# Module 1 – Learning English



## Module 1 objectives

At the end of this module, you will be able to…

* use numbers in English.
* talk about facts.
* talk about the reasons why you do something.
* talk about languages and how they are learned.
* talk about how English for IT is different from general English.
* talk about the similarities between English and Spanish.
* use linguistic terminology (noun, verb, adjective, adverb).
* talk about countries and nationalities.

# Lesson 1 – English means business and technology



## Lesson 1 objectives

At the end of this lesson, you will be able to…

* use numbers in English.
* talk about facts.
* talk about the reasons why you do something.

## Activate

Discuss with a partner. Share your answers with the rest of the class.

* Is English useful? Why?
* Do you like English? Why?
* Why do people learn English?

## Learn

1. What are the people in the photos doing? What language are they probably using?



1. Read the text. Why do people learn English?

English is the world’s lingua franca. It is very useful and it is estimated that over 1 billion people speak it worldwide. There are only about 400 million native speakers of English, so why are there so many people who speak English as a second language?

### Global work teams

In multinational companies, the teams are often virtual with members in different countries. Meetings are normally carried out by conference call. People need a common language and this language is English. For example, a German pharmaceutical company with operations worldwide will probably not have German as its lingua franca. English is a good vehicle for communication because team members in Switzerland, Brazil and Hong Kong all speak it. Hardly anyone outside Germany speaks German. This trend for companies to use English as a lingua franca is becoming more and more common.

### The global language of programming and the Internet

The key words of the most well-known programming languages are in English because of the dominance of the USA in the computer software industry. This means that some knowledge of English is useful if you are going to be a computer programmer. Furthermore, the content in English on the World Wide Web is commonly quoted as being at 80%, and even though this figure is dropping to around 60%, this means that when you are researching something, the information you need is most likely going to be in English.

### The language of purchasing

Manufacturing and retail companies source their products everywhere. They search the globe to find the cheapest, best quality raw materials and products for resale. The people who sell to them speak English. English is the common language of business. For example, if an Italian furniture store wants to import chairs from Asia, the buyers will go to Vietnam and investigate who can produce them. This business is done in English as the Italians do not speak Vietnamese and the Vietnamese furniture makers do not speak Italian.

### The language of academia and academic research

The majority of published academic articles are written in English and many university courses worldwide are now delivered exclusively in English. For example, if you want to study an MBA in a Spanish university, it is likely that the classes will be delivered in English.

3. Match the following numbers with what they refer to in the text. Look at the example.

Four hundred million

The actual amount of content on the

Internet in English

One billion

The number of English speakers in the

world

Sixty percent

The number of n

ative

speakers of English

Eighty percent

The amount of published academic articles

in English

Over fifty percent

The

amount of

content on the Internet that

people say is in English

## Do

4. Work with a partner. Complete the following facts with words and numbers from the box. What country are the sentences about?

2015 rise Hindi democracy

two 60% 120 billion 1.3 billion

plastic English 8% IT

1. The population is \_\_\_\_\_\_\_ and it continues to \_\_\_\_\_\_\_.
2. It is the world’s largest \_\_\_\_\_\_\_\_\_.
3. It has \_\_\_\_ official languages: \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_.
4. It recycles \_\_\_\_\_ of its \_\_\_\_\_\_ waste.
5. The \_\_\_ industry represents \_\_\_\_ of the economy: \_\_\_\_\_\_\_\_\_ US dollars in \_\_\_\_\_\_.

5. Discuss as a class.

* Did any of the facts in Activity 4 surprise you? Why?
* How does the fact that English is an official language of India help them in the global IT industry?

**Let’s use it!**

6. Write five personal reasons for learning English. Look at the example.

I am learning English because…

1. I want to work in a multinational company.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Post your personal reasons on the class Wiki. Are they the same?

**How did I do? Evaluate yourself.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **I can’t yet…** ☹ | **More or less (-)** | **Yes, I can!** 😊 | **If you need help, go to…** |
| I can use numbers in English. |  |  |  | Activities 2 & 3 |
| I can talk about facts. |  |  |  | Activity 3 |
| I can write the reasons why I do something. |  |  |  | Activity 5 |

|  |
| --- |
| **I can communicate!**  When we talk about facts in English we use the present simple tense. Look at the underlined verbs to see how it works.  e.g. The Earth revolves around the Sun.  One plus one equals two. (1 + 1 = 2)    When we talk about trends we use present continuous. e.g. More and more people are learning English.  The Earth is getting warmer.    Write some facts and trends about Mexico in your portfolio. Compare what you write with a partner. |

# Lesson 2 - The man who speaks ten languages



## Lesson 2 objectives

At the end of this lesson, you will be able to…

* talk about languages and how they are learned.
* make a personal language learning plan.

## Activate

Discuss with a partner. Share your answers with the rest of the class.

* Do you know anyone who speaks more than one language? How many languages do they speak?
* How do people who learn many languages do it?

## Learn

1. Listen to Andrew talking about the languages he speaks. How did he learn so many languages? Compare your answers as a class.



1. Andrew gives us four tips. Listen again and work with a partner to fill in the table.

|  |  |  |
| --- | --- | --- |
| **Tip** | **Why?** | **Practical application** |
| 1. Find similarities between your mother tongue and the new language. | It makes it easier to remember words and phrases, and to understand how the language works. | Find language that is the same. For example, the phrase *tengo que…* is almost the same as *I have to…* |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |

Read the audio script at the end of this Module to check your answers.

## Do

1. Look at Andrew’s personal learning plan for Polish: a new language he is learning. Work with a partner. Fill in the spaces using the information from the audio.

**Objective:** I am going to get to Common European Framework level A2 (Elementary) in Polish in 180 hours of study (one year).

|  |  |
| --- | --- |
| **Action** | **How?** |
| Find words and phrases that are similar between Polish and English | Create a section for cognates in my portfolio.    *Polish* *English* sok juice (succulent) dom house (domestic)  horyzont horizon |
|  | Note them down in my phone and review this list frequently. |
|  | Watch Polish movies and videos on the Internet in Polish every day. |
|  | Make friends in Poland on the Internet and chat with them in Polish. |

**Let’s use it!**

1. Write your own personal learning plan for English in your portfolio. Use the template from Activity 3.

**How did I do? Evaluate yourself.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **I can’t yet…** ☹ | **More or less (-)** | **Yes, I can!** 😊 | **If you need help, go to…** |
| I can talk about tips for how to learn languages. |  |  |  | Activity 2 |
| I can make a personal learning plan. |  |  |  | Activities 3 & 4 |

**I can learn!**

Research shows that learners who take responsibility for their learning learn faster.

Did you know that many language learners learn a second language without a teacher? This is because they teach themselves using the tips that Andrew talked about in the audio.

Imagine! No English classes. You teach yourself.

Discuss with a partner. What are you going to do when this course is over to continue learning English without your teacher? Compare your answers with the class.

# Lesson 3 – English for IT



## Lesson 3 objectives

At the end of this lesson, you will be able to…

* talk about how English for IT is different from general English.
* use some of the terminology and grammar of English for IT.

## Activate

1. Work with a partner. Using your ideas, try to answer the following questions.

* What is English for Information Technology (IT)?
* How is English for IT different from general English? • What are the special features of English for IT?

## Learn

2. Listen to a university language center teacher talking about learning English for IT to some new students. Answer the questions in the Activate section with the information you hear.

## Do

1. Work with a partner. Listen again and decide if the following sentences are TRUE or FALSE.

* 1. English for IT is the same as general English.
  2. Learning English for IT helps you to work more effectively in the IT industry.
  3. English for IT contains very specific vocabulary.
  4. English for IT has the same grammar as general English.
  5. It is normal to learn the English for writing contracts on a general English course.

Read the audio script at the end of this Module to check your answers.

**Let’s use it!**

1. Work with a partner. Choose one of the language areas that the teacher mentioned in the audio. Investigate on the Internet and teacher another pair what you learn. Ask your teacher to help you if necessary.

* Imperatives
* The passive voice
* IT terminology

**How did I do? Evaluate yourself.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **I can’t yet…** ☹ | **More or less (-)** | **Yes, I can!** 😊 | **If you need help, go to…** |
| I can talk about how English for IT is different from general English. |  |  |  | Activity 3 |
| I can use some of the terminology and grammar of English for IT. |  |  |  | Activity 4 |

**I**

**can communicate**

**!**

**Intonation in English**

Do you notice how the teacher’s voice rises

and falls when he speaks?

In English, our voice rises on the important word

)

s

(

in the sentence

,

then it falls gradually.

As a class, practice saying these sentences

Audioscript 1.3)

(

with your teacher.

Good morning!

Firstly, there is specific vocabulary that you need to learn.

# Lesson 4 – English and Spanish: Latin roots



## Lesson 4 objectives

At the end of this lesson, you will be able to…

* talk about the similarities between English and Spanish.
* use linguistic terminology (noun, verb, adjective, adverb).

## Activate

Discuss the following questions with a partner.

* Are English and Spanish similar? How?
* Why do you think there are similarities between English and Spanish?
* What are the differences between the two languages?

## Learn

1. Work with a partner. Read the following text. Identify one important similarity between English and Spanish and three differences.



Spanish and English are more similar than you might think. Few people realize that there are around 20,000 words between the two languages that are the same or practically the same. This is great news for Spanish speakers learning English because it means that people who speak Spanish already understand 20,000 words in English.

But why is this the case?

The answer is Latin. Latin was Europe’s lingua franca for 1,500 years (from the rise of the

Roman Kingdom in the 7th century before Christ and to the fall of the Byzantine Empire in the

1400s). Look at the map above. Do you notice that what is now England was part of the Roman Empire? This language from Rome had an enormous influence on all European languages: including English and Spanish and continued to be important until the end of the 18th century, long after the Roman Empire had fallen.

In this sense, the vocabulary of Spanish and English are profoundly similar due to the Latin influence. For example, the words “international”, “attention” and “basic” are the same or practically the same in both English and Spanish. And there are thousands of words like these. We can see differences in the words coming from old German and old Swedish. These two languages had an enormous influence on English and none at all on Spanish. Words like “get”, “house” or “come”, for example, do not come from Latin and cause difficulties for Spanish speakers. This is what makes many words in English difficult to understand for Spanish speakers. Furthermore, Latin grammar had very little influence on English, which was originally a Germanic language. So, the grammar of Spanish is very different from the grammar of English. In Spanish, we conjugate the verbs for example, while in English there is almost no conjugation.

Another important difference between the languages is the pronunciation. The word “international” sounds very different in English compared with Spanish, for example. This is because English has twelve vowel sounds and Spanish has five. There are some sounds in English that do not exist in Spanish. This means that the word “international” in English has sounds that do not exist in Spanish.

|  |  |
| --- | --- |
| **Similarity** | **Differences** |
| 1. | 1. |
|  | 2. |
|  | 3. |

## Do

1. Work with a partner. Look at the text again. Find an example for each of the following. Use the words in the box to fill the spaces.

international house conjugate

get similar practically come

sound different exist enormous

influence European grammar originally

* 1. Verbs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  2. Nouns \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  3. Adjectives \_\_\_\_\_\_\_\_\_\_\_\_
  4. Adverbs \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Let’s use it!**

1. Work with a partner. Write a glossary of useful cognates between English and Spanish in your portfolios. Make sure to mark if the word is a noun, a verb, an adjective, or an adverb.

**How did I do? Evaluate yourself.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **I can’t yet…** ☹ | **More or less (-)** | **Yes, I can!** 😊 | **If you need help, go to…** |
| I know what a verb, a noun, an adjective, and an adverb are. |  |  |  | Activity 2 |
| I can create a glossary. |  |  |  | Activity 3 |

|  |
| --- |
| **I am competent!**  Knowing language terminology such as adverb or adjective helps you to analyze the language and this makes it easier for you to understand and learn it.  Work with a partner. Do you know the terminology in Spanish for the following words, i.e. which are nouns, verbs etc.?  casa redactar celular maravilloso súbitamente |

# Lesson 5 Product lesson

English is the first language in many different countries around the world. These countries are Australia, Canada, India, New Zealand, the Republic of Ireland, the United States of America, and the United Kingdom.



Work with a partner. Use the Internet to research about English as a world language. Post what you find out on the class Wiki. Be sure to include images and to include the following information.

* The countries where English is spoken as a first language
* The cultural differences between the countries
* The differences between the varieties of English
* How English is changing
* The influence of American English on British English

## Evaluate the product lesson

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Could be better** ☹ | **More or less**  **(-)** | **Yes, we did it!**  😊 | **What we can do next time to improve** |
| My partner and I worked well as a team. |  |  |  |  |
| Our product was interesting for the rest of the class. |  |  |  |  |
| We learned something that we can apply to our real lives. |  |  |  |  |
| We used our research skills effectively. |  |  |  |  |
| We learned about other countries and cultures. |  |  |  |  |
| We learned the names for different countries and nationalities in English. |  |  |  |  |

**I am competent!**

Learning about other countries and other cultures helps us to grow as people. Being able to see how other people think and act differently from us and accepting these differences is a useful business competency. It is called intercultural competency.

Intercultural competency helps us to do business with people from other countries and to work with people from our own country who think or act differently from the way we do. If we can work with people who are different from us, we can do business and we can be successful.

Discuss with a partner.

When you were researching about English-speaking countries, did anything about their cultures surprise you? If so, why? Is the cultural difference you identified good, bad or just different?

### Audio scripts

[Audio script 1.1]

Hi! My name is Andrew and I’m here to tell you about how I learned 10 languages. At home,

I learned to speak English with my family but I also speak French, Spanish, Portuguese, German, Mandarin Chinese, Japanese, Italian and Turkish. How did I learn so many languages you may ask? Well, I’m here to give you some tips you can use to help you with your language learning.

The first thing you should do is look for similarities between your mother tongue or other languages you know and the language you are learning. If you can find things in the new language that you already know then it will make it easier for you to understand how it works and to remember words and phrases. For example, the Spanish word “diez” is very similar to the French word “dix” and they both mean the number “ten”. The Spanish phrase “Tengo que..” is practically the same as the English phrase “I have to…”; both languages use the verb to have to express obligation. The Spanish phrase for the future “voy a…” is the same in English “I am going to…”.

Another tip I can give you is that you should write down new words and phrases you learn and memorize them. Languages contain thousands of words and phrases and part of learning a language is memorization.

This leads me onto my next to, which is to expose yourself to as much of the target language as possible. Watch as much TV and read as many books in that language as possible. Try to read articles on the Internet in the language you’re learning and watch as many movies and listen to as many songs as possible.

Another thing that is really important when you learn a second language is to find opportunities to practice. Make the language yours! It needs to be your language. Make friends from the countries where the language you’re learning is spoken and chat with them on the Internet. Try to go on vacation to that country if possible. Write emails and work reports in the language you’re learning. Actively participate in conference calls. Anything you can do to actually use the language is useful.

Finally, put all of what you’re going to do into a plan. I always make a plan for myself when I’m learning a new language and I decide what level I’m going to reach in that language in six months. This motivates me to keep going. Having clear why you’re learning the language is incredibly important.

[Audioscript 1.2]

Good morning! And welcome to our language center. I’m going to explain to you today a little about our English for IT program. Firstly, it’s important to mention that IT means information technology. Information technology is all the technology related to computers and data systems. Now, you might think that all English is the same, but actually when you’re working with computer systems, you need to learn a special kind of English.

Firstly, there is specific vocabulary that you need to learn. For example, you need to know what a SQL backend is. Or a zipcode textbox. Or a platform. Or a bug.

Secondly, the grammar that we use in English for IT is a little different from the grammar we use for general English. For example, we use imperatives a lot to give instructions. We also use the present simple tense and the present continuous frequently. The passive voice is also used a lot when we write documentation. So, it is important for IT professionals like yourselves to master this specific grammar.

Finally, our program focuses on the functional language you need to operate efficiently in specific situations. You may need to write contracts or service level agreements. Or you might need to participate in conference calls and meetings. You also need to master specific skills such as negotiation or problem solving.

So, as you can see, our course will give you the specific language and skills you need to work as an IT professional in a business world that speaks English.

[Audioscript 1.3] Good morning!

Firstly, there is specific vocabulary that you need to learn.

[Audioscript 1.4]

international internacional