

## SHOULD ENGLISH BE TAUGHT AS A 'GLOBAL' LANGUAGE?

This exercise is based on 'Should English be taught as a 'global' language?', a video featuring Professor David Crystal, from Macmillan Education ELT.

link to the talk: <https://www.youtube.com/watch?v=WZI1EjxxXKw>

### Pre-listening task: vocabulary

The following words and expressions are all used in the recording. Match them with their meanings.

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|--------------------------------|---|
| 1. to encounter                | a. degree of change                           |
| 2. impact                      | b. to present                                 |
| 3. Received Pronunciation (RP) | c. to come upon; meet with                    |
| 4. essential                   | d. effect; influence                          |
| 5. to expose                   | e. necessary                                  |
| 6. variation                   | f. accent of spoken English; Standard English |

### Listening task 1: listen to Professor David Crystal discussing global English and answer the following questions.

1. What does bringing 'global' English to the classroom mean?  
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2. What is the main impact of 'global' English on students?  
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3. Why may some students be shocked entering the English speaking world?  
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4. What is Professor Crystal's view on teaching listening comprehension?  
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5. Why is it necessary to expose students to different accents?  
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6. What is the impact of 'global' English on production? Why is it such according to Professor Crystal?  
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### Listening task 2: decide whether the following sentences are true or false according to what you hear.

1. \_\_\_ The main impact of 'global' English is in the teaching of comprehension.
2. \_\_\_ In real life, students will be exposed only to the Received Pronunciation.
3. \_\_\_ Students should become familiar with different variations of English.
4. \_\_\_ In terms of production, 'global' English does not have much effect.