

LET'S WISE UP, NOT DUMB DOWN

How global was written with the university
class in mind

global

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*True education means
fostering the ability to be
interested in something.*

Sumio Iijima, Japanese physicist

Series: Learning English

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Course books and the curse of celebrity

The steady increase in the use of celebrities in international coursebooks is denying learners and teachers the opportunity to use English to explore a more relevant world

Lindsay Clandfield
Guardian Weekly, Thursday 20 May 2010 09.00 BST

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Lindsay who? Hollywood actress Lindsay Lohan attracts photographers' attention, but

I'm not saying that this kind of content can't make for interesting lessons. It can. I'm not saying it can't be motivational. Again, it can. But if we believe that education is about learning, discovering and becoming interested in new things that we didn't know about before, then this subject matter short-changes us. If we believe that education is about thinking critically about the world we live in and making more sense of it then this, it's time to get a bit more serious and move on. **Let's wise up, not dumb down.**

3

SUGGESTED GOALS OF A GENERAL ENGLISH COURSE



Grammar

Highly contextualised
Revision & recycling
Extra practice

Skills

Integrated skills work
Supported tasks
Specific skills lessons

Lexis

Full syllabus
Extend your Vocab
Functional language
Revision & recycling

Methodology

Highly communicative
Teach Global, Think Local
Mixed level realities
Study skills



Content highlights

1 Fact & Fiction

Is Wikipedia part of a new 'global brain'? Great museums
A good story: *The Arabian Nights* Life beyond Earth: Just
science fiction?



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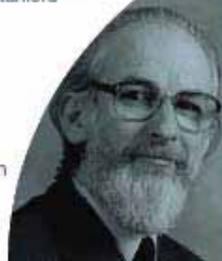
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by David Crystal

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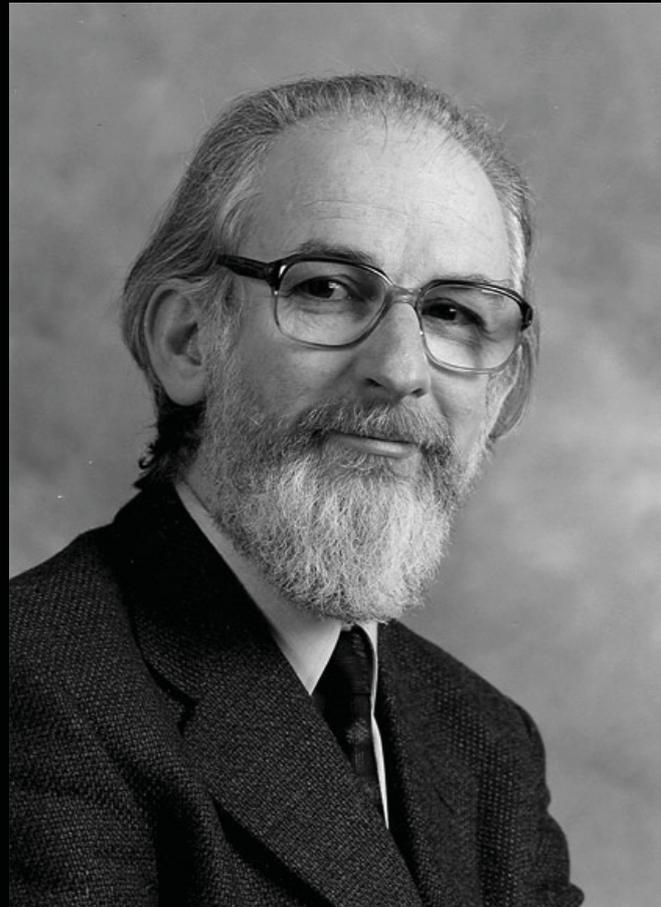
page 111 Changing English

Learn
English

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Learn
about
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Global English



Essays by Professor **David Crystal**, world's foremost expert on the English language, *written especially for the course.*



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Looking at unit 1

1 Fact & Fiction

Is Wikipedia part of a new 'global brain'? Great museums
A good story: *The Arabian Nights* Life beyond Earth: Just
science fiction?

Which of the topics interest you most?

What do you think will be covered?

Pre-reading activity

Read out the following questions and ask students to write short answers:

Where's the first place you'd go to find the following items? If you'd look on the internet, say which website(s).

a) a recipe b) a fact for a piece of research c) some information on the planets d) some gardening information e) how to play a new sport.

Get students compare their ideas in small groups.



ts'

s from
aning *quick*
i is a fast airport
osite that allows the
f web pages.

s created by Ward
ole computer programmers to

- 3 Wikipedia contains over 2.9 million English language articles, making it the largest encyclopedia ever assembled.
- 4 Wikipedia articles are written and revised by hundreds of thousands of unpaid volunteers, who may be academics, researchers, students or simply interested amateurs.
- 5 The website has an official non-bias policy, and articles must present a balanced view of a topic.
- 6 Articles are vetted for accuracy and appropriateness by a panel of experts on the Wikipedia Editorial Board.

Information-rich content

UNIT 1 **Fact & Fiction**

Part 1

Speaking & Pronunciation
Personal facts

Reading
Is Wikipedia part of a new 'global brain'?

Extend your vocabulary
Collocations for going online

Writing
An online encyclopedia entry

Speaking and Pronunciation

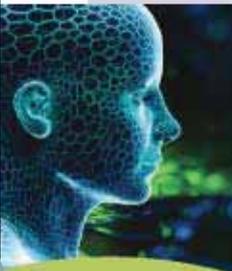
- 1 Work in pairs. Tell each other three facts about yourself that you think they do not know or could not guess, and one fact that is false. Your partner should ask questions to find out which statements are facts, and which is false. Then swap over.
- 2 With your partner, decide which words carry the main stress in each sentence.
 - 1 I thought he was a student, but actually he's the teacher.
 - 2 She thought I was from Spain, but in fact I'm from Mexico.
- 3  Listen to check your answers, then practise repeating the sentences with your partner.
- 4 Has anyone ever got a fact about you wrong? Have you got a fact wrong about someone else? Tell your partner.
- 5 Work with another pair. Introduce your partner. Include the true and the corrected facts from exercise 1. Use *in fact*, *actually*, or *in actual fact* to contradict the false information.

Reading

- 1 When you need information, do you normally use an encyclopedia or other reference book, or look online? Why?
- 2 Read *Six Wikipedia Facts*. Five statements are true and one is false. Which one do you think is false? What made you think the others were true?
- 3 Read *Is Wikipedia part of a new 'global brain'?* Which statement best reflects the writer's opinion? Find evidence for your view.
 - 1 Sites like Wikipedia have removed the need for expert knowledge nowadays.
 - 2 Professional experts still have a vital role to play in deciding about the accuracy and importance of facts.
- 4 Match the first lines below to paragraphs A–D in the text. Use the words in bold in the lines and in the text to help.
 - 1 But is it really the case that we no longer need professional expertise?
 - 2 The internet is often celebrated for giving a voice to anybody and everybody.
 - 3 Despite its weaknesses, Wikipedia is still a great entry point for finding information and linking to other sites of interest.
 - 4 With this proliferation of user-generated content has come the notion of a collective intelligence, or what some have termed 'a global brain'.
- 5 Explain the following words and phrases, as used in the text.
 - 1 user-generated content (paragraph A)
 - 2 citizen journalists (paragraph A)
 - 3 peer review (paragraph B)
 - 4 collective intelligence (paragraph B)
 - 5 engineered content (paragraph B)
 - 6 professional amateurs (paragraph C)
- 6 Choose the alternative you agree with most. Then discuss your ideas in pairs.
 - 1 The idea of collective intelligence is *persuasive / intriguing / ridiculous*.
 - 2 User-generated content *will probably / may / will never* replace the contributions of experts.

Six Wikipedia 'Facts'

- 1 The name *Wikipedia* derives from the Hawaiian word *wiki* meaning quick (the *Wiki Wiki Bus* in Hawaii is a fast airport shuttle bus). A *wiki* is a website that allows the easy creation and editing of web pages.
- 2 The first web-based wiki was created by Ward Cunningham in 1985 to enable computer programmers to share ideas online.
- 3 Wikipedia contains over 2.9 million English language articles, making it the largest encyclopedia ever assembled.
- 4 Wikipedia articles are written and revised by hundreds of thousands of unpaid volunteers, who may be academics, researchers, students or simply interested amateurs.
- 5 The website has an official non-bias policy, and articles must present a balanced view of a topic.
- 6 Articles are vetted for accuracy and appropriateness by a panel of experts on the Wikipedia Editorial Board.

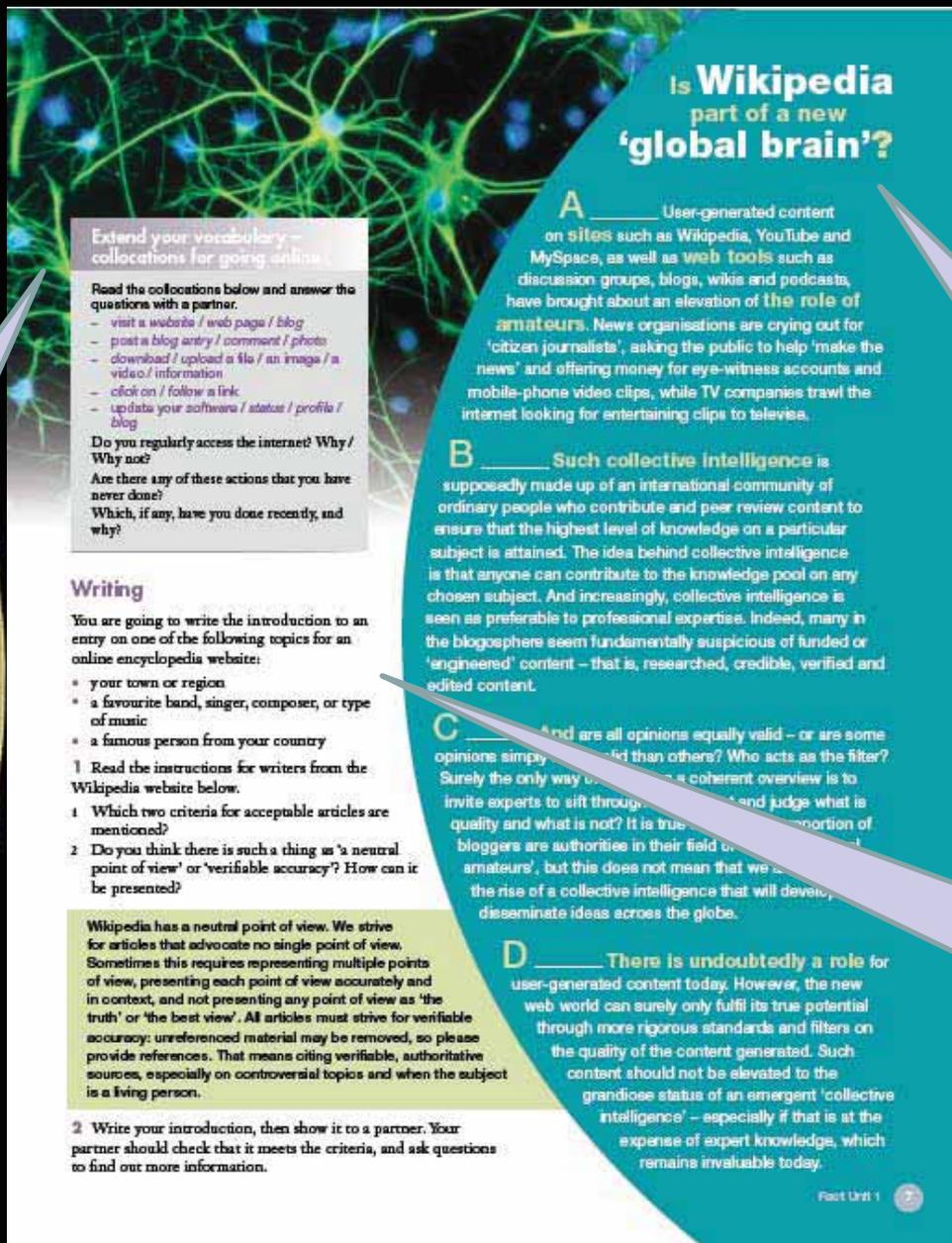


UNIT 1 Fact

Integrated speaking and reading activity

Extended work on text and textual organization.

Extend your
vocabulary
regular
exercises



Is Wikipedia part of a new 'global brain'?

A _____ User-generated content on sites such as Wikipedia, YouTube and MySpace, as well as web tools such as discussion groups, blogs, wikis and podcasts, have brought about an elevation of the role of amateurs. News organisations are crying out for 'citizen journalists', asking the public to help 'make the news' and offering money for eye-witness accounts and mobile-phone video clips, while TV companies trawl the internet looking for entertaining clips to televise.

B _____ Such collective intelligence is supposedly made up of an international community of ordinary people who contribute and peer review content to ensure that the highest level of knowledge on a particular subject is attained. The idea behind collective intelligence is that anyone can contribute to the knowledge pool on any chosen subject. And increasingly, collective intelligence is seen as preferable to professional expertise. Indeed, many in the blogosphere seem fundamentally suspicious of funded or 'engineered' content – that is, researched, credible, verified and edited content.

C _____ And are all opinions equally valid – or are some opinions simply better than others? Who acts as the filter? Surely the only way of getting a coherent overview is to invite experts to sift through the content and judge what is quality and what is not? It is true that a proportion of bloggers are authorities in their field, but this does not mean that we should ignore the rise of a collective intelligence that will develop and disseminate ideas across the globe.

D _____ There is undoubtedly a role for user-generated content today. However, the new web world can surely only fulfil its true potential through more rigorous standards and filters on the quality of the content generated. Such content should not be elevated to the grandiose status of an emergent 'collective intelligence' – especially if that is at the expense of expert knowledge, which remains invaluable today.

Fast Unit 1

Extend your vocabulary – collocations for going online

Read the collocations below and answer the questions with a partner.

- visit a website / web page / blog
- post a blog entry / comment / photo
- download / upload a file / an image / a video / information
- click on / follow a link
- update your software / status / profile / blog

Do you regularly access the internet? Why? Why not?

Are there any of these actions that you have never done?

Which, if any, have you done recently, and why?

Writing

You are going to write the introduction to an entry on one of the following topics for an online encyclopedia website:

- your town or region
- a favourite band, singer, composer, or type of music
- a famous person from your country

1 Read the instructions for writers from the Wikipedia website below.

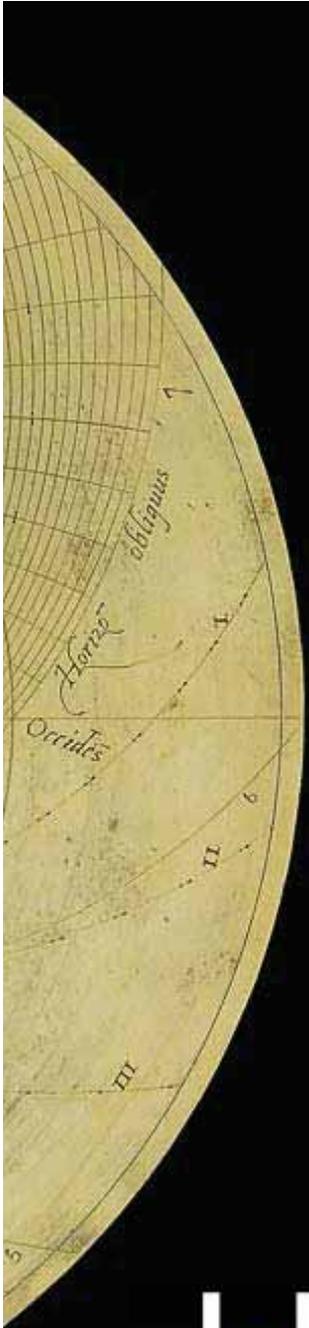
- 1 Which two criteria for acceptable articles are mentioned?
- 2 Do you think there is such a thing as 'a neutral point of view' or 'verifiable accuracy'? How can it be presented?

Wikipedia has a neutral point of view. We strive for articles that advocate no single point of view. Sometimes this requires representing multiple points of view, presenting each point of view accurately and in context, and not presenting any point of view as 'the truth' or 'the best view'. All articles must strive for verifiable accuracy: unreferenced material may be removed, so please provide references. That means citing verifiable, authoritative sources, especially on controversial topics and when the subject is a living person.

2 Write your introduction, then show it to a partner. Your partner should check that it meets the criteria, and ask questions to find out more information.

Contemporary
topic suitable for
university students

Micro writing
activities –
authentic writing
for fluency



Language note

When students write their Wikipedia introductions, they should avoid writing subjective descriptions. Provide some poor examples at a relevant point, eg *It's a friendly town, the most beautiful in the region*. Elicit alternatives, eg *Most people say that X is a friendly town; it is considered by many to be the (one of the most) beautiful in the region. According to the writer X, it was 'a heavenly place, full of unexpected surprises of nature ...'*

UNIT 1 Fact & Fiction

Authentic
listening on
real topics

Part 2

Reading & Speaking
The world's most
adventurous museums

Listening
Interview about
museums

Grammar
Present simple and
continuous for facts and
trends



Reading and Speaking

1 Work in pairs to discuss the questions.

adventure a fun day out
boring information experimental projects
hands-on exhibits historical artefacts
specimens temporary exhibitions

- Which of the ideas in the box do you associate with museums? Why?
- When did you last go to a museum?
- Which of the items above did you experience?
- You are going to learn about some of the world's most adventurous museums and art galleries. Work in groups of four. Student A: turn to page 126. B: turn to page 129. C: turn to page 127. D: turn to page 131.

3 Tell the rest of the group about your museum. Then discuss these questions together.

- Which museum would you most, and least, like to visit, and why?
- Do you think museums like these can enrich our knowledge of the world? Why / Why not?

Listening

1 Work in pairs. Discuss whether you think these statements are true or false.

- Attendance at museums has declined recently.
- Children are the largest growing age group for museum visitors.
- Museums originated in the Renaissance.
- Museums helped establish a scientific way of looking at the world.
- Early museums all had similar exhibits.
- The function of museums is changing in the digital age.
- Museums should aim to engage people emotionally.
- Museums will probably have disappeared in 100 years' time.

2 Listen to an interview with Professor Ken Arnold, Head of Public Programmes at the Wellcome Trust Museum, in which he discusses museums. Check your ideas for exercise 1. Does anything surprise you? If so, why?

3 Listen to the interview again and complete the gaps.

- Yes, _____ more than ever _____, so more people are going to public cultural institutions these days than are going to sporting venues, and in recent years attendance at many museums has _____ risen steadily.
- It can be hard to tell _____, but I think museums are increasingly appealing to young adult audiences.
- _____ is this idea of facts that were publicly visible, that were verifiable by anyone who wanted to question them.
- _____, museums can still effectively perform the same sort of function, but now not just for a few people.

4 Which of the expressions in the gaps are used ...

- to start an answer to a question?
- to give an opinion?
- to add emphasis?

5 Choose two questions to discuss in pairs.

- Think of a museum you know. What does it do to attract more visitors?
- Describe an interesting or unusual exhibit or temporary exhibition you have seen in a museum.
- If you could design a temporary exhibition, what would you choose to focus on?
- What do you think a museum might look like in 100 years' time?

UNIT 1 Fact & Fiction

Part 3

Speaking
Fiction and stories

Listening
Arabian Nights

Vocabulary & Pronunciation
Emotional reactions

Writing
A story

Speaking

fiction /'fɪk(ə)n/ noun **

1 [U] books and stories about imaginary events and people
Books that are facts about real events, this

1 Work in pairs and read the books that non-fiction generally present in a normal way

2 Read /

1 Choose the most interesting

2 Compare their feelings

3 Think of a title for the summary

4

5

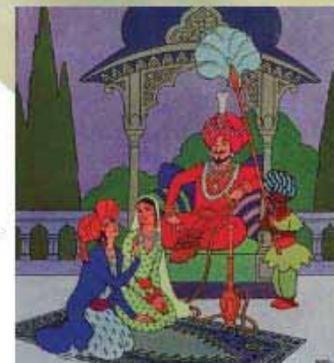
Listening

1 Read about the frame story technique below. What exactly is meant by 'a story within a story'? Do you know the story of...

Vocabulary and Pronunciation

1 Read two sentences about the story. Which of the underlined adjectives is gradable?

5 **XX** Listen to check your answers. With a partner, take it in turns to read out the sentences in exercise 3, choosing one of the alternatives.



Background note

The *Arabian Nights* is a collection of stories, which have their roots in ancient and mediaeval folklore and literature, including Indian, Persian and Arabic oral traditions. Whilst the stories were only written down (in Arabic) in the 14th century, the fables were circulating for centuries earlier. At times, the characters begin to tell their own story to other characters, providing a story within a story. The version here comes from a new translation by Malcolm and Ursula Lyons.

A good story...

has an intriguing plot

grabs your attention from the start

has a happy ending

is short and simple

has characters you can empathise with

teaches you something about life

has vivid descriptions

can be summarised in a single sentence

is like real life

is entertaining

has a powerful message

ends with a bang

would you tell, and why?

The Frame Story

One of the earliest techniques in fiction is the frame story. A frame story is a narrative in which a main story is told in order to set the stage for a series of other shorter stories, each of which is a story within a story. The technique goes back thousands of years and can be found in stories from all over the world. One of the most famous frame stories in world literature is the *Arabian Nights* (also known as 'The Thousand and One Nights').

passed / considered / buffed.

5 The vizier was absolutely pleased / overjoyed / delighted / ecstatic when Shabrazad's life was spared.

4 Find words from exercise 3 with the following stress patterns.

1 O 3 Oo 5 ooO 7 Oooo
2 oo 4 ooO 6 Ooo

moderate fortune, which they divided equally.

4 Once upon a time there was a wealthy merchant who possessed many animals, as well as the gift of understanding the language of birds and beasts.

2 When you have finished, read your stories to another pair. Which do you prefer, and why?

at that

ishment
fury

choose
: from
o write
clude

casting
sy.
was
such
rich
lived
named
their
ry



Mixed ability

Early finishers could start compiling a mind map® of space-related words, based on the text and also on the NASA quiz in exercise 2. Write the word space in a circle in the middle of the board; students come up and add associated words, eg *solar system* (n), *planet* (n), *orbit* (v), *capsule* (n), etc.

SCIENCE FICTION ?

detectors have led to the detection of many systems within the past decade, some containing multiple planets.

The space Agency experiment conducted several species of lichen were carried aboard the space rocket and exposed to the vacuum of space for nearly 15 days. They were revealed in a capsule and returned to Earth, where they were found in exactly the same shape as before the flight. The lichen survived exposure to the vacuum of space as well as the glaring ultraviolet radiation of the Sun.

3 SCIENCE FICTION

While many scientists speculate that extraterrestrial life exists, so far there is no conclusive evidence to prove it. Future missions to Mars, Jupiter's moon Europa and future space telescopes such as the Terrestrial Planet Finder will search for definitive answers to this ageless question.

4 SCIENCE FICTION

Even the unmanned Voyager spacecraft, which left our solar system years ago at a breathtaking 37,000 miles per hour, would take 78,000 years to reach the nearest star. Because the distances involved are so vast, interstellar travel to another star within a practical timescale would require, among other things, the ability to move a vehicle at or near the speed of light. This is beyond the reach of today's spacecraft – regardless of funding.

5 SCIENCE FICTION

If this were true, the Moon would float away from the Earth, and our entire solar system would drift apart. While it's true that gravity gets weaker with distance, it can never be escaped completely, no matter how far you travel in space. Astronauts appear to experience 'zero-gravity' because they are in continuous free-fall around the Earth.

Grammar
Ellipsis

The American Space Agency. Do you think the sentences are just science fiction? Tick (✓) the ones you think are based on scientific truth.

A We now have evidence that some form of life exists beyond Earth, at least in primitive form. _____

B Our solar system is not the only one: we know there are many other suns with planets orbiting them. _____

C We currently have the technology necessary to send astronauts to another star system within a reasonable timespan. The only problem is that such a mission would be overwhelmingly expensive. _____

D There is no gravity in deep space. _____

E Some organisms can survive in space without any kind of protective covering. _____

3 Read *Just science fiction?* and match paragraphs 1–5 on page 13 to sentences A–E in exercise 2. Underline the information or phrases that helped you match them.

4 Check your answers to exercise 2. Which of the science facts did you find the most surprising?

what will science fiction have to come up with to keep ahead of actual science research?

Extend your vocabulary – prefixes

1 Look at the words from the text. What do they mean? Match the prefixes in bold to the correct meanings:

- 1 telescope 3 extraterrestrial
2 ultraviolet 4 interstellar

between beyond
extremely over a distance

2 Combine these words with one of the prefixes above. Explain the words to a partner.

active changeable judicial modern
ordinary shopping sonic

3 Find out the prefixes. Use an example word.

anti hyper

Listening

1 Listen to the dialogues. Which questions are all fit for? Write the number of the dialogue in the box.

- 1 Is there life on Mars?
2 Is space exploration worth the cost?
3 Would you like to go to space?

2 Listen again. Write down the speaker's opinion on the subject. For each speaker, write down the main reason for their opinion.

3 What's your own opinion on the subject?

Grammar

1 Match the examples a–f to the correct rules. Which words have been left out? Which sentences sound informal?

- a *We have some sort of duty to find out if we are alone in the universe. Or at least try to.*
b *'I'll go into space, you know, if I get the chance.' – 'I think I would too.'*
c *'The government could have used that money to help people in need instead.' – 'Yeah, they could have ...'*
d *Know what I mean?*
e *Don't know really. Haven't really thought about it.*
f *The government should ...*

2 In these sentences words have been added to replace another phrase. What has been replaced?

In space exploration a waste of money? I don't think so. I hope not.

3 Look at the dialogues. Put brackets round what

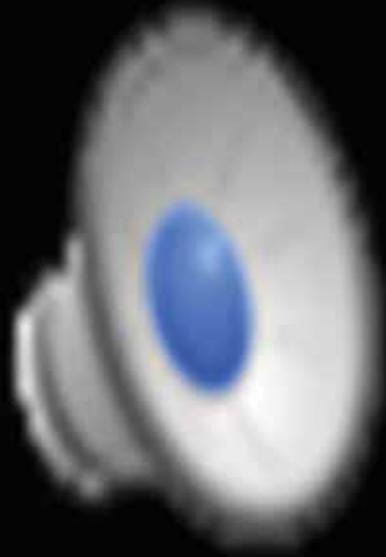
Glossary

Lichen (noun) – a small soft plant that grows on surfaces such as rocks and walls

Language note

When words are replaced by other words, rather than by nothing, this is called 'substitution', as in exercise 2. Students at this level will no doubt already be using this discourse feature, even if they are doing so unconsciously.

In informal conversations, features such as ellipsis and substitution are often used both for efficiency and because there is a lot of shared knowledge so the speakers can be less explicit.



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Present simple and continuous for facts and trends

Present simple ...
 describe routines and habits
I usually do my research on the internet.
She uploads everything online.

Present continuous ...
 describe a temporary situation
I'm using this computer. I won't be long.
He's reading an interesting book of short stories.
 describe a trend or new development, often with verbs
 indicating change, eg *change, increase, get + adjective*
Living problems are increasing at work.
 describe a trend or new development, often with verbs
 indicating change, eg *change, increase, get + adjective*
The number of people reading using electronic readers is increasing.
 describe a trend or new development, often with verbs
 indicating change, eg *change, increase, get + adjective*
Young people are visiting our museum.
The knowledge of space is becoming deeper.
 describe a trend or new development, often with verbs
 indicating change, eg *change, increase, get + adjective*
Britain state verbs which also have a dynamic, progressive
is appealing to younger audiences.
It's raining every minute! (colloquial)

Present continuous ...

Some time adverbials may be more common with either simple or continuous. They can often be used with both, but with a different meaning.
At the moment I'm reading a collection of short stories. (current activity)
At the moment I read mainly science fiction. (current habit)

Frequency adverbs *always, forever* can be used with present continuous to emphasise an emotional reaction to a regular activity.
He's continually making a nuisance of himself! (This annoys me.)
Our research is being continually updated. (This is happening all the time.)

Position of adverbials
 Single word time adverbials can be placed between subject and verb. They come after auxiliary verbs *be, have*, etc, and after *be* as a main verb.
I usually do my research on the internet.
You're always interrupting me when I speak.
I am usually at home by 6.00.
There are, in general, two ways of doing this.

Longer adverbials are placed at the beginning or end of the sentence or clause.
Nowadays I do my research on the internet. / I do my research on the internet nowadays.
I read modern novels from time to time, but I prefer watching films.

Unit 1 Exercises

Present simple and continuous for facts and trends

- Choose the most likely option for the context.
 - Sorry, could you wait a moment? *I speak / I'm speaking* to someone on the phone.
 - There's a good reference library, but most students *prefer / are preferring* to research projects on the internet.
 - Can you put the heating on? *It gets / It's getting* cold in here.
 - All the lights have gone out. What *happens / is happening*?
 - This book *tells / is telling* the story of a man lost in the mountains.
 - Unfortunately, more and more second-hand bookshops *close down / are closing down*.
 - After many years of research, most scientists are in agreement that the world's climate *changes / is changing*.
- In which sentences are both options possible?
 - Stop ordering me about! *You're always telling me what to do! / You always tell me what to do.*
 - This was such a good idea! *I am really enjoying / really enjoy* myself.
 - I find / I'm finding* this book really interesting.
 - I'm pleased with your work. *You're trying very hard / You try very hard.*
 - The air on Earth *is containing / contains* about 78% nitrogen.
 - Her work is very time-consuming, because she *pays / is paying* a lot of attention to detail.



Warm up

Work in pairs. Discuss the following for your town or area.

- a good meeting point in the town centre
- a good place to meet up for lunch or coffee
- a good place for a night out with friends
- three interesting things to do with a friend at the weekend

Listening

1 0.00-0.00 Listen to three conversations in which people are making arrangements to meet. For each conversation, note down:

- 1 the relationship between the two speakers
- 2 what they are arranging to do
- 3 where and when they arrange to meet

2 Listen to the conversations again and answer the questions.

Conversation 1

- 1 Why is the woman *tied up this Sunday*?
- 2 Why is it *a shame*?

3 Why is the man's coach get in?

- 2 Why might Rob arrive a little later?

Conversation 3

- 1 What plans does the man mention for before and after lunch?

3 0.00-0.00 Now listen to two conversations where people are describing plans for the weekend. Make notes on what each person is going to do.

Language focus

Read sentences from the conversations. Underline the expressions used to describe plans and arrangements, then match each sentence to one of the categories.

- | | |
|----------------------|----------------------------|
| A Clear intentions | C Formal timetabled events |
| B Fixed arrangements | D Possible plans |

- 1 I've arranged to meet Sarah. _____
- 2 I'm helping her move house next Sunday. _____
- 3 My coach gets in at 4.30. _____
- 4 I'll be there as soon as I can. _____
- 5 I'm going to be working. _____
- 6 I'm due in court at half past two. _____
- 7 I might take some of my friends along. _____
- 8 We're going to have a lovely meal. _____
- 9 We'll probably go to the nursery. _____
- 10 I'm planning to go to London. _____
- 11 I'm thinking of visiting my mother-in-law. _____
- 12 Maybe I'll do some gardening. _____

Pronunciation

1 Look at the questions. Do you think the speaker's voice goes up or down at the end of each sentence?

- 1 Are you doing anything on Sunday?
- 2 Is tomorrow any good for you?
- 3 What are your plans for the weekend?
- 4 What are you up to this evening?
- 5 Would you like to meet up for coffee?
- 6 Do you fancy coming round for supper?

2 0.00 Listen to check your ideas. What is the rule? Listen again and repeat.

Speaking

Work in pairs. Ask and answer about your partner's plans at different times in the coming week.

- Invite him/her to do some of the activities you discussed in the Warm up and make firm arrangements to meet.
- Swap roles and have similar conversations.

Useful phrases

- That sounds great! I'd love to
- I'd love to, but I'm afraid ...
- I can't do 1.00 – can we make it a bit later?

ENDMATTER
of each unit
has individual
skills lessons.

FUNCTION
GLOBALLY
A speaking
lesson.

Global English

English: just the facts?

by David Crystal



People often conclude the point they're making with the words '... and that's a fact!' It's a fact that the Earth is round and that Aleksandr Solzhenitsyn won the Nobel Prize for Literature in 1970. Facts are demonstrable, verifiable, unarguable. But with language, there are remarkably few of them!

How many people speak English around the world? Estimates vary enormously: some say around 1,500 million; some say 2,000 million or more. The uncertainty partly results from the lack of information about language use in many countries. Census forms rarely distinguish different functions – listening, speaking, reading, writing – or ask about a person's ability in each. But the uncertainty also reflects a question of definition: how fluent do you have to be to count as a speaker of English? At what point in a learning curve does someone dare to say: 'Yes, I speak English'? There can never be facts about global totals, only guesstimates.

How many varieties of English are there around the world? We talk happily about British English, American English, Caribbean English, and so on, and note the sounds, grammar, vocabulary, and discourse patterns which we find distinctive in each area. But there is never uniformity. Caribbean English, for example, breaks down into different varieties, such as Jamaican English and Trinidadian English. Then we find there are several differences in the way people speak English in Jamaica, depending on their location and

their social status. Some of the differences are very marked; some are very slight. We find people disagreeing about whether two ways of talking are the same dialect or not. So, how many varieties are there worldwide? There are no facts here either, only opinions.

How many words are there in English? Nobody knows, because not even the largest dictionaries have tabulated all the technical terms that are found in such domains as botany and zoology, and many English-speaking areas of the world haven't had their local vocabulary surveyed. In 2009 there was a claim that on a particular day that year, the number of words in English would exceed a million. That was pure fiction; English reached one million words years ago.

New words are coming into English all the time, especially on the internet (blog, twitter, unfriend). Old words are falling out of use, especially as technology becomes outdated (tinny, betamax, sputnik). We can be sure about one point: whatever the total was yesterday, it will be different today. And that's a fact.



Warm up

Work in pairs. Read the questions, then discuss why it might be difficult to determine the answers to these two questions.

- How many words are there in English?
- How many English speakers are there in the world?

Reading

1 Read *English: just the facts?* How does the author answer the two questions from the Warm up?

2 Read the text again. Which statements can you infer from the text? Mark them with a tick (✓).

- 1 You cannot dispute a fact such as 'the Earth is round'.
- 2 Every country in the world does a census to find out about language use.
- 3 Trinidadian English is a variety of Caribbean English.
- 4 The author believes that people don't know there are different varieties of English.
- 5 The author believes we should have a dictionary that collects all the words in English.
- 6 *Tinny* and *betamax* are words connected to technology.

3 Complete the sentences with the correct form of the word in brackets. All the words are in the text.

- 1 The class has made _____ (*demonstrate*) progress since term began.
- 2 The two politicians are bitter enemies, but in fact are _____ (*remark*) similar.
- 3 The _____ (*unifrom*) of computer operating systems in the company makes transfer of data easier.
- 4 Her English showed a _____ (*mark*) difference after spending two weeks abroad.
- 5 We are going to _____ (*table*) the information so that we analyse the data more easily.

Speaking

Look at the following new words in English that are connected to technology. Which words or phrases do you know? Which ones do you think will become obsolete in 30 years? Discuss with a partner.

app blog hot spot LOL to google to unfriend twitter

GLOBAL
ENGLISH
A reading
lesson.

Dear Mr Spencer

- a I am writing to apply for the position of Team Manager to support people with a disability, as advertised on your website. I believe I possess the necessary skills and personal qualities to do the job successfully, and I can bring to the post a proven track record in successful team management.
- b As you will see from the enclosed CV, I hold a Masters in The Mediation of Social and Intercultural Conflicts from the University of Florence. Since then I have undertaken further practical training in conflict mediation, followed by a theoretical exam to register at the Dutch Mediation Institute.
- c In addition to my skills as a mediator, I have extensive experience of team management. From 2007 to 2010 I was employed as a project manager and programme leader at the Office of Discrimination Affairs, a non-profit organisation based in The Hague. This work entailed coordinating different projects in the field of discrimination prevention, I was in charge of financing and overseeing the final outcomes of the projects; and I was also the first point of contact for private donors and organisations involved in funding the organisation.
- d Prior to my work at the Office of Discrimination Affairs, I worked as a volunteer guide on holidays for people with a disability, which taught me how to take initiative, and take the lead in a crisis. Moreover, I am creative and able to inspire others with innovative ideas. In my free time, I enjoy studying philosophy and travelling (I have lived in both Italy and the UK, as well as my native country, the Netherlands). I am a native speaker of Dutch and I am fluent in Italian as well as English. This has not only broadened my outlook, but also enabled me to adapt easily to new environments.

I am available for interview at any time in the next two weeks. I look forward to hearing from you.

Yours sincerely
Hilde Faber



Do you think Hilde is suitable for the job? Why / Why not?

Writing skills: formal letter conventions

Say if the statements are true or false for a formal letter. Correct the false statements.

- 1 Put your name and address in the top right-hand corner.
- 2 Put the title, name and address of the recipient in the top left-hand corner.
- 3 To state the subject, write **Re: noun (eg job application)** before the salutation.
- 4 Write *Yours sincerely* for Dear Sir / Madam and *Yours faithfully* with Dear Mr / Mrs / Miss / Ms / Dr / Prof.
- 5 If you are writing an open letter to unknown recipients, start *To whom it may concern*.
- 6 Start *My name is ... and I am ... in connection with ... / in response to ...*
- 7 Do not use contractions (eg don't).
- 8 Put your signature below your name.

Linking ideas: addition

1 Look at these extracts from the letter with two ideas. Without looking at the letter, decide what word is missing from or would improve them. Then read the text again to check your ideas.

- 1 *In addition my skills as a mediator, I have extensive experience of team management.*
- 2 *I have lived in Italy and the UK.*
- 3 *I am fluent in Italian as well English.*
- 4 *I can take the lead in a crisis. I am creative.*
- 5 *This has not only broadened my outlook but also adapted easily to new environments.*

Reading

1 Read Hilde's letter. Match each paragraph to one of the headings.

- 1 Skills, personal qualities and interests
- 2 Qualifications
- 3 Reasons for applying for the job
- 4 Work experience

2 Find in the letter more formal ways of saying the words and phrases in italics.

- 1 *the job of* Team Manager
- 2 *I think I have* the necessary skills
- 3 *I have a* Masters
- 4 *I've done more* training
- 5 *I have a lot of* experience of team management
- 6 *Before my work at* the Office of Discrimination Affairs
- 7 *This has taught me new* things.
- 8 *I hope to hear from you* soon

Study skills for university students

Study skills

Setting goals

- 1 Complete the sentences below.
I am learning English because _____.
I am learning English in order to _____.
- 2 Compare what you have written with a partner, and then discuss these questions.
 - In what situations do you use, or will you use, English outside the classroom?
 - What skills or abilities do you need in these situations?
 - What do you enjoy about learning English, and what do you find difficult?
- 3 Read some characteristics of an advanced user of English and rate each one.
 - 1 = I can do this confidently
 - 2 = I need more work on this
 - 3 = I need a lot more work on this

- An advanced user of English:
- can speak confidently about complex subjects.
 - can express him/herself appropriately in social or professional contexts.
 - can use the right level of formality or informality.
 - pronounces English clearly and intelligibly.
 - can understand the gist of written texts quickly.
 - can understand detail and implicit meaning in texts.
 - can understand most of what he/she hears in most situations, even when it's not well structured.
 - can use English grammatical structures accurately.
 - can express his/her ideas using a wide range of vocabulary and expressions.
 - can write clearly, accurately and appropriately in a range of genres.

4 Work in pairs. Tell your partner about two areas that you are pleased with and two you would like to improve. Discuss how you could work on weaker areas.

- 5 Complete the sentences below to set realistic priorities for your study time.
 - 1 I can dedicate ...
_____ minutes / hours per day / week on reviewing work done in class.
 - _____ minutes / hours per day / week to improve my _____ . To do this, I will _____ .
 - 2 I will evaluate my progress and review my goals every week / two weeks / month.

- 2 Add *not only* and *also* to the sentences below, making any other necessary changes. What is the rule for the position of *not only* and *also*?
 - 1 I am a native speaker of Swedish and I am fluent in Norwegian.
 - 2 I can work under pressure and I enjoy challenges.
 - 3 I hold a degree in languages and a diploma in translation.
 - 4 I have qualified as a nurse and have undertaken further training in midwifery.
- 3 Rewrite each sentence in two different ways using the words in brackets.
 - 1 As well as playing golf, I am a coach for the local boys' football team. (moreover, not only)
 - 2 I am a good team player. Furthermore, I am a good listener. (in addition to, both)
 - 3 Besides playing the flute, I sing in the choir. (in addition, not only)

Preparing to write

- 1 Complete some of the expressions below to make them true for you.
- 2 Read your sentences to a partner. Ask and answer questions to get further information.

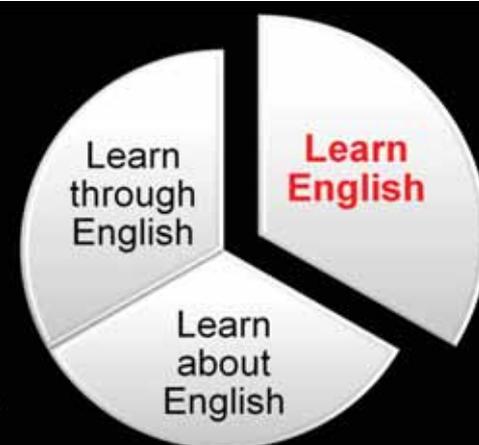
Giving personal information

- I have a diploma / professional qualification / degree / Masters / doctorate in ...
- I have trained as ... / undertaken training in ...
- I have extensive experience / a proven track record of ...
- Since ... / I have worked as ... / been employed as ... / studied ...
- Prior to that, I worked / studied ...
- I am able to take initiative / motivate others / handle pressure.
- I possess good time management / IT / communication / interpersonal skills.
- I am flexible / tactful / enthusiastic / a good team member / well-organised / a good listener.
- I am a native speaker of / am fluent in / have a (good) working knowledge of ...
- I have spent ... time / I enjoy ...

... a job you would like. Follow the ...

A full staged Writing Lesson

Language aims



Present tenses for facts and trends

Ellipsis

Collocations – going online (post a comment; update your software; click on a link)

Emotional reactions and gradeable/ungradeable adjectives (distraught; euphoric; astonished..)

Prefixes (tele-, inter-, ultra-, extra-)

Content aims



Facts and perspectives on Wikipedia

Current trends in museum curation

The concept of the frame story (example Arabian nights)

Science facts which could be science fiction according to NASA

Critical thinking

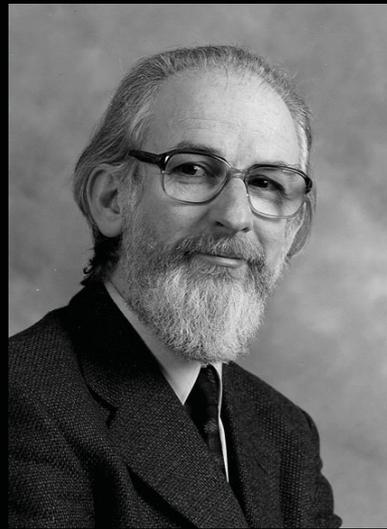


Is the idea of collective intelligence valid?
(Wikipedia)

Are museums still relevant in today's world? If you could curate an exhibition what would it be about?

If you had to tell a favourite story to save your life, what would it be?

Why do so many people insist that we are not alone in the universe?



What kinds of varieties of English exist around the world? How many of them are there?

How many people speak English around the world?

How many words are there in English?

What kinds of new words are coming into English?

eWorkbook

global

PRE-INTERMEDIATE

eWorkbook



LANGUAGE
PRACTICE



PRINT AND
WORK



LISTEN



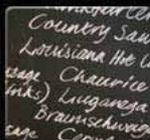
WATCH



ON THE MOVE



DICTIONARY



WORD LISTS



GRAMMAR HELP



WRITING TIPS



TESTS



PORTFOLIO



CONTENT MAP



global

WWW.MACMILLANENGLISH.COM/GLOBAL

MACMILLAN

SCORM CONTENT

- All activities available for integration into your Learning Management System (LMS) or Virtual Learning Environment (VLE)



'On-the-go' learning

- Audio and video content transferable to media players



- Video content from the BBC

B B C

Global Digital for IWBs

The screenshot displays the Global Digital for IWBs interface. On the left, a vertical sidebar contains a 'Digital Book' with thumbnails of lesson pages and a 'Teacher's Area' with navigation icons. The main content area is titled 'UNIT 3 Art & Music' and features a lesson plan for 'Part 1: Vocabulary and Speaking'. The lesson includes sections for 'Extend your vocabulary - discover', 'Speaking', and 'Reading'. The 'Vocabulary and Speaking' section contains a matching exercise, a pair-work activity, and a list of useful phrases. The 'Speaking' section includes a family discussion task and a list of questions. The 'Reading' section includes a task to match words to pictures and a task to read text and complete sentences. The interface also features a toolbar on the right with various interactive tools such as Select, Pen, Highlighter, Eraser, Zoom 1, Zoom 2, Zoom Out, Scroll, Stopwatch, Reveal, Note, Undo, and Delete. A large, stylized globe is visible on the far left side of the image.

UNIT 3 Art & Music

Part 1
Vocabulary & Speaking
Works of art
Reading
Discover
Speaking
Art

Vocabulary and Speaking

1 Match the words to the pictures a-h.

carve art old manuscript painting
photograph sculpture self-portrait
sketch statue

2 Work in pairs and describe the pictures. Use the words in exercise 1 and the useful phrases to help you.

Useful phrases

- This picture shows ...
- I think this is a picture of ...
- It looks as if ... came ...
- This is from ... time / place ...
- I really like / don't like this picture ...

Extend your vocabulary - discover

Words in the same family
discover - verb
discovery - noun
discovered - adjective
undiscovered - adjective

Complete the sentences with the correct form of discover.

- 1 The archaeologists made an important ... about the lost castle.
- 2 We only used to ... the truth.
- 3 Heretofore, Picasso's work has ... in that basement.
- 4 The painting was ... and the dealer refused it on the wall.

Speaking

Work in pairs and choose one of the tasks below.

A Tell your partner about an object that is important in your family. Use these questions to help you prepare.

- What is the object?
- How old is it?
- Where did it come from?
- Why is it important to you?

B Ask each other these questions.

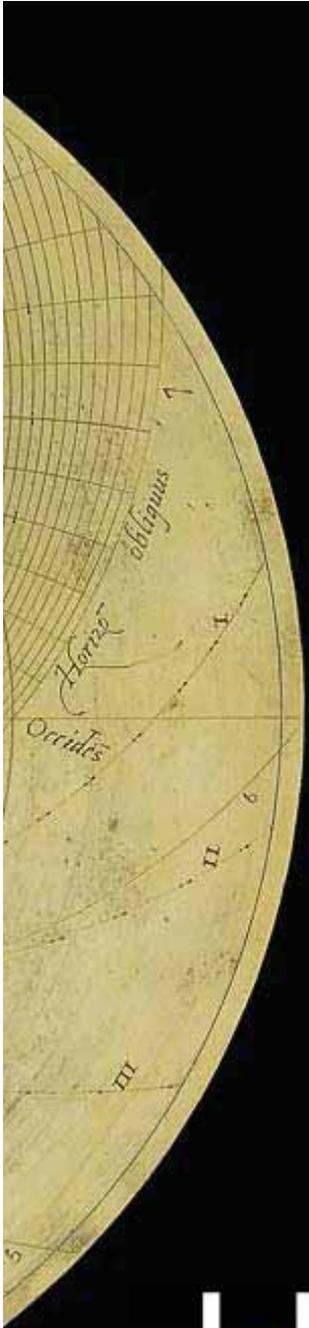
- Do you like art?
- What kind of art do you like?
- Do you have any art in your house? What is it? Who is it by?
- Have you ever been to an art gallery? Which one?

Reading

1 Read *Discover!* on page 11 and match each text to a picture. There are four pictures that you do not need.

2 Read the texts again and complete the sentences with one or more words.

- 1 The *Fine de Mill* is a statue of ...
- 1 The *Fine de Mill* is now in ...
- 1 Some Mexican workers discovered a sculpture while they were installing ...
- 1 The sculpture is now in ...
- 1 The couple from Milan never thought their Van Gogh painting was ...
- 1 Five old *Florents* sold for ...
- 1 The man found the Declaration of Independence while he was shopping at ...
- 1 The manuscript was made a ...

- 
- Combines 'Digital Book' coursebook-on-screen, with 'Teacher's Area' for custom content, plus game templates for instant game creation
 - PC and Mac compatible
 - Works with any make of IWB, or a simple projector and laptop combination
 - Contains all the video content from the eWorkbooks

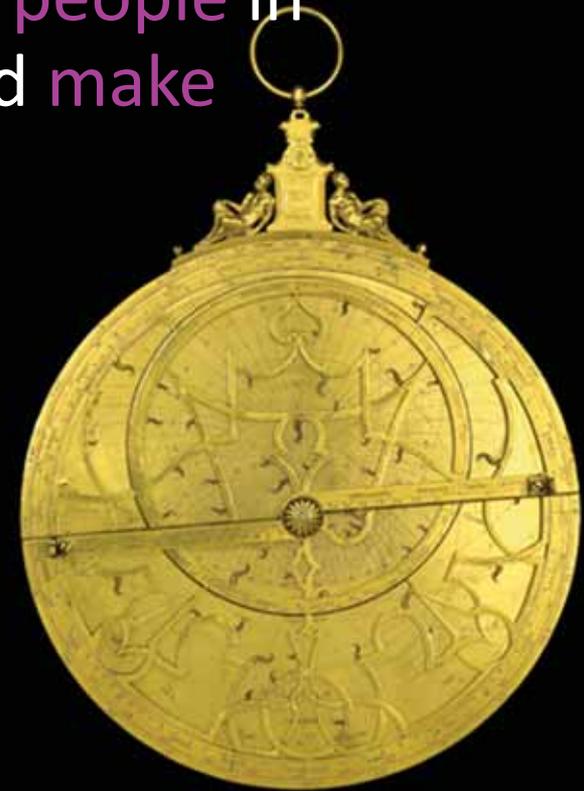
Global online

- Weekly eLessons
- Author blog
- Teaching Tips blog
- Global bloggers
- Downloadable resources
- Twitter page
- Facebook fan page

The screenshot shows the Global English website interface. At the top left is the 'global' logo. To the right are social media icons for YouTube, Twitter, and Facebook, with the text 'FOLLOW US'. Below the logo is a navigation menu with 'HOME', 'BLOGS', 'ABOUT', 'ELESSONS', and 'TRY GLOBAL'. A search bar is located on the right. The main content area features a large purple banner with the text 'ACTUALLY I'M LEARNING ENGLISH BECAUSE IT WILL'. Below the banner is a section titled 'Coming in 2010: The new course for today's adult English learners' with placeholder text. To the right of the main content is a sidebar with 'Most Popular' articles, a 'SUBSCRIBE TO NEWSLETTER' button, and social media links for Twitter and Facebook. At the bottom, there are sections for 'BLOGS', 'ABOUT', and 'RECENT ENTRIES', each with a list of links. The footer includes the 'global' logo, the website URL 'WWW.MACMILLANENGLISH.COM/GLOBAL', and the Macmillan logo.

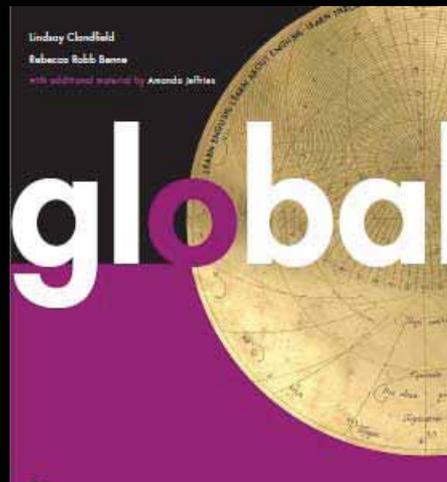
The astrolabe is a historical navigation instrument.

Used by astronomers, mariners and scientists, the astrolabe helped people in ancient times find their way and make sense of the world.



global

Global voices : Global English : Global vision



global

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