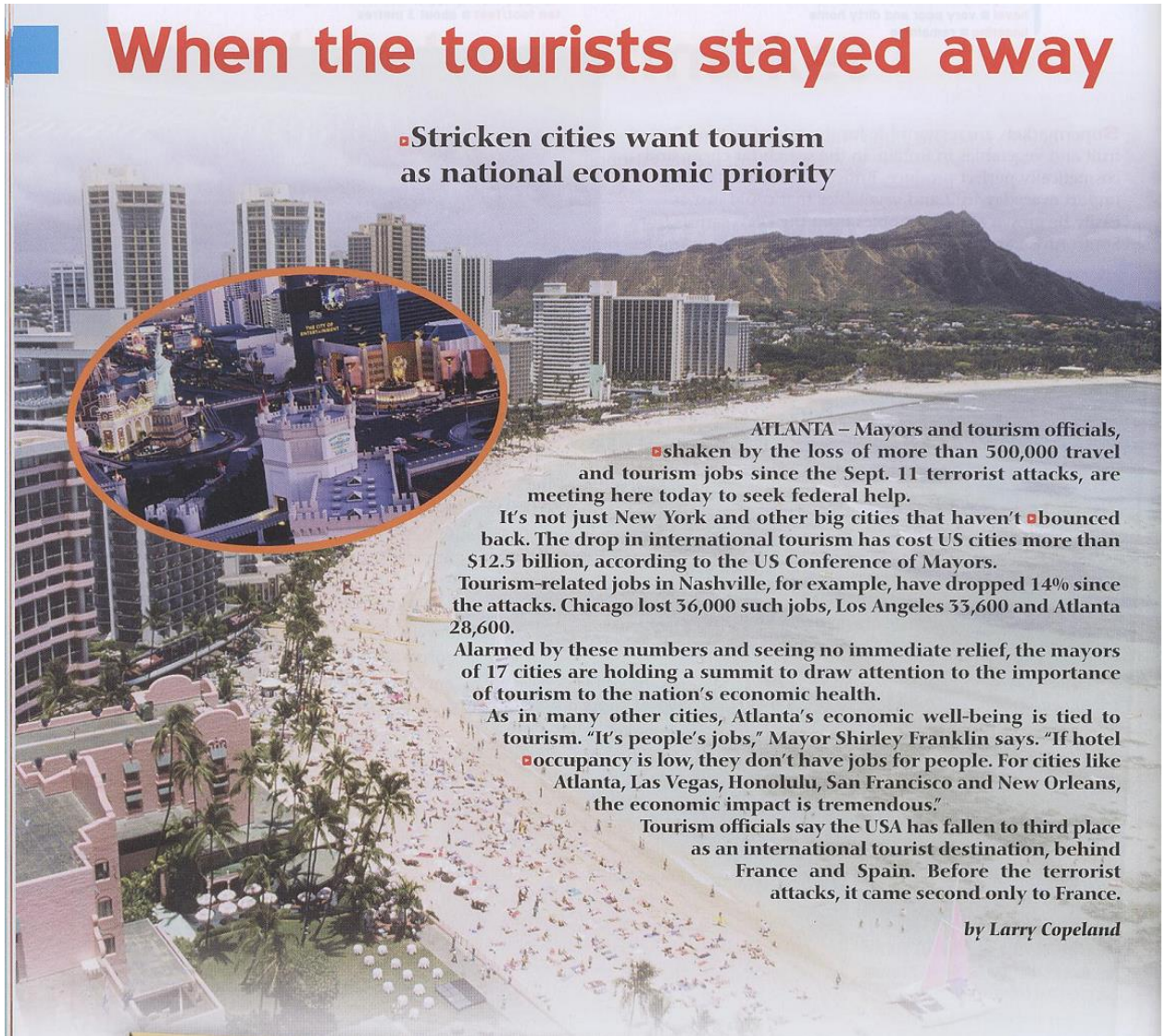
Time: 30 minutes

Materials: Handouts

Procedure:

- Divide students into three groups.
- Require the Ss to read the articles and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.

- Require Ss to support their ideas with the help of important facts about the global markets.
- If ideas wrong teacher will clarify the answers.



When the tourists stayed away

▪ Stricken cities want tourism as national economic priority

AFLANTA – Mayors and tourism officials, shaken by the loss of more than 500,000 travel and tourism jobs since the Sept. 11 terrorist attacks, are meeting here today to seek federal help.

It's not just New York and other big cities that haven't bounced back. The drop in international tourism has cost US cities more than \$12.5 billion, according to the US Conference of Mayors.

Tourism-related jobs in Nashville, for example, have dropped 14% since the attacks. Chicago lost 36,000 such jobs, Los Angeles 33,600 and Atlanta 28,600.

Alarmed by these numbers and seeing no immediate relief, the mayors of 17 cities are holding a summit to draw attention to the importance of tourism to the nation's economic health.

As in many other cities, Atlanta's economic well-being is tied to tourism. "It's people's jobs," Mayor Shirley Franklin says. "If hotel occupancy is low, they don't have jobs for people. For cities like Atlanta, Las Vegas, Honolulu, San Francisco and New Orleans, the economic impact is tremendous."

Tourism officials say the USA has fallen to third place as an international tourist destination, behind France and Spain. Before the terrorist attacks, it came second only to France.

by Larry Copeland

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Go To: <http://www.warwickshire.org.uk>

Double blow to UK's tourist industry

The British Tourist Authority has predicted that the combined effect of the foot-and-mouth epidemic and the terrorist attacks in the US will cost the UK tourism industry £2.5 billion in lost business this year.



Stratford-upon-Avon is one of the tourist destinations that has been hit hard by overseas tourists staying away from the UK. Although the county was free of foot-and-mouth, some tourist attractions such as Shakespeare's birthplace were closed as a precautionary measure. Many accommodation bookings have been cancelled, particularly after the Ryder Cup Golf Tournament, due to be held elsewhere in Warwickshire, was postponed until next year.

According to Warwickshire's tourist authority, four out of five visitors to Stratford come from the UK, but overseas visitors spend much more money there. The largest number of overseas visitors to Stratford come from the USA, and spend an average of £25 million per year. Most importantly, Americans are prepared to come at off-peak times as well as high season.

Activity II. Complete the table with the correct dates from the text

Objective: to help participants become aware of the facts about the global markets.

Time: 5 min

Materials: book

Year	Event
.....	UK joins the EU
.....	Metric system introduced in British schools
.....	Channel Tunnel opened
.....	Obligatory pricing of food in metric measurements
.....	Major European countries adopt the euro
.....	Pricing of food in imperial measurements must end

UK + EU = OK?



Measuring up to Europe

Despite being a member of the European Union since 1973, other countries are often puzzled by the UK's apparent reluctance to integrate with the rest of Europe.

Many British people feared that the opening of the Channel Tunnel in 1994 would mean an end to Britain's unique island status, but it seems as if Britain's reputation for 'splendid isolation' has never been stronger. Britons still talk about going 'to Europe' or 'to the continent' when they cross the Channel, and foreign visitors to a British pub today are still served beer in pints, and still have to pay for those pints in pounds sterling.

The metric system has been taught in British schools since 1974 and today's teenagers use it without thinking, but most Britons over 40 still cling on to imperial measurements.

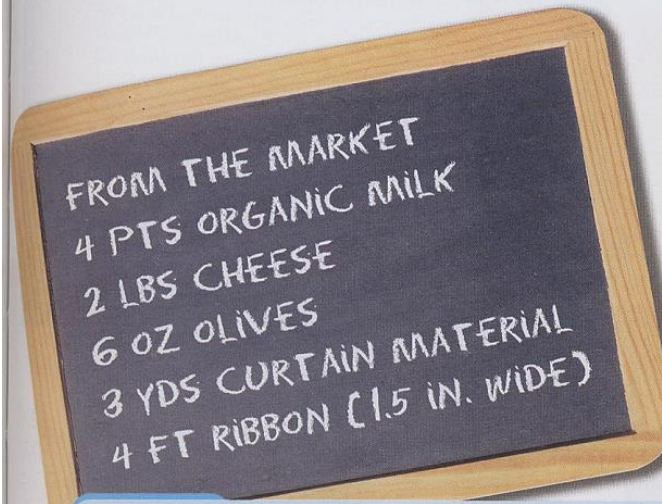
Since 2000, all food retailers have been obliged by law to price and weigh their food in metric measurements, but they are also allowed to show the imperial equivalents. This double-labelling, which will have to end in 2010, has led to a number of compromises.

Milk and butter are still produced in their standard, recognised 1-pint cartons or 8-ounce packages, but proudly display the odd metric equivalents, and market traders often advertise the imperial prices of their fruit and vegetables much more clearly than the metric prices.

Feelings run high on this issue, with many people resenting the 'interference' of Brussels in the traditional British way of life.



In 2002, five 'metric martyrs', all market traders, were taken to court for not displaying metric prices on their goods. Their spokesman, Neil Herron, said that their defeat meant "the death of democracy", but the five received huge support from the public, who raised £250,000 to help pay their legal costs. Britain has also constantly delayed adopting the euro, which other major European countries such as Germany, France and Italy accepted as their currency without fuss in 2002. The British government has promised to hold a referendum on the subject and let the British people decide if they want the new currency or not, but with an estimated 65% of voters currently opposed to joining the euro, it is very uncertain when this will take place.



CONVERSION TABLE	
Imperial	Metric
Length	
1 inch (in)	2.54 centimetres
1 foot (ft)	0.31 metre
1 yard (yd)	0.91 metre
Weight	
1 ounce (oz)	28.35 grams
1 pound (lb)	0.45 kilos
Liquid	
1 pint (pt)	0.57 litres

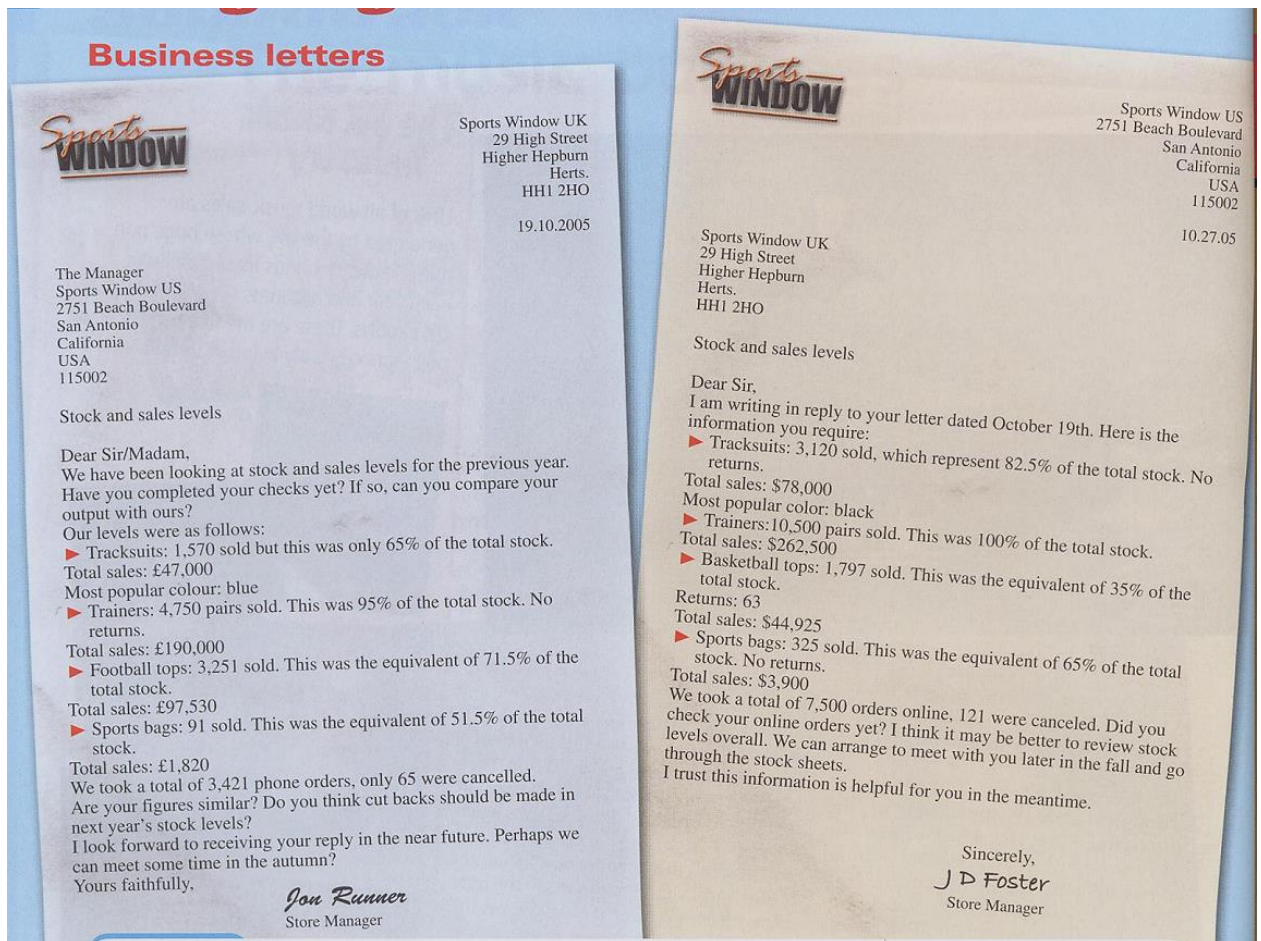
Activity III. Match the following words with numbers in the letters.

1. seventy one point five per cent
2. one hundred and ninety thousand pounds
3. two hundred and sixty-two thousand five hundred dollars
4. ninety seven thousand five hundred and thirty pounds
5. forty four thousand nine hundred and twenty-five dollars
6. eighty two point five per cent
7. one thousand eight hundred and twenty pounds
8. three thousand nine hundred dollars

Objective: to help participants become aware of the information about global markets

Time: 10 min

Materials: Book



Home assignment (5 min)

Imagine that you are the manager of a Sports Window shop in your country. Write a letter to either the UK or the US manager telling him your sales figures.

1. Tracksuits: five thousand six hundred and seventy-two sold. Sixty-two point five per cent of total stock.
2. Most popular colour: black.
3. Trainers: six thousand one hundred and fifty-two pairs sold. Ninety-five per cent of total stock.
4. Football tops: seven thousand nine hundred and ninety-nine sold. Ninety-nine point five per cent of total stock.
5. Sports bags: one thousand and thirty-three sold. Fifty-seven per cent of total stock.

Module:	CULTURAL AWARENESS AND INTERCULTURAL COMPETENCE
	Lesson 18
Topic:	International preservation and cultural identity in literature and art
Time:	80 minutes
Aim:	To raise students' awareness of according to the culture and its features

Warm up activity (before reading)

Objective: to create language atmosphere

Time: 10 minutes

Materials: none

Questions:

21. What do you know about the notion of literature?
22. Do you know what kind of books do we include to literary books?
23. Would you like to read books?
24. What kind of well-known book would you like to read?

While reading tasks

Activity I.

Objectives: to enrich the student's knowledge about the world of literature and other important facts of the English speaking countries through specific activities

Time: 30 minutes

Materials: Handouts

Procedure:

- Divide students into three groups.
- Require Ss to read and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.

- Require Ss to support their ideas with the help of important facts about the literature and other important information of the English speaking countries.
- If ideas wrong teacher will clarify the answers.

Jane Austen

(1775-1817)

Emma passes judgement

"But did you never see him? He is in Highbury every now and then, and he is sure to ride through every week on his way to Kingston. He has passed you very often."

"That may be, and I may have seen him fifty
5 times, but without having any idea of his name.

A young farmer, whether on horseback or on foot, is the very last sort of person to raise my curiosity. The yeomanry¹ are precisely the order of people with whom I feel I can have nothing to do. A degree or two
10 lower, and a creditable² appearance might interest me; I might hope to be useful to their families in some way or other. But a farmer can need none of my help, and is, therefore, in one sense, as much above my notice as in every other he is below it. ... I have no doubt of his
15 being a very respectable young man. I know, indeed, that he is so, and, as such, wish him well. What do you imagine his age to be?"

"He was four-and-twenty the 8th of last June, and my birthday is the 23rd, just a fortnight and a day's
20 difference - which is very odd."

"Only four-and-twenty. That is too young to settle³. His mother is perfectly right not to be in a hurry. They seem very comfortable as they are, and if she were to take any pains to marry him, she would probably
25 repent it. Six years hence⁴, if he could meet with a good sort of young woman in the same rank⁵ as his own, with a little money, it might be very desirable."

"Six years hence! Dear Miss Woodhouse, he would be thirty years old!" ...

30 "I wish you may not get into a scrape⁶, Harriet, whenever he does marry; - I mean, as to being acquainted with his wife - for though his sisters, from a superior education, are not to be altogether objected to⁷, it does not follow that he might marry any body at

35 all fit⁸ for you to notice. The misfortune of your birth⁹
ought to make you particularly careful as to your
associates. There can be no doubt of your being a
gentleman's daughter, and you must support your
claim to that station¹⁰ ... I say that if you should still be
40 in this country¹¹ when Mr. Martin marries, I wish you
may not be drawn in¹² by your intimacy with the
sisters, to be acquainted with the wife, who will
probably be some mere¹³ farmer's daughter, without
education."

45 "To be sure. Yes. ... if he marries a very ignorant,
vulgar woman, certainly I had better not visit her, if I
can help it."

Emma watched her through the fluctuations of this
speech, and saw no alarming symptoms of love. The
50 young man had been the first admirer, but she trusted
there was no other hold¹⁴, and that there would be no
serious difficulty, on Harriet's side, to oppose any friendly
arrangement of her own.

From *Emma*, Chapter 4

James Fenimore Coope

(1789-1851)

Magua demands justice

- "Listen," said the Indian ...: "Magua was born a chief and a warrior among the red Hurons¹ of the lakes; he saw the suns of twenty summers make the snows of twenty winters run off in the streams before he saw a pale face; and he was happy! Then his Canada fathers came into the woods, and taught him to drink the fire-water², and he became a rascal³. The Hurons drove him from the graves of his fathers, as they would chase the hunted buffalo. He ran down the shores of the lakes, and followed their outlet⁴ to the 'city of cannon'. There he hunted and fished, till the people chased him again through the woods into the arms of his enemies. The chief, who was born a Huron, was at last a warrior among the Mohawks⁵!"
- 15 "Something like this I had heard before," said Cora. ... "Was it the fault of Le Renard⁶ that his head was not made of rock? Who gave him the fire-water? Who made him a villain? 'Twas the pale faces, the people of your own color."
- 20 "And am I answerable that⁷ thoughtless and unprincipled men exist, whose shades of countenance⁸ may resemble mine?" Cora calmly demanded of the excited savage. "No; Magua is a man, and not a fool; such as you never open their lips to the burning stream⁹: the Great Spirit has given you wisdom!"
- 25 "What, then, have I do to, or say, in the matter of your misfortunes, not to say of your errors?"
- "Listen," repeated the Indian, resuming his earnest attitude¹⁰; "when his English and French fathers dug up the hatchet¹¹, Le Renard struck the war-post of the Mohawks¹², and went out against his own nation. The pale faces have driven the red-skins from their hunting grounds, and now when they fight, a white man leads

the way. The old chief at Horican, your father, was the
35 great captain of our war-party. He said to the Mohawks
do this, and do that, and he was minded¹³. He made a
law, that if an Indian swallowed the fire-water, and came
into the cloth wigwams¹⁴ of his warriors, it should not be
forgotten. Magua foolishly opened his mouth, and the
40 hot liquor led him into the cabin of Munro. What did the
gray-head? Let his daughter say."
"He forgot not his words, and did justice, by punishing
the offender," said the undaunted¹⁵ daughter.
"Justice!" repeated the Indian ... "is it justice to make evil
45 and then punish for it? Magua was not himself; it was
the fire-water that spoke and acted for him! But Munro
did not believe it. The Huron chief was tied up before all
the pale-faced warriors, and whipped like a dog." ...
"What would you have?" continued Cora. ...
50 "What a Huron loves – good for good; bad for bad!" ...
"What must I promise?" demanded Cora, still
maintaining a secret ascendancy¹⁶ over the fierce native
by the collected and feminine dignity of her presence.
"When Magua left his people his wife was given to
55 another chief; he has now made friends with the Hurons,
and will go back to the graves of his tribe, on the shores
of the great lake. Let the daughter of the English chief
follow, and live in his wigwam forever."

From *The Last of the Mohicans*, Chapter 11

Activity II. Put these events of Magua's life in the correct order on page 151.

Objective: to help participants become aware of the facts about English speaking zone.

Time: 10 min

Materials: book

- a. He joined the Mohawk tribe.
- b. He lived a peaceful life with his native tribe.
- c. He fought against his native tribe with Munro as his leader,
- d. The English and the French declared war on each other.
- e. His native tribe rejected him

Activity III. Read the text on page 150 and answer to the following questions.

Objective: to integrate the thinking ability of the students

Time: 10 min

Materials: book

1. Why is Emma interested in poor people, but not in farmers like Robert Martin?
2. Who does Emma think Robert Martin should marry, and when?
3. How does she think that Harriet should behave towards Robert's wife when he marries? Why?
4. Why is Emma satisfied at the end of the conversation.

Activity IV. In verses 2-6, Thomas examines different people's reactions to death. Match these people to the verses (page 158)

Objective: to enrich participants' speaking and thinking ability.

Time: 5 min

Materials: book

- a. his father
- b. serious people
- c. fast-living people
- d. good people
- e. intelligent people

Activity V. Speaking give your analysis.

Objective: to work on students speaking ability.

Time: 10 min

Materials: none

What social class do you think Emma belongs to? What is her attitude to people from other social classes?

Why do you think Emma is so interested in Harriet?

What is the poet saying in lines 1 and 9-10 of the first poem on page 149?

Why is this unusual? How is the second poem a more traditional subject for a poet?

Home assignment (5 min)

- ✓ Make two activities based on the whole material

- ✓ Find additional fact about the working day of mothers who has young babies.

Module:	CULTURAL AWARENESS AND INTERCULTURAL COMPETENCE Lesson 19
Topic:	International preservation and cultural identity in literature and art
Time:	80 minutes
Aim:	To raise students' awareness of according to the culture and its features

Warm up activity (before reading)

Objective: to create language atmosphere

Time: 10 minutes

Materials: none

Questions:

25. What do you know about the notion of art?
26. Do you know what kind of books do we include to artificial books?
27. Would you like to read or watch tales?
28. What kind of well-known tale do you know?

While reading tasks

Activity I.

Objectives: to enrich the student's knowledge about the world of art and other important facts of the English speaking countries through specific activities

Time: 30 minutes

Materials: Handouts

Procedure:

- Divide students into three groups.
- Require Ss to read and give them 20 minutes to scan the texts.
- Ask students to share their ideas with their partners and present their findings to the group.

- Require Ss to support their ideas with the help of important facts about the art and other important information of the English speaking countries.
- If ideas wrong teacher will clarify the answers.

The Lord of the Rings

The turn of the millennium produced a number of polls of "The nation's favorite...". The winner of three national British polls, Amazon.com's "Book of the Millennium", Channel 4's "Book of the Century" and BBC's "Big Read", was Tolkien's *The Lord of the Rings*, and Tolkien himself was voted "Author of the Century" in several other surveys.

The film versions of Tolkien's trilogy have widened his readership even further, But why does the book have this phenomenal reputation?

A story for all time

First published in 1954, J.R.R. Tolkien's *The Lord of the Rings* tells the story of how the most powerful object in the universe, the One Ring, falls into the hands of Frodo Baggins, a young human-like creature. Frodo must then begin a long and dangerous journey to take the Ring to the only place where it can be destroyed forever. The book has been translated into 25 languages and has sold nearly a hundred million copies.

People regularly name it as their favourite book- but what can explain its enduring popularity? Of course *The Lord of the Rings* offers readers a complete fantasy world with its own geography and language, but its story is also based on timeless themes and characters that re-occur through all literature.

Many popular stories involve an underdog, who is taken from his ordinary life and sent on a quest through good and evil. During the quest he starts to understand himself and some of the mysteries of life, better. In this way the book echoes some of the oldest stories in Europe - the King Arthur myths. In these, the humble peasant Perceval is the only one of Arthur's knights brave and pure enough to find the Holy Grail. The cup that Jesus once drank from. After a dangerous quest of many years he finally achieves peace and satisfaction. The vast good and evil armies in *Lord of the Rings* also echo John Milton's *Paradise Lost* (1667)- the

ultimate battle between good and evil in which the main characters are God and the Devil.

Many critics now look back on the Lord of the Rings as an allegory of the two world wars when brave small countries defended themselves against fascist Dictators and their armies. Some even see the One Ring as symbolising man's control of the nuclear bomb.

Activity II. Read the text on page 113. According to the text, which child star(s):

Objective: to help participants become aware of the facts about English speaking zone.

Time: 10 min

Materials: book

1. haven't made any films since their childhood?
2. have had successful careers as adult film stars?
3. have had a successful career or role outside of films or acting?
4. separated from their families?
5. had a famous grandfather?
6. had drug problems while still a child?
7. had problems with a fan?
8. earned the most money as a child?
9. was married a lot of times?
10. has also directed films?

Activity III. Read the text Breaking and battling on page 114 and the table of hip-hop terms. Are the following statements true or false?

Objective: to integrate the thinking ability of the students

Time: 5 min

Materials: book

1. Break dancing began in the 1980s.
2. Break dancing is an athletic style of dance.

3. Break dancing is competitive.
4. The Rock Steady Crew only formed recently.
5. You can watch street dance at the Rock Steady Crew Anniversary.
6. Only Americans compete at the Anniversary.
7. A 'b-bov' is a male dancer.
8. A 'battle' is a rapping competition.

Activity IV. Read the definitions of break dance moves from page 115 and find words that mean

Objective: to enrich participants' vocabulary and thinking ability.

Time: 5 min

Materials: book

1. moving smoothly along the floor without taking your feet off the floor, like on ice.
2. turning very quickly.
3. moving from side to side, or in a circular motion.
4. making a quick movement where you reverse your position.

Activity V. Read the text about John Williams on page 117 and find out

Objective: to enrich participants' vocabulary and thinking ability.

Time: 5 min

Materials: book

1. where he was born.
2. where he studied.
3. an instrument that he can play.
4. how many film scores he has written.
5. how many Oscar she has won.
6. another musical talent he has, apart from writing and playing music.

Activity VI. Speaking Do you agree or disagree with these statements?

Objective: to work on students speaking ability.

Time: 10 min

Materials: none

With a partner, take turns to interview each other about your life as a child star. Complete all the information in the table about your partner, then ask each other how you feel about being a star, and if you have had any problems.

Home assignment (5 min)

- ✓ Make two activities based on the whole material
- ✓ Find additional fact about the working day of mothers who has young babies.

“Хорижий тилни ўқитишда маданиятлараро мулоқотни шакллантириш” аспекти бўйича талабалар билимини рейтинг тизими асосида баҳолаш мезони

Хорижий тилни ўқитишда маданиятлараро мулоқотни шакллантириш аспекти бўйича талабалар билими рейтинг тизими асосида баҳоланади. Қуйида модуллар бўйича ўзлаштирилган билимларни баҳолаш турлари ва шакллари келтирилган. Улар ўқув материаллари тўлиқ ва самарали ўзлаштирилганлигини назорат қилишда ягоналик ва тизимлиликни таъминлайди.

“Хорижий тилни ўқитишда маданиятлараро мулоқотни шакллантириш” модули

5 семестр

<p>Жорий назорат</p> <ul style="list-style-type: none"> • талабанинг дарсдаги иштироки • кейс таҳлили • қиёсий тадқиқот бўйича ҳисобот • қиёсий тақдимот 	<p>40%</p> <p>10%</p> <p>10%</p> <p>10%</p> <p>10%</p>
<p>Оралик назорат</p> <ul style="list-style-type: none"> • маданиятлараро масалалар нуктаи назаридан ўқув материаллари таҳлили • маданиятлараро мулоқотда компетентликни ривожлантиришга қаратилган ўқув материалларини яратиш (Ўқиш кўникмаси) 	<p>30%</p> <p>15%</p> <p>15%</p>
<p>Якуний назорат</p> <ul style="list-style-type: none"> • маданиятлараро мулоқотда компетентликни ривожлантиришга қаратилган ўқув материалларини яратиш (тинглаб тушуниш кўникмаси) ва талабалар томонидан ишлаб чиқилган маданиятлараро мулоқотда компетентликни ривожлантиришга қаратилган ўқув материаллари тақдимоти 	<p>30%</p>

“Ўрганилаётган чет тили халқаро мулоқот тили сифатида” модули

6-семестр

<p>Жорий назорат</p> <ul style="list-style-type: none"> • талабанинг дарсдаги иштироки • кейс таҳлили • курс мавзусига мақолалар муҳокамаси ва ёзма таҳлили • илмий тақдимот 	<p>40%</p> <p>10%</p> <p>10%</p> <p>10%</p> <p>10%</p>
<p>Оралик назорат</p> <p>Оғзаки тақдимот</p>	<p>30%</p>

Якуний назорат Талабалар томонидан бирон бир тилга тегишли муаммони ҳал қилиш юзасидан таҳлил ўтказиш	30%
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