Breakthrough to Learning

A course in Language across the Curriculum

(Formerly Illuminating English)

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Book 1: Language Awareness

Breakthrough to learning

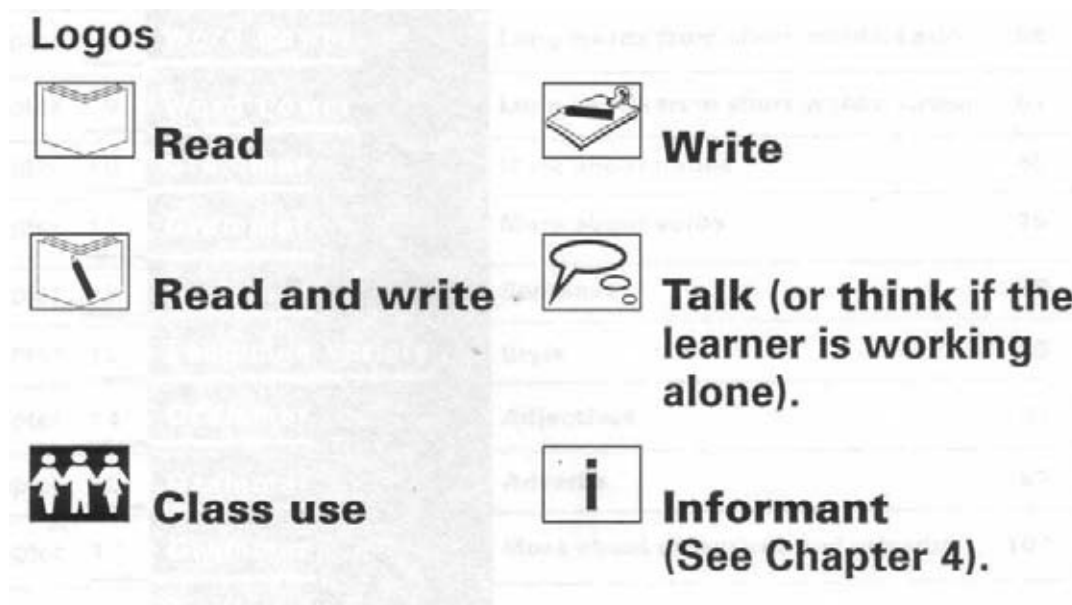This page has been deliberately left blank to retain the book formatting

How to use this book

Learning and Teaching

The books in this series are designed for learners working through them in pairs.

They can also be used by people working on their own

Apart from the book, learners need only a pen (or pencil) and exercise book (or paper).

Logos

	Read		Write
	Read and write		Talk (or think if the learner is working alone).
	Class use		Informant (See Chapter 4).

Core and Extension

Learners working as part of a class work at different paces. Each chapter has a **core** component, which many learners finish in about an hour.

The **extension** component consists of additional activities which will interest the learners who have finished the **core.** It also provides opportunities for the teacher to bring the class together in activities such as games or role play.

Marking

There is no marking except for what the teacher does going around the class.

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Contents

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Theory

(1) Everyday Language and the Language of Learning

All human beings, educated and uneducated, use language. We do not need to go to school to learn the most important variety of language - the language of everyday life.

We go to school to learn an extra variety of language - the abstract language of learning. This is based on reading and writing, and, in its turn, is the foundation for the further abstractions of mathematics.

The author of this course has described the linguistic features that enable people to move from everyday concrete language to the abstract language of learning. And what can be described can be taught. Hence this course.

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2) Applied Linguistics

Applied Linguistics is the name given to the well-financed highly successful field of Teaching English as a Foreign Language. It is based on the fact that, using the rapidly expanding knowledge of Modern Linguistics, language can be described and systematically taught.

This course brings the insights and methods of Teaching English as a Foreign Language to mainstream British education. Academic English is the language people need to be successful in education across the curriculum. The success of the first edition of the course shows that this can be analysed and systematically taught.

Practice

Success of First Edition

The three books of this course were first trialled and then used systematically from 1983 to 1991 in a comprehensive school in Wigan.

The effect on the academic performance of students was dramatic: the proportion of students gaining 5 G.C.S.E.'s grades A-C increased from near the national average of 30% in 1988 to 55% in 1991 - 50% more than the national average.

The interest aroused by the success of the course means that the first edition has almost sold out. This makes a reprint urgent.

Second Edition

It would be foolish to make radical changes to so successful a course. Hence the books remain substantially the same. However, the opportunity has been taken to make the following improvements:

Change of Title

The old title - *Illuminating English* - was deliberately ambiguous: the course illuminates the mechanisms of the English language and, in turn, the English language (for English speakers) illuminates the world.

However, in the context of secondary schools, the title suggested that the course is mainly the responsibility of the English Department.

This is not so. The theory underpinning this course is that of Applied Linguistics. Most traditional English Departments work in the very valuable but utterly different framework of language for personal growth. English teachers are usually no better equipped than any others to teach this course.

Indeed, because the concepts contained in the course are so new, it is essentially designed for self-access by students. Any teacher can administer it and in a variety of ways to suit her/his own teaching style.

Language across the curriculum is the responsibility of **all** teachers.

E2L Students

The pupils in the school in Wigan where the course was trialled were all native speakers of English.

It has since been found, from using the books in a number of multicultural schools in Birmingham, that the course is equally suitable for students for whom English is a second language. The first results - as measured by the improvement in verbal I.Q. - are very positive.

Some small changes have been made to this edition to meet some of the extra problems of pupils for whom English is a second language. (Second language learners find some aspects of the course easier than native speakers, of course

Adults

Informal trials with adults who failed in school have been extremely encouraging: two who had been in the bottom English stream in school have gained University degrees after working through the course.

On the basis of this experience small stylistic changes have been made to meet the expectations of older people - without detracting from its appeal to young people in secondary schools.

Book 1: Language Awareness

A Foundation Course

Students who have worked through some or all of Book 1 are equipped to tackle the work on abstract language in Books 2 and 3.

The National Curriculum

The course meets most of the demands of the National Curriculum for explicit knowledge about language up to Key Stage 5.

Contents

1.   Grammar: how the sentence works

2.   Word-Power: the Latin and Greek roots of academic English

3.   Language Variety: in the world and in Britain

*

Building Confidence

A major aim of the course is to give all students confidence in speaking their own variety of English. Our mother tongue gives us our identity and nothing is more undermining to students' positive attitude to school than the devaluing of the speech of home.

The first grammar lessons give students a metalanguage to describe the rich varieties of English: dialects, creoles ("patois") and the different variations of English spoken as a second language. This study makes it clear that all languages and all varieties of English are equally complex and equally valuable.

At the same time the course illuminates the special role of Standard Written English as the vehicle of education.

E2L Students

Many of the young people in our schools move freely in two or more languages. Yet the school system gives little value to this linguistic expertise.

This book uses the skills and knowledge of such students as an invaluable resource in exploring the mechanics and varieties of language.

Multi-Cultural Education

Multi-cultural classrooms have a rich source of linguistic knowledge ₂ their own students. Such a resource is unavailable to monolingual and monocultural classrooms.

Wigan is a singularly monocultural area and one of the aims of the original course was to widen the linguistic horizons of the students there. For such students and for students working alone information about the grammar and writing of 8 languages from across the world is included.

Foreign Language Learning

The formal trials in Wigan were undertaken because of the unlooked for success of the first informal use of the materials in increasing students' scores on the York Language Aptitude Test.

Work in London has shown that foreign language learning - a notoriously unsuccessful area in this country - is improved by Language Awareness courses.

The difference between this course and other Language Awareness courses is that this one is directed primarily towards language across the curriculum, and its effectiveness in facilitating foreign language learning is a fortunate by-product.

Linguistics as an Academic Study

This course is one of the products of the linguistic revolution, which is transforming academic study in all fields. Scholars intending to get to grips with any subject at a high level need to be aware of the constitutive role of language in their discipline.

Everyone is interested in language. The letter pages of newspapers bear witness to this interest, even though the views expressed often articulate ancient prejudice rather than real knowledge. Contrary to popular belief, students are not bored by grammar as presented in this book. There is a growing take-up of English Language study at A-level.

This book offers a good foundation for more detailed study later.

How to use Book 1

A Systematic Course Book

A textbook ceases to belong to the author as soon as it is sold. Teachers are free to use textbooks as they will. For example, this book has been used successfully - i.e. enjoyably - for one-off lessons on a "pick - 'n - mix" basis.

The book is, however, intended as a systematic sequential course, the main aim of which is to prepare students for the work on academic language in Books 2 and 3.

Independent Learning

The course is very much in keeping with the contemporary move to make students responsible for their own learning. (It could easily be adapted for computer, though there are no plans for doing this at present, as books are still cheaper and more reliable than computers.)

Teachers choosing to use the book in the way the author intended have found that students are quickly trained to work through the tasks at their own pace, using the logos.

The Importance of Talk

While it is possible to work through the book on one's own, the advantage of working in a class is the learning opportunity presented by talking one's way through difficulties with one's peers.

It is suggested that students work in pairs or threes, calling on the teacher as necessary.

The Teacher's Role

This leaves the teacher free to monitor the progress of students and to help individuals.

Since the students are often asked to draw on their own rich experience of language and languages, there are interesting possibilities for shared experience and views, which the teacher may wish to orchestrate. Also at the end of each chapter there are suggestions for class lessons, - role-play and games, for example - which the teacher may wish to use, not only to consolidate the point of the chapter, but also to bring the class together.

Marking

There is no marking which cannot be done as the teacher goes round the class during the lesson.

Indeed, once the students have been trained, they can be given access to the answer books.

Core and Extension

In all classes some students work quicker than others. Each chapter has a CORE component, and it is good if most students can work through most of this. The EXTENSION carries more demanding and open-ended exercises to challenge students who work more quickly.

Time

The book is designed so that each chapter takes about an hour. There is an abundance of material in most chapters, so it does not matter if everyone does not finish everything.

Thus, Book 1 offers a year's work at the rate of one lesson a week. There is enough material in most chapters for two lessons a week.

Shortened Courses

The books were originally written for Years 7-9, but they work equally well with older students.

There is a demand for crash courses for hard-pressed older students who wish to press on to Books 2 and 3. It is possible to prepare for this by doing the following chapters of Book 1: 1-2, 5-9, 12-14, 19-22

Chapter 1 - Introduction

What is a language?

In this chapter you will learn:

1   How to use this book.

2   To be aware that human and animal "languages" have rules.

What is a language?

Most people, when they talk about a "language," mean French or Urdu or English. All human beings are born with an ability to learn such a language, though they are usually two years old before it begins to sound like the language of the adults around them.

We also use the word "language" of other systems of communication. We talk about the "language" of flowers, the "language" of mathematics or "body language", for example.

All these languages have rules and we have to learn them.

For example, we have learned to nod our heads for "yes" and shake them for "no". But if we go to the Middle East or parts of Eastern Europe, we can get into difficulties, because there they shake their heads for "yes" and nod them for "no".

In this chapter we shall be considering some of these "languages".

Body language

If you are working with a partner, talk about the questions below. If you are working on your own, think about them:

Think of some more rules for "body language" .

For example, how do we sit when we want to show we are listening?

What gestures do we make when we want to show different feelings?

The "language" of food

People do not eat only to keep alive. They "say" things by the food they choose to eat.

They mark the stages of the day with different kinds of food. There is no reason why they should not have cornflakes for tea, except that most people have cornflakes for breakfast and we want to be like everybody else.

The different ethnic and religious communities of the British Isles have their own food. By eating it, they are "saying" that they belong to these communities.

There are also foods which are found only in certain regions of Great Britain. People eat these foods not only because they like them, but because they are proud to belong to that region.

People have special food for special occasions. British people eat baked beans at any time, but wedding-cake is kept for weddings.

Food in the British Isles

Write the numbers 1 - 10 in your exercise books or on paper.

Read the sentences below and fill in the gaps. Use these words:

curry	cornflakes	haggis	turkey	pasta
rice	cornish pasties	toast	tripe	plum pudding

For example: *(1) cornflakes*

Many people have (1)   and   (2)   for breakfast.

The Chinese communities in the British Isles eat a lot of (3)   .

People whose families came from India eat dishes which contain   (4)

               and Italians eat   (5)   .

Some of the regional foods of the British Isles are **(6)**

in the South -West,   (7)   in the North of England and

       (8)   in Scotland.

A lot of British people eat (9)   and   (10)   only at

Christmas.

What do you eat?

3

Talk or Think

1 What does your family eat at different times of day? Discuss what this "says" about you and your family.

2 What special food have you eaten?

When and where did you eat it?

3 Talk about any "foreign" food you have eaten.

Did you enjoy it?

The "language" of clothing

4

Read

Write

In the British Isles people need clothes to keep warm and dry. But even in the hottest parts of the world people ornament their bodies. They, like us, do so in order to "say" something about themselves.

Clothes and ornaments are used to show that the wearers are old or young, rich or poor, or belong to an ethnic or professional group.

Write on your paper the headings below.

Against each heading write some of the clothes and ornaments such people wear:

school girls	rich men	butchers
footballers	clergymen	nurses

For example: *school girls - skirts in the school colour and....*

The meaning of clothes

Talk or Think

1 Discuss other groups of people who "say" what they are by the clothes they wear.

2 Describe what you and your family wear at different times.

3 Discuss any arguments you have ever had about clothes.

Why do people argue about clothes?

The "language" of animals

Read

Even the most solitary animals and insects have to communicate with one another when they mate. Social animals, like human beings, communicate all the time.

To do this they use "languages" - that is, signs that they all understand. For example, dogs show one another that they know who is boss by lowering their tails and bodies. They growl and bark as a warning or to show that they are pleased. They also leave scent-marks to show other dogs that a place belongs to them.

Read and Write

Below is a list of creatures (animals and insects.)

They are numbered 1-6.

Next to it is a list of the "languages" which these creatures use. Against them are the letters A - F.

Match the creature with the language.

For example: 1 *D*

Creature		Language
1 ants	A	sing
2 cats	B	breathe into one another's noses
3 human beings	C	call to one another through
4 birds		the water
5 horses	D	leave scent trails
6 whales	E	purr
	F	talk

How pets communicate

Talk or Think

1   What pets have you had (or would you like to have)?

2   How do your pets communicate with their owners and with other animals?

Short story

Write a short story about an occasion in which somebody wears the "wrong" clothes or serves the "wrong" food or does the "wrong" thing. (We often laugh at such things, so your story may be funny. People often feel very ashamed, though, so it might be quite sad.)

Notes for a talk

Make notes for a short talk on one of these topics:

1 How your family offers different food on different occasions to different people - not only the food itself but the way it is served.

2 How other communities mark special occasions with different foods and ceremonies connected with the food.

3 How we use clothes, not only to keep us warm, but to make meanings. (That's why older people get so cross with the hair-styles and clothes of the young - they're getting the message!).

Giving your talk

If you are working with other people, take it in turn to listen to the talks you have prepared.

Role play

Pairs:

1 You have been invited to a wedding. Name yourselves and the bride and groom. Plan what you are going to wear.

2 The wedding is over. Discuss the success of your own outfit and what other people were wearing. One guest came straight from a fishing trip in muddy boots and waterproofs.

3 You have invited another couple to visit your home for the day. Name yourselves and your visitors. You are really pleased they are coming. Plan what you will give them to eat

Fours: .

4 Two pairs join and act out the visit. Begin when the hosts open the door. End when you wave goodbye.

5 and **6** Same as **3** and **4** but this time you don't really want the visitors.

Chapter 2   Grammar

Human language

In this chapter you will learn:

1   How human language differs from animal "languages"

2   Levels of language: from letters to text

Human language

Human language - the kind you are reading now - is different in important ways from the languages we studied in Chapter One.

The "languages" of animals are very simple. For instance, a bird's warning call can only tell that there is danger of some kind.

By contrast, human language can give very precise warnings. We can say: "Look out! You're going to trip on that wire!" or "There's a heavy lorry coming down the drive!" or "Petrol fumes can cause asthma."

We then take different actions according to the kind of danger. Moreover, we can discuss what kind of action it is best to take (if there's time!) It is language that makes human beings so powerful.

In these books you will learn something about the way language works. Spoken language is much more complicated than written language. Therefore in this chapter we shall use written language to examine the basic structure of language

Levels of language: from letters to words

The basic building blocks of written English are LETTERS. For example: **a b d m e** These combine to form WORDS. For example: **mad dam bed dame**

How many words can you make with the letters below?

Write them on your paper.

For example: *pine*

c	e	d	i	n	p	r	s

Use each of the groups of letters below to make words.

For example: 1. *the*

1. h e t	3. l l n a b e t
2. y b b b o	4. c d e i k k

From words to simple sentences

WORDS combine to form SIMPLE SENTENCES.

For example: **has brother America to my gone** From these words we can make the simple sentence:

My brother has gone to America, or **Has my brother gone to America?**

Make simple sentences out of the words below:

1. do computer enjoy people some games not
2. year our not get family this a did holiday
3. could I early home go

From simple to complex sentences

When we join two SIMPLE SENTENCES together, we make a COMPLEX SENTENCE.

For example: Sentence (1): **The factory poured its waste into the canal.**

Sentence (2): **The fish died.**

We can combine these into the complex sentence:

The fish died because the factory poured its waste into the canal, or **When the factory poured its waste into the canal, the fish died.**

Combine the following pairs of simple sentences into complex sentences.

Note: there is often more than one way of doing this. Also you sometimes need to change a word.

1. (1) Hermann doesn't believe in ghosts. (2) He has never seen one.
2. (1) She dyes her hair. (2) It's naturally brown.
3. (1) It's so cold today. (2) We don't want to go outside.

From sentences to paragraphs

We take sentences (simple and complex) and combine them into paragraphs. Here is the first paragraph of one of Aesop's fables:

The Fox and the Stork

The fox and the stork were very good friends, The stork invited the fox to have dinner with him. The fox was hungry when he got to the stork's place and was looking forward to his dinner. It smelt and looked delicious. But it was served in tall glasses. This was fine for the stork, whose long bill reached to the bottom of the glass to take the food. But the poor fox could not reach it at all. He went away as hungry as he had arrived.

The sentences below make up the next paragraph in the story. They are not in the right order.

Write out the numbers of the sentences in the order they should be. Begin: 4

1.   The food looked and smelt delicious.

2.   The fox had had his revenge.

3.   This was fine for the fox, who gobbled down his food.

4.   He invited the stork to come to dinner at his place.

5.   The fox ate his food as well as his own.

6.   But it was served on a flat plate.

7.   But the stork's pointed bill could not pick up the soft food.

Read the paragraph to one another to check that it makes sense.

If you are working alone read the paragraph to yourself.

From paragraphs to texts

Finally we combine paragraphs into complete texts, such as stories or newspaper articles or answers to examination questions.

Below is a Chinese short story. It consists of 8 paragraphs, but they are not in the right order.

Write down the numbers of the paragraphs in the correct order.

Begin: *5*

The Judge and the Painter

1.   The day came when the picture had to be delivered. The judge was full of eagerness as the painter ceremoniously unrolled his picture.

2.   "The cows have eaten it," replied the painter.

3.   The judge heard of a famous painter who had moved into his district. He sent for the painter and ordered a picture from him. The painter had heard about the judge's bad habits and did not want to do it. But he was afraid to offend the judge and agreed to paint a picture for him.

4.   "Where is the grass?" demanded the judge.

5.   There was once a Judge. He was a very dishonest man who did not pay for what he wanted. But he was very powerful and people were afraid of him.

6.   "And where are the cows?" asked the judge.

7.   The scroll was empty! But at the bottom was a title: "Cows and Grass".

8.   "Well, when they'd eaten all the grass, they moved somewhere else."

Read the story to one another or to yourself, with the paragraphs in the correct order.

Language levels

This chapter has been an introduction to the levels of language. It shows why human languages are much more complicated than animal languages or the "language" of, say, food.

You will learn more about the different levels of language in the course of these books. Here is a summary of what you have been working on:

LETTERS

combine to form

WORDS

which combine to form

SIMPLE SENTENCES

which may combine to form

COMPLEX SENTENCES

which combine to form

PARAGRAPHS

which combine to form

TEXTS

You do not have to remember all this now. You will discover more about how the different language levels work throughout this course. In this book you will work on how everyday language works. This will be the foundation for Book 2, where you will learn the structures of the language you need for success in education.

Fill in the gaps in the following sentences. Below are the words you need. They are not in the right order. Write the numbers and words on your paper.

For example: 1. *spelling*

grammar	complex	stories	spelling	paragraph

1.   Letters combine to form words by the rules of   .

2.   Words combine to form sentences by the rules of   .

3.   Simple sentences may be joined together to form   sentences.

4.   One or more sentences make up a   .

5.   We combine paragraphs to make complete texts - for example: essays, newspaper articles and   .

Finding language levels

Take any short text - from a textbook, a newspaper or your own writing.

Write it out with lots of space. You will find coloured pencils useful.

Circle the letters. Then circle the words. Circle the simple sentences, then the complex sentences and finally, the paragraphs.

Your diagram will show the LEVELS of language.

Speech and writing

Speech is natural. Every human being is born with an ability to listen and speak. In the same way they are born with an ability to walk, though they have to wait for a while before they can actually walk and actually speak. We don't have to go to school to learn to walk or talk!

Writing is not natural. That is why many people find it hard to learn to read and write really well. We do have to go to school to learn to read and write, and it takes a long time.

Reading and writing

1.   What can you remember about learning to read and write?

2.   Do you still have any problems with reading or writing? (You may find it useful to describe your problems in terms of language levels - letters, words, simple and complex sentences, and paragraphs.)

Prose and poetry

In this chapter we have considered only prose.

Discuss how poetry differs from prose. Use the levels of language you have learned about above.

Chapter 3 - Language Variety

Languages of the world

In this chapter you will learn:

1   How many human languages there are in the world

2   Which languages are spoken by the greatest number of people

3   Where the major languages of the world are spoken

Languages of the world

There are about 5,000 languages spoken by the people of this planet. Some languages are spoken by only a few hundred people, some by hundreds of millions

Here is a list of the languages spoken as a first language by the largest number of people:

Language	Number of speakers (in millions)
1. Arabic	175
2. Bengali	185
3. Chinese (Mandarin)	830
4. English	320
5. German	98
6. Hindi	330
7. Japanese	125
8. Portuguese	165
9. Russian	170
10. Spanish	325

The languages above are in alphabetical order.

Write them out again in the order of the greatest number of speakers.

For example: *(1) Chinese*

                  (2)

Continents of the world

Below is a map of the world. The continents are numbered.

Map 1

Write the numbers 1-6, and against each the name of the continent.

Africa	Asia	Australasia	Europe	North America	South America

For Example   1 North America

Where some major languages are spoken

Below is a map of the world, showing where the ten languages on page 16 are spoken.

Map 2

KEY

A = Arabic
B = Bengali
C = Chinese
E = English
F = French
G = German
H/U = Hindi/Urdu
I = Italian
IN = Indonesian
P = Portuguese

Copy the table below. Fill in the information given on the map

Continent	Which of the languages on the map are spoken there?
North America	*English*
South America	_____ and _____
Europe	_____
	_____
Africa	_____ and _____
Asia	_____
	_____
Australasia	_____

Languages of the world in 1500 A.D.

3

The distribution of languages across the world has not always been as you have described it on the previous page. Even as recently as 1500 A.D. the pattern was very different.

Below is a map of the world with the languages as they were distributed 500 years ago

Map 3

Eskimo

Eskimo

Russian

Turkic – Mongolian

Chinese

Japanese

E   D

F G I

P S

American Indian

Arabic

Hindi

Malayo – Polynesian

Congo

Bantu

Dravidian

Amerindian

Khoisan

Aboriginal

KEY

D = Dutch
E = English
F = French
G = German
P = Portuguese
S = Spanish

Opposite is a passage of writing on that subject

In it are numbered gaps which can be filled by information from the map.

Write on your paper the numbers 1-20.

Against each write the correct information. For example 1. Portuguese

Languages of the world in 1500 A.D.

By 1500 A.D. the countries of Europe already had more or less their present frontiers. The nations which were to spread their languages throughout the world were Portugal, Spain, France, England, Holland and Russia. The inhabitants of

those countries spoke respectively   **(1)**   ,   **(2)**   ,

    (3)   (4)   (5)   and   (6)   .

In 1500 North America was sparsely populated by tribes speaking hundreds of   (7)   , languages, such as Sioux and Mohawk.

Central and South America at that time had'many flourishing communities speaking different   **(8)**   , languages, such as Maya and Quechua.

North Africa and Arabia had been settled by people speaking (9)   .

Black Africa had a great variety of languages, which we can roughly group into

three: the   **(10)**   **(11)**   and   **(12)**

language groups.

Very ancient civilisations, each with its own language, existed in Southern Asia.   (13)   was the language of China and   (14)   the

language of Japan. Northern India was populated by speakers of   (15)

and related languages, while Southern India was inhabited by speakers of the quite separate group of   (16)   languages.

The steppes and deserts of Central Asia from Turkey to Mongolia were inhabited by groups of people speaking   (17)   languages.

The far North of Asia and the far North of North America had small groups of people speaking   (18)   languages.

Malaysia and the chain of islands stretching to New Zealand were inhabited by Polynesians and Malays, speaking hundreds of different languages called   (19)   languages.

Australia before 1500 was thinly populated by black people speaking   **(20)**   languages.

Written languages

In 1500 A.D few of the people in the world could read or write. Indeed, most of the 6,000 - 7,000 languages had no written form.

However, some languages had already been written down in 1500. On map 3 they are circled or within the shaded area.

Write them out on your paper For Example : Arabic

The European Empires 1450 - 1950

Map 4

Key
☐ Russia
☐ England (E)
☐ France (F)
☐ Spain (S)
▨ Portugal (P)
■ Belgium

Here is another passage

Again there are numbered gaps which can be filled by looking at the map above.

Write the numbers 1 - 17 on your paper.

Write against each the correct information.

The history of the five centuries 1450-1950 is the history' of how the Europeans carved up the whole world between them for trade and settlement.

The Spanish and Portuguese conquered Central and South   **(1)** ,

and the Portuguese also seized parts of   **(2)** .

The French won areas in **(3)**   and also in the Far East.

The English gained   **(4)** ,   **(5)** ,   **(6)** , and

parts of   **(7)** .

The Russians won a huge empire across Central and Northern

     (8) . Until recently this was called the Union of Soviet Socialist

Republics (the U.S.S.R.).

All the European empires have broken up this century, as the countries in Africa, Asia and South America won their independence. In 1995 we saw the break up of the old Russian Empire.

The effect of the European Empires on the languages of the world.

You need the information on Maps 3 and 4 to fill in the numbered gaps in this passage. Write the numbers and answers on your paper as before.

The European Empires have gone, but the languages of the empire-builders remain.

    (9)   is the only important language of North America.

    (10)   and   **(11)**   are the only official languages of

Central and South America.

Many of the languages of the Inuits, the native Americans and Amerindians have died out along with the people who spoke them. The remaining languages of

these peoples are in danger. This is also true of the   **(12)**

languages of Australia.

In the former U.S.S.R. hundreds of languages are still used by millions of people, but many of them also speak **(13)**   .

In Africa people speak their own African languages, but English is often the language of education, government and newspapers. (French or Portuguese is

still used in those parts of Africa that were conquered by **(14)**   and

    (15)   .)

Three of the official languages of India are Indian, but the fourth is   **(16)**

    .

If you count English as a second language, it is spoken by more people

throughout the world than Chinese.   **(17)**   is rapidly becoming the

international language.

5

French comes fifteenth in the list of languages spoken as a first language by the greatest number of people (71 million).

Why do so many pupils in Britain learn French as their first modern language? What languages would you like to learn and why?

6

Game

Organise a quiz in two or more teams on the subject of languages of the world.

Each team writes down a list of questions based on the materials of this section. Turns are taken to ask members of the other team(s) and points are scored for correct answers.

(Alternatively, the teacher can formulate the questions.)

Chapter 4 - Language Variety

People who know more than one language

In this chapter you will learn:

1 That it is normal in many parts of the world for people to know more than one language.

2 That there are people in every community who know two or more languages

3 Some of the reasons why people learn more than one language.

4 How to find and use a "language informant".

Languages in Great Britain

Great Britain is unlike many countries in the world in that many of its people speak only English. In many countries, Switzerland or Zambia, for instance, everybody knows three or four languages as a matter of course.

Nevertheless, although English is the major language in the United Kingdom, there are many other languages spoken here. In one London school there are children speaking 82 different languages between them! You may not be so lucky in your school, but it would be surprising if you can't find people knowing at least bits of languages other than English, even if it's only what they have learned on holiday.

Some of you may speak a different language at home. Or you may have parents or grandparents who came from another country and still speak the language of that country.

Some of your teachers may speak other languages (and not only those who teach languages). So may your neighbours and friends, or people that members of your family work with.

Write down the names of people you know who speak a language other than English.

Write against each name the language (or languages) which they know.

For example: *Ranjit - my friend - Urdu, French*

Mrs. Grange - our teacher - French and Spanish Mr. Chan - restaurant owner - Chinese

Some people who know more than one language

Shabana Gul Shabana was born in Birmingham. She is thirteen and a pupil at Park View High School in Birmingham.

Her favourite subject is P.E. Shabana's parents came from Pakistan, and the family language is Urdu.

Shabana speaks Urdu with her parents , but English with her friends and teachers at school. She usually speaks English with her brothers and sisters too. She reads and writes English fluently. She is learning French in school and she is also learning to read and write Urdu in classes at the mosque and in school.

Shabana has written this in Urdu. The English translation is below:

میرا نام شبانہ گل ہے ۔ میں انگلینڈ میں پیدا ہوتﯼ ہﯘں ۔ میں پارک ویو
سکول میں پﮍھتﯼ ہﯘں ۔ میرﯼ پانچ بہنیں ہیں ۔ میرا ایک بھائﯼ ہے ۔ میں
ہیولک روڈ پر رہتﯼ ہﯘں ۔ میں آند مسجد اور سکول میں پﮍھتﯼ ہﯘں ۔
میں گرین لین مسجد میں پﮍھتﯼ ہﯘں ۔ میں اپنﯼ بہنوں کے ساتھ انگریزﯼ بﯘلتﯼ ہﯘں۔

(My name is Shabana Gul. I was born in England. I go to Park View School. I have five sisters and one brother. I live in Havelock Road. I am learning to read Urdu in the mosque and at school. I go to Green Lane Mosque. I speak English with my sisters.)

Daphne King Daphne is 15 years old.

She is doing her G.C.S.E. next year.

Her father is English and her mother is Greek. The whole family is bi-lingual, speaking both Greek and English. Daphne generally uses Greek with her mother and English with her father.

She reads and writes both languages. The family lived in Colombia in South America for some years and so Daphne also knows Spanish.

Daphne has written this in Greek. The English translation is below:

Λέγομαι Δάφνη και είμαι δεκαπέντε χρονών. Η μητέρα μου είναι Ελληνίδα και ο πατέρας μου είναι Άγγλος. Έχουμε και ένα σκυλί που το λένε Αννίβα.

(My name is Daphne and I am 15 years old. My mother is Greek and my father is English. We have got a dog called Hannibal.)

Nozmul Islam Like Shabana, Nozmul is thirteen years old and a pupil at Park View High School, Birmingham. His favourite subject is Craft.

Nozmul was not born in this country. He was born in a village called Fulshaind in Bangladesh. When he was eight years old he came to England with his family, but a year later he went back to live in Bangladesh for two years. He returned to England when he was eleven. He has a married sister in Bangladesh and a little sister in England.

With his family at home Nozmul speaks Bengali. He speaks English with his friends and teachers at school.

He has learned to read and write in English at school in this country. While he was in Bangladesh between the ages of nine and eleven, he went to school and learned to read and write in Bengali.

This is what Nozmul writes about himself in Bengali. The English translation is below:

আমার নাম মোঃ নজমুল ইসলাম। আমার জন্ম বয়স সনে তের আমি জন্ম ইংরাজি বাংলাদেশ। আমিবিংদেশে প্রথম আসিয়াছিলাম যখন আমি আট বৎসর বয়স আছিলেন।

(My name is Nozmul Islam. I am thirteen years old. I was born in Bangladesh. I first came to this country when I was eight years old.)

Ahmad Turan. Ahmad is 22 years old and a professional musician. He runs the Music Technology Centre at the Birmingham Settlement.

Ahmad and his family are the only speakers of Uzbek in Great Britain. Uzbek is the language of Uzbekistan one of the Central Asian Republics of the former Soviet Union. Ahmad's grandfather went to live in Afghanistan shortly after the Russian Revolution in 1917.

Ahmad's parents and himself were born there. The family language continued to be Uzbek, but they also learned the local languages- Pashto and Persian.

When the Russians invaded Afghanistan in 1980, Ahmad's family became refugees. Ahmad came to England with his family. His aunts, uncles and cousins are now scattered in the U.S.A., Canada, Germany and Turkey as well as England.

Ahmad learned to speak English when he came to England at the age of 13. He quickly learned to read and write in English and did his O and A levels in an English school.

He can also read and write in Uzbek, Pashto and Persian. Below Ahmed has written out a very old poem by the Persian poet, Hafiz. The translation is below.

بیا تا گل برافشانیم و می در ساغر اندازیم
فلک را سقف بشکافیم و طرح نو در اندازیم
اگر غم لشکر انگیزد که خون عاشقان ریزد
من و ساقی به هم تازیم و بنیادش براندازیم
حافظ

"Come! Let us gather flowers, and fill our goblets with wine! We'll burst the sky and a new life will begin. If the armies of sorrow and suffering attack us, the wine-giver and I will ride together and wipe them out."

Hafiz

Martin and Ann Hewings. Martin and Ann worked as teachers of English in a secondary school in Malaysia for three years. Their pupils were only beginners in English, and Martin and Ann wanted to get to know them better than the pupils' English would allow. So they learned Malay for this purpose.

Martin had learned French and German at school, and Ann had learned French and Spanish, so this made it easier to learn a new foreign language.

Living in the country also made it easier, of course, so they learned quite a lot of Malay and got to know their pupils well.

They learned to understand and speak Malay, but they did not learn to read and write it. They read English newspapers and books while they were there and they had no reason for learning to write Malay,'so they stuck to the spoken language.

Rosemary Chrimes. Rosemary is a well-known sportsperson. She won the Commonwealth Gold Medal for throwing the discus in 1970 and represented Great Britain at the Olympic Games in 1972.

Rosemary now helps to run a club for disabled swimmers. Each year they have international swimming competitions in Frankfurt (Germany), Lyon (France) or Birmingham. Rosemary is very glad she learned French at school, as she can understand and talk to people when they go to Lyon. She is at present learning German at evening classes, so that she can talk to people when the team goes to Germany.

The picture shows her getting a tape so that she can work on her own in the language laboratory.

Rosemary also helps to train the British squad of young athletes and often accompanies them on trips abroad. She often hears the teenage athletes wish they knew foreign languages so that they could talk to young sportspersons from other countries.

Reasons for learning languages

All six people had good reason for learning more than one language.

Some common reasons for learning a language are: home, work, marriage,
school, war, interest and study.

**On your paper draw three columns. Under these columns, enter the first name of the
six people above, the languages they know and their
reasons for learning them.**

For example:

Languages	Reason for learning them
Urdu	home
English	school

Finding informants

3
i

A language informant is someone who speaks and/or writes a language and can tell you something about it.

At the beginning of this lesson you listed people you know who speak a language other than English.

If you are working in a class, tell your teacher who you can use as language informants.

How many languages can your class find out about?

(If you are working alone, you can make your own arrangements.)

Using an informant

Before you ask your informants about their languages in detail, you will want to ask them for some general information. For example:

1. How did they learn the language? (At home, on holiday etc.)

2. Can they do some or all of these things?

a) understand

b) speak

c) read

d) write.

1. Do they use the language now?

Who do they speak to in that language?

When and where do they use it?

2. What language do they think in ?

Dream in ?

Note to the teacher:

This exercise is worth doing even in the most apparently monolingual areas of the United Kingdom, as it is astonishing how many people the pupils know who can speak another language. However, it may be difficult to pursue these informants beyond this chapter of the course.

If you are lucky enough to be working with a class in which some pupils speak other languages at home, you will be able to call on their expertise not only in this lesson but throughout the course. In the grammar lessons the first exercise of the Extension gives further opportunities to exploit the linguistic knowledge of the pupils.

A man with five languages

While touring a remote part of Macedonia in Northern Greece, we stopped in a village
well off the main road.

A little old man came up to us and spoke to us first in German, then in Italian and then in
French. We had learned some French in school, so we were able to talk to him and ask
how it was he knew so many languages.

He invited us to his house and gave us coffee. We found that the languages he had
spoken to us in were his third, fourth and fifth languages!

His first language was Bulgarian. The village had been part of Bulgaria when he was a
child. Then after a war in 1913 (which the Bulgarians lost), the frontier was changed. His
village became part of Greece. So he had to learn Greek.

Then, after his first wife died, he went to work as a farmhand in France for four years. So
he learned French. During the Second World War he was wounded and captured by the
Italians. So he learned Italian. Then, after the war, he worked in a factory in Germany for
twenty years. So he learned German.

He married a German woman and they have retired back to his home village in Macedonia.

Make a list of the languages spoken by this old man.

Write against each the reason(s) he had for learning them.

Which languages would you like to learn and why?

Role Play

Pairs:

One of you is a neighbour who speaks a language other than English. The other is a pupil going to ask if he will be a language informant.

Ask the questions in **Using an informant** on page 30.

Begin when the pupil rings the doorbell. End when the pupil thanks the neighbour and leaves.

Game

You can play this if there are two people in your class who speak the same language (not English).

One goes out of the room. The class tells the second what he must ask the first to do when he returns.

For example: "Go to the desk at the back of the room, take a pencil from it and give it to the teacher."

The first is called back. The second tells him what to do, using no English. You can make it more difficult by not allowing the second person to look at or make gestures to the first. Also you can make the tasks more unexpected.

Chapter 5 - Grammar

Nouns

In this chapter you will learn:

1   What grammar is

2   Nouns:

What we do with them

How you can tell a noun from other words

How our choice of noun shows our point of view

3   That all languages have nouns

4   That some languages have a word for "the" and some do not.

Introduction: What grammar is

When we describe an instrument, we first label its parts:

For example: **The torch**

Write on your paper the numbers 1-3.

Write against them the part of the torch that has this number in the diagram.

switch	battery	bulb

These are the parts of the torch.

In our description of the instrument, we then say what each part does.

Match these columns by writing the numbers 1-3 on your paper and A. B or C against each.

Part of the torch	What it does
1. battery	**A.** turns the power on and off.
2. bulb	**B.** supplies electric power.
3. switch	**C.** turns electricity into light.

Because the parts of the torch work together, we are able use the torch for a certain purpose.

Write on your paper the number which describes purpose of the torch:

1. to light a fire   **2.** to find our way in the dark   **3.** to play a tune.

Grammar

Human language is a much more complicated and powerful instrument than a torch.

Like a torch it has parts, traditionally called **parts of speech.**

Like the bulb, battery and switch of a torch, each part of speech **does** different things in the sentence and obeys rules different from the other parts of speech.

The sections in this course called **Grammar** describe the parts of speech and what they do in the sentence.

Like a torch, language has a purpose: we use it to communicate with one another and to talk about the world..

Language has made human beings the most powerful creatures on earth: by using it, we co-operate to change the world.

Nouns

The first part of speech is the **noun.** Our senses tell us that things exist in the world. Nouns enable us to name them.

Write down six nouns that name things in the room you are in now.

For example: *chair, pen, goldfish*

Write down three things we can hear   three things we can smell

three things we can touch   three things we can taste

For example: <u>Hear</u> I. music 2   3

Put a tick against those we can see as well.

How nouns differ from other parts of speech

Nouns, unlike other parts of speech, can have **the** in front of them.

Note that they do not **always** have **the** in front of them, but they **can** have.

For example: He never sits on chairs. She dislikes **the** chairs.

Chair is a noun for two reasons:

1. It names something in the world.**2.** It can have **the** in front of it.

The technical word for **the** is the **definite article.**

Look through the nouns you have written down.

Check that you can put **the** in front of each one.

Naming (or labelling)

In all school subjects we name things and their parts, using **nouns.**

In Maths we name the circle and its parts:

centre

diameter

circumference   radius

In Physics we name the atom and its parts.

Atom (of hydrogen)

electron

nucleus

In Botany we name the plant and its parts:.

1.

pistil

stamen

sepal

2.

3.

soil

4.

In History we name the medieval castle and its parts:.

N

courtyard

8.

hall

chapel

5.

6.

towers

7.

Write 1-4 on your paper.

Write, against the numbers, the nouns for the parts of the plant which are not labelled.

Use these words:

stem	root	petal	leaf

Write 5-8 on your paper.

Write, against the numbers, the nouns for the parts of the castle which are not labelled.

Use these words:

south-west tower	east wall	outer gate	well

Point of View: Nouns

According to our point of view, we use **different nouns** for the **same things.**

If we like somebody or something, we call them by one noun. If we dislike them, we call them by another.

For example: If someone is playing a record I like, I call it **music.**

Someone who does not like it will call it a **din** or **racket.**

Match the columns below: For example: *1 C*

We like these	We dislike these	
1. music	**A.**	cur
2. flower	**B.**	banger
3. car	**C.**	din
4. dog	**D.**	brat
5. child	**E.**	weed

6

Nouns in 8 languages

Look at the following information about nouns.

Language				Definite Article
*Arabic	shajara	walad	kalb	al shajara
*Bulgarian	durvo	dete	kooche	-to, -ut, -ta, -te (durvoto)
*Chinese	shù	háizi	gŏu	
English	tree	child	dog	the tree
*Russian	derevo	rebyonok	sobaka	
*Urdu	drukht	bucha	koota	
Welsh	coeden	plentyn	ci	yr, y, 'r (y coeden)
Yoruba (Nigeria)	igi	ọmọ	aja	-na (igi na)

* These languages have their own scripts.

Answer these questions:

1. Which languages have no definite article (word for **the)?**

2. Which languages have the definite article before the noun? (English is one of them.)

3. Which languages have the definite article after the noun?

4. In which languages is the definite article always the same?

5. In which languages is the definite article different?

6. Which languages have a similar word for **tree?**

Add to the table any other language(s) you know.

Using your informants

7 i

If you are working in class, your teacher will tell you how and when to do this. If you are working alone, you can make your own arrangements.**Ask your informants these questions about the languages they know**

1.What are the nouns for **child, dog, tree?**

2. Is there a word for **the?** If so, does it come before or after the noun? Does it change according to the noun it goes with, or is it always the same (as in English)?

Note to the teacher: If there are informants in the class, you can do this exercise on the spot. If not, the pupils will have to do it for homework and report back.

Recipes

8

In Cookery we name the things we need to make a dish. That is, we list the ingredients, using nouns. For example: **Scones**

Ingredients: flour	salt	sugar	egg	fat	water

List the ingredients of your favourite recipe.

Plan of your house

9

Draw a rough plan of your house or flat. Label the parts - that is, name them, using nouns.

Use some of these words and others if you need them:

kitchen	bedroom	lounge	bathroom
garage	staircase	porch	lavatory
corridor	dining room	conservatory	loft

Mouse's eye view

At the beginning of this lesson you wrote down a list of nouns referring to things or people in the classroom. You named the things that seemed important from **your** point of view.

If a mouse appeared in the corner of the classroom, its point of view would be different. If a mouse had language, it would name quite different things from you.

Write down some things that a mouse would name.

For example: *crumbs.*

Game

"I went to market and I bought..."

The first player says one thing he bought. The second player repeats the sentence and adds something else. And so on.

So the third player might say: "I went to market and I bought some eggs, a book and a packet of cornflakes".

If a player forgets one of the things, he drops out. The winner is the one who is left.

You can ring the changes on this game by playing: "I went to a party and I wore . . . . " or: "I went to a cafe and I ate "

The words which refer to what you buy (or wear or eat) are nouns.

Chapter 6 - Grammar

Verbs

In this chapter you will learn about:

1 Verbs:

What we do with them

How you can tell a verb from other words

How our choice of verb shows our point of view

2 That all languages have verbs

3 That there are different ways of showing past and present in different languages.

1 Verbs

The second part of speech is the **verb.**

Nouns **name** people and things. Verbs tell us what they **do.**

A sentence without a verb is like a torch without a battery: nothing happens.

Tell your partner to do three things. (Be polite and reasonable!) Then change over.

Write down the words you have used.

For example: *Scratch your head !*

Underline the verbs.

2 Saying what things do

In studying many subjects, we name things and their parts (using nouns) and then say what each part **does** (using verbs).

For example:

The Plant

The pistil **carries** the seed.

The stamen **produces** the pollen.

Petals **attract** the bees.

Sepals **protect** the petals in the bud.

The stem **supports** the flower.

Leaves **turn** sunlight into food.

The roots **take** food and water from the soil.

What people did in the past

In History we learn about what people **did** in the **past.** So in History we use the **past tense** a great deal.

For example: the Second World War **started** in 1939.

Write down the past tense of these verbs:

invade	murder	drop	build	break out

Below are some sentences with the verbs missing. Write against the number of the sentence one of the verbs above.

For example: 7. *built*

1. The Ancient Egyptians   the pyramids.

2. The Americans   the atomic bomb on Hiroshima in 1945.

3. The Romans   Britain in 49 A.D.

4. The French Revolution   in 1789.

5. Hitler millions of Jews.

Point of view: Verbs

We saw in the last section that we choose different nouns for the same thing according to our point of view.

For example, what is **music** to us may be a **din** to other people.

We also express our point of view by our choice of verb. For instance, when we think we are **smiling,** someone else may think we are **grinning** or even **leering.**

Match the words in the columns below:

For example: *I.D*

We like these	We dislike these
1. smiling	**A.** daydreaming
2. dancing	**B.** guzzling
3. laughing	**C.** jigging about
4. eating	**D.** leering
5. thinking	**E.** shrieking

How verbs differ from other parts of speech

A verb contains a lot of information besides its meanings.

For example, it shows whether the action happens in the **present** (now) or the **past** (then).

This is done by making small changes to the verb.

For example:

play	played
scratch	scratched
write	wrote

We **play** together every day **now.** (present)

We **played** together every day **last year,** (past)

You can check whether a word is a verb by seeing if you can give it a past form. The **technical word** for the difference between past and present is **tense.**

Write down three short sentences which say what you do when you get up in the morning.

For example: *I yawn and stretch.*

Underline the verbs. (I *yawn* and *stretch.)*

What tense are the verbs? (Present or Past)

Rewrite the sentences, saying what you **did** last Sunday.

For example: *I yawned and stretched.*

Underline the verbs. (I *yawned and stretched.)*

What tense are the verbs? (Present or Past)

Verbs in eight languages

6

Look at the following information about verbs.

Language			Present Tense	Past Tense
Arabic	rena	kataba	al'ab	la'btu
Bulgarian	dapeya	da pisha	igrayoo	igrakh
Chinese	chàng	xiě	wo wan	wo wan guo le
English	sing	write	I play	I played
Russian	pyet	pisat	igrayoo	igral(a)
Urdu	gana	likhna	khelna	khela
Welsh	canu	ysgrifennu	chwaraeaf	chwaraeasis
Yoruba	kọrin	kọ nkan	mo sere	mo ti sere

1. **Describe how the past tense differs from the present tense in each language.**

2. **Which languages have similar-sounding verbs with the same meaning?**

3. **Add to the table any other languages you know.**

Using your informants

If you are working in class, your teacher will tell you how and when to do this.

If you are working alone, you can make your own arrangements.

Ask your informants these questions about the language they know.

1.   What are the verbs for **to sing, to write, to play?**

2.   Ask your informants to tell you the present and past tenses of these verbs in their languages.

Recipes

In writing up a recipe for someone, we give them a list of ingredients (using nouns).

Then we tell them what to do with them, using verbs.

For example: **Scones**

Ingredients: flour	salt	sugar	egg	fat	water

Mix the flour and salt together in a basin.

Add the fat and rub it in. (**Use** your fingertips.)

Stir in the sugar.

Beat the egg.

Add the milk and **stir** into the dry ingredients.

Grease a baking tray.

Cut out the scones and **place** them on the tray.

Brush with milk.

Bake in a hot oven for 20 minutes.

Describe the method for making your favourite recipe.
Underline the verbs.

Other tenses of the verb

When we want to talk about a verb, we usually choose the part without a tense **to play, to write, to think.** (The technical word for this part of the verb is the **infinitive.**)

We have met two tenses of the verb - the **present** (I play) and the **past** (I played).

There are many other tenses in English. Here are some of them:

	Simple	Continuous	Perfect
Present	I play	I am playing	I have played
Past	I played	I was playing	I had played
Future	I shall play	I shall be playing	I shall have played

Copy the table of tenses for the verb "to think"below. Complete it. Use the table for the verb "to play" above to help.

	Simple	Continuous	Perfect
Present	I think		
Past		I was thinking	
Future			I shall have thought

For example: *1. I had lived*

1. Past Perfect   **2.**   Future Perfect   **3.** Past Continuous

1.   Present Continuous **5.**   Present Perfect   **6.** Future Simple

Write the names of these tenses of "to ride":

For example: *1. past continuous*

1.   I was riding **2.**   I rode **3. I** shall ride

4.   I had ridden **5.**   I shall be riding   **6. I** ride

Game

"Simon says".

Someone comes to the front of the class and gives the class commands to do things. (For example: "Stand up." "Put your right thumb in your left ear.")

Sometimes he says "Stand up", and sometimes "Simon says stand up". The class obeys only when he says "Simon says . . ."

Anyone who obeys the command without "Simon says . . . " is out. The winner is the one who is left.

The **doing-words** in the commands are **verbs.**

Chapter 7 - Wordpower

Long words from short words: English

In this chapter you will learn:

1   That long words are made up of short words.

2   That it is easy to spell long words if you break them down
     into their parts.

Word power

A very important part of education is building a good vocabulary. This is why there are chapters in these books called **Wordpower.** These chapters will help to build up your vocabulary.

It is possible to get by in English - go shopping, chat to friends and family - with 2000 - 3000 words. You need more than that to be successful in education.

There are 45,000 words in a good dictionary. Many of these are technical words, known only to specialists. An educated person has a vocabulary of between 10,000 and 15,000 words.

You may like to start a vocabulary book to show the progress you are making in increasing your vocabulary. You could start by entering the words in this chapter which you did not know before. You can add words from all your subjects as you come across them. You can spend odd moments revising these words.

All this will help you in your academic work. However, the most important way of building your vocabulary is to **read** - non-fiction as well as fiction.

Long words from short words

People are sometimes put off reading non-fiction by long hard words.

This chapter and future chapters will help you tackle long words.

Long words are always made up of short words. By breaking them down we can understand their meaning. We can also spell them correctly and use them correctly, so enriching our vocabulary.

For example: takeover= **take** + **over**

downhearted=**down**+ **heart + ed** disagreeable = **dis + agree + able**

Write down the parts that make up these long words:

unhelpful	selfishness	beastliness
misspelling	disgracefully	hopeless

Write down two words which begin with:

un	dis	mis . . . .

Write down two more words which end in:

. . . ness
. . . .ing
. . . . ish
.   ly
.   . ful

For example:

fair - ness
fly-ing
yellow - ish
clever - ly
hope - ful

Spelling

Look at the spelling of these words. Then talk or think about the questions below:

unneeded   **(un+ need+ed)**

unironed   **(un + iron + ed)**

happiness   **(happy + ness)**

business   **(busy + ness)**

sincerely   **(sincere + ly)**

faithfully   **(faith + ful + ly)**

disagreeable   **(dis + agree + able)**

dissimilar   **(dis + similar)**

1.   Why is there one **n** in **unironed** and a double **n** in **unneeded?**

2.   Why is there one **l** in **sincerely** and a double **l** in **faithfully?**

3.   Why is there one **s** in **disagreeable** and a double **s** in **dissimilar?**

4.   What happens to the **y** in **happy** and **busy** when they combine with . . . . **ness?**

Dictate* the words above to one another, until you have them all right.

(* Dictate means one of you reads a word and the other writes it down without looking.)

If you are working alone, practise writing them.

Enter them in your vocabulary books. Make sure you have spelt them correctly.

Long words in Finnish

Words in some languages are very long indeed.

However, if you recognise all the parts, you can usually work out what the whole word means.

Here are some numbers in Finnish:

1 yski	2 kaksi	4 nelja	5 viisi	10 kymmenen	100 sata

Work out the numbers these Finnish words represent:

kaksikymmen   kaksikymmenlayski   viisisataaneljakymmenta

Work out what these big words mean in Finnish. The small words you need are below.

1.   postimerkki

2.   suomalainen

3.   likakauppa

4.   maitokauppassa

5.   puhelinnumeronne

kauppa   -shop

lainen - a native (someone born in a place)

lika   - meat

maito - milk

merkki   - stamp

numeronne - number

posti - postage

puhelin   -telephone

-ssa   -in

Suomi   - Finland

Note: What difference in the order of words do you notice in the English and Finnish of number 4 ?

5

Break up the following words into two parts: 53

ghostly   supermarket   gooseberry   careful

saucepan   grandeur   toothache   undo

forehead   troublesomedisconnect   lateness

Underline the parts which can stand alone.

For example: *ghost + ly*

Break up the following words into three parts:

restlessness   passionately   disappeared

disinfectant   tablespoonful   resettlement

anti-clockwise   impatiently ..   untidiness

uneatable   purposefully   cheekiness

Underline the parts which can stand alone.

Write a sentence for each of the words above to show the meaning.

For example: *The supermarket sells clothes as well as groceries.*

Game

Charades

Form groups of four to five people.

Each group thinks of a word with at least two bits (for example **ward-robe).**

The group acts out in front of the class a scene which includes the first bit **ward** - it might be a hospital. Then they act a scene which includes the second bit **robe-** it might be a coronation.

Finally, they act a scene which includes the whole word **wardrobe.**

The class must guess the word.

Chapter 8 - Wordpower

Long words from short words: Latin

In this chapter you will learn:

1   That the English language contains words from many sources.

2   How to break down long words of Latin origin.

Short words and long words in three languages.

Look at the words below.

English	four	side	quadrilateral	to write	about	describe
German	vier	Seite	vierseitig	schreiben	be-	beschreiben
Spanish	cuatro	ladro	cuadrilatero	escribir	de	describir

Use the information in the box above to answer these questions:.

1.   What is the German word for **quadrilateral?**

2.   What small words make up the German word for **quadrilateral?**

3.   What is the German word for **describe?**

4.   What small words make up the German word for **describe?**

5.   What is the Spanish word for **quadrilateral?**

6.   What small words make up the Spanish word for **quadrilateral?**

7.   What is the Spanish word for **describe?**

8.   What small words make up the Spanish word for **describe?**

9.   In which language is there no connection between the words for **quadrilateral** and the basic words which carry the meanings **four** and **side?**

10.   In which language is there no connection between the words for **describe** and the basic words which carry the meanings **write** and **about?**

11.   Are the words for **four** and **side** in English more like those words in German or in Spanish?

12.   Is the word for **quadrilateral** more like that word in German or in Spanish?

English as a mixture

A language is like a person - it belongs to a family.

Some people's parents, grandparents and great-grandparents all come from the same village. At the other extreme, people can have an Indian father, an English mother, a Polish uncle, a West African aunt and a Chinese great-grandmother.

German and Spanish are like the first group of people - they have a single origin. English is like the second - it has a mixed origin.

This is one reason why there are more words in English than in some other languages. It is also a reason why it is harder to guess the meaning of long English words.

The basic words of English come from Anglo-Saxon, which was a **Germanic** language. German **vier** and **Seite** are still quite like **four** and **side** in sound.

Many other English words are from **French'** - like **precious** and **season.**

Latin was the language of the Roman Empire. There are many Latin words in English, because for centuries Latin was the language of education. **Quadrilateral** and **describe** came into English from Latin.

In this chapter we shall look at some long English words of Latin origin. If we can learn to break them down into their parts, it makes them easy to remember and spell.

Glossary

At the back of this book you will find the glossary.

This is a list of words which will help you do the work in this book. It is in alphabetical order.

Use the glossary to help you do the work in this chapter.

Hundreds and hundreds

A hundred in Latin is **centum.**

Here are some English words beginning with **cent:**

1. centigrade	2. centimetre	3. centipede
4. centenarian	5. cent	6. centenary

Write on your paper what they mean. (Use the glossary to help.)

Look up the meaning of the second part of these words:

centigrade centipede

Write down as many English words as you can think of that contain:

grad . . . .   p e d   . . . .

(You will find some in the glossary.)

Note that not all words beginning with **cent**. . . come from Latin and mean **100. Look up the origin of "centre". Write it down.**

Latin into English

Below you will find some English words of Latin origin and a choice of four definitions.

Write down the letter of the one you think is correct.

For example: *l b*

You need the words on page 58 and also the following words:

Some numbers in Latin:

1 un(um)	3 tri	5 quinque	10	decem
2 du(o)	4 quad	8 octo	1000	milli

More Latin words: latus, lateris - side   remus - oar   sonus - sound

1. **Dual** controls in a car are worked by

 (a) one person (b) two people (c) nobody (d) a lot of people

2. An **octopetalous** flower has

 (a) four petals (b) five petals (c) six petals (d) eight petals

3. A **millipede** is a creature with

 (a) a thousand legs (c) no legs

 (b) a thousand eyes (d) a hundred legs

4. A **quinquereme** is a ship with

 (a) five engines (c) seven rows of oars

 (b) five rows of oars (d) seven engines

5. When people sing in **unison** they sing

 (a) the same tune (b) different tunes (c) out of tune (d) loudly

6. **Decimal** currency is money based on

 (a) eight parts (b) five parts (c) ten parts (d) a thousand parts

7. An organisation which meets **triennially** meets every

 (a) six months (b) one year (c) two years (d) three years.

A **quadrilateral** is

"Borrowed" words

When people speaking different languages come into contact, words pass from one language to another. We call this "borrowing" words - though we do not give them back!

The French, for instance, have borrowed the following words from English

le jogging	le weekend	le smoking (= dinner jacket)

What languages were the English words in the box below borrowed from?

Write them down. (Use the glossary to help you.)

bungalow	cotton	fiance	juggernaut	mammoth
marmalade	potato	robot	tattoo	volcano

Enter the words you learned in this chapter in your vocabulary books.

Game

Organise a team game to check the spelling of all the words learned in this section.

The teacher asks a member of each team in turn to spell one of the words.

This will check that everyone knows the pronunciation as well as the spelling of these words.

Chapter 9 - Wordpower

Long words from short words: **Greek**

In this chapter you will learn:

1   Why there are many words of Greek origin in English.

2   To break down long words of Greek origin.

3   International words from Greek.

The ancient Greeks and ourselves

In the fifth century B.C. a handful of Greek scholars started a new way of looking at the world, a way which we still use today. They invented science, politics and medicine as we understand them now.

That is why the language of subjects which we study is still full of words of Greek origin - for example: **morphology cardiology psychology.**

In Greek these words were quite ordinary. If we know what some of the Greek words mean, we can guess what these long words mean in English. We can also remember and spell them more easily.'

The Greeks understood that we can only learn through language. So the word **logos,** which means **word,** also means **study.** Thus many subjects of study have names from the Greek - such as **Geology, Biology, Zoology.**

Greek into English

Below are some Greek words with their meanings in English.

Use them to match the subjects of study with their meanings.

For example: 1. *E*

bio - life	kardia -	heart	geo - earth
morphe - form	psyche	- mind, soul	zoion - animal

1. Biology		**A.**	the study of animals
2. Cardiology		**B.**	the study of the earth
3. Geology		**C.**	the study of the mind
4. Morphology		**D.**	the study of forms or shapes
5. Psychology		**E.**	the study of living things
6. Zoology		**F.**	the study of the heart

Here are some more Greek words with their meanings in English.

micros - small	photos - light
phone - voice	scopeein - to see, to look at
grapheein - to write	tele - far

Write down some English words you know which come from these Greek words.

(The glossary will help you.)

Use the meanings of the Greek words above to fill in the gaps in the sentences below.

The words you need are in the box (not in the right order).

phonology	geography	microscope	telephone
microbiology	microphone	photography	telescope

For **example: 1**. *photography*

1. We make pictures with light by means of
2. We look at very small things through a
3. We look at very distant things, like stars, through a
4. We speak to people who are far away by
5. An instrument which makes small voices bigger is a
6. The study which describes the earth is
7. The study of the sounds made by the human voice is
8. The new science of   is the study of very small life forms.

Spelling

Dictate the words in the box above to one another to make sure you can spell them correctly.

If you are working alone, practise writing them.

Enter them in your vocabulary books together with their meanings.

New words from old

A lot of new words are being coined for new machines and new ideas. Very often the scientists who invent the machines and ideas use Greek (and Latin) words for naming them.

For example: the word **television** is made up of the Greek word **tele** meaning **far** and the Latin word **visum** meaning **see.**

Technical words in eight languages

Look at the following information about technical words.

Then answer the questions on page 65:

Language			
Arabic	television	telefon hyttef	microfon
Bulgarian	televisia	telefon	microfon
Chinese	dian Shi	dian hua	me ke feng
English	television	telephone	microphone
Russian	televisia	telefon	microfon
Urdu	television dur dharshan	telephone	microphone
Welsh	teledu	ffôn	microffôn
Yoruba	telefison apoti aworn	telefon	makrofon

Television, telephone, microphone

1. Which languages use the Greek roots for these words (as in English)?

2. Which language uses roots from the local language?

3. In which languages are there two words for one of these objects
- one native and one Greek?

Add to the table these words in any other languages you know.

The Greek alphabet

The English alphabet is called the Latin alphabet because it was taken over from Latin.

Until late in the ninth century English (the language of the Anglo-Saxons living in England) had not been written down. King Alfred told his scholars to use the Latin alphabet to write down English.

The Ancient Greeks used a different alphabet. Modern Greeks use the same script - if you go to Greece you will see it everywhere.

Here is the ancient Greek alphabet and the sounds each letter represents.

α	a	(bad)	ι	i	(sing)	ρ	r	(rise)
β	b	(bed)	κ	k	(king)	σς	s	(say)
γ	g	(game)	λ	l	(line)	τ	t	(tell)
δ	d	(dog)	μ	m	(mine)	υ	ew	(few)
ε	e	(beg)	ν	n	(nice)	φ	f	(fill)
ζ	j	(judge)	ξ	x	(box)	χ	ch	(loch)
η	ai	(sail)	ο	o	(fog)	ψ	ps	(lapse)
θ	th	(think)	π	p	(pig)	ω	ow	(own)

You have met these words in this chapter in the Latin alphabet.

Work out what they are. Write them down.

βιος	φωνη	τηλε
γη	λογος	σκοπειν

Below are more words in the Greek alphabet.

Write them out in the Latin alphabet.

Look up the origin of these words in the glossary.

Use each of these English words derived from Greek in a sentence.

ιπποποταμος	μονοπωλι
οκταγων	δημοκρατ
μαραθων	μεγαλοσαυρ

Enter the words you have learned in this chapter in your vocabulary books.

5
i

Using your informants

Ask your informants for the word in their languages for:

television	telephone	telescope
microphone	microscope	biology

Chapter 10 - Grammar

More about nouns

In this chapter you will learn about:

1   English nouns: singular and plural;
proper nouns

2   Nouns in other languages

Revision (Chapter 5: Nouns)

Six of the words in the box are **nouns.**

Write them down.

dreadful	explode	there
road	separate	room
but	in	see
blackboard	carry	lion
because	photo	goalkeeper

Check that words you have chosen are nouns.

(Remember that if it is a noun you can put **the** in front of it.)

Singular and plural

We shall now look at another feature that makes nouns different from other parts of speech.

Compare these columns:

house	houses
piece	pieces
dog	dogs
garden	gardens

What is the difference in meaning between "house" and "houses " ?

The technical words for this difference are: **Singular** and **Plural.**
(House is singular; **houses** is Plural.)

Regular and irregular plurals

Write down the letter we add to turn a singular noun into a plural noun.

We form the plural of most English nouns in this way. These are **regular** plurals. A few English nouns have **irregular plurals.**

For example: **Singular Plural**

sheep sheep

child   children

| man | mouse | foot | stratum | tooth | radius | deer |

Write down the plurals of these nouns

Write down any more nouns you can think of which have irregular plurals.

Some English nouns have slightly different spellings in the plural.

For example:

Singular	**Plural**
lady	ladies
leaf	leaves
potato	potatoes

Write down the plural of these nouns:

| spy | bully | knife | wife | tomato | hero |

Proper nouns

All of us have our own names - at least two and sometimes more. The nouns that mean our name refer to a particular person and to no-one else. The technical word for such nouns is **proper nouns.**

Other examples of proper nouns are the words for places, days of the week, titles of records and books, school subjects etc.

We show that these are proper nouns by using a capital letter. For example: Joseph Hickinbotham Hong Kong   Monday

"Gone with the Wind" February   Geography

Write down two proper nouns referring to each of the following:

| Countries | cities | months | people | rivers | languages |

Look up the origin of "proper" in the glossary (the list of words at the back of this book).

Singular and plural in eight languages

Look at the following information about Singular and Plural. Then answer the questions below:

Language	Singular	Plural	Singular	Plural	Singular	Plural
Arabic	shajara	ashjar	walad	awlad	kalb	aklab
Bulgarian	durvo	durveta	dete	detsa	kooche	koocheta
Chinese	shù	shù	háizi	háizi	gǒu	gǒu
English	tree	trees	child	children	dog	dogs
Russian	derevo	derevya	rebyonok	dyeti	sobaka	sobaki
Urdu	drukht	drukht	bucha	buchay	koota	kootay
Welsh	coeden	coed	plentyn	plant	ci	cŵn
Yoruba	igi	awọn igi	ọmọ	awọn ọmọ	aja	awon aja

1. Which languages form their Plurals by adding an ending (like **tree - trees** in English) ?

2. Which language forms its plurals by adding a word before the word itself?

3. Which language forms its Plurals by changing the word internally (like **mouse - mice** in English) ?

4. Which language shows no difference between Singular and Plural (like **sheep - sheep** in English) ?

5. How is Welsh different from the other languages?

Add to the table singular and plural nouns in any other languages you know.

Proper nouns for places

Place names (towns, rivers, countries etc.) have their own names like people. We write them with a capital letter."For example: Whitehaven, River Dee. Scotland.

Most towns in England were named by the Anglo-Saxons. If you know a few Anglo-Saxon words, you can often (but not always) guess their meaning. For example:

Ham meant **village**   (It became **home** in modern English with a rather different meaning.)

tun meant **settlement**   **(town** in modern English.)

So **Hampton** originally meant **the settlement of the village**

Sometimes the name of an Anglo-Saxon chieftain survives in the place he and his people settled in. For example: **Ing** means **the people of. Beorma** is the name of a chieftain. So **Birmingham** means **the village of Beorma's people.**

Some Anglo-Saxon words

bourne =	stream		minster =	church
ford =	the crossing of a river		stead =	place
mouth =	the mouth of a river		street, stret, streat =	a Roman road
lea, ly =	glade, open space in a wood		Chester, caster =	a Roman fort

Some Anglo-Saxon Chiefs (Modern spelling in brackets)

Godmund (Godman), Hocca (Oak),   Witta (Wit),

Snot (Nott),   Pacca (Pack),   Padda (Pad)

Use the words above to work out the original meaning of these place-names:

Bournemouth	Cowley	Hampstead	Chester	Oxton
Godmanchester	Witley	Wheatley	Ashton	Eastbourne
Ryton	*Oakington	Southam	Paddington	Littleton
Westminster	Stratford	Fordham	Norton	Ashbourne
Streatham	Padley	Nottingham	Packington	

Note: ***Oak** here does not mean the tree.

You have to look the early forms of each place-name to be sure of the meaning. For example: **Shevington** is not **the settlement for the people of Shev.** The name comes from a Welsh word **Chevin** meaning **ridge.**

If you want to look up the meaning of your local place-names, ask your librarian for special reference books on the subject.

Using your informants

Ask your informants the following questions:

1.   What are the words in their languages for:

tree and **trees**   **child** and **children**   **dog** and **dogs?**

How do they form the singular and plural of nouns in their languages ?

2.   Do they use a capital letter for a proper noun in their languages?

1.   Which are your favourite names for girls and boys?

2.   Which names do you dislike?

3.   Why do you think you like some names and not others?

4.   Has your name got a meaning? Do you know any names which mean something? (For example, **Sophia** means **wisdom** in Greek.)

5.

Role play (Using proper nouns)

a) **Pairs:** There is a new baby in the family. Give names to the mother and father, and to yourselves, stating your relationship. Discuss what name the baby should be given.

b) **Pairs:** Change partners. You meet a person from the other side of the family. They have decided on quite different names to recommend for the new baby. Discuss the matter. Finish when you agree.

Chapter 11 – Grammar

More about verbs

In this chapter you will learn about:

1   Regular and irregular verbs in English

2   Verbs in other language

Revision (Chapter 6: Verbs)

Six of the words in the box are verbs. Write them down.

and	freeze	red	therefore
over	grow	blink	write
writer	succeed	healthy	wear

Check that the words you have chosen are verbs.

(Remember that verbs have a **past tense.** For example: **freeze – froze)**

Regular verbs

Write out the past tense of these verbs

I bake	I produce	I invade	I mix

Present tense   Past tense

For example: *I bake   I baked*

These verbs form their past tense very simply. They are **regular** verbs.

What letters do we add to regular verbs to form the past tense?

Irregular verbs

Write out the past tense of these verbs

I break	I sing	I think	I wear

Present tense   Past tense

For example: *I break   I broke*

These are **irregular verbs.** There are about 100 irregular verbs in English. They are some of the commonest verbs in the language and people learning English just have to remember them.

Write down three other irregular English verbs.

To be

The verb **to play** is regular:

Present	Tense	Past Tense	
Singular	**Plural**	**Singular**	**Plural**
I play	we play	I played	we played
you play	you play	you played	you played
he		he	
she plays	they play	she played	they played
it		it	

The verb **to be** is very irregular.

Make out a table for the verb "to be" like the one for "to play" above.

These sentences will help you:

I am sure that you are ready and that she is not ready. They are always late but we are always early. She was old but they were young. You are happy now, but some time ago you were miserable.

Irregular verbs in eight languages

Look at the following information about irregular verbs. Then answer the questions below:

Arabic	none	
Bulgarian	some irregular verbs	(I come = idvam, I came = doidokh)
Chinese	none	
English	many irregular verbs	(I go, I went)
Russian	some irregular verbs	(I go = idoo, I went = pashol)
Urdu	some irregular verbs	(s/he is = he, s/he was = ta)
Welsh	some irregular verbs	
Yoruba	none	

1.   Which languages have irregular verbs?

2.   Which languages have no irregular verbs ?

3.   What other languages do you know?
   Do they have irregular verbs?

Using your informants

Ask your informants the following questions:

1.   Are there irregular verbs in their languages?

2.   Is the verb **to be** very irregular in their languages?

The past participle

There is a third part to the English verb which learners of the language have to remember. It is called the **past participle** and it is used to form the **perfect tenses.**

For example: **I have baked I have produced**

In irregular verbs it is often different.

For example: **Present   Past   Perfect**

I take   I took   I have taken

I break I broke I have broken

I sing   I sang   I have sung

Write out the irregular verbs below, adding the past and present perfect tenses, as above:

Present   Past   Perfect

I buy   *I bought*   *I have bought*

I cut
I forget
I freeze
I know
I make
I ring
I see
I tell
I win

Role play

a)   **Pairs:** Take it in turns to be a radio reporter. You are present at a sporting event - a horse race, a football match, an athletics contest etc. The other listens to your account of the event.

Note: You will probably use the **present tense** (she runs, jumps, falls etc.)

b)   **Pairs:** Change partners. The one who was listening gives his/her partner an account of the event she heard on the radio.

Note: You will find yourself using the **past tense.**

Chapter 12 - Grammar

Sentences

In this chapter you will learn:

1   How nouns and verbs combine to make sentences.

2   About word-order in different languages.

Sentences

You now know about the two most important parts of speech - nouns and verbs On their own, nouns and verbs are not very useful - any more than a bulb and a battery and a switch on their own are useful.

If we put a bulb, a battery and a switch together in the right way, we have a torch. We can use it to see in the dark.

If we put **nouns** and **verbs** together in the right way, we have **sentences.** We can use them to talk about things in the world.

With them we make **sentences.** The sentence is the way human beings think and talk about the world.

What is in a sentence

Most sentences have a verb and at least one noun.

For example:

1. Lions growl.	2. Fishes swim.	3. Birds twitter.
4. The child sneezed.	5. The house collapsed.	**6.** The sea sparkles.

1.The   verb

Write down the verbs in the sentences above. Write them underneath one another and leave a space to the left.

Give the heading: Verb

For example: *Verb*

1.   *growl*

2.The   subject

This is the person who **does** the verb. .

To find the subject, first find the verb - **growl.**

Then ask: "Who or what growls?" Answer - **lions.**

Lions is the **subject** of the sentence.

Find the subjects in the sentences above. Add them to the verbs you have written out. Put the heading <u>Subject</u> in front of the Verb.

For Example	<u>Subject</u>	<u>Verb</u>
	1. Lions	Growl

3. The object

People often do something to other people or things. In that case there will be two nouns in the sentence. For example: **Lions** eat **meat.**

To find the object of a sentence: **1.** First find the verb - **eat**

2. Find the subject (Who or what eats?) - **Lions**

3. Ask who or what the Lions eat - **meat**
Meat is the **object** of the sentence.

Describe the grammar of the sentences below -that is, find the verb, subject and object.

Make three columns: *Subject   Verb   Object*

For example: *Lions   eat   meat*

1.	Lions eat meat	**2**	Fishes lay eggs
3	Birds build nests	**4.**	The child read a book
5	The house cost a fortune	**6.**	The sea destroyed the ship

Making sentences

Here are some nouns and verbs.

See how many sentences you can make using them.

Change the form of the verb and add **the** or **a/an** to the nouns if you wish. The nouns can be singular or plural according to your meaning.

Nouns:	dog	cat	rabbit	spider	snake	child	egg
Verbs:	chase	fear	see	hate	love	eat	kill

Remember that a sentence begins with a capital letter and ends with a full stop. **For example:** *Rabbits fear snakes.*

Choose any five of the sentences you have just written.

Set out the parts of these sentences in three columns:

	Subject	*Verb*	*Object*
For example:	*Rabbits*	*fear*	*snakes*

Word order in eight languages

Look at the following information about word order. Then answer the questions below.

Subject - S   Verb - V   Object - 0

Language	Word-order	Language	Word-order
Arabic	V S 0	Russian	S V 0
Bulgarian	S V 0	Urdu	S 0 V
Chinese	S V 0	Welsh	V S 0
English	S V 0	Yoruba	S V 0

1.   Which languages are the same as English (SVO)?

2.   Which languages have the verb first (VSO)?

3.   Which language has the verb last (SOV)?

4.   Mathematically if you have three things which can be arranged in any order, there are six possible ways of doing it. Write out the other possibilities.

In fact, they do not occur in any of the 5,000 languages on this planet Suggest a reason.

5.   Add to the table any other languages you know.

Using your informants

All languages have sentences consisting of subject, verb and (sometimes) object.

In English the word-order is usually: 1. Subject 2. Verb   3. Object

In some languages the word-order is different

Ask your informants what the normal word-order is in their languages.

Human and animal languages

In Chapter One, you considered some examples of animal "languages". You now know some very important ways in which human language differs from animal communication.

Talk or think about how animal languages are different from human language.

Use what you now know about grammar.

Transitive and intransitive verbs

Verbs which have an object are called "transitive". For example: the verbs in the sentences in the box on page 81 are transitive.

Verbs which have no object are called "intransitive" ? For example: the verbs in the box on page 80 are intransitive.

Some verbs may be either transitive or intransitive in different sentences.

For example:

My sister swam a length, (transitive) The people rang the bells, (transitive)

Fishes swim, (intransitive) The bells rang, (intransitive)

Make up two sentences for each of these verbs, the first transitive (with an object) the second intransitive (without an object):

sing	run	play	write	wave

Look up the origin of "transitive" and "intransitive" in the glossary.

For example: My sister swam a length, (transitive)

Fishes swim, (intransitive)

The people rang the bells.(transitive)
The bells rang, (intransitive)

Role play

Using sentences enables people to plan and do things together.

In pairs: Plan how you will carry out the following tasks:

a Cook a dinner for six people.
b Raise some money for charity,

c Organise a concert.
d Tidy up the garden,

e Re-organise the furniture in the house.

(All of these activities mean that people will be doing things to other people and objects. They could not do them if the sentence was not made up of Subject, Verb and Object.)

If you are working alone, you can do this exercise in your head. The grammar of language enables us to think as well as to act together.

Chapter 13 - Language Variety

Style

In this chapter you will learn :

> How we change style in speech and writing

Style in names

Style is the way we vary our language to suit our company. Here is an example

This is Roger Bethune. He has done a lot of different things during his life so far, and so has been known by a lot of different names.

He was born in Birmingham in 1946, left school at 16 and trained as a chef. He then worked in restaurants for a while.

After a few years he decided to go to College to get 0 and A-levels. He then went to University where he got a degree in law. He worked as a legal executive in a solicitor's office for some years.

During this time he was playing a lot of tennis and eventually he became a professional tennis player and coach.

He now works as a voluntary community worker and is Chair of his local Residents' Association.

Match the names and the people who call him by these names: For example: 1.E

Names	People	
1. Nephews and nieces	**A.**	Chef
2. Birth certificate	**B.**	Roger
3. Schoolfriends	**C.**	Coach
4. Members of Residents' Association (at meetings)	**D.**	Mr. Bethune
5. Owners of restaurants	**E.**	Uncle Roger
6. Tennis players	**F.**	Rab
7. Clients in solicitor's office	**G.**	Roger Allen Bethune
8. Family and friends	**H.**	Chair

Make a list of all the names you are known by.

Write beside each name the people who call you by that name.

When we meet people, we greet them. But we greet different people in different ways.

Match the greetings, names and people:

Greeting	Name	Person
Hi!	Mr Brown	teacher
Good morning	Jim	grown-up neighbour
Hello	sir	best friend

Doing things in different styles

We use language to **do** things.

For example: to ask for something, to thank people, to apologise, to tell people they are wrong.

But we do these things in different **styles**, according to the person we are speaking to. We are all very good at this and do it without thinking.

Role play

There are two scenes for each exercise:

A is yourself in both scenes.

B Is an employer or teacher in scene 1 and a member of your family in scene 2.

1.   **A** wants to write a note and has lost his pen. He asks **B** to lend him a pen, uses it and gives it back.

2.   **A** has run through a door without noticing that **B** is on the other side holding a cup of tea. The tea is spilt, the cup broken and **B** is cross but not hurt. **A** apologises.

3.   **B** tells **A** how to get from **home** to the bus station (or fish and chip shop). He makes a mistake. **A** knows it and tells him so.

If you have a large space and will not disturb other people, you can act these scenes out as loudly as you would in real life.

If you are in a small space, you will have to speak quietly. Imagine that you are having to whisper so as not to wake the baby. (A good example of changing style to suit the occasion!)

Act out each scene.

Note the changes of style.

Do one or two of the role-plays above but this time use the wrong style.

That is, in scene 1 'A' apologises etc to his employer or teacher as though he was his close friend. In scene 2, he apologises etc to his friend in a style he would use to his teacher.

What happens?

If you are working alone, do the following:

Write short pieces of dialogue for at least one of the activities.

These will show the change of style.

Style in other languages

Write down the different greetings according to style in the other language(s) you know.

Many languages, unlike English, have different pronouns for **you.** For example **tu** and **vous** In French, **du** and **Sie** in German, **tu** and **Usted** in Spanish. The first are used for informal close relationships and the second for more distant ones.

If the language(s) you know have this difference, write down which one you would use to speak to:

a friend	your mother	your teacher	a stranger	your employer

Style in writing

Styles of writing vary, as well as styles of speaking.

Imagine you are on holiday - think of a place to go to, who you are with and what you have been doing.

Write three postcards - one to your grandparents, one to your teacher and one to your best friend.

Show your partner the postcards you have written.

Discuss the differences between the postcards.

For example:

Do you tell the people you are writing to the same things?

Do you use different forms of greeting Do you use different words?

Do you use different kinds of sentences?

If you are working alone, think about these differences of style.

Using your informants

Ask your Informants:

1. How would they greet a friend, a neighbour, a teacher?

2. Are there different pronouns for you in their languages?

Note: In some languages, like Japanese, for example, there are many other ways of showing respect. If you are lucky enough to have an informant speaking one of these languages, allow plenty of time to hear about it!

Writing for different readers

Imagine you have been on a trip somewhere. (Think of a real one if you can.)

1.   Write a letter to your best friend telling him/her about it.

2.   Write an article about your trip for the local newspaper.

A children's story

Write a story suitable for reading aloud to a small child (say, four years old).

It can be an original story or a retelling of one you know.

Make the style suitable for such a child.

You can illustrate it with pictures if you like.

Discuss or think about the style of your stories.

For example, did you use long words or short words?

Did you use long sentences or short sentences?

Did you use dialogue (characters talking to one another)?

Chapter 14 – Grammar

Adjectives

In this chapter you will learn about:

Revision (chapters 5 and 6)

We have learned that **nouns are naming words,** and **verbs are doing words.**

From the list of words below write out:

1. three **nouns**   **2.** three **verbs,**

comfortable	carpet	grab	pencil	the
blue	throw	choose	large	candle

Adjectives

The third **part of speech** is the **adjective.** Adjectives are **describing words.**

They describe nouns**.**

Using nouns, we name things in the world. **For example:** (the) dog

There are many dogs in the world. Using adjectives, we can tell one dog from another.

For example: the nice, little, black-and-white dog

the ugly, bad-tempered, evil-smelling dog**.**

The words above which are not nouns or verbs are adjectives.

Write them out. For example: comfortable

Put a suitable noun after each of them.

For example: comfortable pyjamas

Write down three nouns for food you like. For example: *chips*

Put in front of each noun an adjective that describes it.

For example: crisp chips

Write down three nouns for food you dislike. For example: *chocolate*
Put in front of each noun an adjective that describes it.

For example: sticky chocolate

Sometimes we want more than one adjective to describe a noun. **For example:** The **cheerful young English** teacher.

Here are some kinds of adjectives:

Nationality	Size	Colour	Age	Qualities
English	little	black	young	interesting
Welsh	big	red	old	boring
Chinese	tall	green	early	happy
Nigerian	enormous	grey	new	miserable

Choose three adjectives from these columns and put them in front of each of the following nouns:

cat	book	doctor	city

For example: **the little grey Chinese cat.**

Talk or think about your friends. Think of some adjectives to describe them. **For example:** Germain is **quiet.**

Do the same for your enemies (if you have any).

Revision

We have learned that **sentences** have the form:

Subject	Verb	Object
The children	**caught**	**the bus.**
The dog	**shivered.**	
The soldiers	**killed**	**the villagers.**
Her parents	**have bought**	**a house.**
The birds	**were singing.**	

We can add adjectives to any nouns, whether they are subject or object.

For example: The **lucky** children caught the **early** bus.

Write out the sentences in the box, putting an adjective in front of each noun.

For example: *The tired children caught the last bus.*

5 Complements

There is another kind of sentence, which has this form:

Subject	Verb	Complement
Anne	is	a pilot.
Ahmed	was	lucky.

In this kind of sentence, the verb is usually **to be.**

The complement is either a **noun** which is the same as the **subject** or an **adjective** which **describes** the **subject.**

Use the adjectives below to add a complement to these sentences:

poor	famous	red	bright	happy

For example: 7. **famous**

1. Napoleon was   3. The villagers are . . .   5. Pete is ... .
2. The flame was . . .   4. Her face was ....   6. 1 want to be ... .

6 The importance of adjectives

It can often be very important to get the adjectives right. For example, in wiring up an electric plug you must be sure of getting the right coloured wires connected to the proper pins.

Read the following and write out the correct numbers to label the diagram.

For example: 7. **green and yellow**

There are three terminals in a modern electric plug: live, neutral and earth. In the diagram, the earth is at the top, the live is on the right and the neutral terminal on the left.

The blue wire must be connected to the neutral terminal, the brown wire to the live, and the green and yellow wire to the earth.

1. _____ wire   terminal 4. _____

2. _____ wire   terminal 5. _____

3. _____ terminal ____   wire 6. _____

Adjectives in 8 languages

Look at the following information about adjectives. Then answer the questions below:

Language	AN or NA*	Example
Arabic	NA	(al) shajar hadra
Bulgarian	AN	zeleno durvo
Chinese	AN	lu shu
English	AN	green tree
Russian	AN	zelyonoye derevo
Urdu	AN	sabaz drukht
Welsh	NA	coeden gwyrdd
Yoruba	NA	igi ayenrin

* (Adjective + Noun) or (Noun + Adjective)

1. In which languages do they put the adjective before the noun (as in English)?

2. In which languages do they put the adjective after the noun?

3. In the other languages you know, does the adjective go before or after the noun?

Using your informants

Ask your informants these questions:

1.   What are the words for **little, clever** and **green** in their languages?

2.   Do the adjectives have different endings in front of different nouns? (They stay the same in English.)

3.   Do the adjectives go before or after the noun?

4.

A game using adjectives

Play the game "I love my love with an A . .

Go around the class. The first person begins: "I love my love with an A because he is agreeable (or angry or any adjective for describing a person beginning with A).

The second person says "I love my love with a B because he's bashful (or bad etc). When someone cannot find an adjective beginning with the letter that comes next, he drops out. (The person who gets X has a hard time!) The last person left in wins.

If you are working alone you can play this game in your head.

Adjectives for description

Write a descriptive piece, as follows:

Imagine a scene - in the country, in the city, inside or outside a building.

Write a paragraph describing it. Then write another paragraph describing how it is different at night.

Go through your writing and add adjectives to the nouns (or as complements) to make your description more vivid.

Chapter 15 – Grammar

Adverbs

In this chapter you will learn about:

1. Adverbs of manner
2. Adverbs of time and place
3. Adverbs in other languages

Revision (Chapter 12)

We have learned that a sentence may have **two parts**:

Subject	Verb
The dog	fled
Freda	is laughing

or **three parts.**

Subject	Verb	Object
The dog	eats	cat food.
Pip	has lost	his gloves.

Make three columns headed: Subject, Verb, (Object)

Break the sentence below into their parts and put them under the columns as above.

1. Everyone laughed.
2. My best friends were playing cards.
3. France won the match.
4. The fat boy cannot run..
5. Hide!
6. The rich woman spent all her money.

Adverbs

The fourth part of speech is the adverb, it tells us **how** the verb is done.

For example: "The burglar opened the door."

Question: **How** did he open the door?

Answer: quietly, confidently, fearfully etc.

We need a fourth column in the sentence for the adverb:

Subject	Verb	(Object)	(Adverb)
The burglar	opened	the door	quietly.

Add an adverb to each of the sentences above.

For example: 1. heartily

You may find these adverbs useful:

easily	quickly	slowly	immediately	well	carefully

Word order

The adverb does not always come at the end of the sentences. For example:
The ghost **suddenly** appeared. **Hastily** he wiped his fingers

Pick out and write down the adverbs in the following sentences:

For example: 1. enthusiastically

1. The girls play netball enthusiastically.
2. The goldfish passionately likes ants' eggs.
3. Carefully the scientist examined . the specimen
4. My sister badly needs a haircut.
5. Bill plays the piano well.
6. The donkey brayed loudly.

How adverbs differ from other parts of speech

Answer these questions:

1. What is the ending of most of the adverbs we have met so far?

2. If you take the ending off, what part of speech are you left with?

3. What exception did you meet in the box on page 98?

Form adverbs from these adjectives: For example: sharp - sharply

quick	light	sincere	happy
faithful	careful	helpful	thirsty

Giving instructions

When giving instructions, adverbs of manner can be very useful.

For example: Light the bunsen burner **carefully.**

Add some suitable adverbs to the following instructions

You may find these words useful:

seriously firmly quickly quietly thoroughly carefully clearly lightly

For example: 1. thoroughly

1. Mix the ingredients ....
2. Read the passage ....
3. Close the door.... or you will wake the baby.
4. Hold the screwdriver
5. Drink up ... .
6 Check your work . . .

Kinds of adverbs

The kind of adverb we have looked at so far answers the question: **how**? These adverbs tell us the **manner** in which things were done and they are called **adverbs of manner.**

Other adverbs answer the questions **when?** and **where**? They tell us the **time** and **place** in which things were done**.** They are called **adverbs of time** and **adverbs of place.**

For example: The visitors arrived **yesterday**. **(**Question: **When** did they arrive? **-** Answer**: yesterday**.)

Yesterday is an **adverb of time.**

The child ran **home.** (Question: **Where** did he run? - Answer: **home.)**

Home is an **adverb of place.**

Some common adverbs of time are:

now	then	first	last	soon	before	afterwards	today	tomorrow

Use them to fill the gaps in the sentences below:

For example: 1**. first**

1**. The best runner came in ... .**
2*.* **.... 1 shall clean out the cupboards.**
3. **He should be ready** ....

4.   **1 made a mistake** ....
5.   **.... the villagers celebrated their victory.**
6.   **We shall** .... **make a start.**

Some common adverbs of place are:

here	there	everywhere		
in	**out**	**up**	**down**	**away**
inside	**outside**	**underneath**	**above**	**below**

Use them to fill the gaps in the sentences below.

For example 1. here

1*.* **Come . ... !**
2. **His clothes are ... .**
3. **The orphan ran ... .**

4.   **Put the boxes** ....
5.   **.... the people were celebrating**
6.   **.... went the balloon.**

Adverbs of manner in 8 languages

Look at the following information about adverbs.

Then answer the questions below:

Language	Adjective	Adverb
Arabic	sari' a	bisora
Bulgarian	burzo	burzo
Chinese	kuai	kuai dian
English	quick	quickly
Russian	bistro	bistro
Urdu	jeldi	jeldi
Welsh	cyflym	cyflymach
Yoruba	ajo to ya	kiakia

1.   Which languages form their adverbs of manner from adjectives by adding an ending (like **-ly** in English)?

2.   In which languages is the adjective the same as the adverb (like **fast** in English) ?

3.   In which language(s) is there a completely different adjective and adverb?

4.   Add to the table the other languages you know.

Using your informants

Ask your Informants these questions:

1.   How do they say quickly, cleverly, suddenly In their languages?

2.   How is the adverb related to the adjective in their languages?

Order of adverbs

Sentences often have more than one adverb. For example:

Go **in quietly**.

Soon she will be able to play the guitar **easily**.

Make up five more sentences with two adverbs.

State what kind of adverb each one is (time, place or manner).

Work out the rule for the order of adverbs when they are both at the end of the sentence.

Which comes first and second - time, place or manner?

Game

Adverbs:

One of the class goes out of the room. The rest choose an adverb e.g. sadly.

The person comes back and asks someone to perform any verb in the manner of the adverb e.g. dance, walk, hop, crawl. S/he continues to ask people to do different verbs until s/he guesses the adverb.

The last person s/he asks before guessing is the next to go out.

If you are working alone you can play this game in your head.

Chapter 16 - Grammar

More about adjectives and adverbs

In this chapter you will learn about:

1   Comparative and superlative in adjectives and adverbs

2   Point of view in adjectives and adverbs

Revision (Chapters 5, 6, 10, 11)

You now know the four most important **parts of speech.**

Match the parts of speech with what they do: For example **1.B**

1**.**	nouns	A.	describe nouns
2*.*	verbs	B.	name things, people etc.
3.	adjectives	C.	say how, where and when the verb happens
4.	adverbs	D.	say what we do.

Choose the correct answer:

1. We know that a word is a noun		2. We know that a word is a verb	
a	if we can put and in front of it	a	if it has a past tense
b	if we can put the in front of it	b	if we can put the in front of it
c	if we put the after it.	c	if it has a capital letter.

Adjectives

Adjectives, unlike other parts of speech, enable us to compare things. For example:

Your dog is **nasty**. Fred's dog is **nastier** than yours. Sharon's dog is t**he nastiest** in the street.

Or: My dog is **intelligent**. Your dog is **more intelligent** than mine. Garvin's dog is the **most intelligent** of all.

In other words, there are degrees of nastiness and intelligence. These are shown by:

the comparative degree:	nastier	more intelligent
and the superlative degree:	the nastiest	the most intelligent.

Copy out the table below. :Fill in the comparative and superlative degrees of the following adjectives:

Adjective	Comparative	Superlative
nasty	nastier	nastiest
intelligent	more intelligent	the most intelligent
clever		
big		
cheerful		
happy		
interesting		
good		

More about adjectives and adverbs   CORE

1. Talk about members of your family, using adjectives:

For example: My mother is **sensible.**

My sister is **bossy**

My uncle is **nice.**

2. Talk about members of your family, using the comparative:

For example: My sisters are **older** than me.

My brother is **younger** than my sister.

My grandfather is **more sensible** than my grandmother.

3. Talk about members of your family using the superlative:

For example: Jane is the **youngest.**

Jasmin is the **most spiteful**.

Aunt Polly is the **prettiest.**

Adverbs

Adverbs, like adjectives, have comparative and superlative degrees.

For example: Joan sings sweetly.

Ahmed sings sweet**er** (or **more** sweetly) than Joan.

Donna sings **the** sweet**est** (or **the most** sweetly) of all.

Use the words in the columns below to make up three sentences. Use the comparative and superlative degrees of the adverbs.

For example: Donna makes tea badly.

Subject	Verb	Object	Adverb
Joan	plays	basketball	expertly
Ahmed	runs	tea	hard
	thinks		beautifully
	makes		well
	digs		fast
Donna	writes	the garden	badly
	reads	books	clearly

Point of view: adjectives

Adjectives are very important for giving our opinions about people and their actions. The words we choose to describe them often depend on our point of view.

For example: Robin Hood robbed the rich and gave the money to the poor.

If we had been poor, we would probably have described Robin Hood as a good, brave, generous man. **If we had been the Sheriff of Nottingham, we would more likely have described him as a** bad, lawless, villainous **person.**

Below are two lists of adjectives - one good and one bad.

Fill in the gaps in the sentences below. Choose one adjective from each column, according to the point of view.

For example: I. (a) daring (b) stupid

	Good		*Bad*
brave	sensible	foolhardy	miserly
daring	prudent	stupid	obstinate
witty	determined	rude	selfish
clever	funny	ill-mannered	crazy
loyal	honest	mean	cruel
careful	firm	pig-headed	hard

1.	**Barbara climbed out of a bedroom window onto the roof for a dare.**

(a)	**Her friends thought she was** ....

(b)	**Her mother thought she was** ....

2.	**Earl refused to sponsor his friend's run for charity, because he was saving for the school trip.**

(a)	**His friend thought Earl was being** ....

(b)	**Earl thought he was being** ....

3.	**Elma imitated an old lady with a limp.**

(a)	**Her friends thought this was** ....

(b)	**The old lady thought it was** ....

4.	**Ranjit got too much change from a shopkeeper. He took it back.**

(a)	**His friends thought this was** ....

(b)	**The shopkeeper thought it was** ....

5.	**Helena kept interrupting her friend's story with funny comments.**

(a)	**She thought she was being** ....

(b)	**Her friend thought she was being** ....

6.   **Peter's friend, Reg, was a liar and a thief, but Peter stuck by him.**

(a)   **Reg thought Peter was ....**

(b)   **Peter's other friends thought he was ....**

7.   **Freda failed her music exam four times. Her teacher said she would never get through, but Freda insisted on taking it again.**

(a)   **Freda thought she was being ....**

(b)   **Her teacher thought she was being**

8.   **Arthur jumped into the canal to save his friend, even though he couldn't swim.**

(a)   **His friends thought he was ....**

(b)   **His mother thought he was ....**

Point of view: adverbs

We have seen that our choice of nouns, verbs and adjectives depends on our point of view.

This is also true of adverbs.

Below are some adverbs.

Choose two for the gap in each sentence, one from Daphne's point of view, the other of someone who disapproves of what she did.

For example:

1.   **Daphne** carefully **counted out her money. (Daphne's point of view)**

        Daphne meanly **counted out her money, (disapproving point of view)**

Write the number of the sentence and the adverb:

For example: 1. carefully, meanly

carefully	carelessly	cheekily	cleverly	greedily
meanly	sneakily	thirstily	unluckily	wittily

     2. Daphne . . . . drank the last drop.

     3. Daphne . . . . dropped her pencil-case.

     4. Daphne . . . . played a trick on her grandmother.

     5. Daphne answered the neighbour back *....*

     6. Daphne got through the window *....*

Using your informants

Ask your informants these questions:

1.   How do they form the comparative and superlative degrees of adjectives in their languages?

2.   How do they form the comparative and superlative degrees of adverbs in their languages?

Some rules for adjectives

In the exercise on page (93) you put three adjectives in front of some nouns.

For example: the **little grey Chinese** cat

We could not say: "the grey Chinese little cat". In other words, there are rules about the order of adjectives.

Use the columns on page (93) and your own answers to this exercise to state the rule.

On page 104, we noted two ways of forming the comparative and superlative degrees of the adjective:

1. nasty	nastier	the nastiest
2. intelligent	more intelligent	the most intelligent

Work out the rule for which form we use.

Origins of words

Look up the origin of these words in your dictionary (or in the list of words at the back of this book):

noun verb adjective complement comparative superlative

A short story

Choose one of the situations on pages 106 - 107, or make up another one with two points of view of the same action.

Write a story, using this situation.

Chapter 17 - Language Variety

Writing

In this chapter you will learn :

1   When English was written down

2   How to read the Russian alphabet

3   How Chinese is written

Writing

Writing is one of the most important inventions that human beings have ever made. People have always talked. But there are still plenty of people who are illiterate (that is - they cannot read or write).

Some languages have had writing since about 3,000 B.C. - for example, Chinese and Sanskrit (the ancestor of modern Hindi). Others have only been written down in the twentieth century A.D. - for example, the Eskimo languages.

English comes somewhere in between. It was first written down in the ninth century A.D., using the Latin alphabet, the one we still employ today.

Everyone learns to talk, just by growing up among human beings. Reading and writing takes much longer, and most people learn to do it in school.

In the past only a few people were literate and they had great power because of this. It is still true that writing gives power.

How far do we depend upon reading and writing to do these things?

(Note: There is not a simple answer in some cases.)

Gossip	Making television programmes
Watching television	Going on holiday abroad
Making bridges and power stations	Keeping in touch with family in Australia
Making and enforcing laws	Getting a job
Driving a car	Buying and selling
Telling jokes	Mathematics
Religion	Getting Social Security Benefits

Russian writing: the cyrillic alphabet

In the ninth century A.D. King Alfred ordered his clerks to translate Latin books into English.

In the same century, two Bulgarian monks, Cyril and Methodius, wrote down the Bulgarian language, using the Greek alphabet. The same alphabet was used to write down Russian a little later.

The Latin alphabet is the most widely used alphabet in the modern world. The Cyrillic alphabet is the second. It is used in Bulgaria, part of Yugoslavia and the whole of Russia and its former empire.

Work out what we call the cities named on the map.

Write the numbers 1-23 and next to each the name we give the city.

For Example: 1. Vancouver

Cyrillic Letter	Latin Letter	Nearest English Sound	Cyrillic Letter	Latin Letter	Nearest English Sound	Cyrillic Letter	Latin Letter	Nearest English Sound
А	a	(art)	К	k	(kerb)	У	u	(moon)
Б	b	(bad)	Л	l	(lion)	Ф	f	(find)
В	v	(very)	М	m	(moon)	Х	kh	(loch)
Г	g	(get)	Н	n	(nice)	Ц	ts	(lights)
Д	d	(devil)	О	o	(orphan)	Ч	ch	(chap)
Е	e	(yet)	П	p	(pie)	Ш	sh	(sheet)
Ж	zh	(pleasure)	Р	r	(rice)	Э	e	(set)
З	z	(zebra)	С	s	(sea)	Ю	yu	(you)
И	i	(big)	Т	t	(tongue)	Я	ya	(yard)
Й	y	(toy)						

Map 3: Map of the world with cities in Russian script

1. ВАНКУВЕР
2. САН-ФРАНСИЙСКО
3. ЧИКАГО
4. НЮ-ЙОРК
5. ГАВАНА
6. ЛИМА
7. САНТ-ЯГО
8. РИО-ДЕ-ЖАНЕЙРО
9. САНКТ-ПЕТЕРБУРГ
10. ЛОНДОН
11. МОСКВА
12. ОМСК
13. КАСАБЛАНКА
14. ЛАГОС
15. КЕЙП-ТАУН
16. ЗАНЗИБАР
17. БОМБЕЙ
18. ВЛАДИВОСТОК
19. ТОКИО
20. ШАНХАЙ
21. СИНГАПУР
22. ПЕРТ
23. СИДНЕЙ

3

Chinese writing: Ideographs

English and Russian are written in different scripts, but they are both alphabetical writing - that is each letter represents a sound.

For example, the letter **L** in the Latin alphabet and the letter fl in the Cyrillic alphabet both represent the sound at the beginning of **London, land** and **lion.**

It is possible to write with quite a different system. We do this with numbers: the figure **5** represents **five** to an English person, **cinq** to a French person, **pyat** to a Russian etc. The meaning, however, is the same for all of them. **5** represents not a sound but an idea. The technical word for this is **ideograph.**

Chinese writing, like numerals, is not alphabetic. They use ideographs or "characters". Each character represents not a sound but an idea.

Here are some Chinese characters with their meaning in English.

They are arranged in the alphabetical order of the English words.

Use them to do the tasks on page 113.

生	(to) be born	休	rest
大	big	川	river
土	earth	自	self
火	fire	羊	sheep
肉	flesh	日	sun
森	forest	十	ten
行	(to) go	木	tree
毛	hair	车	vehicle
小	little	火山	volcano
人	man	水	water
月	moon	白	white
山	mountain	林	wood
一	one	羊毛	wool

1. Sometimes you can still see how the character represents the idea - like a picture. Look for example at the character for **river** - it shows the banks of the river with the water flowing between.

    Find four more examples of characters which are a picture of the idea they represent. Copy them out with their English meaning.

2. Usually you cannot see the connection between the character and its meaning. Look, for example, at the characters for **fire** and **water.**

    Find four more examples of characters which are not pictures of what they represent. Copy them out with their English meaning.

3. Sometimes two characters are used together to represent an idea.

    For example: 休 = rest (a man leaning against a tree)

    What two or more characters are needed for these ideas?

1. forest	**2.** wool	**3.** volcano

4. **What do the following characters mean in English?** (The answers are in the box at the bottom of the page (but not in the right order).

1. 羊肉	2. 一月	3. 生月
4. 火车	5. 十月	6. 白日
7. 大小	8. 十一月	9. 自大
10. 山水	11. 山羊	12. 自行车

January,	October,	November,	mutton, goat,	railway train,
bicycle,	birthday,	scenery,	size, daytime,	conceited.

Using your informants

Ask your informants how they write their languages.

Writing in Russian

Using the Cyrillic alphabet on page111, write down how you think a
Russian might spell these English place-names:

For example: *Brighton*   БРАЙТОН

1.	**Cambridge**	6.	**Harwich**	**11.**	**Reading**
2.	**Chatham**	7.	**Leeds**	**12.**	**Richmond**
3.	**Devon**	8.	**Kent**	13.	**Shropshire**
4.	**Dudley**	9.	**Norwich**	14.	**Sussex**
5.	**Glasgow**	**10.**	**Pembroke**	15.	**Yarmouth**

A new writing system

Make up a new writing system for English - you can use either
an alphabet or ideographs. (Since no-one but you will
understand it, it will be a secret code.)

Problems with Chinese

Consider some of the things which it is difficult to do in
Chinese. For example, how would you arrange a dictionary?

Ideographs in everyday life

We use a lot of ideographs in everyday life. For example, road
signs, logos, advertisements.

Think of as many examples as you can.

Chapter 18 - Language Variety

Writing which unites people and writing which divides people

In this chapter you will learn about:

1. Standard languages
2. That writing can be used to unite people
3. That writing can be used to divide people

Writing which unites people:

Standard Chinese

We have seen that the Chinese language is written in ideographs. It does not matter how you pronounce an ideograph - you get the meaning direct.

This has been very important in China's history. China is a huge country and the people in the north cannot understand the speech of the people in the south. But because they can all understand the written language (if they learn it), they all feel themselves to be one people - the Chinese.

Below is a poem by a famous Chinese poet Li Po. He wrote in the seventh century A.D. Every Chinese child knows this poem by heart.

It is about someone who wakes in the night feeling homesick. (The English meaning of each character is written below.)

Translate Li Po's poem into English. Try to make it a good English poem.

(Note: The Chinese say bed - in front of and ground - on where in English we say in front of the bed and on the ground. There are no definite articles in Chinese.)

床	前	明	月	光 ，
bed	in front of	bright	moon	light

疑	是	地	上	霜 ，
wonder	is	ground	on	frost

抬	头	望	明	月 ，
raise	head	look at	bright	moon

低	头	思	故	乡 。
lower	head	miss	home-town	

2 Writing which unites people:

Standard English

English is spoken in very different ways in different parts of the British Isles. Someone speaking broad Scots has difficulty in understanding a Cockney.

But because the written language is the same for both, they both say they speak English.

The same is true of English in other parts of the world. The English spoken in Australia is very different from the English of the Caribbean. But they too share the written language.

Because it is the standard for so many different kinds of speech, the written language is called **Standard English.**

Correctness in Written English

Good readers read more quickly than they speak. They do not mutter the words under their breath: they let their eye travel rapidly over the pages.

They could not do this if they did not know what spelling to expect and if they were not helped by standard punctuation. This is why it is important to spell and punctuate in a standard way. Otherwise we cannot expect people to bother with our message.

Below is a story written by a boy who was very good at telling funny stories, but very bad at writing

The sick sow

won day The sow was sick and the old frm went four the vethn and the old sow whd't not hethy and fanit and the old frm sidn to vethn the old sow is on hethy so the wethn sidn to the frmh I will cumb and see the lod sick sow sidn the vethn and the frmh went to see the lod sick sow and the vethn and the frmh see lod fat sick sow sidn the frmh and went at the frmh and not thefrmh ount the big fat sick sow went and ladh down

Write down his story in Standard English.

Compare your version with the upside down version printed below.

One day the sow was sick. It was not healthy and fainted. The old farmer went for the vet.

"The old sow is not healthy," he said.

"I will come and see her," said the vet. The vet and the farmer went to see the old sick sow. The sow saw the farmer and went for him. She knocked him down, then went and lay down.

Writing which divides people

Hindi, Punjabi and Urdu

We have seen that people who share a common written language feel they belong to the community which speaks that language. They feel that the different spoken varieties are merely dialects of the same language.

The opposite is also true. Languages which are quite close in speech are felt to be different languages, if they are written differently.

An example of this is some of the languages of Northern India: Hindi, Urdu and Punjabi. Much of the grammar and words of these languages are very similar. But for historical reasons the people who speak those languages regard them not as dialects of the same language, but as quite different languages, written in quite different scripts.

Rajinder Bhogal. **Rajinder speaks Punjabi as her first language and found it easy to learn Hindi and Urdu. She has learned to write all three languages.**

This is Rajinder's name written in four different ways.

English	*Rajinder Bhogal*
Urdu	راجندر بھوگل
Hindi	रजिंदर भोगल
Punjabi	ਰਜਿੰਦਰ ਭੋਗਲ

This is what Rajinder says about herself, written first in Punjabi, then in Hindi, Urdu and English.

Punjabi	ਮੇਰਾ ਨਾਂ ਰਜਿੰਦਰ 'ਭੋਗਲ ਹੈ ਮੈਂ 1966 ਵਿਚ ਇੰਗਲੈਂਡ ਆਈ। ਪਹਿਲਾਂ ਰੈਡਿੰਗ ਵਿਚ ਰਹੀ ਅਤੇ ਫਿਰ ਬਰਮਿੰਘਮ ਵਿਚ ਆਈ।	Hindi	मेरा नाम रजिंदर भोगल है। मैं 1966 में इंगलैंड आई। पहले रैडिंग में रही और फिर बर्मिंघम में आ गई।
English	My name is Rajinder Bhogal. I have lived in England since 1966, first in Reading, then in Birmingham.	Urdu	میرا نام راجندر بھوگل ہے۔ میں 1966 میں انگلستان آئی پہلے ریڈنگ میں رہی اور پھر برمنگھم میں آ گئی۔

Look at the texts on page 118 and do the following:

1.   Pick out the dates in each. In which language are the numbers written differently?

2.   Pick out the name "Rajinder Bhogal" in each text.

3. Try to copy the name in each script. (Urdu is written right to left.)

Words, sounds and grammar in Hindi/Urdu/Punjabi

The spoken form of the information about Mrs.Bhogal is written below in Punjabi, Hindi and Urdu, using the Latin alphabet. The English for each word is written underneath.

Punjabi	Mera	nam Rajinder Bhogal hai				
Hindi	Mera	naam Rajinder Bhogal hai				
Urdu	Meran naam Rajinder Bhogal hai					
English	my	name Rajinder Bhogal is				
Punjabi	Main	1966 -wich England aayee.				
Hindi	Main	1966 -mein England aayee.				
Urdu	Main	1966 -mein England ■ aayee.				
English	I	1966 -in England came				
Punjabi	Pehlan	Reading - wich r:hi atay phair	Birmingham	aa -	gayee.
Hindi	Pehlay	Reading - mein r:hi aur phir	Birmingham	aa -	gayee.
Urdu	Pehlay	Reading - mein r:hi aur phir	Birmingham	aa -	gayee.
English	first	Reading - in (I) lived and after	Birmingham	(past)	- come

Use the information in the box to answer these questions:

1.   Words:

Some words are quite different in Punjabi, Urdu and Hindi. Find an example in the texts.

2.   Sounds:

Some words in three languages are pronounced slightly differently. This is why they are spelled differently in the Latin alphabet version.

For example: Punjabi: **nam** Hindi/Urdu: **naam** Find three more examples.

3.   Grammar:

(a)   Where in the sentence does the verb come in Punjabi/Hindi/Urdu?

(b)   In English we usually make the past tense by adding **-ed.**

For example: **play + ed** = played

How is the past tense formed in Punjabi/Hindi/Urdu?

Note: If some of you speak one or more of these languages, you can help with the tasks above.

Writing which divides people

Danish, Norwegian and Swedish

Another group of people who can understand one another's speech perfectly well are the Scandinavians - the Danes, Norwegians and Swedes. Over the centuries, they have not usually been on good terms, so they choose to call their language by different names - Danish, Norwegian and Swedish.

They use different dialects for Standard Danish, Standard Norwegian and Standard Swedish and spell them rather differently.

Below you will find the first words of the Bible in Norwegian, Swedish and English.

Copy out the texts so that similar words are underneath one another. Start:

*English   In the beginning   shaped   God   Heaven
    and   Earth.*
*Norwegian   I   Begyndelsen   skabte   Gud
    Himmelen   og   Jorden.*
*Swedish   I   begynnelsen   skapade   Gud   Himmel
        og   Jord.*

English

1.   In the beginning God shaped Heaven and Earth.

2.   And the earth was void and empty, and darkness was upon the world. And God's hand waved over the water.

3.   And God said: Be light! And there was light.

Norwegian

1.   I Begyndelsen skabte Gud Himmelen og Jorden.

2.   Og Jorden var ode og tom, og der var morkt ovenover Ufgrunden, og Guds Aanc svaevede ovenover Vandene.

3.   Og Gud sagde: Vord Lys: Og der blev Lys.

Swedish

1.   I begynnelsen skapade Gud Himmel och Jord.

2.   Och jorden war ode och tom, och morker war pa djupet, och Guds Unde swafde fwer wattnet.

3.   Och Gud sade: Warde Ljus; och det wardt Ljus.

Note: **j** in Norwegian and Swedish is pronounced **y. ch** in Swedish is pronounced **k.**

Compare the English, Norwegian and Swedish.

Consider words, grammar and sounds.

Chapter 19 – Grammar

Prepositions

In this chapter you will learn about:

1. Prepositions in English
2. Prepositions and postpositions in other languages

1 Revision

Write out the advqrbs of place in these sentences (that is: the words which answer the question **where**?
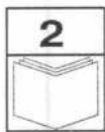
For example: 7. there

1. Put the sugar there.   4. It is dark outside.

2. The gunman was shot here.   5.   Come in!

3. Everywhere people were laughing.   6.   He walked around importantly.

Write out the adverbs of time in these sentences (that is : the words which answer the question **when**?)

For example: 1. then

1.   She started work then.   4.   She will soon qualify as an engineer.

2.   Yesterday I met an old friend.   5.   He is doing the dusting now.

3.   You can do your homework later.   6.   Meanwhile the cowboys were hiding.

2 Parts of speech: Prepositions

Put the sugar **there.**

She started work **then.**

There is an adverb of **place; then** is an adverb of **time.**

They do not tell us a lot. If we want to know **exactly** where to put the sugar or **exactly** when she started work, we need more than one word.

For example:

Put the sugar
$\left\{\begin{array}{l}\textbf{in your shoes,}\\ \textbf{on the table}\\ \textbf{behind the teapot}\end{array}\right.$

She started work
$\left\{\begin{array}{l}\textbf{on Friday}\\ \textbf{in the morning}\\ \textbf{after Christmas}\end{array}\right.$

The words in bold are adverbial phrases. A **phrase** consists of two parts:

Preposition	+	Noun
in		your shoes
on		the table
behind		the teapot
on		Friday
in		the morning
after		Christmas

Prepositions are often very little words, but they are very important.

Some common English prepositions are:

in, at, on, by, for, with, to, over, between, up, down, through, beside, after, before, behind, in front of, from.

Write down as many prepositions as you can which make sense in the gap below:

He put his coat _____ the cupboard.

Choose prepositions and nouns from the lists below to make three adverbial phrases.

For example: **preposition + noun = adverbial phrase**

through + the city = through the city

Prepositions	Nouns
through	mountain
along	forest
over	road
under	sea
up	field
down	country
in/into	city
out of	plain

Use the adverbial phrases you have made in sentences.

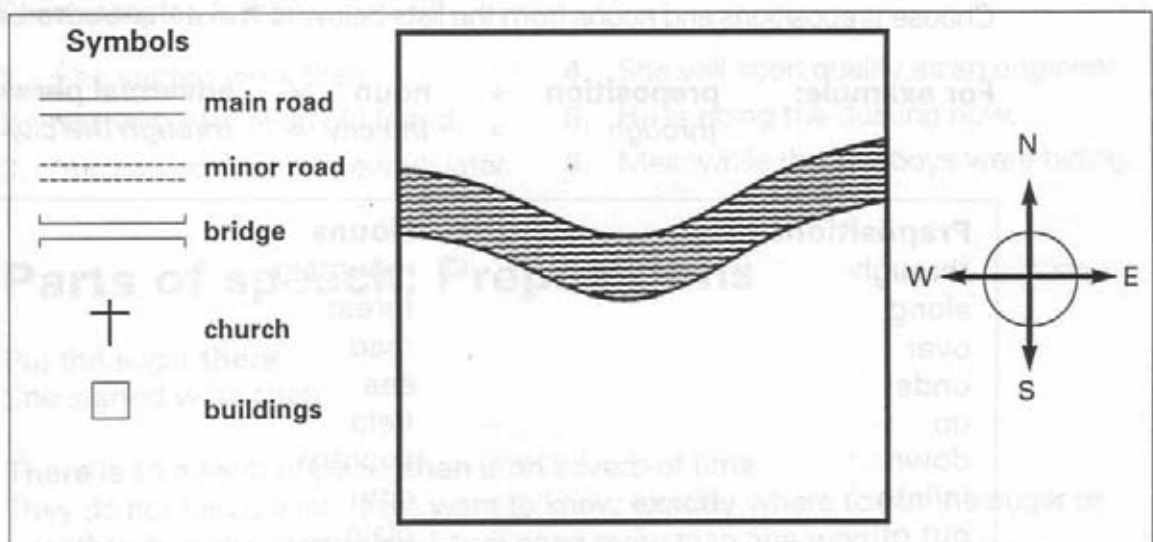**For example:** *I love wandering through the city.*

Using adverbs and adverbial phrases

In all school subjects we need to use adverbs and adverbial phrases of place.

Below is the description of an imaginary village, and also the beginnings of a plan of the village. The information in the first paragraph of the description has been put on the plan.

Copy the plan, then complete it, using the information in the rest of the description.

Plan of a village

North is **at the top of the plan.** A river runs **from West to East across the middle of the plan.** It bends **to the South in the middle.**

A main road runs **from North to South in the middle of the plan,** crossing the river by a bridge **at its Southernmost point.** A minor road follows the course of the river **on the northern bank.**

Next to the bridge on the main road to the South-West of the river is a

ruined castle.

On the other side of the main road is a church. There are some old cottages **round the church. On the North side of the minor road in the far West of the map** is a supermarket. There is a garage **next to the supermarket on its Eastern side.**

Note: The words in bold are adverbial phrases of place.

Prepositions and postpositions in 8 languages

Look at the following information about prepositions and postpositions:

Then answer the questions below

Language		
Arabic	'ala al-kursi	taht al-kursi
Bulgarian	nad stola	pod stola
Chinese	zài yizi shàng	zài yizi xià
English	on the chair	under the chair
Russian	na stoole	pod stoolom
Urdu	khurse per	khurse ke nichey
Welsh	ar y gadair	dan y gadair
Yoruba	lori aga na	labe aga na

1. Which languages have prepositions (like English - **on** the chair)?

2. Which languages have postpositions (the chair - **on)?**

3. In which language does the noun change according to the preposition?

4. What are these phrases in any other languages you know: on the chair under the chair

Do the languages you know have prepositions or postpositions?

Using your informants

Ask your informants these questions:

1.   How do they say in their languages:

on
under } the chair
over
beside

2.   Do their languages have prepositions or postpositions?

Adverb or adverbial phrase?

You will have noticed that the same word can be either an adverb of place on its own, or a preposition followed by a noun:

For example: He rushed **in.**   (Where? **In** - adverb)

He cooked the stew in a saucepan.

(Where? **In** - preposition + saucepan - noun)

In each of the sentences below there is either an adverb or an adverbial phrase (preposition + noun).

Write down whether the word in bold in each sentence is an adverb or a preposition. Write A for adverb and P for preposition.

For   example: *1.A*

1.   They crawled **inside.**
2.   **Inside** the house it was quite dark.
3.   He decided to come **along.**
4.   They wandered **along** the street.
5.   Put these papers **on** the top.

6.   These can go **underneath.**
7.   **Over** you go.
8.   She threw her coat **over** the chair.
9.   The daffodils were **beside** the lake.
10. The dance went **round** the town.

Game

Play this game in pairs:

Each of you draws a plan of an imaginary village and writes a description of it. Give the description to your partner, but not the plan. Your partner must draw the plan of your village from the description. Then compare their plan with yours.

Chapter 20 – Wordpower

Particles

In this chapter you will learn about:

Particles and phrasal verbs in English

Few words - many meanings: (1)English

In the last chapter we learned some of the ways in which we use those very useful little words:

in   up   out   through   down   from (etc.)

In this chapter we shall learn of yet another use for them. When we use them in this way, we call them **particles.**

We add them to verbs to make new meanings.

For example:

Verb	Particle
break }	in
	off
	out
	into
	down
	up

Write out the phrasal verb "break + particle" in each of the sentences below:

For example: *1 .broken off*

1. Joan and Bob have been engaged for five years and suddenly she has broken off their engagement.
2. Young horses are wild and have to be broken in.
3. School broke up last week and we are on holiday till September.
4. When he heard the sad news he broke down and wept.
5. Thieves broke into the house and stole the video-recorder.
6. The Second World War broke out on September 3rd 1939.

Match the verbs you have written out with the words below:

For example: *I.D*

A.	entered by force	B.	burst into tears	C.	trained
D.	ended	E.	came to an end	F.	began

Particles and phrasal verbs

When we add **on, by, up etc.** to a verb we call them **particles.**

A verb with a particle is called a **phrasal verb.**

Put is another verb which changes its meaning when we add particles to it. Here are a few of these meanings:

put by	**= save**
put down	**= crush (rebellions)**
put off	**= postpone**
put out	**= (1) extinguish**
	(2)be annoyed
put up	**= give temporary accommodation to**

Add a particle to the sentences below, so completing the phrasal verb. The verbs you need are in the box above.

For example: *1. down*

1. The government used the police to put_____the strike.

2. I ought to visit my grandmother today, but it's raining and I think I'll put it _____till tomorrow.

3. The firemen soon put the blaze_____

4. I shall be in your area tomorrow. Could you put me_____
 for the night?

5. He was very put_____when I refused to help him.

6. You should put_____some money for a rainy day.

Put the phrasal verbs In the box into the sentences below:

For example *1. fell out*

fall **in** = get into line

fall **off** = decrease (of numbers)

fall **on** = attack violently

fall **out** = quarrel

fall **through** = fail to happen

1. They had been good friends for years, but suddenly they_____and now do not speak to one another.

2. With the increase in unemployment, attendance at football matches has_____ .

3. The sergeant shouted to the troops to_____as the Queen was due to arrive.

4. My plans to go on holiday have_____, as the airline company has gone bankrupt.

5. The gang_____their victim in the alleyway, and left him severely injured.

Add the correct particle to the verb "to turn" in the sentences below.

The meanings of the phrasal verbs in the box will help you.

turn **away**	= refuse admittance to
turn **down**	= reject an offer
turn **into**	= change into something else
turn **in**	= go to bed
turn **on**	= attack suddenly
turn **out**	= be revealed

For example: 1. *on*

1. The dog had always been friendly, but one day it turned_____her and bit her.

2. He offered me £10 for my ring but I turned it_____.

3. We hammered at the door but no-one answered. It turned_____that it was the wrong house.

4. It was already midnight and we decided it was time to turn_____.

5. The prince turned_____a frog.

6. We tried to get into the club but we were turned_____by the doorman.

Match the phrasal verbs with their meanings.

The sentences below will help you.

For example: *I.C.*

1.	look up	A.	be reconciled
2.	make up	B.	explode
3.	turn up	C.	improve
4.	blow up	D.	stop
5.	think up	E.	arrive unexpectedly
6.	draw up	F.	invent

The weather was terrible this morning but it's **looking up** now.

My sister and I fell out but we've **made** it **up**.

We were all sitting down to tea, when my uncle from Jamaica **turned up**.

Someone lit a cigarette in the petrol station and the whole place **blew up**.

My little brother loves stories and I have to **think** some **up** for him.

We told the driver to **draw up** by the paper shop.

Sometimes we add **two** particles to a verb to make further meanings.

For example: We **put** his silly answer **down to** his being rather deaf, (put down to = explain)

I decided to **put in for** a job at the Post Office.(put in for = apply for)

Write down a phrasal verb (with two particles) which means the same as the verbs below.

The sentences underneath will help you.

For example: *1. look down on*

1. despise
2. expect with pleasure
3. compensate for
4. have none left
5. defend (in words)
6. bear patiently
7.

I can **put up with** a lot but this is too much.

We shall have to work harder today to **make up for** the time we wasted yesterday.

Everyone was saying my friend was useless, but I **stuck up for** him.

Snobbish people **looked down on** them because they were poor.

We are **looking forward to** our holiday in the sun.

I haven't been to the shops so we've **run out of** milk.

4 More phrasal verbs?

How many particles can you add to these verbs?

give   **get**   **go**

Discuss the meanings of the phrasal verbs you have made.

Which verbs can you add these particles to?

over   **back**   **round**

Discuss the meanings of the phrasal verbs you have made.

5 Idioms

The phrasal verbs you have been studying are all **idiom**s. That is, you cannot guess from their parts what the whole meaning is. A foreigner learning English might know the meaning of **draw** and **up,** but s/he could not guess that **draw up** means to stop a vehicle.

Phrasal verbs are not the only kind of idiom. Here are some expressions which English speakers know, but foreign learners could not guess:

to fly off the handle   cupboard love

drop a line   red-handed

put one's foot down   go to the dogs

Talk or think about the meanings of the idioms above.

What other English idioms can you think of?

We have seen in this chapter and the last that the little words

over   round through   off (etc.)

are used as adverbs, prepositions and particles.

Which are they used as in the following sentences?

Write **A** for **adverb, prep** for **preposition** and **P** for **particle For example: 1**. *Prep*

1.	Climb **over** the fence.	7.	Pull the thread **through**
2.	She'll get **over** it.	8.	**"Through** the Looking Glass" is a lovely book.
3.	A plane went **over.**	9.	I saw t**hrough** her disguise immediately
4.	He was unconscious for a while, but came **round** later.	10.	He took the washing **off** the line.
5.	I ran **round** the corner.	11.	The gale blew the roof **off**.
6.	Hand **round** the biscuits.	12.	I got tired of arguing with her over the phone so I rang **off**.

Use each of the following words in three sentences:

1. as adverb   2. as preposition   3. as particle:

in	**down**	**after**

If you met some phrasal verbs in this chapter which you did not know, enter them in your vocabulary books.

Note: Vocabulary books are not only for **long** words.

Chapter 21 – Wordpower

Latin Prefixes

In this chapter you will learn:

1. Some Latin prefixes in English words

2. More English words of Latin origin

Few words - many meanings: (2) Latin

Like English, Latin used few words to make many meanings. Like English, it used a verb plus particles.

Unlike English, the particle came first and was called a prefix. Also the new verb was written as a single word.

We still use Latin prefixes to make new words (especially in science).

For example: **sub** (= under) in "sub-atomic"   (**below** the level of the atom)

super (= over)in "supersonic"   (**above** the level of sound)

re (=again)   in "re-fuel"   (to put fuel in **again**)

pre (=before) in "pre-war"   (**before** the war)

post (=after)   in "post-war"   (**after** the war)

Take a prefix from column 1 and combine it with a word from column 2 to form words with the meanings given below:

For example: *a) pre-Conquest*

1	2
sub	natal (Latin: natus-born)
super	marine (Latin: mare-sea)
re	Conquest (1066)
pre	address
post	annuated (Latin: annus-year)

a) before 1066
b) after birth
c) a machine which goes under the sea.
d) to write an address again (i.e. a new one)
e) over age

Put the words you have formed into the sentences below:

For example: 1 *post-natal*

After the birth of her child she took the baby to the_____clinic.

He retired because his firm said he was_____.

When my sister left home, we had to _____all her letters.

To hide the missiles from aeroplanes they put them in_____

Alfred was the most famous of the_____kings of England.

Using your knowledge of Latin prefixes, match the words in column 1 with their definitions in column 2.

For example: 1 *C*

1		2	
1.	**super**human	A.	people who live **after us.**
2.	**sub**human	B.	**t**o decorate **again**
3.	**pref**abricated	C.	**greater than** human
4.	**post**erity	D.	**less than** human
5.	to **re**decorate	E.	made **before**hand.

Put the words above into the sentences below:

For example 1. *posterity*

1)   Trees planted now will be enjoyed by_____.

2)   We put the coffee table together quickly because all the parts were_____.

3)   The house had been empty for many years and we had to_____it.

4)   To lift that tree-trunk needed_____strength.

5)   The monster was huge but not very bright - its intelligence was_____

A Latin verb with prefixes

The Latin verb **vertere** means **to turn.** It combines with prefixes to make new meanings:

For example: Prefix	New Verb	Meaning
con - with (completely)	convert	change
re- back, again	revert	turn back
di - in two, aside, asunder	divert	turn aside
***in** - in	invert	turn upside down
****ab** - from, away	avert	turn away
per - through, beyond (sometimes in a bad sense)	pervert	turn to evil
sub - under	subvert	undermine

Notes: *Not an obvious connection with "in".

**The sound and spelling change (abvert to avert).

Fill in the spaces in the sentencs below, using the above verbs

(based on the Latin "vertere" - to turn):

For example: 1. *avert*

1) Her brakes suddenly failed but by turning quickly into the bank at the side of the road, she managed to _____ disaster.

2) When he came out of prison he tried to go straight for a while, but he could not get a job and soon _____ ed to stealing.

3) There had been an accident on the main road and the police _____ ed the traffic through the side streets.

4) I said that Vi was very brave, but Pete _____ ed my words and told Vi that I had said she was foolhardy.

5) The Jehovah's Witnesses came to the door and tried to _____ us to their beliefs.

6) The pupils' names were in alphabetical order but the new teacher decided to_____the list and began with the letter "Z".

7) The secret agent was planted to_____the organisation.

Meaning of Latin prefixes

Use your knowledge of Latin prefixes to choose the correct meaning for the words in bold:

For example: *1. a*

1. He lost his job but later the firm **reinstated** him.

a put him in his job again   b gave him compensation
c apologised to him.

2. She thinks she is very important but really she is only a **subordinate.**

a a nuisance   b a young person
c one whose place is under others.

3. He is a **superlative** sports person.

a enthusiastic   b worse than others
c better than others.

4. **Prepositions** are used a lot in English.

a words which go after a noun   b words which go before a noun
c words which replace a noun.

5. He died very suddenly and the doctor called for a **post-mortem.**

a an inquiry   b an examination after death
c report in the newspaper.

Another Latin verb

The Latin verb **cedere** means **to step** or **to yield**

Many of the prefixes you have learned this lesson can be used to form new meanings with this verb.

Use your dictionaries (or the glossary) to see how many you can find. What do they mean?

Note that the verb may be spelt **cede or ceed. Sub** changes its sound and spelling when combined with **cedere** to make **succeed.**

Try also these prefixes:

inter- between   **pro - forward**

ad - towards   **ex- out of**
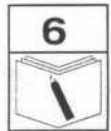
(changes to ac)

Spelling

Knowing a little about the way words are made up in Latin helps us spell English words.
For example, if we know **succeed** comes from **sub + ceed**, we shall understand why there are two **c**'s in the middle of the word.

Dictate the words you have studied in this chapter to one another until you are sure of the spelling.

If you are working alone, you could use a tape recorder or ask someone to help you.

Latin words in Education

The kind of words you have studied in this chapter are very important in all subjects in education. We find them in textbooks, in examination questions and you will have to use them in examination answers.

If there are words in this chapter which you do not know, enter them in your vocabulary books. Check the spelling.

Keep revising them until you are familiar with them.

Latin words in textbooks

Look through your textbooks and see how many words with Latin prefixes you can find.

Consider whether knowing the basic meaning helps you to understand, spell and remember the words you have found.

Chapter 22 – **Wordpower**

Greek Prefixes

In this chapter you will learn about:

1. English words with Greek prefixes

2. Synonyms, antonyms and homonyms

Greek prefixes

We saw in Chapter 21 that a knowledge of Latin prefixes can help us to tackle unknown words. It also helps to increase our own vocabulary.

The same is true of Greek prefixes. We still form new words using Greek roots, especially in science.

For example

prefix	meaning	example
anti	against	anticyclone
hypo	below	hypothermia
hyper	over	hypersensitive
dia	through	dialysis
para	beside	paranormal

The second part of these words also comes from either Greek or Latin:

prefix	meaning	example
cyclone	Greek	to whirl around (kikloein)
thermia	Greek	heat (thermos)
sensitive	Latin	to feel (sentire)
lysis	Greek	to loose (lyein)
normal	Latin	a rule (norma)

Match the words in column 1 with their meanings in column 2:

For example: *1C*

1	2
1. anticyclone	**A.** a system of separating substances by passing **through** a filter
2.- hypothermia	**B.** beyond the normal
3. hypersensitive	**C.** a system of winds blowing outwards from a centre of high pressure, the **opposite** of a cyclone
4. dialysis	**D.** cold, below normal heat
5. paranormal	**E.** over-reacting

Put the words in column 1 in the sentences below:

For example: *1. hypothermia*

1. Old people often die of_____in cold weather

2. He is interested in ghosts, poltergeists, telepathy and other kinds of_____happenings.

3. The weatherman said there was an_____over the British Isles.

4. Her skin is_____and she has to use rubber gloves for washing-

up: if she doesn't she comes out in a rash.

5. My aunt's kidneys do not work properly; we hope she can get a

kidney_____machine to filter her waste products artificially.

Few words - many meanings: (3) Greek

The Greek word **pathos** means **feeling.**

From it we get the English word **pathetic** meaning **pitiful.** For example: The

starving children were **pathetic.**

The root can be combined with prefixes to form other meanings:

For example:

antipathy	**(anti** = against)
sympathy	**(syn/sym** = for, with)
empathy	**(en/em** = in, into)
telepathy	**(tele** = far)
apathy	**(a** = without)

Fill in the gaps in these sentences with the words above:

For example: 1. *sympathy*

1. When her father died, her friends were full of _____

2. He is a loud-mouthed nasty-tempered person and I feel great _____towards him

3. After her long illness she took no interest in anything; her friends took her on holiday in an attempt to rouse her from her ;_____.

4. When we watch a film, we feel_____with the good people.

5. It is said that there is_____between twins: they feel what is

happening to one another even when they are apart.

Synonyms and Antonyms

The Greek word for **name** is **onoma**.

It combines with several prefixes to form other meanings:

	word	**prefix**	**meaning**
For example:	antonym	(ant/anti - opposite to)	a word opposite in meaning
	synonym	(syn - with)	a word meaning the same
	homonym	(homo - same)	a word sounding the same
	anonymous	(an - without)	without a name

Use the words above to fill in the gaps in the sentences below:

1. The charity received a large gift but they could not thank the giver because he wanted to be_____.

2. Dark is the_____of light.

3. Polite and courteous are_____s.

4. Hear and here sound the same: they are_____s.

Write out pairs of synonyms from these columns:	**Write out pairs of antonyms from these columns:**
For example: *wild, savage*	**For example:** *fat, thin*

wild	pleasant
nice	plump
rich	savage
fat	wealthy
awkward	skinny
thin	clumsy

fat	tall
rough	thin
nice	smooth
short	nasty
young	rich
poor	old

Form the antonyms of these words by adding the correct prefix:

	Word	**Antonym**
For example:	*pleasant*	*unpleasant*
	agreeable	
	kind	
	patient	
	exact	
	fair	

Homonyms

There are quite a few **homonyms** in English.

Homonyms are words which sound the same but have different meanings. Sometimes the spelling helps to distinguish the different meanings:

For example: no   know
                  new   knew
                  hear   here

Know and **knew** are present and past tenses of the verb to **know** and are connected with **knowledge.**

Here is an adverb of place like **there** and **everywhere.**

We **hear** with our **ears.**

Think of other homonyms in English

Write them down.

Put each in a short sentence to show you understand the difference in meaning.

For example: *She is a dear friend. We saw some deer in the park.*

Here are some to start you off: *dear/deer   blue/blew   hare/hair*

Medical words from Greek

A lot of medical words which sound mysterious and learned in English are based on very simple Greek words. For example:

Parts of the body		Medical Terms	People	
pneum	lung	-itis inflammation, soreness	paedos	boy (child)
			gynaekos	woman
arthron	joint		geras	old age
kystis	bladder		iatros	physician
derma	skin			
mastos	breast	- ectomy cutting out		
hystera	womb			
opthalmos	eye	- ology study of		
haema	blood			
neuron	nerve			
phlebos	vein	.		

Work out what is wrong with someone if they have the following complaints:

For example: *cystitis* **-** *inflammation of the bladder*

cystitis	arthritis	neuritis
phlebitis	dermatitis	tonsillitis
appendicitis	pneumonia	anaemia

What are the following doctors specialists in?

For example: *haematologist - blood*

haematologist	dermatologist	geriatrician
neurologist	opthalmologist	paediatrician
gynaecologist		

What are the following operations?

For example: appendectomy - *cutting out of the appendix*

appendectomy	tonsillectomy	mastectomy
hysterectomy	pneumonectomy	

Enter in your vocabulary books any words from this chapter which you did not know.

Check the spelling.

Chapter 23 - Language Variety

Dialects of English

In this chapter you will learn about:

1. Standard English

2. The old languages and dialects of the British Isles

3. To use your knowledge of grammar to describe varieties of English.

Local Dialects

Written English - or Standard English - is the same for everybody. But spoken English comes in many different varieties.
One reason for this is that English has many local **dialects.** You can very often tell by their speech where people come from.

Most of us can tell a Scot from a Cornish person, or a Liverpudlian from a Cockney. We shall see in this lesson that the local dialects are very old, going back to the languages of the Anglo-Saxons and the Vikings.

If you have a dialect, you should be proud of it. We shall see that the English dialects have just as much grammar as Standard English - but that the grammar is different.

We shall take examples from the Black Country dialect. The Black Country is a group of small industrial towns to the West of Brimingham. It is so called because it used to be black from the co'al and smoke of the mines and foundries in the area.

The Black Country dialect is a very ancient one: it is descended from the language of the Anglo-Saxons who settled in the region before 1066. It is different from the dialect of nearby Birmingham. Each little town in the Black Country - Oldbury, Rowley Regis, Smethwick etc. - has a slightly different dialect from the others.

Write down the name of the dialect of the district where you live.

For example: *Liverpool or Lancashire*

Write down the names of some of the people you know who speak in that dialect-friends, shopkeepers, neighbours etc.

Write down the names of people you know who speak another local dialect and the name of their dialect.

For example: Lily Campbell - Scottish

Write down the names of some people you know who always speak Standard English, so that you cannot tell from their speech where they come from.

Talking in Dialect

For some purposes dialect is better than Standard English - for telling jokes, for example.

Here is a joke about two famous Black Country characters, Enoch and Eli:

Aynuck and Ayli were strolling along the canal tow path and they had a bit of an argument and eventually started shouting at each other.

"Eh," says Aynuck, "if yoh doh shurrup I'll chuck yo' across the cut." (cut= canal) "I bet yo' five bob yo' cor do it," says Ayli.

Next minute Aynuck picked Ayli up and twirled him round several times then let him go. Ayli fell into the middle of the canal.

"See," says Ayli, "I told yo' yo' couldn't do it. Yo' owe me five bob."

"I doe," says Aynuck, "I day say as I could do it fust time."

Think of some famous comedians (and other entertainers) who use their dialects.

For example: Billy Connolly

Describe a situation in which you would use dialect.

There are some jobs where it helps to have a dialect and some where you have to speak Standard English.

Here is a list of jobs. In which ones is it necessary to speak Standard English?

switchboard operator	garage mechanic
painter	hotel receptionist
computer operator	teacher

Think of other jobs where it is helpful to be able to speak Standard English.

Accents and Dialects

In describing a language we have to consider three things:
1. Words   2. Grammar   3. Sounds

For example: in the Black Country you might hear: "Ay yoh, bull yed! I bay gooin ter tell yoh agen!"

You probably won't know the Black Country **word** "bull yed". It is a dialect word "bull-head" meaning tadpole. You can guess that it means someone stupid!

You may not know the Black Country **grammar** of the verb "to be". "I bay" in Black Country is "I'm not" in Standard English.

Some of the **sounds** of Black Country dialect are different from the sounds of Standard English. "You" rhymes with "blue" in Standard English, but with "go" in the Black Country.

Dialect speakers use a language which differs from Standard English (and from other dialects) in all three respects: words, grammar and sounds.

Many people speak with an **accent:** that is they use the words and grammar of Standard English, but the sounds are different.

For example: a Northerner will pronounce the "a" of "bath", as in "bad", while a Southerner will pronounce it as in "card".

Here is the Aynuck and Ayli story again.

Read it aloud and answer the questions below:

Aynuck and Ayli were strolling along the canal tow path and they had a bit of an argument and eventually started shouting at each other.

"Eh," says Aynuck, "if yoh doh shurrup I'll chuck yo' across the cut."

"I bet yo' five bob yo' cor do it," says Ayli.

Next minute Aynuck picked Ayli up and twirled Ayli round several times then let him go. Ayli fell into the middle of the canal.

"See," says Ayli, "I told yo' yo' couldn't do it. Yo' owe me five bob."

"I doh," says Aynuck, "I day say as I could do it fust time."

1. What Black Country dialect word can you find? What are some other words that we use only in speech but not only in the Black Country?

2. What is Black Country grammar for Standard English "don't", "can't", "didn't", "I didn't say that"?

3. You can't really tell what Black Country dialect sounds like from the written version. The names of the characters are usually spelt "Enoch" and "Eli". From the spelling in the story how do you think they are pronounced in the Black Country?

Dialect Words

Here are some of the words found in the local dialects of English for the Standard English **noun** "snack":

bagging	biting	crib	crust
elevenses	lunch	nammet	ten o' clock
allowance	bait	bever	docky
drinking	snap	jock	nuncheon
tommy	clocking	dew-bit	drum-up
minning-on	progger	putting-on	threeses

The following are dialect words for the **verb** "to slide":

shirl	skidder	skirl	skirr
slare	slither	slur	glirry
skid	slider	slip	

Here are some dialect words for the **adjective** "hungry":

clammed	hungered	leer	leery
thirl	empty	famished	famishing
fammelled	gant	hearty	hollow
pined	starved	wallow	yap

Write down the answers to these questions:

1. What are the words in your local dialect for "snack", "slide" and "hungry"?
2. What other local dialect words can you think of?
3. Label them: N for noun, V for verb, A for Adjective.

Dialect Grammar

The grammar of the dialects is often different from the grammar of Standard English. Here is the verb **to be** in two English regional dialects.

		Devon	
Present Tense		**Past Tense**	
Singular	**Plural**	**Singular**	**Plural**
I be	we be	I was	we was
thee art	you be	thee was	you was
he/she/it is	they be	he/she/it was	they was

		North-East	
Present Tense		**Past Tense**	
Singular	**Plural**	**Singular**	**Plural**
I is	we are	I was	we were
thou is	you are	thou was	you were
he/she/it is	they are	he/she/itwas	they were

Use the tables above to answer these questions:

1.   What is Standard English "I am" in Devon?
2.   What is Standard English "you are" in Devon?
3.   What is Standard English "they were" in Devon?
4.   What is Standard English "I am" in the North-East?

Write out the verb "to be" in your local dialect.

Irregular Verbs in the Dialects

Many dialects differ from Standard English in the past tense of irregular verbs.

For example:	Present	Past	Perfect
Standard English	I come	I came	I have come
Devonshire English	I come	I come	I have come
Standard English	I go	I went	I have gone
Cumbrian English	I go	I went	I have went
Standard English	I take	I took	I have taken
Birmingham English	I take	I took	I have took

Use the above tables to answer the questions:

1.   What is Standard English "I came" in Devon?

2.   What is Standard English "I have gone" in Cumbrian?

3.   What is Standard English "I have taken" in Birmingham English?

Write out the Present, Past and Perfect tenses of "to come", "to go" and "to take" in your local dialect.

What other verbs have different forms in your local dialect?

"Bad" Grammar

Teachers in all subjects complain that some pupils write "bad grammar". Nearly always they mean that the pupil has used a dialect form instead of the Standard English form.

For example: "They was took" instead of "They were taken".

"They was took" is not bad grammar in the Black Country dialect, of course, but perfectly correct. It is, however, inappropriate in Standard English. Dialect speakers have to learn to use Standard English grammar when they write.

If teachers have ever complained about your grammar, do the following :

a)   Look through your exercise book and find examples. Were you using dialect forms ?

b)   If it happens again, tell your teachers (politely) that you were using perfectly good grammar, but the grammar of your dialect, not the grammar of Standard English. Tell them you realise you should have used the Standard English form and thank them for pointing it out.

Using your informant

Ask your informants about dialects in their languages.

Discuss these questions:

1.   How many varieties of English are there in your class, workplace or neighbourhood?

2.   Who can speak in the local dialect? Who speaks only Standard English? Who can speak with another dialect?

3.   (Leave aside for the moment people for whom English is a second language - unless they also speak a local dialect.)

4.   Professional people, such as librarians, teachers or managers, often move from their homes in order to get a job.

5.   Consider the speech of professional people you know. Do any of them speak with an accent, so you can tell what part of the country they come from?

There are many vivid sayings in dialect. Here are a few from the Black Country:

a bobbydazzler	a smartly dressed young woman
our bab	the youngest member of the family
on the rantan	in a violent mood
he's like a pig a-chobblin' coal	he's crunching up sweets
I'd clam till I bost	I'd starve rather than give in
he's got a voice like a gleed under a dower	he's got a harsh voice (like an a ember under a door).

What lively expressions are there in your local dialect?

If there are some people in your class who can tell jokes in dialect, ask them to tell some.

Languages of the British Isles in 1,000A.D.

When the Romans conquered Britain in the first century A.D., the country was inhabited by Celtic peoples, speaking Celtic languages. These languages are the ancestors of what is now Irish and Scottish Gaelic, Welsh and Cornish. The Cornish language has died out (but only 100 years ago). There are still over a million speakers of the other Celtic languages.

When the Roman troops withdrew from Britain in the third century, the Celtic people had to fight off invaders from Northern Europe - Germanic tribes called Angles, Saxons and Jutes. By the eighth century these Germanic people had taken over what is now England, and the Celts had had to make new homes in Scotland, Wales and Cornwall.

The Angles gave their name to the country and the language - England and English. They settled in the North and the Midlands, the Saxons seized the South and West, and the Jutes settled in what is now Kent.

When they arrived in England, they already'spoke different dialects of their common language - called "Anglo-Saxon". The dialects of modern English are descended from their speech.

The next people to invade the British Isles were the Vikings, fierce raiders from what is now Denmark and Norway. They conquered many of the coastal areas of Britain and established a huge kingdom in the North and Midlands. Modern Cumbrian is closer to Norwegian, and modern Geordie is closer to Danish than to Southern English.
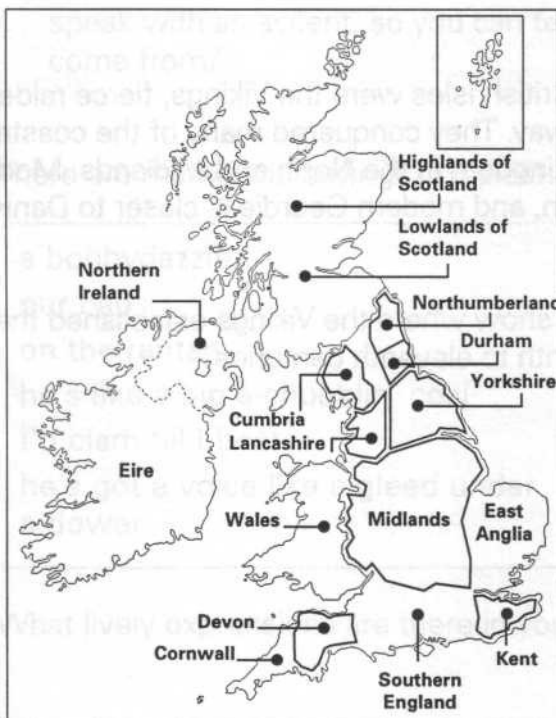
The speckled areas on the map show where the Vikings established their homes and their languages from the ninth to eleventh centuries.
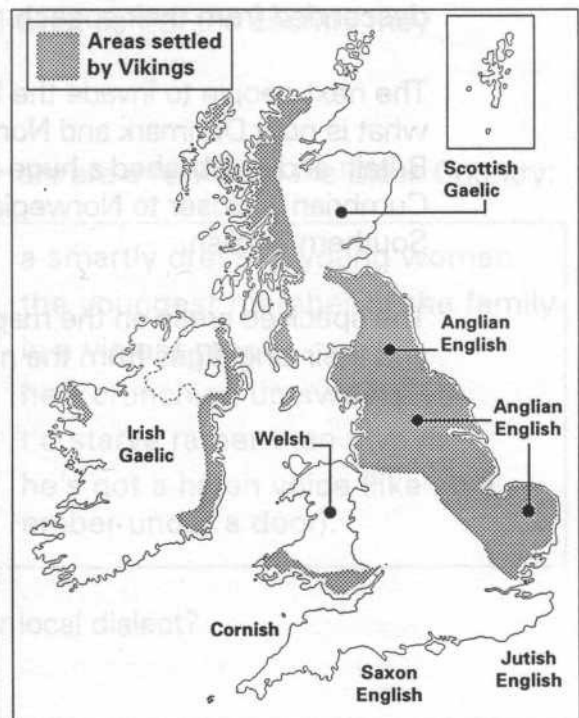
Use the maps to answer these questions.

Which of these dialects comes from the language of the Saxons: Cumbria, Devon, Southern England, Durham.

1. Which of these dialects comes from the language of the Jutes: Lancashire, Yorkshire, Kent, East Anglia.

2. Which of these dialects comes from the language of the Angles: Midlands, Yorkshire, Devon, Kent, East Anglia.

3. Which of these dialects comes from the language of the Vikings: Lowland Scottish, East Anglian, Cumbrian, Northumberland, Durham.

4. In which of these areas are the Celtic languages spoken: Wales, Devon, Highlands of Scotland, Midlands, Eire, East Anglia.

5. Which ancient language does your local dialect come from?

Map 8: Some areas of modern Britain

Map 9: Languages of the British Isles in 1000AD

Chapter 24 - Grammar, Words and Sounds

Describing a Language

In this chapter you will learn:

1. Why people learning a new language make mistakes
2. How to describe any language
3. Interesting features of three languages

English as a Second Language

English is spoken and written by almost everyone living in the British Isles. For most, English is their first language or "mother tongue" - the language of home. For some children this is one of the old dialects, and for others Standard English.

However, some British people speak a language other than English as their first language. This may be Welsh, Greek, Gujerati, Viet-Namese, or any one of more than one hundred languages spoken here. These people have to learn English as a second language. They are bi-lingual or multi-lingual - that is, they speak two or more languages.

Learning another language

Any of us can find ourselves living among people who do not speak English - for example, when on holiday abroad. In that case we just have to do our best with the bit of the language that we know. If we succeed in making ourselves understood, we do not worry if we speak incorrectly - in pronunciation, grammar or words.

This is what happens while people are learning English as a second language.

Talk about how you or someone else has got by in a foreign language with very little knowledge of it.

The Sounds of Language

Each language has its own sounds. Most languages have a sound like "a" in "pad". Few languages have a sound like "th" in "thin". Most languages have an "r", but there are many ways of pronouncing "r".

If you want to imitate the way a Frenchman or a Scot or an Indian speaks English, pronounce "r" in the French, Scots or Indian way - and you are halfway there!

The tunes of languages are different too - the overall sound. If you get different foreign stations on the radio, you can tell which is English and which is French without hearing the words.

The tune of one's first language is very deep - it is the first thing we learn. Babies babble the tune of their mother tongue before they know any words. Hence it is very difficult to learn the tune of another language.

This is why people have "foreign accents"'. (And before you laugh at people who speak English with a foreign accent, ask yourself how many languages you speak entirely without an English accent!)

Consider these questions:

Think of people you know (or hear on television) who speak English with a foreign accent.

Which sounds of English do they find difficult? (Try imitating their accent to remind yourself) What sound do they say instead of the English sound? (e.g. "t" for "th".)

If you yourself are a speaker of English as a second language, what English sounds do (or did) you find difficult?

If you are learning a foreign language, what sounds do you find difficult (because we do not have these sounds in English)?

The Grammar of Language

We have learned that languages have a lot in common, but also that there are differences. For example, all languages have adjectives, but in some the adjective goes in front of the noun (e.g. English, Russian, Chinese) and in others it goes after the noun (e.g. French, Welsh, Hindi).

People quickly learn the big differences but the smaller ones take much longer. They soon learn the position of noun and adjective, but tenses of the verb are much more difficult. People do not expect these to be different in another language, so they translate word for word from their first language.

For example, it is common for foreign speakers of English to say "I am living here for ten years." In most languages it is normal to use the present continuous tense (am living) for this expression.

So when English people learn French or Urdu or Bulgarian (for instance) they have to learn the opposite - "I am living,here for ten years."

Think of people you know (or have seen on television) who speak English as a second or foreign language.

What mistakes of grammar do they make?

If you yourself have learned English as a second language, what mistakes do (or did) you make ?

If you are learning or have learned a foreign, language, what points of grammar do you find difficult to remember?

Is this because they are different from English grammar?

The Words of Language

If we are on holiday abroad, we can get by (sometimes!) with bad pronunciation and no grammar, as long as we know some words.

When people with different languages have to communicate with one another, they soon learn a lot of words from each other's languages. Often they take the foreign words permanently into their own language.

For instance, we have seen how many French, Latin and Greek words have become part of English. Similarly, if you listen to Welsh or Urdu on radio or television, you will hear a lot of English words.

Words for Food

Immigrants usually take their cuisine with them. In the British Isles we have learned to enjoy the cooking of the Chinese, Indians, Italians and Greeks, for instance.

We have taken into English new words to name these non-English dishes - for example: chow mein, chappatis, spaghetti, pitta bread.

Write down as many of these new English words for food as you can think of.

Tick the ones you have tried. Underline the ones you like.

How to talk about a Language

It is useful to be able to talk about a language in an orderly way. In Exercises 2, 3 and 4, we considered English under these headings:

Sounds   Grammar   Words

We shall use these headings to consider other languages.

Below are pieces of information about three languages:

Irish Gaelic   Punjabi   Chinese

On your paper draw this table:

	Irish Gaelic	Punjabi	Chinese
Sounds			
Grammar		*A*	
Words			

The pieces of information below can be filled into the slots on the table. They are labelled: A, B, C etc., but they are not in the right order.

Read them carefully and write the letter in the correct slot on your table. (Sometimes there is more than one letter per slot.)

For example: **A. i**s about the **Grammar** of **Punjabi**

A.   In English sentences the usual word-order is:

Subject   Verb   Object   Adverb

Marsha   hit   the nail   carefully

In Punjabi, the usual word-order is:

Subject   Adverb   Object   Verb

Marsha   carefully   the nail   hit

This is why Punjabi speakers of English sometimes make mistakes in word-order. For example: I see clearly ghosts.

B   The sound spelt "ng" in English (as in "song") comes only at the end of words in English.

In Chinese it can begin words too:

For example: "Ngaw" (I)

It is also a word on its own "ng", meaning "five".

C   The tune of English spoken by people from the South and West of Ireland is the tune of Irish Gaelic.

D   There is no word for "the" in Chinese. The verb is always the same with no endings to show past or present tense. (Chinese has other ways of doing this.) So typical Chinese errors are:

"Boy like rice." (Instead of "The boy likes or liked rice.")

E **I**n Punjabi (and French) there is only one "tag", but in English there are a lot:
For example: I came, didn't I?
You know, don't you?
He doesn't sing, does he?
We can play, can't we?
They have finished, haven't they?
French has only one tag - "N'est-ce pas?" and so has Punjabi - "Hunna?"
Indian speakers of English (especially those who learned English in India) often say: "He is going now, isn't it?"

F In English when we want to speak tenderly to a child, we add "ie" to their name.
For example: Johnnie   Billie   Jeanie Susie
In Irish they add "een". So we have: colleen - girl + een = dear and/or little girl

G All the Indian languages have retroflex sounds - that is, the tongue is curled upwards as you say them.
In Punjabi, they have "t", "d" and "n" sounds like the English ones.
But they also have retroflex "t", "d", "r" and "n" sounds. If you want to "do" an Indian accent, this is one of the features you imitate.

H The Celtic languages have a different word-order from English. English word-   order is:
Subject   Verb   Object
The boy   ate   his dinner.
Irish Gaelic word-order is:
Verb   Subject   Object
Ate   the boy   his dinner.
Irish speakers of English do not say that, of course, but some Irish expressions show the influence of Irish word-order.
For example: "It is hungry I am"   Gaelic: Ta ocras orm
Is hunger on me "I'll be after going to school" Gaelic: Ta me ag gul ar scoil.
Is me at going to school.

I Examples of words from Indian languages which have become part of English are :
sari cheetah thug   khaki chutney
(If you do not know what they mean, look them up in your dictionary or the list of words at the back of this book).

J Examples of words from Chinese which have become part of English are:
kowtow   ketchup   mandarin   pagoda
(If you do not know what they mean, look them up in your dictionary or the list of words at the back of this book).

K   The big difference between the tunes of English and Chinese is that they   use the ups and downs of language for different purposes.

In English, we can say the word "song" on any notes we like, and it still means the same.

But in Chinese, the word "tong" can mean "soup" "to iron" or "sugar" according to the tune the speaker gives it. The different tunes are called "tones". There are seven tones in Cantonese. The word pronounced "see" means seven different things according to the tone it is given.

This accounts for the typical "Chinese accent" of Chinese speakers of English. The tones make it very difficult for English people to learn Chinese.

L   The tune of Punjabi is different from English. In English some parts of words are stressed more than others (that is, pronounced stronger and louder).

For example: The **shades** of **night** were **fall**ing **fast**.

I **shan't** be **back** till **twelve**.

I **think** I'll have some **dinner**.

In Punjabi (and also French), each word is stressed much the same. This is the main cause of an Indian (or French) accent in English. (It is also the main cause of an English accent in Punjabi or French.)

M   The sounds "p", "t", "k" in Irish Gaelic are pronounced with a strong "h" at the same time. Irish speakers do the same thing when they pronounce these sounds in English. If you want to "do" an Irish accent, this is one of the features you imitate.

Use the information you have just sorted out to answer these questions:

1.   Why do Irish people often pronounce "p", "t" and "k" in English together with an "h" sound?

2.   Why do Indian speakers of English often pronounce "r" differently?

3.   Why do Chinese speakers of English sometimes sound "sing-song"?

4.   Why do Irish people sometimes say sentences like: "It's crazy he is!"?

5.   Why do Indian speakers of English sometimes say sentences like: "He's a clever person, isn't it?" and "I do quickly my work."?

6.   Why do Chinese speakers of English sometimes say sentences like: "Gardener grow potato."?

7.   Why are Maureen (Mary) and Eileen (for Eilish = Elizabeth) common names among Irish people?

8.   Where do the English words "ketchup" and "chutney" come from ?

Below is the first lesson in the book "Teach Yourself Cantonese".

Chinese, of course, has its own writing system. Here the Latin alphabet is used to write down Chinese sounds.

Try to work out the Cantonese for:

Good-morning   Mr.

thank you   I/you have eaten

is/are/yes   student

Remember that you cannot always translate word for word, and that Chinese word order is nearly, but not quite, the same as English.

Greetings	
Dai-yat faw	**Lesson 1**
1. Wong seen-saang, tso sun.	**Good morning, Mr Wong.**
2. Haw seen-saang, tso sun. Gay ho ma?	**Good morning, Mr Haw. How are you?**
3. Gay ho nay ne? Nay sik-jaw faan may?	**Quite well, and you? Have you had your meal yet?**
4. Sik-jaw, m-goy. Nay ne?	**Yes, thank you. Have you?**
5. Ngaw sik-jaw, m-goy.	**Yes, thank you**
6. Nee-wai hai Lay seen-saang Koei hai hok-saang	**This gentleman is Mr Lee. He is a student.**
7. Lay seen-saang, nay hai m-hai Ying-gwok-yan ?	**Are you an Englishman, Mr Lee?**
8. Hai, ngaw hai Ying-gwok-yan.	**Yes, I am English.**
9. Lay seen-saang hai hok-saang Nay hok mut-ye?	**You are a student, Mr Lee. What are you studying ?**
10. Ngaw hok gong-Gwong-doong-wa	**I am learning to speak Cantonese.**
11. Lay seen-saang sik-jaw faan may?	**Have you had your meal yet, Mr Lee?**
12. Sik-jaw, m-goy	**Yes, thank you.**

Role-Play:

Decide on a kind of shop in Spain - for example a grocer's or shoe shop.

One of you is an English tourist who knows no Spanish. Write down things which you need to buy from the shop. (For example: child's plastic sandals, size 9 preferably red)

The other is a Spanish shopkeeper who knows no English.

The tourist tries to make the shopkeeper understand what he wants. After a few minutes the shopkeeper writes down what he thinks the customer wants. Compare notes.

Choose another shop and change roles.

Chapter 25 - Grammar

Pronouns

In this chapter you will learn about:

1. Personal pronouns in English
2. Gender, number and case in personal pronouns
3. Personal pronouns in other languages

Parts of Speech: Pronouns

Read the following paragraph:

Samantha woke up early one morning. Samantha lay still for a while.

Samantha could hear a faint chink-chink outside. Softly Samantha got out of bed and went to the window. Down below in the next-door garden Samantha could just make out the shadowy figure of the man next door. The man was digging a hole in the soft earth of the vegetable patch. The man looked around furtively. The man picked up an oddly shaped bundle and carried the bundle to the hole. The bundle seemed to be very heavy. The man put the bundle into the hole and covered the bundle with soil.

Write out the paragraph. Replace **Samantha, the man** and **the bundle** by **he, she** or **it** so that the story sounds more natural.

He, she *and* **it** *are* **pronouns.** *That means they stand instead of a noun, and save us repeating it every time.*

They are little words, but they contain a lot of information.

Work out from the story above when we use **he,** when we use **she** and when we use **it.**

A Story

A man and his son were involved in a bad road accident. The man was killed outright and the son very badly injured. The son was rushed to hospital where he was taken at once to the operating theatre. The surgeon who came to perform the operation said: "I can't operate on this patient. It's my son."

Gender in Pronouns

In telling this story, you have to be careful not to use a pronoun to refer to the surgeon. If you do, you give the game away.

Most nouns in English are all the same from the point of view of gender. That is- they do not show whether a noun is masculine, feminine or neuter.

We have seen above that English pronouns differ according to gender - **he, she** or **it.**

Gender in nouns

A few nouns in English do show gender, however. For example: actor, actress.

Also the words for some jobs date back to the time when there was "men's work" and "women's work". For example: nurseryman, washerwoman, milkman, tea-lady.

Write down the following words.

The masculine for princess, manageress.

The feminine for salesman, duke.

Jobs where the words suggest that only men or only women can do that job.

Gender in Textbooks

Pick out the nouns and pronouns which show gender.

1. A geographer is concerned with how things are distributed over the earth's surface .... One reason why he studies these patterns is to be able to help with the task of planning the best use of the land available. He will want to choose the right location for new schools, new towns, new factories, motorways and so on.

2. Your teacher will have switched on an oscilloscope, showing a stationary spot on the screen, or he will probably tell you how to obtain a spot on your own. (Control Technology)

3. If the guests are staying overnight, the hostess should prepare the bedrooms beforehand. (Cookery)

4. Working surfaces in the kitchen: They must be near the sink and the cooker, must be well lit, of a reasonably large size. WHY: For the convenience of the housewife.

5. You have been to an estate agent and he has offered you a house that fits your requirements.

Consider these questions:

1. *I*t is possible to write without supposing that all geographers are men and all housework is done by women. How?

2. As times change, the language changes too. The old word for someone elected to chair meetings was "Chairman". Women chair meetings as well as men, so the word we use nowadays is "Chairperson" or "Chair".

How would you change the names for the jobs above to make it clear that they may be done by men or women?

Number

Write out the pronoun which you would use to replace the nouns in bold in the following sentences:

1. Jim and Darren are brothers   **2. Samantha and Sarah** are sisters.

F.**The bundle and the hole** were a mystery to Samantha.

G.**Jim and Samantha** were good friends.

The pronoun you have used stands for **plural** people or things. Unlike the **singular** pronouns (he, she it), it does not change according to the gender of the noun it replaces.

Case

The nouns underlined in the sentences below can be replaced by pronouns.

Write out the sentences, using pronouns instead of the nouns in bold. For example: 1. He is a nurse. I employed him.

6.**Fred** is a nurse, I employed **Fred.**

7.**Sylvia** is a nice girl. I like **Sylvia.**

8.**Fred and Sylvia** came to tea. I entertained **Fred and Sylvia.**

9.**The book** is in the cupboard. I have found **the book.**

Answer these questions

6.Which pronouns do you use when they are the subject of the sentence?

7.Which pronouns do you use when they are the object of the sentence?

8.Which one is the same whether it is subject or object?

When nouns or pronouns change according to their function in the sentence, we call this **case.** You will learn more about case in Chapter 26.

Person: Point of View

So far we have considered only **3rd person** pronouns: he/she/it and they.

English also has **1st person** pronouns: I/me we/us and a **2nd person** pronoun: you. This is very important. By changing the pronoun, we change the **point of view.**

Turn back to the story on page 168

1.Retell the story **in the first person,** as though Samantha were telling her own story.

Begin: "I woke early "

2.Retell the story **in the second person.** Put yourself in the position of a policeman or woman, who has taken down Samantha's story and is checking it back.

Begin: "You woke early . . . "

Personal Pronouns in eight languages

Look at the following information about personal pronouns, then answer the questions below:

Language	1	Singular	3	Plural	2	3
Arabic	ana	2 •unta (m.) unti (f.)	huwa (m.) hiya (f.)	1 nahnu	untum	hum (m.) hunna (f.)
Bulgarian	as	••ti (int.) viye (pol.)	toi (m.) tya (f.) to (n.)	niye	viye	te
Chinese	wo	ni	•ta	wo-men	ni-men	ta-men
English	I	you	he(m.) she (f.) it (n.)	we	you	they
Russian	ya	••ti (int.) vi (pol.)	on (m.) . ona (f.) ono*(n.)	mi	vi	oni
Urdu	main	••tu (int.) aap (pol.)	(wo)	hum	turn	(uno)
Welsh	mi	••ti (int.) chwi (pol.)	ef (m.) hi (f.)	ni	chwi	hwy
Yoruba	mo	••iwQ (int.) ? (pol.)	**0**	awa	9	pnyin

•m.- masculine; f.- feminine; n - neuter
••int.- intimate; pol polite (like "tu/vous" in French, "thou/you" in earlier forms of English)

1. Which languages have only **one** form of the second person Singular pronoun (like English "you")?

2. Which languages have **two** forms of the second person Singular personal pronoun - one intimate and one polite?

3. Which languages have **three** forms of the third person Singular pronoun (like English "he", "she", "it") ?

4. Which languages have only **two** forms of the third person Singular personal pronoun?

5. Which languages have only one form of the third person Singular personal pronoun ?

6. Which languages have only one form of the third person Plural personal pronoun (like English "they")?

7. Which language has two forms of the third person Plural personal pronouns, one masculine and one feminine?

8. How does Chinese form "we" and "they" from "I" and "he/she/it"?

9. Which language is the only one to make no difference.between "you"singular and "you " - plural ?

10. Make a personal pronoun table for the other language(s) you know.

Using your informants?

Ask your informants about the personal pronouns in their languages. What are their words for **I, you, he** etc?

Personal Pronouns in the Dialects

The personal pronoun system of Standard English can be set out like this:

	Singular Subject	Object	Plural Subject	Object
1st person	I	me	we	us
2nd person	you	you	you	you
3rd person masculine	he	him		
feminine	she	her I	they	them
neuter	it	it ^		

The pronouns of the English dialects are not always the same as those of Standard English.

For instance, the Yorkshire dialect has a second person singular pronoun **thou** (pronounced "tha") and **thee.** For example: **"Tha's** a grand lad. I know **thee** well.--It is used among close friends and by parents to children (but not by children to parents).

In the Black Country dialect the third person feminine singular subject pronoun is **her** (not **she).** For example, this is from a poem about a racehorse: "The Signal draps! they'm off; by gom! an ' Kreetons's chestnut's leadin'!

Her'll win, **her'll** win! I'll bet a quid, **her's** jom full up wi' breedin'! Twice round they go, the third's the name, **"Her** tak's it-'asy, do **'her?**

Her comes in fust above five yards, an ' could a won by more."

Work out what the pronoun system is for the dialects in your area.

Write it out as a table like the one for Standard English

Gender and Number in French

In many languages, both nouns and pronouns differ according to gender in both singular and plural.

Here are some sentences in English and French:

The	husband	is	clever.
Le	mari	est	intelligent.
The	wife	is	clever.
La	femme	est	intelligente.
The	husbands	are	clever.
Les	maris	sont	intelligents.
The	wives	are	clever.
Les	femmes	sont	intelligentes.

Work out how the French words for "the" -and the French adjectives change when the nouns are feminine and plural.

Use the rules you have worked out to write these sentences in correct French:

1. The father is big   **3.** The fathers are small.

2. The mother is big   **4.** The mothers are small.

father - le pere	big - grand
mother - la mere	small - petit

Gender and Number in Bulgarian

Bulgarian has three genders - masculine, feminine and neuter. The word for "the" (the definite article) follows the noun. Bulgarian uses a different alphabet - the sentences below are written in the Latin alphabet with the nearest English sounds.

Here are some sentences in English and Bulgarian:

The man is nice.   The men are nice.

Muzh - ut e hoobav.   Muzhe - te sa hoobavi.

The woman is nice.   The women are nice.

Zhena - ta e hoobava. Zheni - te sa hoobavi.

The letter is nice.   The letters are nice.

Pismo - to e hoobavo. Pisma - ta sa hoobavi.

Work out the rules for changing the definite article and the nouns and the adjectives according to gender (masculine, feminine and neuter) and number (singular and plural).

Use the rules you have just worked out to write these sentences in correct Bulgarian:

1. The general is handsome.

2. The generals are handsome.

3. The book is handsome.

4. The books are handsome.

5. The village is handsome.

6. The villages are handsome.

general - general	village - selo
book - kniga	handsome - krasiv

Chapter 26 - Grammar

Case and Possession

In this chapter you will learn:

1.More about case in English

2.More about word-order in English

3.Two ways of showing possession in English

4.Possession and case in other languages

Case in English

We saw in Chapter 25 that some of the English pronouns show case - that is, the word changes according to the work it does in the sentence.

For example: **I** saw **them. They** saw **me.**

We use **I** and **they** for the subject of the sentence. We use **me** and **them** for the object of the sentence.

The technical term for this way of showing the function of words - that is, the work they do - is **case.**

The subject case is called the **nominative case.** The object case is called the **accusative case.**

Copy the table below and fill in the pronouns. (The sentences above and below will help you. The first ones are done.)

You thanked her.   You rang them.   She thanked you.

It's a fact.   We helped him.   He helped us.   We bought it.

	Personal Pronouns	
	Singular	
	Nominative	**Accusative**
First person		
Second person	you	
Third person (masculine)		
(feminine)		her
(neuter)		
	Plural	
	Nominative	**Accusative**
First person		
Second person		
Third person		them

Word-order in English

Unlike pronouns, English nouns do not show whether they are subject or object by changing their form.

We know whether a noun is subject or object by its position in the sentence. Take this sentence: "The teacher gave a lesson."

We know that "The teacher" is the Subject, because it comes **before** the verb. We know that "a lesson" is the Direct Object, because it comes **after** the verb.

Sometimes a sentence has an **Indirect Object:**

For example: "The teacher gave **the pupils** a lesson."

The Indirect Object receives the Object from the subject.

If there is an Indirect Object it comes **between** the verb and the Direct Object. For example: "The teacher gave the **pupils** a lesson."

Make up three sentences for each of these nouns.

Use them first as Subject, secondly as Direct Object, thirdly as Indirect Object:

pupils	pensioners	cats

For example:

Subject:	**Some pupils** enjoy school.
Direct Object:	The teacher likes **her pupils.**
Indirect Object:	The teacher gave **the pupils** some homework.

The Genitive Case

English nouns have one case - that is, an ending which shows what they are doing. That is the Genitive Case.

If we want to say that that plants belong to the gardener we say "the gardener's plants". We add the ending**'s** to show possession.

(Note: This apostrophe is a great nuisance. There has always been a genitive case in English, but the apostrophe was introduced only in the seventeenth century by so-called "experts". The great playwright, George Bernard Shaw, refused to use it at all! Unfortunately most of us are not important enough to do that. We just have to learn the rules.)

Possession in English

In English we have two ways of showing that one thing belongs to another We can say:

the man's blood or **the blood of the man.**

If we choose to say **the man's blood,** we are using the **genitive case** of "man".

If we choose to say the **blood of the man,'**we are using the preposition **of** to show the meaning.

The possessive phrases below are in the genitive case.

Write them out using the preposition "of" instead.

For example: the king's head **-** the head of the king

the teacher's desk

the beast's growling

the children's behaviour

the books' covers

the class's homework

the dogs' barking

Below are examples of the two ways of showing possession in English.

Work out the rule for the placing of the apostrophe.

the man's hat	the hat of the **man**
the earth's crust	the crust of the **earth**
the stars' size	the size of the **stars**
Jean's dress	the dress of **Jean**
Tess's fate	the fate of **Tess**
the men's decision	the decision of the **men**
Dickens's books	the books of **Dickens**
two years' work	the work of two **years**

Below are **of** phrases for showing possession.

Write out the genitive phrases which mean the same. Use the rule you have just worked out.

For example: the work of a moment *a-moment's work* the labour of a day

the labour of five days

the hair of Bobby

the problem of Midas

the shop of the grocer

the will of the people

the plays of Shakespeare

Possession in Eight Languages

Look at the following information about possession.

Then answer the questions below:

Language		
Arabic	kitab al walad	(kitab = book; walad = boy)
Bulgarian	knigata na momcheto	(kniga = book; momche = boy)
Chinese	nan hai de shu	(nan hai = boy; shu= book)
English	the boy's book	
Russian	kniga malchika	(kniga = book; malchik = boy)
Urdu	lurke ki kitab	(lurke = boy; kitab = book)
Welsh	llyfr y bachgen	(llyfr = book; bachgen = boy)
Yoruba	iṿye ọmọ na	(iṿye = book; ọmọ = boy)

1. Which language uses the form like "the boy's book" in English? (That is, it uses case to show possession.)

2. Which languages use the form like "the book of the boy" in English? (That is, they use a preposition or postposition to show possession.)

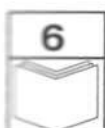3. How do you translate "the boy's book" into other language(s) you know?

Using your informants

Ask your informants how they show possession in their language.

For example: How do they say "the boy's book", "the dog's head" etc.

Case in German

German nouns have four cases

The German definite article ("the") changes according to the work the noun is doing in the sentence. The word for "man " in German is "Mann".

If we hear "der Mann", we know it is the Subject. (Nominative Case)

If we hear "den Mann", we know it is Direct Object. (Accusative Case)

If we hear "des Mannes", we know it is Possessor. (Genitive Case)

If we hear "dem Mann", we know it is Indirect Object. (Dative Case)

This is often written out as a table, called a **declension.**

Declension of "Mann"

Nominative: der Mann**(The man** is telling lies.)   Subject

Accusative: den Mann   (We know **the man.)** Direct Object

Genitive: des Mannes (This is **the man's** hat.)   Possessor

Dative: dem Mann   (I gave **the man** a ticket.)   Indirect Object

German does not depend on word-order alone to show what nouns are doing in the sentence. No matter where "der Mann" comes in the sentence, we know it is the Subject.

Here are some words declined like "Mann":

der Knochen = bone der Hund= dog der Knabe= boy "Gab" is a verb and means "gave".

Translate these sentences:

For example: 7. The man gave the dog the. bone.

1.Dem Hund gab der Mann den Knochen.

2.Den Knochen gab der Mann dem Hund.

3.Der Knabe gab dem Mann den Knochen.

4.Den Knochen gab dem Hund der Knabe.

5.Dem Knaben gab der Hund den Knochen.

6.Der Mann gab dem Knaben den Knochen des Hundes.

7.Den Knochen des Hundes gab der Knabe dem Mann.

8.Der Hund gab dem Mann den Knochen des Knaben.

Note: Some of these sentences are unusual in modern German. German (like all languages) is changing - it now relies on word-order (like English) as much as case.

Case in Latin

Latin had six cases. Four were the same as German.

Nominative (Subject)

Accusative (Direct Object)

Genitive   (Possessor)

Dative (Indirect Object)

In addition Latin had a **Vocative case.** This was used when they called people. For example: "Hi, **Julius** Caesar!" = "Ave, **Julie** Caesar!"

The sixth case in Latin was the **Ablative.** Among other meanings, this case showed the instrument by which the action was performed.

For example: Julius interfecit **gladio.**

Julius killed (by/with) *the sword.

• There is no definite article in Latin.

Here are the cases of the noun "Julius". (We call this table a "declension".)

Nominative:	Julius	(Julius conquered the Empire.)
Vocative:	Julie	("Come here, Julius!")
Accusative:	Julium	(I like Julius.)
Genitive:	Julii	(Julius's sword is valuable.)
Dative:	Julio	(I gave Julius an apple.)
Ablative	Julio	(The Empire was ruled by Julius.)

These are some more nouns declined like "Julius":

servus - slave; **amicus** - friend; **gladius** - sword

These are two verbs in Latin:

dedit - gave; **interfecit-** killed

Translate these sentence:

1. Julius dedit amico gladium.

2. Gladium dedit Julius amico

3. Julio dedit gladium amicus.

4. Dedit Julius servum amico.

5. Amicus Julii dedit servo gladium

6. Gladium amici dedit servus Julio.

7. Julius interfecit amicum gladio.

8. Interfecit gladio servus Julium.

9. Julium gladio servus interfecit.

10. Interfecit gladio amicum Julii servus.

Chapter 27 - Language Variety

Pidgins and Creoles

In this chapter you will learn about:

1. Pidgins: how new languages are born
2. Creoles: how new languages take root
3. West African Pidgin and Tok Pisin
4. English as pidgin and creole
5. Caribbean English

Pidgins: How new languages are born

In the last Chapter, you learned a little about the grammar of German and Latin. You will have realised that German grammar, for instance, is not something you pick up in an hour or two!

But if you were suddenly to find yourself among Germans who spoke no Engish, you would quickly learn to make yourself understood. You would soon pick up some **words** in German, but you would keep the **sounds** and **grammar** of English. In other words, you would be speaking "Pidgin German".

People who speak different languages have always communicated when they had to. Traders, especially, quickly invent a language for buying and selling. An example is the coast of West Africa, where people speaking hundreds of different West African languages get together in market towns to buy and sell. Often the only language they have in common is English (because England ruled much of West Africa for about a century and left its language behind).

However, the English they speak is not much like British English. It has English words, but the sounds and grammar of the local African languages. It is not often written down, and **it is no-one's mother tongue.** But it is an extremely full language and it is called West African Pidgin. Below is a traditional story in West African Pidgin together with a version in Standard British English.

The title and first two paragraphs are given here. The full story is in the Extension Exercise (page190).

Two friend whe dem want marry

Mr Manfowl and Mr Dog dem bin big big combi. Dem bin don hear say some fine fine ngondere i bin dey for some town and em bin waka for go marriam. Dem bin talk plenty ting for road. Dem bin gree say make no man i no congosai hi combi for make dat ngonderi i no like he for seka say dem din dey no proper good combi.

The two suitors

Mr Cock and Mr Dog were great friends. They had both heard of a beautiful young lady in a neigbouring village, and one day they decided to go and woo her. They discussed many things on their way to the village. They made a sort of gentlemen's agreement that neither of them should do anything that would lessen the other's chances of success. After all, they were very good friends.

Read the beginning of the story in West African Pidgin and then in Standard British English.

Read the pidgin version again: you should be able to understand most of it now.

Words in West African Pidgin Find the words for:

cock friend beautiful girl walk agree

Grammar of West African Pidgin Find the answers to these questions:

1.**Nouns:** How is the plural formed?

Is there a definite article?

2.**Verbs:** How is the past tense formed?

(walked, talked, agreed etc. in British English)

3.**Adjectives:** What is **"very** beautiful", **"very** big"?

4.**Pronouns:** What is the third person plural nominative case pronoun ?

("they" in British English)

What is the third person feminine singular pronoun accusative case? ("her" in British English)

Creoles: How languages take root

Sometimes pidgin languages die out as quickly as they are born - when the need for them disappears.

Sometimes, however, the pidgin becomes the main language of the area. For instance take Papua New Guinea. This is a very mountainous country. People used to live in isolated valleys, and the people in one valley spoke quite a different language from the people in the next valley. Now many of these people have moved into towns and marry people from other tribes. They can communicate only in pidgin, and their children grow up learning pidgin as their **mother tongue.** When that happens, the new language is called a **creole.**

It ceases to be a very simple language, and rapidly takes on all the words and grammar of a full language. The sounds, grammar and words are by now very different from the original language. Sometimes it gets written down and is accepted as the official language of the country.

This has happened very recently in Papua New Guinea, where Tok Pisin (from "Talk Pidgin") is the new official language of the country. That means it is the language of school, the law and the newspapers. Prince Charles made a little speech in Tok Pisin when he visited Papua New Guinea in 1984.

It has taken about fifty years for Tok Pisin to be born as a pidgin language and to develop into the standard spoken and written language of Papua New Guinea.

Sounds in Tok Pisin
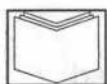
Read these words in Tok Pisin and their meaning in English:

bagarup	breakdown	paia	fire
	smash	pik	pig
dok	dog	pisin	pidgin
fes	face		pigeon
go	go	sikis	six
het	head	solwara	saltwater
ka	car	stil	steal
lap	laugh	supia	spear
	lamp	tok	talk
luk	see		

Say the English word and then the Tok Pisin word. (Ignore the English spelling.)
Answer these questions:

6. Which words sound the same in the.two languages?

7. Which sounds are different? (For example: "k" for "g" at the end of words.)

Grammar in Tok Pisin

Here are some personal pronouns in Tok Pisin and English:

		Singular		Plural	
		Tok Pisin	**English**	**Tok Pisin**	**English**
1st person	**Subject**	mi	I	mipela	we
	Object	mi	me	mipela	us
2nd person	**Subject**	yu	you	yupela	you
	Object	yu	you	yupela	you

This is how Tok Pisin shows possession:

Tok Pisin	**English**
dok bilong mi	my dog
supia bilong yu	your spear
ka bilong mipela	our car.

Using the words and grammar above, translate these sentences:
1. Yu go.
2. Mipela go.
3. Mi luk.
4. Mi lukim yu..
5. Yu lukim mipela.
6. Mipela stil.
7. Yu stilim pik bilong mi.
8. Mipela stilim ka bilong yu.
9. Yu bagarupim ka bilong mipela.
10. Ka bilong yupela bagarup.

Can you work out the rule for adding -im to the verb?

Words in Tok Pisin

At first pidgin languages have very few words. When they become creoles they find ways of adding many more. For example:

Tok Pisin	Meaning	English
gras bilong het	grass of head	hair
sit bilong paia	shit of fire	ash
pikinini man	child man	son
han bilong dok	hand of dog	front legs of dog

Guess the English for these words:

1. gras bilong fes
2. gras bilong pisin
3. gras bilong solwara
4. sit bilong lap
5. pikinini dok

6.   pikinini pik
7.   pikinini diwai (diwai = tree)
8.   han bilong pik
9.   han bilong diwai
10.   han bilong pisin

English as Pidgin and Creole

The development of a pidgin into a creole has happened many times in history. Modern English itself was first a pidgin and then a creole. After the Norman Conquest in 1066, the conquerors spoke French and the defeated people spoke Anglo-Saxon. They had to communicate somehow, so they developed a pidgin language. This was the ancestor of modern English.

Like other pidgins it was at first a very simple language. Anglo-Saxon had had about the same number of case and gender endings as modern German. After the Conquest, however, English nouns lost most of their case and gender endings. Now English depends on word order, not case, to make its meanings clear - a much easier system to learn.

The grammar of modern English and the most basic words come from Anglo-Saxon -the language of the conquered people. But many words of modern English come from French - the language of the conquerors.

It took 300 years exactly for English to be accepted as the official language of this country-from 1066 until 1366, when English replaced French as the language of the law courts.

Animals and food

Unlike most languages, English has two words for animals used as food - one for the living animal and one for the meat. For example: **animal** swine sheep cow   **meat** pork mutton beef

Look up the origin of these words in your dictionary (or in the glossary).

Which words did the Anglo-Saxon serfs use? Which words did the Norman masters use?

Caribbean English

Another example of the way new languages are born is the creole languages of the Caribbean.

From the sixteenth to the eighteenth centuries, the English, French and Dutch shipped hundreds of thousands of West Africans to the islands of the West Indies to work as slaves in the plantations. Masters and slaves communicated in pidgin English, pidgin French or pidgin Dutch.

Slaves speaking the same African language were not allowed to live together in case they plotted rebellion. Hence the slaves communicated with one another in pidgin, and their children knew no other language. Thus the pidgin became a creole and developed the words and grammar of a full language. But the sounds and grammar were not the same as the original language - English, French or Dutch.

Speakers of Caribbean English write the same as speakers of British English - with the same peculiar spelling system! But - like other dialect speakers - the spoken language has its own sounds, words and grammar.

When you study a language variety it is often useful to write something closer to what is spoken. Here are some sentences transcribed from tape-recordings made by speakers of Jamaican English. A translation into written British English is provided.

Jamaican English	Standard English
mi tel yu so aredi	I told you so before.
him nuo wi so wel	He knows us very well.
a yu ben gi im it yu sef	Did you give it to her yourself?
a wen hunu en hat unu sef	When did you hurt yourselves?
a wanda wich wan a di buk he waan	I wonder which book she needs
a wa mata wid im	What's the matter with him?
dem haid aanda di bed so dem mada	They hid under the bed so that their
kyaan see dem	mother could not see them
dem ruol wan big oul barrel uoba it	They rolled a huge barrel over it
bikaas a di drai weda, a likyl bit a yam	Owing to the drought, we have little
wi ha dis ier	yam this year.
him weit fi mi tee ten aklak	He waited for me till ten o'clock.

Read the sentences in Jamaican English aloud.

Copy out the table of personal pronouns below.

(The English pronouns are in brackets.) Use the sentences on the previous page to complete the table of personal pronouns in Jamaican English.

		Singular		Plural
1 st person	Subject	(I)	*mi*	(we)
	Object	(me)		(us)
2nd person	Subject	(you)		(you)
	Object no examples	(you)		(you) *yu*
3rd person	Subject (m)	(he) —		
	Object (m)	(him)		
	Subject (f)	(she)		(they)
	Object (f)	(her)		(them)
	Subject (n) no examples	(it)		
	Object (n)	(it) -		

Here is the full text of the story in West African Pidgin. (page184)

Read it side-by-side with the version in Standard British English until you understand it (more or less).

Two Friend Whe Dem Want Marry

Mr Manfowl and Mr Dog dem bin di big big combi. Dem bin don hear say some fine fine ngondere i bin dey for some town and dem bin waka for go marriam.

Dem bin talk plenty ting for road. Dem bin gree say make no man i no congosai hi combi for make dat ngonderi i no like he, for seka say dem bin dey na proper good combi.

Manfowl i bin call he friend - "Mr Dog." Dog i bin answer say, "Eih, na wati?"

Manfowl i begin tell he: "You sabi say me I no like water. If dem give me water for wass, make you no call me at all, at all. If you call me, den you don trowey san san for my garry."

Mr Dog i bin answer say: "0 yes, I sabi, but make you too hear me fine. Make no man i no suck bone, you hear?"

Manfowl i answer say, "Yes, I hear."

Small time the two combi dem bin reach for de ngondere i papa i house. Dem bin be sweat plenty for seka the strong waka. De ngondere i put two pot water for backsai for de stranger dem for go wass.

Manfowl i bin wake up one time for go longsai small, and for come back time whe Mr Dog i don wass.

As Mr Dog i see de ngondere i fine plenty hi want say make ne hi i marriam. So now I want do something for make hi friend i shame plenty. He call Manfowl for come wass, and de ngondere to i come tell Manfowl for go wass.

Manfowl, for seka shame, i trowey cold water for he skin - di ting i make hi sick plenty. He begin shake shake wit cold, hi feather dem wet so-teh look like some juju. He stop for corner fire for long time before hi skin i dry and hi hear fine again. No bi na small vex whe he vex wit hi friend, and he swear for hi heart say do-me I-do-you.

Small time dem don bring chop-fufu and ngombe beef. As dem di chop de ngondere i bring dem water for drink, and i putam for corner soup for ndole. Now Manfowl hi bin see say time i don kess. He take bone, hi suckam, suckam.

Dog tan-up, hi look hi friend. One time Manfowl he hib di bone upsai. Dog hi run, hi catch de bone and hi chopam quick-quick. De ngondere i look, de ting i pass hi. Before Dog i go sidown again for begin chop, Manfowl i troway other bone for upsai. Dog i jump i catcham for up-up. Hi don kick cup water time whe i di run and the water i troway all for ground. As hi di come back hi di chop de bone hi de hear fine.

De ngondere, i shame hi comot hi lef dem.

The two Suitors

Mr Cock and Mr Dog were great friends. They had both heard of a beautiful young lady in a neighbouring village, and one day they decided to go and woo her.

They discussed many things on their way to the village. They made a sort of gentlemen's agreement that neither of them should do anything that would lessen the other's chances of success. After all, they were very good friends. "Mr Dog," whispered Cock. "Eh, what is it?" asked Dog.

"You know," continued the cock, "you know that I hate water. If we are given water to wash in, don't let people know I never wash. Otherwise, I'll be terribly disgraced."

"Oh yes, I know," answered the other, "but you listen too. No sucking of bones, do you hear?"

"I hear," replied Cock. And so the deal was made.

Soon they arrived at the girl's parents' house sweating from the long walk, and (as the custom was) the girl put two pots of cold water behind the house and the strangers were invited to go and wash.

Cock went out and took a different road, hoping to return from his walk at the time Dog should have finished his bath.

Dog had observed the girl's beauty as she passed with the water, and not wishing to lose his suit, sought to do something that would disgrace his friend. He quickly called Cock back and pulled him to the bathroom. The girl came and pleaded with Cock to have a bath.

Cock poured the cold water on his body, feeling terrible. When he emerged from the bathroom, he was shivering so violently that people thought he would die. His feathers were so dishevelled that he looked like a bedraggled doll. He had to sit by a huge fire to get dry and warm again. He knew he had no chance now. He was so angry with his friend that he swore within him he must retaliate.

Soon they set a big bowl of fufu before them with iguana meat. When they were half-way through, the girl came with drinking water, which she put down near the bowl of bitter-leaf soup. Cock saw that this was the right moment. He took out a bone and sucked it so loudly that Dog jumped up unable to contain himself.

Just at that moment Cock threw the bone outside. Dog raced after it and before it could bounce twice he had leaped on it and chewed it. The girl was shocked.

Before Dog could sit down to his meal again, Cock sucked another bone and threw it out. Before it could land on the ground, Dog had jumped out and grabbed it in mid-air. He had knocked over the cup of water in his haste, and when he re-entered the house he was still happily crunching the bone.

The girl walked out of the room.

Using Informants

If some of you have families who came to this country from the Caribbean, you can act as informants on the information in this chapter.

Tell your teacher and classmates whether you can speak full creole (called "patois" by the community). Give them further examples of Caribbean English.

Caribbean Literature

Many of the best novels written in English nowadays are by African and Caribbean writers. They choose to write in an English which we can all understand, but which is not exactly the same as Standard British English.

Here is the opening of a novel by a writer from Trinidad, Earl Lovelace:

"The Wine ot Astonishment"

God don't give you more than you can bear, I say. 'Cause for hundred of years we bearing what He send like the earth bear the hot sun and the rains and the dew and the cold, and the earth is still the earth, still here for man to build house on and fall down on, still sending up shoots and flowers and growing things.

But what sin we commit? What deed our fathers or we do that so vex God that He rain tribulation on us for generations? What is it, the children ask, as children will ask who don't know, who open their eyes in a world where the food never 'nuff and the house falling down and the police in we tail and the magistrate trembling to send us to jail, who see us carrying on our shoulders a load more heavy than anybody else own.

So I tell them: What God will vex with you for? You ain't do God nothing. God don't vex with his children.

But children ain't fooled. They have their own eyes. They know; so they sit down on the bench in the kitchen watching me, waiting for me to tell them more.

So I tell them:

Is because we could bear it. For God ain't make this world by guess. Things have meaning.

'And if He give us this ... If He give you this, Reggie', 'I tell my last boychild, is because you ... we could bear it and rise.'

Caribbean English and British English are different in some ways.

Find examples in this passage. Look for:

1. Words   3. Pronouns

2. Verb forms   4. Sentence constructions

Chapter 28 - Language Variety

Language Families

In this chapter you will learn:

1. That living languages change
2. That writing acts as a brake
3. How to make a family tree of languages
4. The Indo-European family of languages

Language Change

Languages die when nobody speaks them. For example, when tribes of American Indians or Australian aborigines are wiped out, their languages die with them.

Or a language dies when most of the speakers find it more convenient to speak something else. For instance, the Cornish language died out about a hundred years ago, because the Cornish people found they needed to speak English more than Cornish.

Such languages are **dead languages.**

Dead languages are the only ones which do not change. Like all other living things, living languages change all the time.

People who do not understand this sometimes get very cross. They think anything new is bad and write to the newspapers complaining about new uses for old words, or about changes in grammar and pronunciation. They are wasting their time: languages change because the speakers change.

We saw in the last section that new languages are born when speakers of different languages have to communicate: Even left to themselves, however, languages change.

You can see this in your own life. You do not speak exactly the same as your parents. And they do not speak exactly the same as **their** parents. Languages change a little bit with every generation. If they did not, they would die.

Interjections as examples of language change

A seventh **part of speech** is the **interjection.** This is not related to the rest of the sentence. It is used to express surprise, anger, joy etc. Examples of interjections are: Oh! Gosh! Wow! Bother!

Consider examples of the following:

Note: Remember if you are in school: not all words used as interjections are suitable for quoting!

1. interjections that sound old-fashioned to you. (Probably "Gosh!" is one.)

2. interjections that sound new and fresh to you.

3. the latest word for "very good" (For example: fabulous, ace)

4. some words which mean "very good" but are now out of fashion.

5. the latest word for "very bad". (For example: diabolical, crumby)

6. words which mean "very bad" but are now out of fashion.

7. the latest word for "fool". (For example: wally, drongo)

8. words which mean "fool" but are now old-fashioned.

Writing and Language Change

The words you have considered on page194 are not often written down, so they change very quickly.

Writing acts as a brake on language change: we saw how written Chinese has kept together the different dialects of Chinese. Written English (Standard English) has stopped the English spoken in Australia, America and India from developing into different languages.

Writing does not stop language change - but it slows it down. How quickly languages change when people are illiterate is shown by the following true story:

The Inuit Eskimos have lived for centuries on either side of the Bering Straits, that separate Alaska (in the U.S.A.) from Siberia (in Russia). Because of bad political relations between the U.S.A. and Russia families of the Inuit Eskimos were unable to meet for fifty years.

Then, in the early 1970's, the Bering Straits iced over and the two groups met by chance. They were full of joy. But their joy changed to grief:they could not understand one another! In just fifty years without contact their one language had changed so much that it was now two languages.

This shows how quickly one language can split into several different ones when the speakers have no contact and no writing.

Numbers in different languages

Below are the numbers 1 2 3 4 5 in twenty-eight different languages.

(Remember that there are about 5,000 languages in the world, so this is not very many!) The numbers can give you a good idea of which languages are related and which are not.

Do the following tasks:

8. Read aloud the numbers in the different languages.

9. Write down the names of the languages where the numbers 1-5 are exactly the same.

10. Write down the names of the languages where the numbers are quite different from any other language.

11. Group the other languages as follows:

a) those that are very much alike. b) those that are a bit alike.
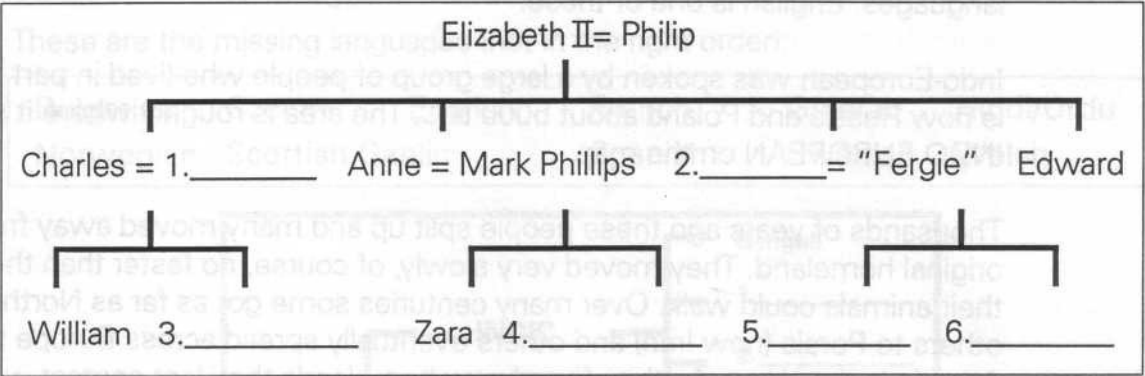
(For example: some numbers begin with the same sound).

Language	1	2	3	4	5
*Arabic	wahad	itnein	talata	arba	khamsa
*Bulgarian	edno	dve	tri	chetiri	pet
*Chinese (Mandarin)	ee	ar	san	szur	oo
*Chinese (Shanghai)	ye	lieng	se	szur	nn
Danish	en	to	tre	fire	fem
Dutch	een	twee	drie	vier	vijf
English	one	two	three	four	five
Finnish	yksi	kaksi	kolma	nelja	viisi
French	un	deux	trois	quatre	cinq
German	ein	zwei	drei	vier	funf
*Greek	ena	thio	tria	tessera	pende
Hausa	daya	biya	uku	hudu	bujar
*Hebrew	ehad	shnayim	shlosha	arbaa	hamisha
*Hindi	ek	do	tin	char	panch
Hungarian	egy	ketto	harom	negy	ot
Italian	uno	due	tre	quattro	cinque
Malay	satu	dua	tiga	empat	lima
Norwegian	en	to	tre	fire	fem
Persian	yek	do	seh	chakar	panj
*Punjabi	ik	do	tin	char	panch
*Russian	odno	dva	tri	chetiri	pyat
Serbo – Croat	jedno	dva	tri	cetiri	pet
Spanish	uno	dos	tres	quattro	cinco
Swahili	muja	biri	tatu	ine	tanu
Swedish	en	tva	tre	fyra	fem
Turkish	bir	iki	uç	dört	beş
*Urdu	ek	do	tin	char	panch
Welsh	un	dau	tri	pedwar	pump

*These languages are written in different scripts. This is roughly what numbers sound like.

Family Trees

4

You have probably made a family tree at some time. For example:

Elizabeth II = Philip

Charles = 1._____   Anne = Mark Phillips   2._____ = "Fergie"   Edward

William   3._____   Zara   4._____   5._____   6._____

Copy out the family tree above and fill in the spaces.

These are the missing names:

Peter	Diana	Harry
Eugenie	Andrew	Beatrice

Language Family Trees

You will have seen that the numbers in French and Spanish are quite similar, but not at all like the numbers in Chinese or Finnish. The reason is that French and Spanish belong to the same language family.

We can make a family tree of languages to show which ones come from the same "parents".For example:

Chinese   Finno-Ungrian

Mandarin   Shanghai   Cantonese   Finnish   Hungarian

Arabic and Hebrew (and several other languages) come from the same parent language called Semitic.

Copy the family tree below and fill in the gaps:

Semitic

_____   _____

The Indo-European Language Family

Eighteen of the languages on page195 belong to the Indo-European family of languages. English is one of these.

Indo-European was spoken by a large group of people who lived in part of what is now Russia and Poland about 5000 B C. The area is roughly where it says INDO EUROPEAN on the map.

Thousands of years ago these people split up and many moved away from their original homeland. They moved very slowly, of course, no faster than they and their animals could walk. Over many centuries some got as far as Northern India, 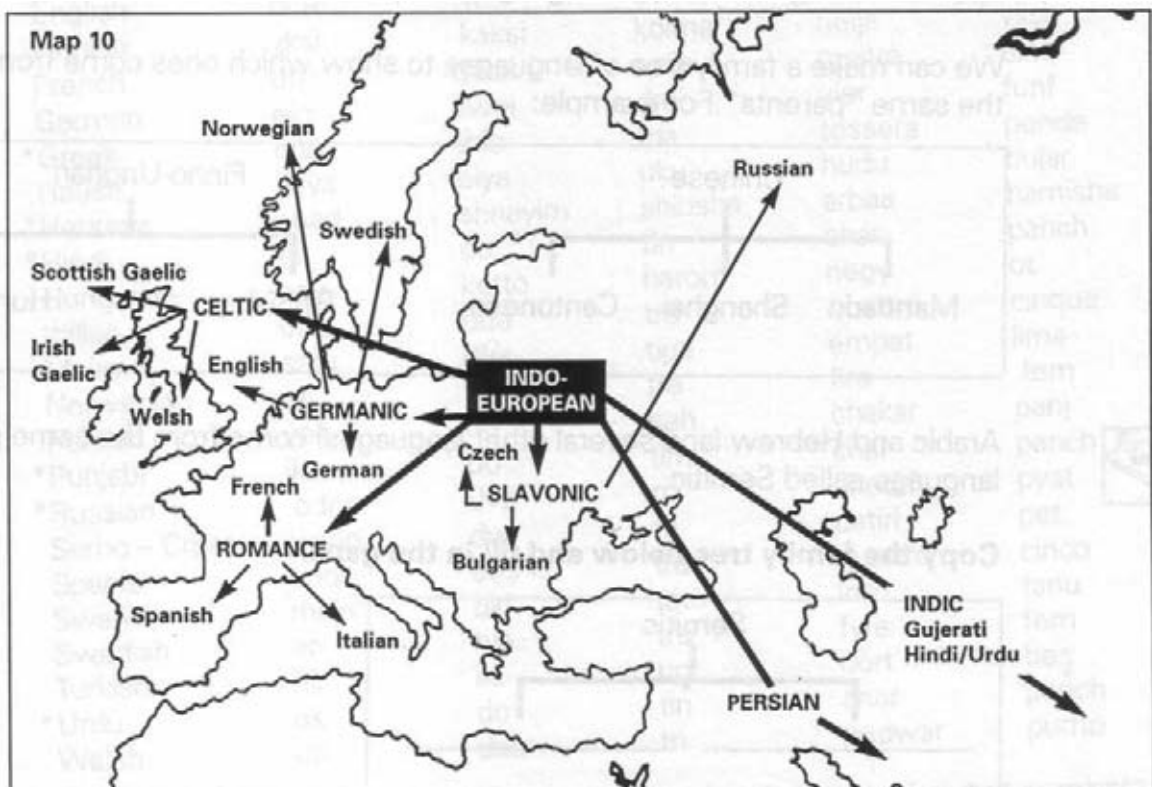others to Persia (now Iran) and others eventually spread across Europe to the Atlantic in the West. As they found new homelands they lost contact with the other groups and their languages became more and more different.

Although the words and grammar and sounds ot these languages have changed a great deal, their common origin has been traced by linguists. We can see this in the numbers 1-5. Even in the languages which are spoken as far apart geographically as Urdu and Welsh, some of the numbers are still reasonably alike.

The main groups of Indo-European languages and the places where they are now spoken are marked in capitals on the map. (For example: CELTIC) The modern languages which are descended from these old groups are marked in ordinary print. For example: Welsh.
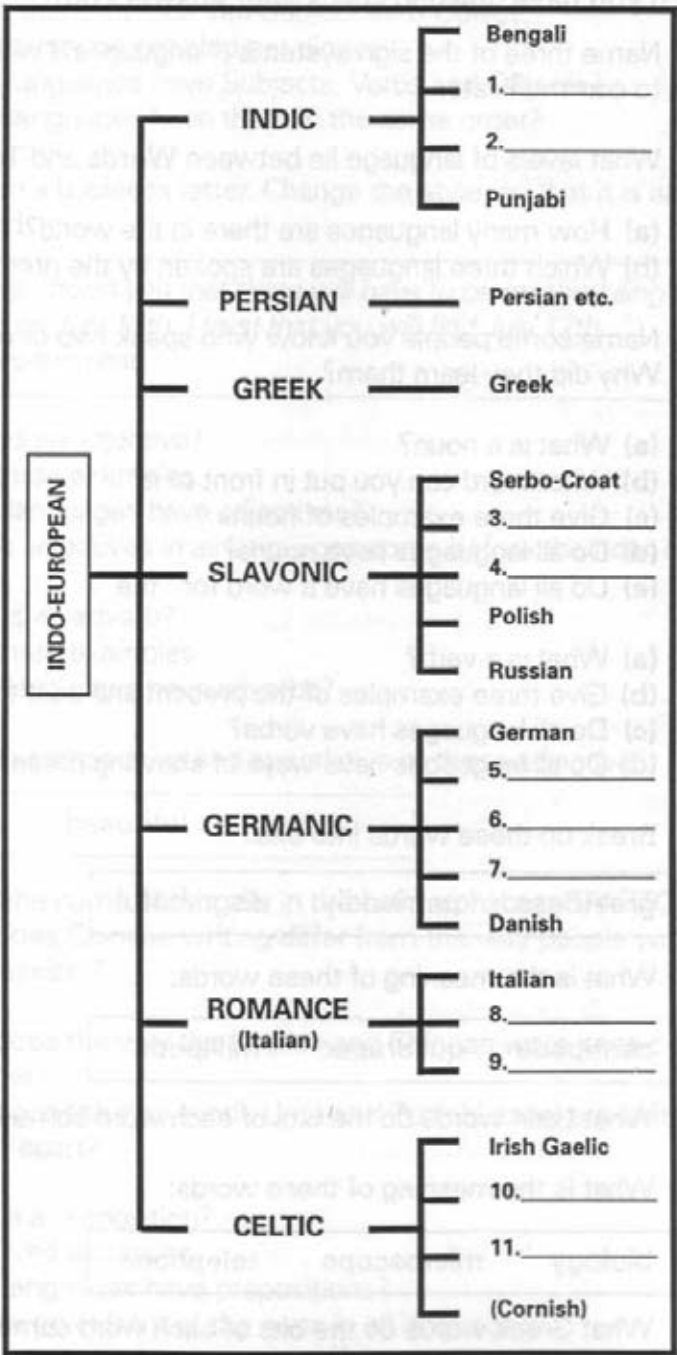

Map 10

Below there is a family tree of the Indo-European languages.

1. **Copy it out.**

2. **Use your work on the numbers to fill in some of the blank spaces.**

3. **Use the map to fill in the others.**

These are the missing languages (not in the right order):

Bulgarian	Czech	English	French	Gujerati	Hindi/Urdu
Norwegian	Scottish Gaelic		Spanish	Swedish	Welsh

```
                           ┌─ Bengali
                           │
         INDIC ────────────┼─ 1._____
                           │
                           ├─ 2._____
                           │
                           └─ Punjabi

         PERSIAN ────────── Persian etc.

         GREEK ──────────── Greek

                           ┌─ Serbo-Croat
                           │
                           ├─ 3._____
                           │
         SLAVONIC ─────────┼─ 4._____
                           │
                           ├─ Polish
                           │
                           └─ Russian

                           ┌─ German
                           │
                           ├─ 5._____
                           │
         GERMANIC ─────────┼─ 6._____
                           │
                           ├─ 7._____
                           │
                           └─ Danish

                           ┌─ Italian
         ROMANCE ──────────┤
         (Italian)         ├─ 8._____
                           │
                           └─ 9._____

                           ┌─ Irish Gaelic
                           │
         CELTIC ───────────┼─ 10._____
                           │
                           ├─ 11._____
                           │
                           └─ (Cornish)
```

(INDO-EUROPEAN)

What have you learned?

This exercise revises the main points of this book. The numbers are the same as the Chapter numbers - for example, the answer to Question 1 can be found in Chapter 1.

Briefly write down the answer to each question.

If there is something you cannot remember or are not sure of, look up the Lesson.

When you have finished check your answers out

1. Name three of the sign systems ("languages") which human beings use to communicate.

2. What levels of language lie between **Words** and **Texts**?

3. (a) How many languages are there in the world?

   (b) Which three languages are spoken by the greatest number of people?

4. Name some people you know who speak two or more languages.

   Why did they learn them?

5. (a) What is a noun?

   (b) What word can you put in front of it?

   (c) Give three examples of nouns.

   (d) Do all languages have nouns?

   (e) Do all languages have a word for "the"?

6. (a) What is a verb?

   (b) Give three examples of the present and past tenses of verbs.

   (c) Do all languages have verbs?

   (d) Do all languages have ways of showing present and past tenses?

7. Break up these words into bits:

   greatness   unfriendly   disgraceful

8. What is the meaning of these words:

   centipede   quadruped   millipede

   What Latin words do the bits of each word come from?

9. What is the meaning of these words:

   biology   microscope   telephone

   What Greek words do the bits of each word come from?

10. Give the plural of these nouns:

    house   ground   mouse

11. What is the past tense of these verbs:

    joke   laugh trick freeze find   drink

    Which of these are irregular verbs?

12. (a) Divide this sentence into Subject Verb Object:

    The greyhound gobbled her dinner.

    (b) Do all languages have Subjects, Verbs and Objects?

    (c) Do all languages have them in the same order?

13. This is from a business letter. Change the style, so that it is suitable for a close friend:

    I regret to inform you that there will have to be rescheduling of our meeting on July 10th. I trust that you will find July 17th equally convenient.

14. (a) What is an adjective?

    (b) Give three examples.

    (c) Do all languages have adjectives?

    (d) Do the adjectives in all languages come before the noun?

15. (a) What is an adverb?

    (b) Give three examples.

    (c) Do all languages have adverbs?

16. What is the comparative and superlative of these adjectives:

    bright   beautiful   good

17. (a) Write the name of this city in the Latin alphabet: БРАЙТОН

    (b) How does Chinese writing differ from the way people write English and Russian ?

18. (a) How does the way the English and Chinese write keep people together?

    (b) How does the way Hindi, Urdu and Punjabi speakers write keep those people apart?

19. (a) What is a preposition?

    (b) Give three examples.

    (c) Do all languages have prepositions?

    (d) Do they go in front of the noun in all languages?

20. Add a particle to the verb "to put" to produce phrasal verbs meaning:

      to postpone   to extinguish   to save

21. Put these words into the sentences below:

      supervise   postpone   expel

  (a) The headteacher sadly decided to   the unruly pupil.

  (b) We have had to   our holiday from June to September.

  (c) The teacher asked an older girl to   the tidying up of

  the classroom.

  (d) What is the meaning of these words in Latin:

      super   post   ex

22. (a) Give a synonym for "large".

  (b) Give an antonym for "dark".

  (c) Give a homonym for "hair".

  (d) What is the meaning of syn- anti- homo- in Greek?

23. What is the dialect of your local area?

  Give an example of a dialect word.

  Give an example of dialect grammar.

  Give an example of dialect sounds.

24. What foreign language(s) do you know?

  What are these words in that language: "woman" "say" "red"

  Give an example of a point of grammar which is different from English grammar in that language.

  What sounds are there in that language which do not exist in English?

  What English sounds do you not find in that language?

25. (a) What is a pronoun?

  (b) Give three examples.

  (c) Do all languages have pronouns?

  (d) Do all languages have the same number of pronouns?

26. (a) How do we say in English that the book belongs to the girl? (two ways)

  (b) Do all languages show possession?

  (c) Do they show it in the same way?

27. (a) What is a pidgin language?

  (b) What is a creole?

  (c) Name an example of each.

28. What are the gaps in this family tree of the Indo-European languages. These are the missing languages but not in the right order
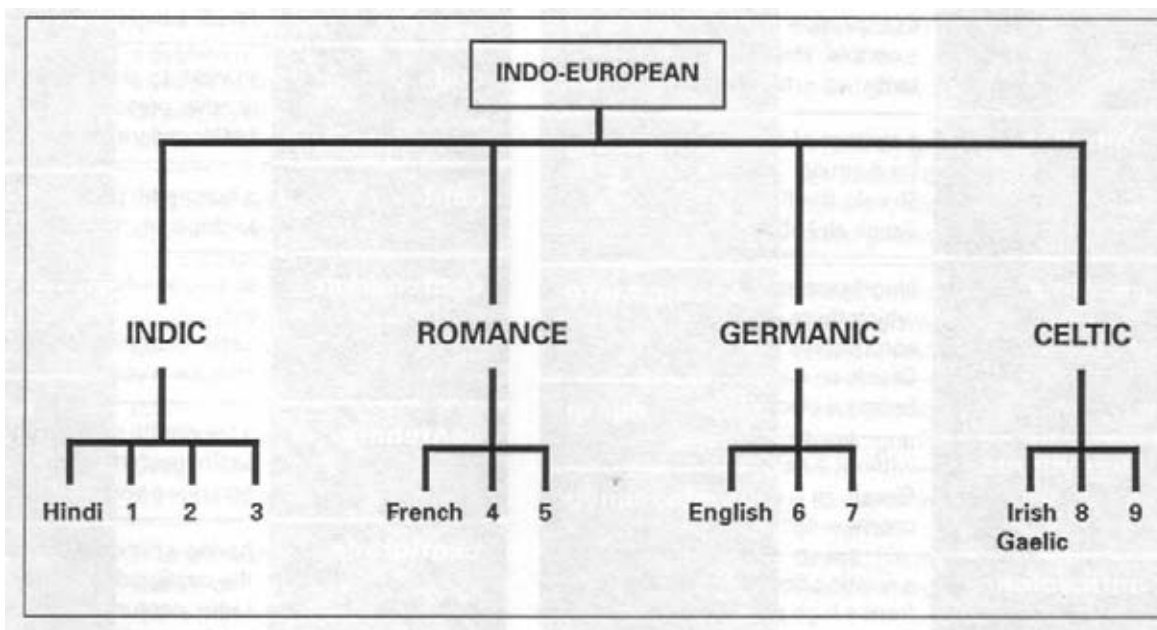
Bengali	Danish	German	Italian	Punjabi
Scottish Gaelic	Spanish	Urdu	Welsh	

The Author

Mary Mason taught traditional English Language and Literature in two secondary schools and a College of Further Education in this country for eleven years, and English as a Foreign Language in Bulgaria for five years.

She then moved into teacher training at what is now the Faculty of Education of the University of Central England, where she is still a Research Fellow.

During her fourteen years in teacher training, she was retrained in what was then the new field of Applied Linguistics. After taking early retirement in 1982, she has worked as a consultant for the International Extension College, the British Council and the Overseas Development Agency, producing English language learning materials for adults (most recently, a conversion radio and book course for primary school teachers in Namibia). Her services have also been called on by many large business organisations to train staff in writing official literature.

This combination of experience and theory has enabled her to bring the insights and methods of Applied Linguistics into mainstream English education. Her own analysis of abstract language and the work of other Linguists are here made available in a learning programme which opens up the prospect of academic success to the majority of pupils and students for whom English is the language of education.

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BREAKTHROUGH TO LEARNING:

Linguistics in the service of mainstream education

Mary Mason and Bob Mason

ISBN 1 85856 071 3, 84 PAGES, A5, £4.95, APRIL 1997

This explains the linguistic theory underpinning this course. It also gives details of the dramatic improvement in G.C.S.E. results achieved by pupils who have worked through the three books of the course.

Contents include:	Linguistics
	Applied Linguistics
	Results of the Wigan Language Project
	Working with bilingual learners

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Glossary

accede
to arrive at or come into office
Latin: ad = to; cedere, cessum = to go

adjective
a word which describes (or qualifies) a noun
Latin: adjicere, adjectum = to add

adverb
a word which is added to a verb to express a circumstance *(for example: time, place, manner)* **Latin:** ad = to; verbum = word

alphabet
a system of letters, each standing for a sound
Greek: the first two letters of the Greek alphabet: *alpha* and *beta*

anaemia
bloodlessness, a condition in which there is a lack of red corpuscles in the blood **Greek:** an = without; haema = blood

anonymous
without a name **Greek:** an = without; onoma = name

anticyclone
a rotating flow of air outwards from a high pressure area **Greek:** anti = against, opposite; kykloein = to whirl about

antipathy
dislike, hatred **Greek:** anti = against; pathos = feeling

antonym
a word meaning the opposite of another
Greek: anti = opposite; onoma = name

apathy
indifference, having no feelings about anything **Greek:** an = without; pathos = feeling

appendectomy
an operation in which the appendix is removed **Latin:** ad = to; pendere = to hang **Greek:** ektome = cutting out

appendicitis
inflammation of the appendix **Latin:** ad = to; pendere = to hang **Greek:** -itis = a condition of

arthritis
inflammation of the joints **Greek:** arathon = joint; -itis = a condition of

beef
the flesh of the cow eaten as food
French: boeuf = bull, ox

bi-lingual
speaking two languages **Latin:** bi = twice; lingua = tongue, language

biology
the science of living things **Greek:** bios = life; logos = word, study

bungalow
a one-storey house
Hindi: bangla = a one storey house

cede
to yield, to give something up to another person
Latin: cedere, cessum = to yield

cent
a hundredth part of a dollar **Latin:** centum = one hundred

centenarian
someone who is a hundred years old
Latin: centum = one hundred; annus = a year

centenary
a hundredth anniversary **Latin:** centum = one hundred; annus = a year

centigrade
having a hundred degrees (as in the centigrade thermometer) **Latin:** centum = one hundred; gradus = step

centimetre
the hundredth part of a metre **Latin:** centum = 100:
French: metre = metre (from **Greek:** metron = measure)

centipede
a myriapod (a creature with many joints each of which has a pair of legs)
Latin: centum = 100; pes, pedis = foot

centre
the middle point of anything **Greek:** kentron = a sharp point

cheetah
an Eastern animal like a leopard
Hindustani: chita (from Sanskrit: chitraka = having a speckled body)

chutney
an East Indian condiment of mangoes, chillies etc., an imitation made with home materials.
For example: apples **Hindustani:** chatni

comparative
setting things together to see how far they agree (or disagree) **Latin:** con/com = with; par = equal

complement	something that completes or fills up **Latin:** con/com = with; plere = to fill	**geriatrician**	a specialist in illnesses of old people **Greek:** geras = old age; iatros = doctor
concede	to yield or give up **Latin:** con = altogether; cedere, cessum = to yield	**gradation**	a raising step by step **Latin:** gradus = step
cotton	cloth made from the long hairs covering the seeds of the cotton plant **Arabic:** qutun = cotton	**grade**	a step or degree **Latin:** gradus = step
cow	a bovine animal **Anglo-Saxon:** cu = cow	**gradient**	the degree of a slope compared with the horizontal **Latin:** gradus = step
cyclone	a system of winds blowing inwards to an area of low pressure **Greek:** Kyklos = circle; lyien = to loose; Kykloein = to whirl about	**gradual**	advancing by degrees; gentle and slow **Latin:** gradus = step
cystitis	inflammation of the bladder **Greek;** kyklos = bladder; -itis = a condition of	**graduate**	to pass by grades; someone who has passed the steps leading to a university degree **Latin:** gradus = step
decimal	numbered in tens **Latin:** decem = ten	**gramophone**	an instrument for recording sound **Greek:** gramma = letter; phone = voice
democrat	one who believes in government by the people **Greek:** demos = people; Kratos = strength	**graph**	a kind of diagram **Greek:** grapheein = to write
dermatitis	inflammation of the skin **Greek:** derma = skin; -itis = a condition of	**gynaecologist**	a specialist in the illnesses of women **Greek:** haema = blood; logos = word, study
dermatologist	a specialist in diseases of the skin **Greek:** derma = skin; logos = word, study	**haematologist**	a specialist in diseases of the blood **Greek:** haema = blood; logos = word, study
dialysis	the separation of substances by diffusion through a membrane **Greek:** dia = through; lyien = to loose	**hippopotamus**	a large African animal that lives in rivers **Greek:** hippos = horse; potamus = river
dual	two-fold; joint (control) **Latin:** duo = two	**homonym**	a word with the same sound as another **Greek:** homo = the same; onoma = name
empathy	feeling as though you were in the place of another person **Greek:** en = in; pathos = feeling	**hypersensitive**	feeling too much **Greek:** hyper = over; **Latin:** sensere = to feel
exceed	to go beyond the limit **Latin:** ex = out; cedere, cessum = to go	**hypothermia**	a condition in which the body temperature is lower than is safe **Greek:** hypo = below; thermos = heat
expel	to drive out **Latin:** ex = out; pellere = to drive	**hysterectomy**	an operation in which the womb is removed **Greek:** hystera = womb; ektome = cutting out
fiance	a man who is engaged to be married (woman - fiancee) **French:** fiance = bethrothed	**ideograph**	a written character that stands for the thing itself not for sounds **Greek:** idea = idea; graphein = to write
geology	the science of the earth's crust **Greek:** ge = earth; logos = word, study		

illiterate	unable to read or write **Latin:** litera = letter
intercede	to act as peacemaker between two other people **Latin:** inter = between; cedere, cessum = to step
intransitive	a verb which has no direct object **Latin:** in = not; trans = through; ire, itum = to go
juggernaut	a very large lorry **Sanskrit:** jaganatha = lord of the world
ketchup	a sauce made from mushrooms, tomatoes etc. **Malay:** kechap (from Chinese)
khaki	dust-coloured **Hindustani:** khaki = dusty
kowtow	to abase oneself **Chinese:** K'o = to knock; t'ou = head (from Chinese ceremony of lying with one's face touching the floor before the Emperor)
literacy	a state of being able to read and write **Latin:** litera = letter
literate	able to read and write **Latin:** litera = letter
mammoth	an extinct kind of elephant **Russian:** mammot = elephant
mandarin	an official (originally in the Chinese Empire) **Chinese:** (through **Portuguese:** mandarim)
marathon	a long distant foot race **Greek:** Marathon (the scene of a victory by the Greeks over the Persians in 490B.C. A Greek ran from Marathon to Athens to bring the good news.)
marmalade	a marmalade of the pulp and rind of oranges **Portuguese:** marmelo = quince
mastectomy	an operation in which the breast is removed **Greek:** mastos = nipple; ektome = cutting out
megalossaurus	a dinosaur like a gigantic lizard **Greek:** megalos = great saurus = lizard
microphone	an instrument for making sounds greater **Greek:** micros = little
microscope	an instrument for making sounds greater **Greek:** micros = little; skopeein = to look
millipede	a myriapod (a creature with many joints each of which has a pair of legs) **Latin:** mille = a thousand; pes, pedis = foot
monogamy	marriage to one wife or husband at a time **Greek:** monos = one; gamos = marriage
monolingual	speaking only one language **Greek:** monos = one; **Latin:** lingua = tongue, language
monopoly	sole right to sell something **Greek:** monos = one, alone; poleein = to sell
monotheism	belief in only one god **Greek:** monos = one; theos = god
multi-lingual	speaking more than one language **Latin:** multus = many; lingua = tongue, language
mutton	sheep's flesh as food **French:** mouton = sheep
neuritis	inflammation of a nerve **Greek:** neuron = nerve; -itis = a condition of
neurologist	a specialist in diseases of the nerves **Greek:** neuron = nerve; logos = word, study
noun	a word which means something **Latin:** nomen = name
octagon	an eight-sided figure **Latin and Greek,** octo = eight; petalon = petal
opthalmologist	a specialist in diseases of the eye **Greek:** opthalmos = eye; logos = word, study
paediatrician	a specialist in the illnesses of children **Greek:** paedos = child; iatros = doctor
pagoda	an Eastern temple, especially one with a tapering tower of many storeys, each with a projecting roof
paranormal	beyond the normal **Greek:** para = beyond; norma = rule

pedal	a lever pressed by the foot **Latin:** pes, pedis = foot	**pneumonia**	inflammation of the lungs **Greek:** pneumon = lung
pedestal	the support of a column etc. **Latin:** pes, pedis = foot	**polygamy**	marriage to more than one person at a time **Greek:** poly = many; gamos = marriage
pedestrian	someone who goes on foot **Latin:** pes, pedis = foot	**polytechnic**	a university-type school where many arts are taught (especially technical subjects) **Greek:** poly = many; techne = art
pedicure	the treatment of corns, bunions etc. **Latin:** pes, pedis = foot; cura = care		
pedometer	an instrument for measuring how far someone has walked **Latin:** pes, pedis = foot; **Greek:** metron = measure	**polytheism**	belief in many gods **Greek:** poly = many; theos = god
phantom	a ghost **Greek:** phantasma = appearance	**pork**	swine's flesh as food **French:** pore = pig
pharmacy	the preparation of drugs **Greek:** pharmakon = drug	**posterity**	people who will live later in time **Latin:** post = after
pheasant	a kind of bird **Greek:** phasis = River Phasis; omis = a bird	**post-mortem**	enquiry after death **Latin:** post = after; mortem = death
phenomenon	something that may be observed **Greek:** phainein = to show	**post-natal**	after birth **Latin:** post = after; natus = having been born
philanthropy	love of people **Greek:** phainein = to show anthropos = man	**postpone**	to put off or delay **Latin:** post = after: ponere positum = to put
philosophy	love of wisdom **Greek:** phileein = to love; sophia = wisdom	**postposition**	a word placed after a noun in some languages to mark some relation **Latin:** post = after: ponere positum = to place
phlebitis	inflammation of a vein **Greek:** phlebos = vein; -itis = condition of		
		potato	a vegetable **Spanish:** patata = sweet
phosphorus	a metallic element which gives out light in the dark **Greek:** phos = light; phoros = bearing	**precede**	to go before in time or importance **Latin:** pre = before; cedere, cessum = to step
photograph	a picture produced by light on a chemical surface **Greek;** phos, photos = light; grapheein = to write	**pre-Conquest**	before the conquest (usually the Norman Conquest of England in 1066) **Latin:** pre = before
photosynthesis	the transforming of sunlight into plant form **Greek:** phos, photos = light; syn = with, together; thesis = placing	**prefabricated**	made beforehand (usually of parts of a building made in a factory and assembled on site) **Latin:** pre = before; **French:** fabrique = made
phrase	a group of words **Greek:** phrazein **=** to speak	**preposition**	a word placed before a noun to mark some relation **Latin:** pre = before: ponere, positum = to put
physics	the study of matter and energy **Greek:** physics **=** nature		
pneumon ectomy	an operation in which a lung is removed **Greek:** pneumon **=** lung; ektome = cutting out	**proceed**	to go on **Latin:** pro = forward; cedere, cessum = to step

proper	one's own **French:** propre = own	**superlative**	excelling all others **Latin:** super = over latus = carried
quadrilateral	a four-sided figure **Latin:** quattuor, quad = four; latus, lateris = side	**supervise**	to watch over, inspect **Latin:** super = over videre, visum = to see
quinquireme	an ancient ship with five sets of oars **Latin:** quinque = five; remus = oar	**swine**	a pig **Anglo-Saxon:** swin = pig
recede	to go back **Latin:** re = back; cedere, cessum = to step	**sympathy**	feeling with somebody **Greek:** syn = with, together; pathos = feeling
redecorate	to decorate again **Latin:** re = back again; decorate = to adorn	**synonym**	a word which has the same meaning **Greek:** syn = with, together: onoma = name
regular	acting according to rule **Latin:** regula = rule	**tattoo**	a design on the skin **Tahitian:** ta'tau = tattoo
re-instate	to give someone his position back **Latin:** re = back, again; in = in; stare, statum = to stand	**telepathy**	communicating with somebody without using the senses **Greek:** tele = far; pathos = feeling
re-address	to write another address (usually on an envelope) **Latin:** re = back again	**telephone**	an instrument for receiving sound from afar **Greek:** tele = far; phone = voice
robot	a mechanical man **Czech:** robota = work	**telescope**	an instrument for viewing far-off objects **Greek:** tele = far; skopeein = to see
sari	a Hindu woman's chief garment, a long cloth passed round the waist and over the shoulder and head **Hindustani:** sari	**theology**	the study of god or religion **Greek:** theos = god; logos = work, study
script	writing; system of writing **Latin:** scribere, scriptum = to write	**tonsillectomy**	an operation in which the tonsils are removed **Latin:** tonsilae = tonsils **Greek:** ektome = cutting out
sheep	a domestic animal **Anglo-Saxon:** sceap = sheep	**tonsillitis**	inflammation of the tonsils **Latin:** tonsillae = tonsils **Greek:** -itis = a condition of
sub-human	less than human **Latin:** sub = under	**transitive**	a verb which has a direct object **Latin:** trans = through, across; ire, itum = to go
submarine	a ship that goes under the sea **Latin:** sub = under; mare = sea	**triennial**	every three years **Latin:** tres, tria = three; annus = year
subordinate	lower in status **Latin:** sub = under; ordo, ordinis = order	**unison**	everyone singing the same tune **Latin:** unus = one; sonus=sound
succeed	to come after; to turn out well **Latin:** sub = under, near; cedere, cessum = to step	**verb**	a doing word **Latin:** verbum = word
superannuated	over age of work **Latin:** super = over; annus = year	**volcano**	a mountain of ash or lava with a central pipe through which more molten lava and ash may explode **Italian:** volcano = volcano (from **Latin:** vulcan = the god of fire)
superhuman	greater than human **Latin:** super = over		

Chapter 1 – Introduction: What is a Language

Page	Exercise		
3	2	**1.** cornflakes	**2.** toast
		3. rice	**4.** curry
		5. pasta	**6.** cornish pasties
		7. tripe	**8.** haggis
		9. turkey	**10.** plum pudding
5	5	1.D 2.E 3.F 4.A 5.B 6.C	

Chapter 2 – Grammar: Human Language

Page	Exercise	
8	2	**For example:** nip, sip, din, pin, since, pride **1.** the **2.** Bobby **3.** netball **4.** kicked
9	3	**For example:** **1.** Do some people not enjoy computer games? **2.** Our family did not get a holiday this year. **3.** I could go home early.

ANSWERS

Chapter 2 – Grammar: Human Language

Page 9	Exercise 4	**For example:**
		1. Hermann doesn't believe in ghosts, because he has never seen one.
		2. She dyes her hair, which is naturally brown.
		3. It's so cold today that we don't want to go outside.

Page	Exercise								
10	5	4	1	6	3	7	5	2	
11	6	5	3	1	7	4	2	6	8

Page 12	Exercise 7	1. spelling 2. grammar 3. complex
		4. paragraph 5. stories

Page 14	Exercise 10	**For example:**
		Poetry looks different on the page. The sounds of the words are more important in poetry than in prose e.g. rhyme, length of line and verse. Poetry may deliberately have more than one meaning (be ambiguous). The subject matter of poetry may be different from the subject matter of prose.

Chapter 3 – Language variety:
Languages of the world

Page 16	Exercise 1		
		1. Chinese – 830	**2.** Hindi – 330
		3. Spanish – 325	**4.** English – 320
		5. Bengali – 185	**6.** Arabic – 175
		7. Russian – 170	**8.** Portuguese – 165
		9. Japanese – 125	**10.** German – 98

	2		
		1. North America	**2.** South America
		3. Europe	**4.** Asia
		5. Africa	**6.** Australasia

17	2		
		North America:	English
		South America:	Spanish, Portuguese
		Europe:	English, Portuguese, Spanish, French, German, Italian, Russian
		Africa:	Arabic, English
		Asia:	Hindi/Urdu, Bengali, Malay, Indonesian, Japanese, Chinese
		Australasia:	English

ANSWERS

1. Portuguese
2. Spanish
3. French
4. English
5. Dutch
6. Russian
7. American Indian
8. Amerindian
9. Arabic
10. Congo
11. Bantu
12. Khoisan
13. Chinese
14. Japanese
15. Hindi
16. Dravidian
17. Turkic–Mongolian
18. Eskimo
19. Malayo–Polynesian
20. Aboriginal

Languages with written form in 1500: Arabic, Russian, Chinese, Japanese, Hindi, Dravidian, English, Dutch, French, German, Spanish, Portuguese, Italian

1. America
2. Africa
3. Africa
4. North America
5. India
6. Australasia
7. Africa
8. Asia
9. English
10. Spanish
11. Portuguese
12. Aboriginal
13. Russian
14. France
15. Portugal
16. English
17. English

Chapter 4 – People who know more than one language

Name	Languages	Reasons for learning them
Shabana	Urdu	home
	English	school
Daphne	English	home (father), school
	Greek	home (mother)
	Spanish	living in Colombia
Nozmul	Bengali	home
	English	school
Ahmad	Uzbek	home
	Pashto	refugee in Afghanistan
	Persian	
	English	school
Martin and Ann	English	home, work etc.
	Malay	work, interest
	French	school
Martin	German	school
Ann	Spanish	school
Rosemary	English	home, work etc
	French	school
	German	interest

Bulgarian	home
Greek	change of nationality
French	work
Italian	war
German	work, marriage

ANSWERS

Chapter 5 – Grammar: Nouns

Page	Exercise		
34	1	**1.** bulb	**1.** B
		2. switch	**2.** C
		3. battery	**3.** A

Page	Exercise		
36	4	**1.** petal	**5.** well
37	4	**2.** stem	**6.** south-west tower
		3. leaf	**7.** outer gate
		4. root	**8.** east wall

	5	1.C 2.E 3.B 4.A 5.D

38	6

1. Chinese, Russian, Urdu
2. Arabic, English, Welsh
3. Bulgarian, Yoruba
4. Arabic, English, Yoruba
5. Bulgarian, Welsh
6. Bulgarian, Russian

French:	arbre	enfant	chien	le, la, les
German:	Baum	Kind	Hund	der, die, das, den, dem
Spanish:	arbol	nino (m)	perro	el, la, lo, los, las

Chapter 6 – Grammar: Verbs

Page	Exercise	
42	**1**	**For example:** **Touch** your knee. **Write** your name. **Groan**.
43	**3**	invaded murdered dropped built broke out **1.** built **2.** dropped **3.** invaded **4.** broke out **5.** murdered
	4	1.D 2.C 3.E 4.B 5.A
44	**5**	**For example:** I **brush** my teeth. I **comb** my hair. I **drink** some milk. (present tense) I **brushed** my teeth. I **combed** my hair. I **drank** some milk. (past tense)

45   **6**

1.

Arabic:	al'ab	la'btu – ending added, beginning changed
Bulgarian:	igrayoo	igrakh – ending changed
Chinese:	wo wan	wo wan guo le – ending added
English:	play	played – ending added
Russian:	igrayoo	igrala – ending changed
Urdu:	Khelna	Khela – ending changed
Welsh:	chwaraeaf	chwaraesis – ending changed
Yoruba:	mo sere	mo ti sere – word (particle) inserted

2. Bulgarian and Russian

3.

French:	chanter	écrire	je joue	je jouais
German:	singen	schreiben	ich spiele	ich spielte
Spanish:	cantar	escribir	juego	jugué

7

ANSWERS

Chapter 6 – Grammar: Verbs

	Simple	Continuous	Perfect
Present	I think	I am thinking	I have thought
Past	I thought	I was thinking	I had thought
Future	I shall think	I shall be thinking	I shall have thought

1. I had lived   **2.** I shall have lived   **3.** I was living

4. I am living   **5.** I have lived   **6.** I shall live

1. past continuous   **2.** past simple

3. future simple   **4.** past perfect

5. future continuous   **6.** present simple

Chapter 7 – Wordpower: Long Words from Short Words

un + help + ful   self + ish + ness   beast + li + ness
mis + spell + ing   dis + grace + ful + ly   hope + less

For example: unhappy, undo, unreadable
displease, discover, disabled
mistake, misfortune, misconduct

For example: happiness, quietness, goodness
thinking, dreaming, wishing
greenish, smallish, dampish
friendly, brightly, cheerfully
thankful, playful, teaspoonful

Chapter 7 – Wordpower: Long Words from Short Words

Page 51	Exercise 3

The words split up:

1. un + ironed and u**n** + **n**eeded

2. sincere + **l**y and faithfu**l** + **l**y

3. dis + agreeable and di**s** + **s**imilar

4. the **y** changes to **i** because we rarely have **y** in the middle of a word.

Page 52	4

20   21   540

1. postage stamp   **2.** a Finn   **3.** butcher's

4. in the diary   **5.** phone number

Note: the word for in comes after the noun, instead of before it as in English.

Page 53	5

ghost + ly   super + **market**   **goose** + **berry**

care + ful   **sauce** + **pan**   **grand** + eur

tooth + **ache**   un + **do**   **fore** + **head**

trouble + some   dis + **connect**   **late** + ness

rest + **less** + ness   **passion** + ate + ly

dis + **appear** + ed   dis + **infect** + ant

table + **spoon** + ful   re + **settle** + ment

anti + **clock** + wise   im + **patient** + ly

un + **tidi** + ness   un + **eat** + **able**

purpose + ful + ly   **cheek** + i + ness

ANSWERS

Chapter 8 – Long Words from Short Words: Latin

Page 56	Exercise 1		
		1. vierseitig	**2** vier +Seite
		3. beschreiben	**4.** be + schreiben
		5. cuadrilátero	**6.** cuadro + ladro
		7. describir	**8.** de + escribir
		9. English	**10.** English
		11. German	**12.** Spanish

58 3

1. A measure of temperature divided into a hundred steps

2. A measure of length divided into a hundred parts

3. An insect with a hundred legs (give or take a few!)

4. A person who is a hundred years old

5. A hundredth part of a dollar

6. A hundredth anniversary

Latin: gradus – step   pes, pedis – foot

For example: *gradation* (rising step by step), *grade, gradient* (degree of slope), *graduate* (a person who has passed the grades and so has a University degree), *degrade* (to reduce the status of), *regrade* (to change the status of)

pedestrian (a person who goes on foot), *pedal* (a lever pressed by the foot), *pedestal* (the foot of a column), *pedicure* (treatment of the feet), *pedometer* (an instrument for measuring how far one has walked), *impede* (to hinder), *expedite* (to hasten)

Greek: kentron – a sharp point

59 4

1. b   2. d   3. a   4. c   5. a   6. c   7. d   8. a

60 5

Answers in the glossary

10

Chapter 9 – Long Words from Short Words: Latin

Page 62	Exercise 2	1. e 2. f 3. b 4. d 5. c 6. a
63		**For example**: microphone, microscope, microbiology, microsurgery, phonograph, phonetician, microphone, homophone, graphite, biography, photograph, graphic, graph, photography, photosynthesis, photofinish, photosensitive, scope, microscope, stereoscopic, telescope, telephone, telescope, telepathy, telegraph, telecommunications.

Page 65:

1. photography	**2.** microscope	**3.** telescope
4. telephone	**5.** microphone	**6.** geology
7. phonology	**8.** microbiology	

1. All except Chinese **2.** Chinese **3.** Arabic, Urdu, Yoruba

French:	télévision	téléphone	microphone
German:	Television	Telephon	Mikrofon
		Fernsprecher	
Spanish:	television	telefono	microfono

Page 67, Exercise 4:

bio(s) – life	phon(e) – voice	tele – far
ge – earth	logos – word	scopein – to see

hippopotamus	octagon	marathon
monopoly	democrat	megalosaurus

A N S W E R S

Chapter 10 – Grammar: More about nouns

Page	Exercise
70	1

road   blackboard   photo   room   lion   goalkeeper

2

House means there is one. Houses means there is more than one

| 71 | 2 |

s
men   mice   feet   strata   teeth   radii   deer
For example: goose/geese   larva/larvae   thesis/theses
tempo/tempi   phenomenon/phenomena   ox/oxen
spies   bullies   knives   wives   tomatoes   heroes

| 72 | 5 |

1. Bulgarian, Russian, Urdu
2. Yoruba
3. Arabic
4. Chinese
5. the singular noun is longer than the plural.
French:
l'arbre   les arbres   l'enfant   les enfants   le chien   les chiens
German:
der Baum die Bäume das Kind die Kinder der Hund die Hunde
Spanish:
el arbol   los arboles   el niño   los niños   el perro   los perros

Chapter 10 – Grammar: More about nouns

Page	Exercise
73	6

Bournemouth - the mouth of the stream

Godmanchester - the Roman fort where Godman settled

Ryton - the village where rye is grown

Westminster - the church in the West

Streatham - the village by the road

Cowley - the cow's glade

Witley - the glade of Witta

Oakington - the settlement of Hocca's people

Stratford - the road over the ford

Padley - Padda's glade

Hampstead - the place of the village

Wheatley - the glade where there is wheat

Southam - the southern village

Fordham - the village by the ford

Nottingham - the village of Snot's people

Chester - the Roman fort

Ashton - the settlement where there are ash trees

Paddington - the village of Padda's people

Norton - the settlement to the North

Packington - the settlement of Pacca's people

Oxton - the village of the ox

Eastbourne - the East stream

Littleton - the little settlement

Ashbourne - the stream by the ash

A N S W E R S

Chapter 11 – More about Verbs

Page	Exercise	
76	1	freeze grow succeed blink write wear
	2	I baked I produced I invaded I mixed
		I broke I sang I thought I wore
	3	**For example:** I grew I wrote I fought

77   4

Present tense		Past tense	
Singular	**Plural**	**Singular**	**Plural**
I am	we are	I was	we were
you are	you are	you were	you were
he ⎫		he ⎫	
she ⎬ is	they are	she ⎬ was	they were
it ⎭		it ⎭	

77   5

1. Bulgarian, English, Russian, Urdu, Welsh

2. Arabic, Chinese, Yoruba

3. French, German and Spanish all have irregular verbs.

78   7

Present	Past	Perfect
I buy	I bought	I have bought
I cut	I cut	I have cut
I forget	I forgot	I have forgotten
I freeze	I froze	I have frozen
I know	I knew	I have known
I make	I made	I have made
I ring	I rang	I have rung
I see	I saw	I have seen
I tell	I told	I have told
I win	I won	I have won

14

Chapter 12 – Grammar: Sentences

Page	Exercise		Verb
80	2	1.	growl
		2.	swim
		3.	twitter
		4.	sneezed
		5.	collapsed
		6.	sparkles

	Subject	Verb
1.	Lions	growl
2.	Fishes	swim
3.	Birds	twitter
4.	The child	sneezed
5.	The house	collapsed
6.	The sea	sparkles

Page	Exercise	Subject	Verb	Object
81	2	Lions	eat	meat
		Fishes	lay	eggs
		Birds	build	nests
		The child	read	a book
		The house	cost	a fortune
		The sea	destroyed	the ship

		Subject	Verb	Object
3	For example:	Children	love	snakes
		Spiders	hate	cats
		Dogs	kill	rabbits

Chapter 12 – Grammar: Sentences

Page 82	Exercise 4	

1. Bulgarian, Chinese, Russian, Yoruba
2. Arabic, Welsh
3. Urdu
4. SOV, SVO, VSO, VOS, OVS, OSV
   No language has the object before the subject
5. French, German and Spanish are all SVO.

83	7	

For example:

The choir sang "Ave Maria". Everyone was singing.

They ran the bookstall. She ran and ran and ran.

The boys were playing rounders. They all played.

I'm going to write a novel. She's always writing.

Wave your hankie! Wave!

Chapter 13 – Language Variety: Style

Page 86	Exercise 1	

1. E   **2.** G   **3.** B   **4.** H   **5.** A   **6.** C   **7.** D   **8.** F

87	1	

Probably: Hi, Jim! (friend)

Hello, Mr. Brown! (neighbour)

Good morning, sir! (teacher)

89	3	

The first (informal) for a friend and one's mother, the second (formal) for teacher, stranger or employer

Chapter 14 – Grammar: Adjectives

Page	Exercise	
92	1	**1.** carpet pencil candle **2.** throw grab choose
	2	comfortable blue large **For example:** (a) blue jumper (the) large castle
93	3	**For example:** the big old black cat an interesting new Welsh book the tall miserable young doctor an enormous early Chinese city
93	4	**For example:** The poor dog shivered. The young soldiers killed the frightened villagers. The early birds were singing.
94	5	**For example:** **1.** famous **2.** bright **3.** poor **4.** red **5.** famous **6.** happy
	6	**1.** green-and-yellow **2.** blue **3.** neutral **4.** earth **5.** live **6.** brown
95	7	**1.** Bulgarian, Chinese, Russian, Urdu **2.** Arabic, Welsh, Yoruba **3.** French: NA l'arbre vert German: AN der grüne Baum Spanish: NA el arbol verde

17

Chapter 15 – Grammar: Adverbs

Page	Exercise			
98	**1**	**Subject**	**Verb**	**Object**
		1. Everyone	laughed	
		2. My best friends	were playing	cards
		3. France	won	the match
		4. The fat boy	cannot run	
		5.	Hide	
		6. The rich woman	spent	all her money
	2	**For example:**		
		1. heartily	2. carefully	3. easily
		4. quickly	5. immediately	6. well
99	**3**	1. enthusiastically	2. passionately	3. carefully
		4. badly	5. well	6. loudly
	4	1. -ly	2. an adjective	3. well
	5	**For example:**		
		1. thoroughly	2. clearly	3. quietly
		4. firmly	5. quickly	6. carefully
100	**6**	**For example:**		
		1. first	2. tomorrow	3. now
		4. then	5. afterwards	6. soon
		For example:		
		1. down	2. everywhere	3. away
		4. there	5. outside	6. up

Chapter 15 – Grammar: Adverbs

Page 101	Exercise 7

1. Chinese, Welsh
2. Bulgarian, Russian, Urdu
3. Yoruba

4.	Adjective	Adverb
French:	rapide	rapidement
German:	schnell	schnell
Spanish:	pronto	pronto

Page 102	Exercise 8

Order of adverbs: place, manner, time

Chapter 16 – Grammar: More about adjectives and adverbs

Page 104	Exercise 1

1. B   2. D   3. A   4. C   1. b   2. a

Exercise 2

Adjective	Comparative	Superlative
clever	cleverer	the cleverest
big	bigger	the biggest
cheerful	more cheerful	the most cheerful
happy	happier	the happiest
interesting	more interesting	the most interesting
good	better	the best

19

ANSWERS

Chapter 16 – Grammar: More about adjectives and adverbs

Page	Exercise	
105	3	**For example:** Joan digs the garden expertly.
		Ahmed thinks faster than Joan.
		Donna writes books most beautifully.

Page	Exercise	
106	4	**1.** (a) daring (b) stupid
		2. (a) mean (b) prudent
		3. (a) funny (b) cruel
		4. (a) stupid (b) honest
		5. (a) clever (b) rude
		6. (a) loyal (b) crazy
		7. (a) determined (b) pig-headed
		8. (a) brave (b) foolhardy

Page	Exercise	
107	5	**For example:** **1.** carefully, meanly
		2. thirstily, greedily
		3. unluckily, carelessly
		4. cleverly, meanly
		5. wittily, cheekily
		6. cleverly, sneakily

Page	Exercise	
108	7	Order of adjectives: quality, size, age, colour, nationality
		1. -er and -est for words of one or two syllables
		2. more and the most for words of more than two syllables

Chapter 17 – Varieties of language: Writing

Page 110	Exercise 2

1. Vancouver   2. San Francisco   3. Chicago
4. New York   5. Havana   6. Lima
7. Santiago   8. Rio de Janeiro   9. St Petersburg
10. London   11. Moscow   12. Omsk
3. Casablanca   14. Lagos   15. Capetown
16. Zanzibar   17. Bombay   18. Vladivostok
19. Tokyo   20. Shangahi   21. Singapore
22. Perth   23. Sydney

112	3

1. tree, wood, forest, earth, man ?

2. big, go, self, sheep, water, white ?

3. 1. three trees   2. sheep + hair   3. fire + mountain

4. 1. mutton (sheep + flesh)   7. size (big + little)
2. January (one + moon)   8. November (ten + one + moon)
3. birthday (to be born + moon)   9. conceited (self + big)
4. railway train (fire + vehicle)   10. scenery (mountain + water)
5. October (ten + moon)   11. goat (mountain + sheep)
6. daytime (white + sun)   12. bicycle (self + go + vehicle)

114	5

1. кэймбридж   6. харич   11. рэдинг
2. чат(х)ам   7. лийдз   12. ричмонд
3. дэвон   8. кэнт   13. шропшир
4. дадли   9. норич   14. сасэкс
5. глазгоу   10. пэмброук   15. ямаут

A N S W E R S

Chapter 18 – Varieties of Language: Writing which divides people and writing which unites people

Page 118	Exercise 3	

1. in (Punjabi - wich, Hindi/Urdu - mein)
and (Punjabi - atay, Hindi/Urdu -aur)

2. Punjabi/Hindi: mera, Urdu: meran
Punjabi: pehlan, Hindi/Urdu: pehlay
Punjabi: phair, Hindi/Urdu: phir

3. (a) The verb comes at the end of the sentence.
(b) The past tense is formed by putting the particle aa in front of the verb.

Page 120	Exercise 4	

For example:

Words: Similarities: mostly recognisably similar in all three languages.

Exceptions: *world* in English, *Ufgrund* in Norwegian, *djupet* in Swedish, *upon* in English, *ovenover* in Norwegian, *pa* in Swedish.

Grammar: Similarities: past tense: *shaped, waved, said* in English, *skabte, svaevede, sagde* in Norwegian, *skapade, swafde, sade* in Swedish.·

Possession: *God's hand* in English, *Guds Aanc* in Norwegian, *Guds Unde* in Swedish.

Difference: Article **the** before the noun in English, after the noun in Norwegian and Swedish eg Jorden and jorden

Sounds: th in English (eg earth, there) is **d** in Norwgian (eg Jorden, der) and Swedish (eg det and jorden)

ANSWERS

Chapter 19 – Grammar: Prepositions

Page	Exercise		
122	1		

1. there   **2.** here   **3.** everywhere

4. outside   **5.** in   **6.** around

1. then   **2.** yesterday   **3.** later

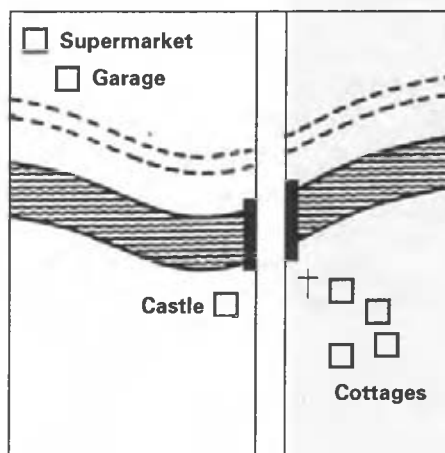**4.** soon   **5.** now   **6.** meanwhile

123   2

in, on, by , over, beside, behind, in front of

For example: under the sea, over the road, out of the forest

The submarine dived under the sea. The dog ran over the road. The bears came out of the forest.

124   3

☐ **Supermarket**

☐ **Garage**

Castle ☐

Cottages

ANSWERS

Page	Exercise	
125	**4**	**1.** Arabic, Bulgarian, Russian, Welsh, Yoruba
		2. Chinese, Urdu
		3. Russian

4.

French	sur la chaise	sous la chaise
German	auf dem Stuhl	unter dem Stuhl
Spanish	sobre la silla	bajo la silla

French, German and Spanish all have prepositions.

Page	Exercise	
126	**6**	**2.** P **3.** A **4.** P **5.** P
		6. A **7.** A **8.** P **9.** P **10.** P

Chapter 20 – Wordpower: Particles

Page	Exercise	

128 — 1

1. broken off   **2.** broken in   **3.** broke up
4. broke down   **5.** broke into   **6.** broke out

1. D   **2.** C   **3.** E   **4.** B   **5.** A   **6.** F

129 — 2

1. down   **2.** off   **3.** out   **4.** up   **5.** out   **6.** by

130

1. fell out   **2.** fallen off   **3.** fall in
4. fallen through   **5.** fell on

1. on   **2.** down   **3.** out
4. in   **5.** into   **6.** away

131 — 2

1. C   **2.** A   **3.** E   **4.** B   **5.** F   **6.** D

132 — 3

1. look down on   **2.** look forward to
3. make up for   **4.** run out of
5. stick up for   **6.** put up with

133 — 4

For example: give in (= yield), give out (= distribute), give away (= betray), give up (= surrender),
get out of (= free oneself from an obligation),
get up (= rise from bed),
get over (= recover),
get off (= receive no punishment),
get into, get away,
go round (= suffice),
go over (= repeat, revise),
go for (= attack),
go off (= become putrid)

25

ANSWERS

Chapter 20 – Wordpower: Particles

Page 134	Exercise 6	

1. prep **2.** P (get over = recover from)
3. A **4.** P (came round = recover consciousness)
5. prep **6.** A **7.** A **8.** prep
9. P (see through = discover an attempt to deceive)
10. prep **11.** A **12**. P (ring off = put the phone down)

For example:
1. Come in! Down she goes! Jill came tumbling after.
2. Put them in the cupboard. I threw them down the chute. After a short time I felt better.
3. Everyone thought he had done her in. (= killed her)
   After the long illness he was very run down. (= weak)
   She looks after my children. (= is responsible for)

Chapter 21 – Wordpower: Latin prefixes

Page 136	Exercise 1	

a) pre-Conquest   b) post-natal   c) sub-marine
d) re-address   e) superannuated

1. post-natal   **2.** superannuated   **3.** re-address
4. submarines   **5.** pre-Conquest

137	2	

1. C **2.** D **3.** E **4.** A **5.** B

1. posterity   **2.** pre-fabricated   **3.** redecorate
4. superhuman   **5.** sub-human

138	2	

1. avert   **2.** revert   **3.** divert   **4.** pervert
5. convert   **6.** invert   **7.** subvert

139	3	

1. a **2.** c **3.** c **4.** b **5.** b

26

Chapter 22 – Wordpower: Greek prefixes

Page	Exercise	
142	**1**	**1.** C **2.** D **3.** E **4.** A **5.** B

1. hypothermia   **2.** paranormal   **3.** anti-cyclone
4. hypersensitive   **5.** dialysis

143	**2**

1. sympathy   **2.** antipathy   **3.** apathy
4. empathy   **5.** telepathy

144	**3**

1. anonymous   **2.** antonym   **3.** synonym   **4.** homonym

wild/savage	nice/pleasant	rich/wealthy
fat/plump	awkward/clumsy	thin/skinny
fat/thin	rough/smooth	nice/nasty
short/tall	poor/rich	young/old
unpleasant	disagreeable	unkind
impatient	inexact	unfair

146	**4**

phlebitis	inflammation of the veins
appendicitis	inflammation of the appendix
arthritis	inflammation of the joints
dermatitis	inflammation of the skin
pneumonia	illness of the lungs
neuritis	inflammation of the nerves
tonsillitis	inflammation of the tonsils
anaemia	without blood

Chapter 22 – Wordpower: Greek prefixes

Page 146	Exercise 4		
	haematologist	blood	
	neurologist	nerves	
	gynaecologist	women	
	dermatologist	skin	
	ophthalmologist	eyes	
	geriatrician	old people	
	paediatrician	children	
	appendectomy	cutting out of the	appendix
	hysterectomy	cutting out of the	womb
	tonsillectomy	cutting out of the	tonsils
	pneumonectomy	cutting out of the	lung
	mastectomy	cutting out of the	breast

Chapter 23 – Varieties of Language: Dialects of English

Page 150	Exercise 3	1. Dialect word: cut Colloquialisms: shut up, chuck 2. don't - doh can't - cor didn't - day I didn't say that - I day say 3. "ay" to rhyme with "may", "nuck" to rhyme with "book"
152	5	1. I be 2. you be 3. they was 4. I is
153	6	1. I come 2. I have went 3. I have took
156	12	1. Devon 2. Kent 3. Midlands, Yorkshire, East Anglia 4. Lowland Scottish, Cumbrian, Northumberland, Durham 5. Wales, Highlands of Scotland, Eire

Chapter 24 – Grammar, Words and Sounds: Describing a language

Page 164	Exercise 5				
		1. See M	**2.** See G	**3.** See K	**4.** See H
		5. See E and A	**6.** See D	**7.** See F	**8.** See J

Page 165	Exercise 6		
		Good morning - tso sun	Mr - seen-saang
		Thank you - m-goy	I/you have eaten - sik-jaw
		is/are/yes - ngaw	student - hok-saang

Chapter 25 – Grammar: Pronouns

Page 168	Exercise 5
	Samantha woke up early one morning. She lay still for a while. She could hear a faint chink-chink outside. Softly she got out of bed and went to the window. Down below in the next-door garden she could just make out the shadowy figure of the man next door. He was digging a hole in the soft earth of the vegetable patch. He looked around furtively. He picked up an oddly shaped bundle and carried it to the hole. It seemed to be very heavy. He put the bundle into the hole and covered it with soil.

Page 169	Exercise 2
	prince, manager; saleswoman, duchess
	For example: midwife, housewife, charwoman, chambermaid, foreman, signalman, handyman, houseman

ANSWERS

Chapter 25 – Grammar: Pronouns

Page 169	Exercise 3	**1.** he **2.** he **3.** hostess **4.** housewife **5.** he

170 **4**

they

5

1. He is a nurse. I employed him.
2. She is a nice girl. I like her.
3. They came to tea. I entertained them.
4. It is in the cupboard. I have found it.

1. he, she, it, they   **2.** him, her, it, them   **3.** it

170 **6**

I woke up early one morning. I lay still for a while. I could hear a faint chink-chink outside. Softly I got out of bed and went to the window. Down below in the next-door garden I could just make out the shadowy figure of the man next door . . .

You woke up early one morning. You lay still for a while. You could hear a faint chink-chink outside. Softly you got out of bed and went to the window. Down below in the next-door garden you could just make out the shadowy figure of the man next door . . .

171 **7**

1. Chinese   **2.** Bulgarian, Russian, Urdu, Welsh, Yoruba
3. Bulgarian, Russian   **4.** Arabic, Welsh
5. Chinese, Urdu, Yoruba   **6.** All except Arabic
7. Arabic   **8.** By adding -men   **9.** English

Chapter 25 – Grammar: Pronouns

Page 171	Exercise 7						

10.

	Singular			Plural		
	1	2	3	1	2	3
French	je	tu (int.) vous (pol.)	il (m.) elle (f.)	nous	vous	ils (m.) elles (f.)
German	ich	du (int.) Sie (pol.)	er (m.) sie (f.) es (n.)	wir	Sie	sie
Spanish	yo	tu (int.) Usted (pol.)	el (m.) ella (f.)	Nosotros	Vosotros (int.) Ustedes (pol.)	ellos ellas

173	**10**

See table above.

1. Le père est grand.   **2.** Les pères sont petits.

3. La mère est grande   **4.** Les mères sont grandes.

174	**11**

	Singular			Plural		
	1	2	3	1	2	3
Definite article						
	-ut	-ta	-to	-te	-te	-ta
Nouns						
	-	-a	-o	-e	-i	-a
Adjectives						
	-	-a	-	-i	-i	-i

1. Generalut e krasiv.   **2.** Generalite sa krasivi.

3. Knigata e krasiva.   **4.** Knigite sa krasivi.

5. Seloto e krasiv.   **6.** Selata sa krasivi.

ANSWERS

Chapter 26 – Grammar: case and possession

	Personal Pronouns	
	Singular	
	Nominative	Accusative
First person	I	me
Second person	you	you
Third person (masculine)	he	him
(feminine)	she	her
(neuter)	it	it
	Plural	
	Nominative	Accusative
First person	we	us
Second person	you	you
Third person	they	them

178   3

the desk of the teacher the growling of the beast
the behaviour of the children the covers of the books
the homework of the class the barking of the dogs

179   3

Rule: Turn the genitive phrase into the "of" phrase.
Take the last word. Add an apostrophe. Unless there is
already an "s" add one. If you feel you need another one,
add it.

a day's labour five days' labour Bobby's hair
Midas's problem the grocer's shop the people's will
Shakespeare's plays

Chapter 26 – Grammar: case and possession

Page	Exercise	
180	4	1. Russian,
		2. Arabic, Bulgarian, Chinese, Urdu, Welsh, Yoruba
		3. French: le livre du garcon
		German: das Buch des Knaben
		Spanish: el libro del niño
181	6	1. The man gave the dog the bone.
		2. The man gave the dog the bone.
		3. The boy gave the man the bone.
		4. The boy gave the dog the bone.
		5. The dog gave the boy the bone.
		6. The man gave the boy the dog's bone.
		7. The boy gave the man the dog's bone.
		8. The dog gave the man the boy's bone.
182	7	1. Julius gave (his) friend (a) sword.
		2. Julius gave (his) friend (a) sword.
		3. (The) friend gave Julius (a) sword.
		4. Julius gave (his) friend (a) slave.
		5. Julius's friend gave (the) slave (the) sword.
		6. (The) slave gave Julius (his) friend's sword.
		7. Julius killed (his) friend with (the) sword.
		8. (The) slave killed Julius with (his) sword.
		9. (The) slave killed Julius with (his) sword.
		10. (The) slave killed Julius's friend with (the) sword.

A N S W E R S

Chapter 27 – Language Varieties: Pidgins and Creoles

Page	Exercise	
185	**1**	manfowl combi ngonderi waka gree

1. The Plural is the same as the Singular eg combi.
   ting (= friends. things). There is no definite article.
2. "Bin" before the verb (bin bi. bin waka. bin talk. bin gree)
3. The word is repeated. (big big combi. fine fine ngondere)
4. Dem.
   -am (marriam = marry her)

---

186   **2**

No sounds in tok Pisin like "u" in "mud". so "a" used (bagarup).
No sounds in Tok Pisin like "f" in "fire". so "p" used (paia).
No sounds in Tok Pisin like "j" in "pidgin", so "s" used (pisin).
"g" and "d" at end of word pronounced "k" and "t" (dok, pik, het)
Do not have two consonants together (lamp. six. spear) so use one (lap) or separate them (sikis. supia).
No long vowels as in 'face', 'steal', 'spear' so short vowel used (fes, stil, supia)
Go. car. luk - these sound much the same.

3

1. You go	**2.** We go	**3.** I look
4. I see you	**5.** You see us	**6.** We steal
7. You steal my pig.	**8.** We steal your car.	
9. You crash our car.	**10.** Your car has broken down.	

-im is added when the verb is transitive (followed by Direct Object)

Chapter 27 – Language Varieties: Pidgins and Creoles

Page 187	Exercise	
		1. beard **2**. feathers **3**. foam **4**. soot **5**. puppy **6**. piglet **7**. fruit of a tree **8**. shoulder of pork **9**. branch **10**. wing
	3	"Sheep", "cow", "swine", come from Anglo-Saxon words. They would be used by the Anglo-Saxon serfs, who reared the animals. "Mutton", "beef", "pork" come from French words. they would be used by the Norman masters, who ate the meat.

189	4		Singular	Plural
		1st Person Subject	mi	wi
		Object	mi	wi
		2nd Person Subject	yu	unu
		Object	no example	hunu
		3rd Person Subject (m)	him	
		Object	im	
		Subject (f)	he	dem
		Object	im	dem
		Subject (n)	no example	
		Object	it	

192	7	
		1. boychild = son; 'nuff = enough; own = has
		2. God don't = doesn't; The earth bear = bears; He rain = He rains; He give = he gives; we bearing = we have been bearing; He send = he has sent; we commit = we have committed; we do = we have done; you ain't do = you haven't done; that so vex God = that has so vexed God; he rain = he has rained: God will vex = will be vexed; God ain't make = God didn't make; Food never 'nuff = the food is never enough; the house falling down = the house is falling down; The magistrate trembling = the magistrate is trembling;
		3. the police in we tail = the police are on our tail
		4. Is because. . . = It is because . . .

ANSWERS

Chapter 28 – Language Varieties: Language families

Page 197	Exercise 4	**1.** Diana **2.** Andrew **3.** Harry **4.** Peter **5.** Beatrice **6.** Eugenie

199	5	**1. 2.** Gujerati Hindi/Urdu **3. 4.** Bulgarian Czech
		5. 6. 7. English Norwegian Swedish
		8. 9. French Spanish **10. 11.** Gaelic Scottish Welsh

200	6	**1. For example:** gesture/body language dance maths
		2. sentences, paragraphs
		3. (a) About 5000. (b) Chinese, English, Hindi/Urdu
		4. For example: school, marriage, work, interest
		5. (a) A noun is a word which names something, a naming-word (b) the
		(c) **For example:** book, person, river (d) Yes (e) No
		6. (a) A verb is a word which tells of an action, a doing-word
		(b) **For example:** do, did go, went dance, danced
		(c) Yes
		(d) Yes, but it may not be by changing the verb
		7. great + ness, un + friend + ly, dis + grace + ful
		8. centipede - a creature with a hundred legs
		quadruped -a creature with four legs
		millipede - a creature with a thousand legs
		9. biology - the study of life/living things
		microscope - an instrument which enables one to see very small things
		telephone - an instrument which enables one to speak to someone from a distance
		10. houses grounds mice

Chapter 28 – Language Varieties: Language families

11. joked laughed tricked froze found drank
The last three are irregular.

12. (a) **Subject** **Verb** **Object**
The greyhound gobbled her dinner

    (b) Yes (c) No

13. **For example:** *Sorry I can't get to see you on 10th July.*
Can you make it 17th instead?

14. (a) An adjective describes a noun/describing-word

    (b) **For example:** blue large ugly

    (c) Yes (d) No

15. (a) An adverb tells us how, when or where the verb
happened.

16. brighter, brightest
more beautiful, most beautiful; better, best

17. (a) Brighton

    (b) English and Russian both use alphabets - that is, a
symbol for each sound. Chinese uses ideographs -
that is, a symbol for each meaning.

18. (a) The written language is the same, no matter how
different the speech is.

    (b) The spoken languages are very similar, but they are
written in different scripts.

19. (a) A preposition combines with a noun to make an
adverbial or other phrase. It shows the relationship
between nouns.

    (b) For example: by, with, to

    (c) Yes (or postpositions)

    (d) No. Postpositions go after the noun.

37

Chapter 28 -- Language Varieties: Language families

20. to put off   to put out   to put by

21. (a) expel   (b) postpone   (c) supervise
 (d) over/above   after   out of

22. For example: (a) small, little   (b) light, fair
 (c) hare
 (d) syn-with   anti-against   homo- the same

25. (a) A pronoun is a word that stands instead of a noun.
 (b) **For example:** we you him
 (c) Yes   (d) No

26. (a) the book of the girl   the girl's book
 (b) Yes   (c) No

27. (a) A pidgin is a language which develops when speakers
 of different languages need to communicate in a
 hurry. There is usually no written form.
 (b) A creole develops when a pidgin becomes a mother
 tongue.
 (c) West African Pidgin   Tok Pisin

28. 1. 2. 3. Bengali, Punjabi, Urdu
 4. 5.   Italian, Spanish
 6. 7.   Danish, German
 8. 9.   Scottish Gaelic, Welsh