# Homework - Unit 5 - Lesson 7

## Reading 1

**IELTS tasks:** multiple-choice questions; multiple matching; short answers

## Reading

**1** Look at the picture and discuss what it is about.

Now answer the quiz. Choose A – C.




### WORLD ENGLISH

**More people are learning English every year, but do you know the facts behind the boom?**

1. How many people will learn English over the next ten years?
   A 2 billion B 3 billion C 5 billion
2. What percentage of the world's population will speak English within the next ten years?
   A 25% B 50% C 75%
3. Non-native speakers of English exceed native speakers of English by ...
   A 3 to 1. B 5 to 1. C 10 to 1.
4. What percentage of electronically stored information is in English?
   A 30% B 50% C 80%
5. What percentage of scientists read in English?
   A 40% to 50% B 60% to 70% C 80% to 90%

**2** Read the passage and check your answers.

**3** Read the passage again and complete the statements with the words in C.

**C** China (x 2)
Germany
India
Malaysia
Mexico
the Philippines

1 *Englog* is a variety of English spoken in _____ .
2 *Hinglish* is a variety of English spoken in _____ .
3 English is taught in schools from the third grade in _____ .
4 There is demand for pre-school English in _____ .
5 Core subjects are taught in English in _____ .
6 *Spanglish* is a variety of English spoken in _____ .
7 Demand for beginner English courses is declining in _____ .

**4** Answer the questions.

1 Which three things encourage the development of globalisation?
2 What is a *tri-English world*?
3 Which new technologies are helping people to learn English?

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# NOT THE QUEEN'S ENGLISH

**A**

From Caracas to Karachi, parents are paying for lessons for their children at English language schools. China's enthusiasm for English even has its own Mandarin term, Yingwen re, and governments from Tunisia to Turkey recognise that along with information technology and travel, English is an engine of globalisation. In the next decade, two billion people will learn English and about half the world, three billion people, will speak English, according to a recent report from the British Council.

**B**

Non-native speakers of English now outnumber native speakers three to one, according to English language expert David Crystal, 'There's never before been a language that has been spoken by more people as a second than a first', he says. In Asia alone, the number of English users has topped 350 million and there are more Chinese children studying English than there are Britons. But the new English speakers are not just passive learners of the language, they are shaping it. New Englishes are appearing all over the globe, ranging from Englog, spoken in the Philippines to Hinglish, the mix of Hindi and English that now crops up everywhere in India from fast food adverts to college campuses. Indeed, English has become a common language. Whether you are a Korean executive on business in Shanghai, a German bureaucrat making laws in Brussels or a Brazilian biochemist at a conference in Sweden, you are probably already speaking or are going to speak English. And as the world adopts an international brand of English, it's native speakers who will lose most. British graduates who insist on speaking the Queen's English could be met with blank stares. British or American businessmen who do not understand how English is used by non-native speakers might lose out on business deals.

**C**

All languages are works in progress but the globalisation of English is set to revolutionise the language in ways we can only begin to imagine. In the future, suggests Crystal, there could be a tri-English world, one in which you speak a local English-based dialect at home, a national variety at work or school, and international standard English to talk to foreigners. With native speakers becoming a shrinking minority of the world's anglophones, there's a growing sense that students will stop trying to copy the Queen's English and develop their very own versions. Researchers are starting to study non-native speakers 'mistakes' – She look very sad, for example – as structured grammars.

**D**

To achieve fluency, non-native speakers are taking up English at an ever younger age. Last year, primary schools in major Chinese cities began offering English in the third grade, rather than in middle school. A growing number of parents are enrolling their small children in a growing number of local pre-school English courses. Why such enthusiasm? In a word, jobs. More and more organisations are recognising the importance of English in the workplace. At the Toyota and Peugeot plant in the Czech Republic, English is the working language of the Japanese, French and Czech staff. Says Jitka Prikylova, director of a Prague English Language School, 'The world is opening up for us and English is its language'. Governments are beginning to agree. From this year in Malaysia core school subjects such as maths and science are to be taught in English.

**E**

Technology also plays a huge role in English's global success. 80% of the electronically stored information in the world is in English. 66% of scientists read in English, according to the British Council. New technologies are helping people pick up the language too. Chinese students can get English help on their mobile phones. English language teachers point to the rise of Microsoft English, where computers help people to prepare letters. English and its teaching are becoming more complex. Ilan Stavans, a college professor, has finished a translation of Cervante's Don Quixote into Spanglish, the English–Spanish spoken in the United States and Mexico. In China, Hu Xiaoogiong wants to see a revision of the English curriculum toward Chinese English incorporating Chinese phrases as standard English in future. In countries like Germany, where most children begin English as early as the second grade, the market for English studies is already decreasing. German language schools no longer target English beginners but those interested in business English, or English for presentations.

**5 Find words and phrases in the passage that mean ...**

1 accepting what happens without trying to control things or take an active part (paragraph B)
2 people who speak the English language as a usual method of official communication (paragraph C)
3 the ability to use language in a clear and confident way (paragraph D)
4 the form of communication used at work (paragraph D)
5 the collection of subjects students study at school or college. (paragraph E)

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# Reading 2

**IELTS tasks: multiple-choice questions; summary completion**

**1** **Do the quiz.**

## How much do you know about world English?

**Try this quiz and find out.**

1. Where is *Singlish* spoken?
   A South Africa
   B Singapore
   C India
2. The word *handy* means mobile phone in …
   A Malaysia.
   B Germany.
   C Taiwan.
3. Which areas of language may become simplified in future?
   A question tags
   B articles
   C phrasal verbs
4. How many languages are represented on the Internet?
   A 500
   B 1,000
   C 1,500
5. What percentage of the Internet is in English?
   A 50% B 60% C 70%
6. If you *google*, you …
   A want to find information.
   B write something down.
   C laugh loudly.
7. A *cyberskiver* describes someone who …
   A avoids doing work.
   B is often absent from work.
   C tends to arrive at work late.
8. Which word does not relate to the topic of communication?
   A blog
   B zorse
   C e-lancer

**2** **Read the passage and check your answers.**

**3** **Complete the summary. Use no more than two words from the passage.**

One important question facing English is whether it will remain as one language or whether it will evolve into a collection of different (1) _____ . In the past most languages have (2) _____ at some point, just as Latin evolved into languages including French, Spanish and Italian. Present day researchers such as Dr Jennifer Jenkins argue that as English becomes an increasingly global language, we need to reconsider the concept of (3) _____ . She predicts that features such as (4) _____ sounds and words as well as non-standard grammatical forms and (5) _____ will be incorporated into Standard English in future.

LIVEWORKSHEETS

# THE FUTURE OF ENGLISH









**A** One of the many predictions about the future of English is that the language as we know it will be spoken only by a minority of English speakers. Other Englishes are being formed all the time. *Singlish* in Singapore is a good example. English was used in Singapore for a hundred and fifty years and when it became independent in 1958, Singapore made it the official language of business and government, partly because English united the diverse population of Chinese, Malays and Indians and partly because of its commercial and financial importance. But alongside official English you often hear *Singlish* which continues to grow and develop. Some scholars believe that *Singlish* indicates the way in which future Englishes will develop. In so many ways it fits the traditions of the people of Singapore much better than official English and could threaten to replace it.

**B** Some words clearly come from English, for example, *blur* (confused). But others come from Malay and Hokkien. Words such as *makan* (to eat). Some of these words are now being used as part of Singapore Standard English and they will change it greatly. Marking plurals and past tenses is a matter of choice and so you get phrases like *What happen yesterday?* The verb *to be* can be optional. *She so pretty.* A similar thing is happening in South Africa where local words now sit alongside Standard English, indicating total acceptance and signalling the birth of another new English. Increasingly even in Europe there is an acceptance of different Englishes. Everything does not have to be put in 'correct' English. The Germans use *handy* for a mobile phone and on a Lufthansa flight you will be told to turn your *handies* off. The more English spreads, the more it diversifies, the more it could tend toward fragmentation. Just as Latin, which once ruled over a great linguistic empire, split into French, Italian, Spanish, Portuguese and Romanian, so may the future of English be not as a single language but as a parent of a family of languages.

**C** Noah Webster predicted this 200 years ago. Although he thought it would happen in his native America, the reasons he gave apply to the condition of English around the world today. He wrote, 'New associations of people and new combinations of ideas in arts and science will introduce new words into the American tongue. These causes will produce, in time, a language in North America, as different from the future language of England as the Modern Dutch, Danish and Swedish are from the German, or from one another.' Webster's North America 200 years ago could now be referred to as 'the world today'.

**D** Some researchers believe that the future of English will be shaped by people who speak English as an additional language – those who vastly outnumber the 'core' speakers. Dr Jennifer Jenkins has pointed out that whereas the traditional English *talk about* something or *discuss* something, almost all English as a second language speakers *discuss about* something. She believes that phrases like this are here to stay and will spread into Standard English as, she believes, will the tag *How can I say?* and many others. Perhaps even words we consider mispronounced will take their place in the Oxford English Dictionary. In Korea and Taiwan and elsewhere, for instance, a *product* is a *produk*. What odds *produk* will replace *product* as Asian wealth grows? And the complicated English tag system, *have you? haven't you? could you?, couldn't you?* – will most likely be simplified, Professor David Crystal thinks. He thinks that *nesspa* (from the French *n'est ce pas* or *isn't it*) could replace all of them.

**E** The Internet took off in English and although there are now 1,500 languages on the Internet, 70 per cent of it is still in English. And a new form of English has now appeared – *text English*. This is yet another English and totally comprehensible to its users and therefore influential on the future of the language. *I love you* is now more commonly the text, *i luv u*. On Valentine's Day in 2003, in the UK, about 70,000,000 text messages were sent, five times the number of Valentine cards – *i luv u* rules. Here is a word recently accepted by the OED, *blog*, a personal diary type statement placed on the Internet, and the following words may be included in the dictionary in future.

*google:* to search for information on the web, particularly by using the Google search engine; to search the web for information related to a new or potential girlfriend or boyfriend.

*cyberskiver:* a person who surfs the Internet while supposedly being at work.

*e-lancer:* a freelance worker who communicates with clients through a personal computer.

LIVEWORKSHEETS

# Listening 1

Listening
Section 1

1 Work in pairs. You will hear someone enquiring about and booking an exhibition. Work with a partner. Before you listen to the conversation, check the meaning of the following words and phrases and give examples of each.

***Example:***

booking office: *collection of ticket*

**1** preview
**2** the week after next
**3** restrictions
**4** sign up for
**5** come up
**6** register
**7** range

Audio

09 **SECTION 1** ***Questions 1–10***

***Questions 1–4***

*Complete the notes below.*

*Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.*

**Notes on Exhibition**

| ***Example*** | ***Answer*** |
|---|---|
| Title of Exhibition: | Futuristic Home Design |

Preview on: **1** .....

Two free: **2** .....

No entry on certain days

Days chosen by caller: **3** ..... and .....

Reference number: **4** .....

***Questions 5 and 6***

*Choose **TWO** letters, **A–E**.*

Which **TWO** of the following eating facilities are available for the public at the exhibition?

**A** stalls
**B** local restaurants
**C** a canteen
**D** cafés
**E** sandwich bars

***Questions 7–10***

*Complete the table below.*

*Write **ONE WORD OR A NUMBER** for each answer.*

| | Number and destination | Frequency | Stop/Location | Cost |
|---|---|---|---|---|
| Bus | **7** ..... to Brookfields | every 12 minutes | Stop W near the station | £3.20 or weekly pass for £15 |
| River bus | Route A to the **8** ..... | every 20 minutes | **9** ..... minutes' walk from station | **10** £ ..... No weekly pass |

2 Work in pairs. Do you like going to exhibitions? Give reasons and examples.

Do you like to book in advance or do you prefer to turn up on the spur of the moment? Why/Why not?

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# Listening 2

Listening
Section 1

Audio

## 1.5 SECTION 1 *Questions 1–10*

### *Questions 1–4*

*Complete the notes below.*

*Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.*

**Future development**

Exhibition date: **1** .....

Location: **2** .....

Number of tickets booked: **3** .....

Delivery method: **4** .....

### *Questions 5 and 6*

*Choose **TWO** letters, **A–E**.*

Which **TWO** of the following facilities will be available on the site?

**A** Beach
**B** Swimming pool
**C** Supermarket
**D** Restaurants
**E** Tennis court

### *Questions 7–10*

*Complete the table below.*

*Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.*

| Methods of transport | Nearest stop to development | Frequency | Destination | Cost |
|---|---|---|---|---|
| Tram | The front entrance | Every **7**..... | All main towns along the regional coast | **8** ..... return |
| Bus | **9** ..... | Every 15 minutes | Inland towns and **10** ..... | Five euros return |



LIVEWORKSHEETS

# Writing

## Model essay 2

**1 Discuss these questions about mobile-phone use in pairs.**

1 How often in a normal day do you think you check your mobile phone?
2 Have you ever worried about overusing it?
3 Do you think addiction to mobile phones is a problem amongst children?
4 Have you ever tried to go without your mobile phone for a few days? If so, how was it? If not, would you try it?

**2 Read the exam task and model essay, then answer the questions on page 53.**

***These days, even primary-school children often have their own mobile phone, and many parents are increasingly worried about their children becoming addicted to their phones. To deal with this problem, some primary schools have decided to ban children from using their phones during the school day. Children have to hand over their phones to their teacher when they arrive at school and cannot use the phone until they leave school.***

***Do you think this is a good idea?***
***In what other ways can parents stop children from using mobile phones too much?***

In some primary schools, the last few years have seen the introduction of a rule to ban mobile phones during school hours. Some people argue that this is too strict, but my view is that this is good for children. I also believe parents should set clear rules and limits on how long children can use mobile phones outside of school. This essay will explain my opinions in more detail.

One advantage of banning mobiles during school time is that it encourages children to talk, play and interact. If children have their mobile phones during school, it is likely that they will check their phone frequently and send messages, instead of chatting with their classmates. As a result, they tend not to develop such good interpersonal skills. In addition, I believe that it is harder for children to concentrate on their lessons if they have their phone in their pocket.

In terms of what parents can do, I am of the opinion that parents should strictly monitor and control how long children use mobile phones. For instance, parents could allow their children to use their phones for an hour a day, at a set time, and then insist that they turn the phone off. By doing this, parents can strike a balance between allowing the child to communicate with friends and use social media, and doing other things, such as talking to their parents or doing sport.

To sum up, having looked at this topic, my opinion is that stopping primary-school children from using phones is a good idea, mainly because they will learn and interact better without a phone. However, I think it is important to allow children to use phones at home, as long as parents set clear boundaries and time limits on how long children use them for.

(301 words)

1 How is the second part of this essay question (*In what other ways can parents stop children from using mobile phones too much?*) different from the second part of the question on page 49?
2 How many sentences are there in the introduction, and what does each sentence do?
3 What is the writer's opinion about banning mobiles in schools?
4 What does the writer suggest that parents could do?
5 What is the topic of paragraph 2?
6 What is the topic of paragraph 3?
7 How many opinions does the writer give in the conclusion?

**3 Read the model essay again and find words or phrases with a similar meaning.**

1 tell children exactly how long they are allowed to use their phones
2 look at their phone often
3 skills such as working together, getting on with other children and so on
4 focus on the lesson
5 a linking phrase to show that you're going to start talking about the second question
6 If they did this, …
7 have a good balance between two things
8 sites like Facebook and Instagram
9 a phrase which means 'the most important reason I believe this is'
10 Parents tell children what is allowed and what is not.

i You can see from the model essays on page 49 and this page that you should:
- answer both questions in the introduction;
- divide the main body into two parts – one per question;
- talk about both questions in your conclusion.

It is also important to identify what type of questions you are being asked. For example, in the essay on page 49, you had to answer **two opinion questions.**
However, in the essay on this page, the first question is an **opinion question** and the second question asks for **suggestions or solutions.**

These two possibilities are very common in two-part questions. You can practise with the essay questions on page 62.

LIVEWORKSHEETS