

2 LINGUISTICS
Global English

TEACHING TIPS

UNIT OVERVIEW
In this unit, students will explore what it means for English to be a global language. The lesson focuses on two competing views of English and its future use around the world. Publishers promote the idea of a leveling and a discussion about writing and pronunciation of English, a writing about students from non-English-speaking countries making business contacts in English, and a research project on 'variants' of English.

Connect to the Topic page 12
Read the opening questions about using English. Questions focus on students' individual needs for English, as well as their opinions on why English has become the common language of the world. Discuss as a class and then in small groups.

Build Your Vocabulary page 13-14
Students study these words and phrases related to linguistics and the global use of English.

dialect	global language	pronounced
accent	variant	regional
pronunciation	variant	regional
variant	variant	regional
variant	variant	regional
variant	variant	regional
variant	variant	regional
variant	variant	regional
variant	variant	regional
variant	variant	regional

For the lesson with 'Globalized activities', you may want to encourage students to first notice the highlighted words. Figuring out their definitions can help students more quickly understand the content.

WORLD ACTIVITY
Consider having students work in pairs to do a vocabulary expansion activity in which they use their definitions to look up related terms of the target vocabulary. For example, 'scholarship' or 'proficiency'.

Focus Your Attention page 17
Students learn that the lesson is about having a competing idea. They have been to register their vote based on these ideas.
They need to be ready to give a vote.
The information is complete.
This step is to explain that in the context, the numbers 1, 2, and 3 are meant to show how a student has registered their vote in advance, anticipating agreement to the speaker will give.

Listen to the Lecture page 20-27
Prior to listening to the unit lecture, students write their own ideas about the future role of English in the global arena (Global English). They consider their own role in the future and discuss it with their partner. (2 min. 20 sec. Number of questions: 8)

Notes
Remember that with the DVD, you can play the lecture in different modes: video, video with subtitles, video with Closed Captioning, video with Presentation Slides, video with audio, video with subtitles, and video with Closed Captioning and Presentation Slides. You do not need to watch the video with both the Presentation Slides and subtitles on. They are available on the DVD to make it easier to use computer media players. An option is to use the DVD on a television using a DVD player. You can also play the lecture on a tablet using the DVD.

Talk about the Topic page 28
Four students: Michael, Amy, Yohan, and Qing, discuss the lecture. Part A focuses on making their students' own comments from the discussion. In Part B, your students work on their discussion questions.
- Agreeing: "Oh, definitely."
- Disagreeing: "Not to put it too high."
For Part B, students are encouraged to use the discussion strategies they've learned. They may use phrases from the student discussion under the Discussion Strategy list, or they may come up with their own.
Student discussion video time: 7 min. 28 sec.

Review Your Notes page 29
Students work with a partner to compare the notes taken from the lecture. They may use their notes to complete an outline of the lecture.

Take the Unit Test Teacher's Pack page 33
You may want to play the lecture again just before giving the test. Students answer standard test questions about the content of the lecture. Specifically, the test covers the following: the definition of 'global language', the process of how to use the use of English globally, examples of countries in which English is used, and the lecturer's point of view on the future use of English globally.

Extend the Topic page 20-22
- Listening and Comprehension: Students take a number of 10 comprehension questions on each section of English. They also discuss the questions they ask.
- Reading and Vocabulary: Students have about 10 minutes to read 10 pages of the world's top business schools in each regional class in English.
- Research and Presentation: Students conduct additional research on variants of English in a small group of interest. For example, students might enjoy comparing the English used in their respective home countries.

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