

## Unit 1: A World of English

### An English Speaking World

#### Keywords

acquire	equivalent	estimate	exposure	multiple
per	regional	researcher	retain	struggle

#### Chapter 1: The Team Studying Languages

In a big city, there was a university where a group of people studied languages. They were very interested in English. Dr. Maya, a woman who loved languages, led this group. She said, “We need to find out how many people are learning English and how they **acquire** it.” So, the team started to look for information everywhere. They checked in schools, on the internet, and in places where people learn languages. What they found was very surprising. In many countries, a lot of people were learning English quickly.

The team wanted to know why so many people were learning English. They **estimated** that for many people, knowing English could help them get better jobs. For them learning English was **equivalent** to getting some other skill such as driving a car or writing computer code. For others, it was a way to talk to people from around the world.

After they finished their study, Dr. Maya and her team shared what they learned with others. They talked to teachers, people who make decisions about schools, and people who liked languages. At their talk, people listened carefully. Everyone agreed that English is more than just a language. It’s a way for people from different cultures to share ideas and be friends.

#### Chapter 2: The Classroom Around the World

In a different part of the world, there was a classroom full of students. These students came from **multiple** places. They all spoke different languages at home, but they were learning English together. Their teacher, Mr. Lee, was a kind man who loved teaching English. He believed that hearing and speaking English a lot would help his students learn it better.

One of his students, Ana, found it hard to **acquire** English. She was quiet and often worried about making mistakes. She **struggled** to learn. Mr. Lee saw this and wanted to help her. He said, “It’s okay to find it hard. Every time you make a mistake, you learn something new.” Ana listened to Mr. Lee and started to try more. Slowly, her English got better.

As time went on, Ana became more confident. She started to speak English more and even helped her classmates. She said, “I used to be nervous about speaking English. But now, I love it. I have friends all over the world.”

One day, Mr. Lee had an idea. He said, “Let’s talk to other students around the world who are learning English too!” So, they used their computers to talk to a classroom in another country. The students were excited to meet new friends who were learning English just like them. In this other classroom, the students had their own stories. Some of them were learning English to go to college. Others wanted to travel to different countries. They all shared their dreams and why learning English was important to them.

Mr. Lee smiled as he watched his students. They learned more than just a language. They learned about friendship and understanding people with **regional** differences. Mr. Lee was proud of his students. He said, “You are not just learning a language. You are becoming part of a big, worldwide family.”

### Chapter 3: Hiro's Journey with English

Far away in another country, there was a young boy named Hiro. He lived in a small town where not many people spoke English. Hiro wanted to learn English, but there were no English schools nearby, and it was difficult for him to get **exposure** to English. So, he decided to use his phone to learn. Hiro found an app with fun games and stories in English. Every day, after school, he played these games. They helped Hiro learn new English words and how to say them. Not only did Hiro use the app, but he also loved watching movies and listening to songs in English.

Hiro's parents saw how much he liked learning English. They were very proud of him. After a few months, Hiro could understand a lot of English. He started watching English TV shows and understood most of what they said. He even began to read simple English books. This helped him to **retain** the English words he had learned.

Hiro's English got better and better. He started to write his own stories in English. His dream was to write a book in English one day. His father said, "Hiro, you are connecting with the whole world by learning English." Hiro felt happy and proud. He knew that learning English was not just about words. It was about understanding people from different places. He thought, "English is **equivalent** to a key that opens many doors." Hiro's story showed that anyone, anywhere, could learn English. All they needed was curiosity and the willingness to try.

### Chapter 4: A World Together

Back at the university where Dr. Maya and her team of **researchers** worked, they planned a big event. They called it the "Language Festival." This festival was for people from all over the world to come and share their love for languages, especially English. On the day of the festival, the university was filled with colorful decorations. There were booths for different languages, but the English booth was the busiest. People were excited to talk about how they learned English and what it meant to them.

At the English booth, there were pictures and stories from people who learned English. Some stories were about how they kept remembering English words. Others talked about how English helped them in their jobs. A girl from Spain said, "I can talk to people from so many countries now. It's like I have friends everywhere." It showed how learning English brought people together.

After the Language Festival, Dr. Maya sat in her office at the university. She thought about everything she had learned. "English is more than just words," she thought. "It brings people from all over the world closer together."

In Mr. Lee's classroom, the students were learning about different countries. Mr. Lee said, "With English, we can learn about many places and people." The students were excited. They liked hearing stories from around the world.

Far away, in Hiro's home, he was now watching English news on TV. He understood most of what was said. He told his dad, "I know what is happening in the world because of English." His dad was very proud. He said, "English opens a big door to the whole world for you."

### Chapter 5: Looking to the Future

After all the exciting events, Dr. Maya and her team at the university were thinking about the future. They looked at their research again. They saw that in a few years, more people would learn English. English was becoming a big language for the whole world.

In Mr. Lee's classroom, the students were also thinking about the future. They talked about what they wanted to do when they grew up. Many students said that knowing English would help them. Some wanted to be doctors, teachers, or engineers. Others dreamed of traveling to different countries. They all knew that English would help them reach their dreams.

Far away, Hiro was still learning English. He had a big dream. He wanted to write a storybook in English. He started writing a page or two **per** day. He wrote about his town, his friends, and the adventures they had.

Dr. Maya's team started a new project. They wanted to help more people learn English, no matter where they lived. They made videos and wrote books. They shared these online so everyone could use them. They also talked to people who made decisions about schools. They said, "Let's make learning English fun and easy for everyone."

Dr. Maya, Mr. Lee, Hiro, and all the people who loved English saw how much it helped. They were happy to see more people learning English. They knew it was making the world a better place. And so, in this big world, English was a light that helped people see each other better. It helped them understand and care for each other. English was not just a language. It was a way to bring the world together.

## Questions

1. Where does the story begin?
  - A) In a small town
  - B) In a big city university
  - C) At a language festival
  - D) Online through an app
2. What was Dr. Maya's initial goal?
  - A) To teach English globally
  - B) To understand why English connects cultures
  - C) To make English easier to learn
  - D) To find out how many people are learning English
3. What is NOT mentioned as a method of learning English?
  - A) Using apps
  - B) Watching movies
  - C) Interacting with native speakers daily
  - D) Reading books
4. How did Ana initially feel about learning English?
  - A) Nervous
  - B) Indifferent
  - C) Excited and confident
  - D) Proficient and bored
5. How did Hiro start his English learning journey?
  - A) By moving to an English-speaking country
  - B) Through school lessons
  - C) By hiring a private tutor
  - D) Using a learning app on his phone
6. What was the main theme of the "Language Festival"?
  - A) Sharing the love for languages, especially English

- B) Celebrating the university's achievements
  - C) Showcasing various language learning technologies
  - D) Competing in English language games
7. Which character showed significant personal growth in learning English?
- A) Dr. Maya
  - B) Hiro
  - C) Mr. Lee
  - D) Ana
8. What did Hiro dream of doing with his English skills?
- A) Teaching English
  - B) Writing a book in English
  - C) Becoming a translator
  - D) Starting an English language school
9. Why is English considered more than just a language by Dr. Maya and her team?
- A) It is complex to learn.
  - B) It connects people and cultures globally.
  - C) It is the only language needed for travel.
  - D) It has the largest vocabulary.
10. What was the team's hope for the future of English learning?
- A) That it would become less popular
  - B) That technology would replace traditional learning methods
  - C) That everyone, regardless of location, could learn it
  - D) That English would become the only global language

### Vocabulary Review

**acquire:** to get something

Example: "We need to find out how many people are learning English and how they **acquire** it." (Chapter 1)

**equivalent:** same as something else

Example: For them learning English was **equivalent** to getting some other skill such as driving a car or writing computer code. (Chapter 1)

**estimate:** to make a good guess

Example: They **estimated** that for many people, knowing English could help them get better jobs. (Chapter 1)

**exposure:** when you see or hear something a lot

Example: Hiro wanted to learn English, but there were no English schools nearby, and it was difficult for him to get **exposure** to English. (Chapter 3)

**multiple:** many

Example: These students came from **multiple** places. (Chapter 2)

**per:** for each

Example: He started writing a page or two **per** day. (Chapter 5)

**regional:** about a certain place

Example: They learned about friendship and understanding people with **regional** differences. (Chapter 2)

**researcher:** a person who looks for information

Example: *Back at the university where Dr. Maya and her team of **researchers** worked, they planned a big event.* (Chapter 4)

**retain:** to keep

Example: *This helped him to **retain** the English words he had learned.* (Chapter 3)

**struggle:** to try very hard to do something

Example: *She **struggled** to learn.* (Chapter 2)