

*English
Any Time*

John Dougill



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Lingual House

To Amanda
with thanks for her support

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First published 1987

Lingual House

Beavor Lane, Hammersmith, London W6 9AR

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British Library Cataloguing in Publication Data

Dougill, John

English any time.

1. English language—Text-books for foreign speakers

I. Title

428.2'4 PE1128

ISBN 0 86270 928 8

Typeset in 10pt Plantin by Oxprint Ltd, Oxford
Printed in Great Britain

Introduction: English Any Time

- What is it?** *English Any Time* is a set of 32 ready-made lessons that can be used in any order and independently of each other. The book can be used either as a short course or for supplementary purposes.
- What level?** It is suitable for students at or approaching the Cambridge First Certificate Level.
- What does it consist of?** There are four sections focusing on different aspects of language learning, though there is a balance of activities within each unit.
- Section A focuses on reading comprehension.
 - Section B focuses on grammar.
 - Section C focuses on vocabulary development.
 - Section D focuses on communicative functions.
- What's in a unit?** Each unit provides a variety of exercises aimed at involving the students in the learning process and encouraging them to express themselves. The units are designed to be flexible and to leave scope for exercises to be omitted where desired. There is always one open-ended activity such as a discussion or role play, and there are follow-up exercises in each unit which can be done as homework or used for revision in a future class.
- What does the student get out of it?** The book is so designed that students can work through many of the exercises on their own. This means that students will benefit both in class (where faster students can do extra exercises if necessary) and out of the class, by doing further study at home.
- Finally, what is so special about the book?**
- 1 The book is self-explanatory and requires no preparation.
 - 2 It is self-contained and does not necessitate any aids.
 - 3 It contains authentic and motivating material.
 - 4 It is totally flexible in design and use.
 - 5 It provides more than enough for a lesson, leaving exercises on which students can work on their own.
 - 6 It can be used any time, any place!

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AIM:—practice in reading authentic English (sources: a teachers' handbook and magazine quiz)

—encouragement of language awareness

—discussion of how best to learn a language

Unit 1

SECTION A Comprehending

Learning Languages

1 INTRODUCTION

How many languages do you speak? How did you learn them? Is learning a language easier or harder than learning other subjects? What does successful language learning depend on?

2 READING FOR THE MAIN IDEA

The passage below is taken from a handbook for language teachers. It explains two processes, 'acquiring' and 'learning' a language. What is the difference between them and what are the problems with 'language learning'?

No-one knows exactly how people learn language although a great deal of research has been done into the subject. Certain theories have, however, had a profound effect upon the practice of language teaching (and continue to do so) and it seems sensible, therefore, to consider them.

Recently a distinction has been drawn between *acquiring* a language and *learning* a language, most notably by the American writer Krashen. He characterises the former as a subconscious process which results in the knowledge of a language whereas the latter, learning, is a conscious process which results only in 'knowing about' the language. Acquiring a language is more successful and longer lasting than learning.

What is being suggested is that second (or foreign) language learning needs to be more like the child's acquisition of his native language. Although there may be some limits on the language a child hears (see below), he is never consciously 'taught' it, nor does he consciously set out to learn it. Instead he hears and experiences a considerable amount of the language in situations where he is involved in communicating with an adult – usually a parent. His gradual ability to use the language is the result of many subconscious processes, based on the experiences in which he began to acquire – without consciously setting out to do so – the ability to enter linguistically into the communication. Traditional foreign language teaching, on the other hand, concentrated on getting the adult student consciously to learn items of language in isolation, often unconnected with any real communication situation. The focus was not on communicating, but on a piece of language which might later be used to communicate.

Many writers see this traditional approach to language learning as being mistaken since there is no guarantee that an item so learnt will be successfully used in communication or remembered for any length of time. Language has to be acquired as the result of some deeper experience than the concentration on a grammar point, just as it is when children learn their first language.

3 READING FOR
DETAIL

Fill in the table below with a tick (✓) in the relevant column. The first one has been done for you.

	'Acquisition'	'Learning'
a process of which the person is unaware	✓	
a process involving analysis of the language		
the language is more easily forgotten		
more like the way a child learns to speak		
the traditional way of teaching a language		
an emphasis on form rather than content		
allows for language to be 'experienced' as in real life		

4 READING FOR
LANGUAGE

Find the words in the text that correspond to the following. (Paragraph numbers are given in brackets.)

- 1 investigation to get further information on a subject (1)

2 deep; significant (1)

3 difference (2)

4 belonging to the country of one's birth (3)
- 5 happening slowly (3)

6 the emphasis (3)

7 certain outcome; an undertaking that something will definitely happen (4)

5 FURTHER
READING: QUIZ

The quiz on the next page is taken from the Sunday Times. You will find the answers and scores in the Answer Key. The following definitions and explanations may be helpful:

- hostile – unfriendly
- a mosquito – an insect that sucks blood and spreads malaria
- giant – very large
- to greet someone – to say hello

6 QUIZ:
CONCLUSIONS

Compare your score with others and tell each other what you thought of the quiz. Were there any questions that struck you as strange?

TEST YOUR APTITUDE FOR LEARNING A FOREIGN LANGUAGE

Try this quiz, specially designed by Dr Paul Meara, of Birkbeck College, London. Write your answers on a piece of paper, then add up your scores to find out how good a language learner you are likely to be.

1. Exhausted after swimming the river, Fred decided to get some sleep, but the boolies made it impossible, and even the smoke from his camp fire didn't keep them away.

What is a boolie?

- a) a hostile native.
- b) a giant mosquito
- c) a kind of noise.
- d) don't know.

2. A foreigner asks you the way in very bad English. When he doesn't

understand your reply do you

- a) say it again but louder?
- b) get irritated and give up?
- c) draw him a map?
- d) find out if he speaks another language you know?

**3. ek kum chuchu – the train is coming
ek namas chuchu – the train is very big
nek kum niva chuchu – the train isn't coming
nek namas niva chuchu – the train is quite small
ek chuchu – it's a train**

How would you say "it's not a train"?

- a) nek chuchu niva
- b) ek niva chuchu
- c) nek niva chuchu
- d) don't know

4. How many foreign languages can you greet someone in?

- 5. Your boss tells you that you have been chosen to go on a six month course to learn Japanese. Do you**
 - a) look for another job?
 - b) say they've chosen the wrong person?

c) worry a bit but reckon you'll cope?

d) can't wait to start?

6. What do other people think about the way you speak and write English?*

- a) they think I'm wonderful
- b) don't know
- c) depends on the situation
- d) people sometimes say I'm not clear

7. When did you last read a book for pleasure?

- a) yesterday b) can't remember
- c) last week d) last month

8. In one minute write a list of things you could do with a cabbage (apart from cooking or eating it).

9. Fill in the blank sentence below:
Momarory hobadod a lolitottotiole
lolamombob; hot'sos fofioleecoc
wowasos asos sosnonow.

- a) wowohitote
- b) white
- c) boblojacockok
- d) don't know

10. Are you male or female?

11. Are you under 19 years old?

* your own language (the quiz was intended for native English speakers)

Sunday Times

7 DISCUSSION

Write down whether you agree (✓) or disagree (×) with the following statements. Then discuss them with a partner.

- 1 It is quite possible to learn a language without learning any grammar rules.
- 2 Fluency is more important than accuracy.
- 3 Vocabulary is the most important part of language learning.
- 4 A monolingual dictionary is essential.
- 5 It is impossible to learn a language on one's own.
- 6 Learning a foreign language should not be a compulsory subject at school.
- 7 The older you get, the more difficult it is to learn another language.

8 FOLLOW-UP

Either: write your opinion of one of the statements in exercise 7.

Or: describe which aspects of language learning you like and which you dislike.

Or: make a list of seven tips for successful language learning.

AIM:—practice in reading authentic English (sources: a general interest booklet and a quiz)

—encouragement of greater awareness of the English language

—discussion of the English language

Unit 2 SECTION A Comprehending

The English Language

1 INTRODUCTION

Write down three words that come into your mind when you think of 'the English language'. Afterwards compare with others and see how much your ideas differ.

2 READING FOR THE MAIN IDEA

There are three main pieces of information about the English language in the text below and on the next page. What are they?

Some words about words

English is generally agreed to be the richest of the world's 3000 languages. The 12-volume Oxford English Dictionary lists 414,825 words, of which about 200,000 are in current use.

Three whole days would be needed to read the OED aloud from *A* to *zyx* (a dialect form of the verb 'to see'). It would take almost as long again to recite the 300,000 technical terms which English possesses, and which are not found in ordinary dictionaries.

Few other languages can match this word power. Chinese may come close – though no one has counted it satisfactorily. German has a vocabulary of only 184,000 words and French has fewer than 100,000.

English is also the second most widely spoken language. It is the mother tongue of 320 million people, compared with 550 million speaking Mandarin Chinese. English owes its exceptionally large vocabulary to the fact that, unlike many other languages, it has the capacity to borrow and absorb words from outside.

Jazz, aqualung, atomic, satellite, pop, garage, sputnik and bikini are eight of the many words which have come into use during this century. They have been taken or adapted from American Negro slang, Latin, French, Russian and the name of a Polynesian island.

The process of borrowing has been going on for more than 1000 years. When the Normans arrived in 1066, most people in England spoke Anglo-Saxon, an amalgam of various Teutonic languages with a vocabulary of about 30,000 words.

The Normans' language was a mixture of Latin and French, and it took about 300 years for the two streams to blend into the forerunner of

modern English. Today, there are roughly as many Latin and French words in the language as there are Anglo-Saxon, though in conversation we tend to use four times more Anglo-Saxon words than Latin or French ones.

When we speak of *kings, queens, lords, ladies and earls* we are using words of Anglo-Saxon origin. *Countess, peer, prince, duke and duchess* were introduced by the Normans. *Town, hamlet, hall and house* are Anglo-Saxon. The Normans gave us *city, village, palace and mansion*.

In the Middle Ages, the revival of learning brought the introduction of many words drawn from classical Latin and Greek. *Genius and drama* were taken from Greek in 1513 and 1515 respectively – some 50 years before the birth of England's genius of the drama, William Shakespeare. The classical languages have been a fruitful source ever since.

Oddities

3 READING FOR DETAIL

Decide if the following are true (T) according to the text. If the information is false or not stated in the text put false (F).

- 1 As well as all the words in the *Oxford English Dictionary*, there are another 300,000 technical terms.
- 2 It would take nearly three days to read out all these technical terms.
- 3 Chinese has probably got more words than English.
- 4 English has borrowed more words than any other language.
- 5 The English language did not exist in 1100.
- 6 Most of the words in spoken English have Latin or French origins.
- 7 Shakespeare was responsible for the fashion of borrowing from the classical languages.

4 READING FOR LANGUAGE

Find the words in the text that correspond to the following. (Paragraph numbers are given in brackets.)

- | | |
|----------------------------|---|
| 1 commonly accepted (1) | 6 to make use of in a changed form (5) |
| 2 to equal (3) | 7 of different types (6) |
| 3 one's first language (4) | 8 approximately (7)
(not about) |
| 4 out of the ordinary (4) | 9 rebirth; renewal (9) |
| 5 ability (4) | 10 the place from which things
originate (9) |

5 ENGLISH LANGUAGE QUIZ

Work with a partner answering the following questions, then check your score in the Answer Key. (There is a possible maximum of 45 points.)

1. The words on the left are Saxon in origin. Match them with their Latinate equivalents on the right.

- | | |
|---------------------------|-----------------|
| a) to put (the match) off | A) perspiration |
| b) to breathe in | B) to finish |
| c) the way out | C) to commence |
| d) sweat | D) to postpone |
| e) to start | E) exit |
| f) to end | F) to inhale |

2. Latin itself has been incorporated into the English language in some cases, as in the abbreviations below. You may not know what they stand for in Latin, but can you explain their meaning?

- | | | | |
|---------|---------|---------|---------|
| a) e.g. | b) i.e. | c) etc. | d) P.S. |
| e) a.m. | f) A.D. | g) c.v. | |

3. English has changed considerably over the years. Here are three quotations from Shakespeare (1564–1616). What would the words in *italics* be in modern English?

- Romeo! Romeo! Wherefore *art thou* Romeo?
- That will be *ere* the set of the sun.
- How can'st thou *hither*?

4. Because of the different influences, the pronunciation and spelling of English can appear irregular, even bizarre. George Bernard Shaw, for instance, reputedly asked how one might pronounce 'ghoti' if the **gh** was pronounced as in 'cough', **o** as in 'women' and **ti** as in 'station'. How would it be?

5. Match the following words with their parts of speech.

- | | |
|--------------|--------------------------|
| a) happiness | A) intransitive verb |
| b) to hear | B) preposition |
| c) a nail | C) article |
| d) behind | D) uncountable noun |
| e) to listen | E) adverb |
| f) quick | F) transitive verb |
| g) quickly | G) adjective |
| h) we | H) countable noun |
| i) because | I) pronoun |
| j) a | J) conjunction/connector |

6. Prefixes and suffixes can sometimes give us a clue to the meaning of a particular word. What do they suggest in the following groups of words?

- Buddhism, communism, atheism
- pre-historic, pre-Christian, prenatal
- overeat, overcooked, overtime
- disobey, disadvantage, disable
- homeless, hopeless, penniless
- ex-Prime Minister, ex-teacher, ex-employee
- warmish, reddish, eightish
- misspell, mispronounce, mistreat

7. Would you say each of the sentences below is slang, formal, or literary?

- a) The colours of the sunset spreading over the meadow seemed to promise a brighter tomorrow.
- b) Belt up, will you! I'm trying to watch the telly.
- c) Mr and Mrs C. Fitzwilliams have the pleasure of requesting your company on the occasion of their fortieth wedding anniversary.

8. There is some truth in Oscar Wilde's supposed saying 'Britain and America are two nations separated by a common language'. What are the British equivalents for the following American words?

- | | |
|----------------------------|-----------------|
| a) a cookie | f) garbage |
| b) candy | g) gas/gasoline |
| c) a drug store | h) a movie |
| d) fall (the time of year) | i) an elevator |
| e) a freeway | j) pants |

9. Here is some advice about using English. However, each sentence is wrong in some way. Can you correct the errors?

- a) Verbs has to agree with their subjects.
- b) It's important to spell correctly.
- c) Punctuation, can be a problem especially commas and full stops
- d) Because each sentence must be complete.
- e) Getting right the word order is important.
- f) Don't speak nor write no double negatives.
- g) Sometimes Foreigners put capital letters where english people wouldn't.
- h) Pronouns should agree with the noun or phrase it is referring to.
- i) Knowing where to use definite article in English is never easy.
- j) There is two errors in this sentence.

6 DISCUSSION

Write down whether you agree (✓) or disagree (×) with the following statements. Then discuss them with a partner.

- 1 English is more difficult to learn than other languages.
- 2 English does not sound as nice as other languages.
- 3 The reason for English becoming an international language is because of America.
- 4 English is not logical.
- 5 English is the best language for pop songs.
- 6 In the future everyone will be able to speak English.

7 FOLLOW-UP

Either: write your opinion of one of the statements in exercise 6.

Or: describe some of the differences you have noticed between your language and English.

Or: make a list of examples of the way in which English differs from your language.

AIM:—practice in reading
authentic English
(source: a formal letter)
—presentation of
language related to
educational systems
—discussion of
educational issues

Unit 3 SECTION A Comprehending

Education

1 INTRODUCTION

There is an English saying:

Schooldays are the happiest days of your life.

What do you think of the saying? In what ways is it true and in what ways untrue?

2 READING FOR THE MAIN IDEA

Opposite is a letter to parents of pupils at a school. Before you read, look at these questions and be ready to answer them afterwards.

Why has the letter been written?

Is there anything that would be different in your country?

3 READING FOR DETAIL

Mrs Huggins has a daughter called Eva. When she gets the headteacher's letter, she makes the following notes. However, she makes some mistakes. Correct them for her.

Take Eva to meet teachers on July 3rd at 2.30.
She'll probably have something to eat and drink.
Collect her at 3.30 from school gates.
Packed lunches at £3 a week.
School uniform: guidelines £1.95 from school.
Parents' Association: must be active to join.
Opportunities through the year to meet staff.
Don't expect teachers to be always free to discuss things.

4 READING FOR LANGUAGE

Find the words in the letter that correspond to the following. (Paragraph numbers are given in brackets.)

- | | |
|---|---|
| 1 very pleased (1) | 5 bought (4) |
| 2 improving in quality (1) | 6 (the act of) asking someone's advice or opinion (6) |
| 3 looking after the financial situation (3) | 7 beforehand; before the time concerned (6) |
| 4 advice about what procedure to follow (4) | 8 whenever desired (6) |

Kirktown Middle School,
London Road,
Kirktown

Tel. Kirktown 97893

June 19--

Dear Parents,

New Entrants - September 19--

We are delighted to welcome your child as a new entrant to the school and hope that he/she will find the four years here an enriching experience.

It is our custom to invite all new first year pupils to spend an afternoon in school to meet their new teachers and to visit their classroom and specialist areas. We hope also to have some refreshment during the afternoon. This will take place from 2.30 p.m. on Tuesday, July 3rd. We would be very grateful if you would give your child clear instructions about getting home at 3.30 p.m. You are most welcome to come in to school to collect your child if you would like to.

The school offers excellent lunches but a packed lunch may be brought if you prefer. We would prefer lunches to be paid for weekly from September as this makes accounting easier in the office. The cost at present is £3 per week.

We would be very glad if you would respect the guidelines concerning uniform - school ties can be purchased from school at a cost of £1.95.

The Parents' Association is very active and we hope you will be able to join in the different events organised during the year.

Staff are available for consultation at regular intervals during the year but please do contact us whenever you feel you need to discuss any aspect of your child's wellbeing at school. A telephone call or letter in advance is very helpful as staff have very heavy teaching loads which make it impossible for them to be available on demand.

We look forward very much to working in partnership with you.

Yours sincerely,

Jean Bishop

Jean Bishop (Mrs)
Headteacher

5 COMPARISON

Look at the following information about the educational system in England and say (or write) how it differs from the system in your country.

- 1 In Britain all children have to attend school between the ages of 5 and 16.
- 2 About a quarter of all children attend a nursery school before the age of 5. Some nursery schools are private and some are state-run.
- 3 Primary school lasts for at least four years, usually six.
- 4 Some parts of Britain have middle schools which take children aged 9 to 13.
- 5 At secondary school students prepare for examinations. These are usually taken at 16, and grades (not marks) are awarded. These exams (known as 'O levels' but now being changed to 'GCSEs') usually include English, Maths, French and two or three other subjects.
- 6 If students wish to stay on at school, they can do more examinations at the age of 18. These are called 'A levels' and are only done in two or three different subjects as a rule, so British students begin to specialize quite early – at 16 in fact.
- 7 Entrance to university is very competitive, and only those with the best A level results get accepted. About 8% of students get into university or higher education. Courses normally last for three years, though certain subjects, such as medicine, can take longer.
- 8 If students finish thier university course successfully, they are awarded a degree, usually a Bachelor of Arts (B.A.) or Bachelor of Science (B.Sc.). If their first degree is good enough, students can go on to do a postgraduate degree, such as a doctorate (Ph.D.) which usually takes at least three years.
- 9 There are several other forms of higher education, such as polytechnics, which are more career oriented, Colleges of Art, Colleges of Education (for training teachers) and other colleges that give specialist training.
- 10 There also exist various forms of private education, including the well-known public schools. In fact only 6% of all students go to private schools.
- 11 Corporal punishment still exists in some schools, although its use is on the decrease. Not many schools have a school uniform: it's up to the headteacher.
- 12 There are three terms a year (autumn, spring and summer). The normal school day is 9–3.30, Monday to Friday.

6 DISCUSSION

Write down whether you agree (✓) or disagree (×) with the following statements. Then discuss them with a partner.

- 1 Children should start school at the age of three.
- 2 Young people should be allowed to leave school at 13.
- 3 Exams are still the best way of deciding how good a student is.
- 4 Sport should be compulsory.
- 5 There should be fewer theoretical subjects like history and more practical subjects like carpentry and car maintenance at school.
- 6 Good teachers are born, not made.
- 7 'Nothing that is worth knowing can ever be taught.' (Oscar Wilde)

7 FOLLOW-UP

Either: write your opinion of one of the statements in exercise 6.

Or: write a short description of the educational system in your country (along the lines of exercise 5).

Or: prepare a questionnaire about attitudes to various aspects of school (for example: What is/was your favourite lesson? Why? What do you like most about school? What do you think makes a good teacher?).

AIM:—practice in reading authentic English (source: an election leaflet)

—presentation of language related to politics

—discussion of political matters

Unit 4 SECTION A Comprehending

Politics

1 INTRODUCTION

There are four main political parties represented in the British parliament. Look at the table below and compare with your own country.

Left-wing	Centre	Right-wing
the Labour Party (socialists)	the Liberals the Social Democrats } the Alliance	the Conservatives (Tories)

2 READING FOR THE MAIN IDEA

Opposite is a leaflet for a candidate who stood for parliament in the General Election of 1983. Summarize his argument for voting for the Alliance in one sentence.

3 READING FOR DETAIL

Decide if the following are true (T) according to the leaflet. If the information is false or not stated in the text put false (F).

- 1 Since the war there have only been two parties that have held power in Britain.
- 2 Britain has the highest number of unemployed people.
- 3 Class divisions are being overcome.
- 4 Until 1979 (four years before the leaflet) Britain's economy was improving at an average rate of 4%.
- 5 The money from North Sea oil has prevented a decline in living standards.
- 6 The Labour Party's policy includes plans for the state to take over many industries.
- 7 Many leaders of the Labour Party do not agree with their party's policy.

4 READING FOR LANGUAGE

Find the words in the text that correspond to the following. (Paragraph numbers are given in brackets.)

- | | |
|--|---|
| 1 needing quick attention (1) | 5 very big (4) |
| 2 to overcome; to be in control of (2) | 6 become twice as big (4) |
| 3 relative speeds or levels (2) | 7 not moderate; going beyond certain limits (5) |
| 4 in a regular and constant manner (4) | 8 putting an end to; doing away with (5) |