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## **Speaking English may make you poorer**

**25th February, 2013**

[http://www.breakingnewsenglish.com/1302/130225-speaking\\_english.html](http://www.breakingnewsenglish.com/1302/130225-speaking_english.html)

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# THE ARTICLE

From [http://www.BreakingNewsEnglish.com/1302/130225-speaking\\_english.html](http://www.BreakingNewsEnglish.com/1302/130225-speaking_english.html)

An economics professor has said English speakers may be poorer because of English grammar. Dr Keith Chen of Yale University suggested that differences in the tenses of the world's languages may explain why people in some countries save more money than people in other countries. He told people at a presentation that the future tense in English could actually make people believe the future is not important now. He said English speakers might think the future is separate from the present, and that this may make people not think about their future. He explained this could stop people saving money for their retirement. He also suggested future tenses may make people smoke more and exercise less.

Professor Chen divided the grammar of countries into two – those with a "strong future-time reference" and those with a weak reference. He explained: "If I wanted to explain to an English-speaking colleague why I can't attend a meeting later today, I could not say 'I go to a seminar'. English grammar would [require] me to say 'I will go, am going, or have to go to a seminar'". He contrasted this with "weak future-time reference" languages that can express the same meaning without future words like "will". Chen says speakers of these languages are those who save more money. He believes this could be because they do not separate the present time and future in their grammar or in real life.

Sources: <http://www.bbc.co.uk/news/business-21518574>  
<http://blogs.wsj.com/ideas-market/2013/02/20/why-dont-americans-save-more-blame-the-english/>  
<http://www.youtube.com/watch?v=lw3YTbubyjI>

# WARM-UPS

**1. SPEAKING ENGLISH:** Walk around the class and talk to other students about speaking English. Change partners often and share your findings.

**2. CHAT:** In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

*economics / professor / world languages / presentation / the present / future / exercise / grammar / colleague / attend a meeting / reference / save money / real life*

Have a chat about the topics you liked. Change topics and partners frequently.

**3. ENGLISH:** What's good and bad about it? Complete this table with your partner(s). Change partners often and share what you wrote.

	Good things	Bad things
Jobs		
Movies		
Studying		
Internet		
Exams		
Friends		

**4. GRAMMAR:** Students A **strongly** believe grammar isn't difficult; Students B **strongly** believe it is. Change partners again and talk about your conversations.

**5. FUTURE:** What's best about it? Rank these and share your rankings with your partner. Put the best at the top. Change partners often and share your rankings.

- money
- travel
- romance
- English level
- career
- house
- friends
- retirement

**6. TENSE:** Spend one minute writing down all of the different words you associate with the word 'tense'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

# BEFORE READING / LISTENING

From [http://www.BreakingNewsEnglish.com/1302/130225-speaking\\_english.html](http://www.BreakingNewsEnglish.com/1302/130225-speaking_english.html)

**1. TRUE / FALSE:** Read the headline. Guess if a-h below are true (T) or false (F).

- a. An economist said English vocabulary could make you poorer. T / F
- b. The economist suggested people save more because of their grammar. T / F
- c. He said English speakers think the future is not so important now. T / F
- d. He also said grammar could make people healthier. T / F
- e. The guy separated the world's languages into four types. T / F
- f. He couldn't go to a meeting about the future tense in English. T / F
- g. He said some languages talk about the future without special grammar. T / F
- h. He said speakers of "weak future-time" languages save more money. T / F

**2. SYNONYM MATCH:** Match the following synonyms from the article.

- |               |                      |
|---------------|----------------------|
| 1. suggested  | a. divide            |
| 2. explain    | b. work out          |
| 3. separate   | c. need              |
| 4. retirement | d. firm              |
| 5. exercise   | e. indicated         |
| 6. countries  | f. say               |
| 7. strong     | g. coworker          |
| 8. colleague  | h. nations           |
| 9. require    | i. give a reason for |
| 10. express   | j. golden years      |

**3. PHRASE MATCH:** (Sometimes more than one choice is possible.)

- |                               |                       |
|-------------------------------|-----------------------|
| 1. economics                  | a. tenses             |
| 2. differences in the         | b. a meeting          |
| 3. the future is separate     | c. smoke more         |
| 4. stop people                | d. speaking colleague |
| 5. make people                | e. from the present   |
| 6. a strong future-           | f. the same meaning   |
| 7. explain to an English-     | g. professor          |
| 8. attend                     | h. saving money       |
| 9. languages that can express | i. life               |
| 10. in real                   | j. time reference     |

# GAP FILL

From [http://www.BreakingNewsEnglish.com/1302/130225-speaking\\_english.html](http://www.BreakingNewsEnglish.com/1302/130225-speaking_english.html)

An economics professor has said English speakers may be (1) \_\_\_\_\_ because of English grammar. Dr Keith Chen of Yale University (2) \_\_\_\_\_ that differences in the (3) \_\_\_\_\_ of the world's languages may explain why people in some countries (4) \_\_\_\_\_ more money than people in other countries. He told people at a presentation that the future tense in English could (5) \_\_\_\_\_ make people believe the future is not important now. He said English speakers might think the future is (6) \_\_\_\_\_ from the present, and that this may make people not think about their future. He explained this could stop people (7) \_\_\_\_\_ money for their retirement. He also suggested future tenses may make people smoke more and (8) \_\_\_\_\_ less.

*actually*  
*exercise*  
*suggested*  
*save*  
*separate*  
*poorer*  
*tenses*  
*saving*

Professor Chen (9) \_\_\_\_\_ the grammar of countries into two – those with a "strong future-time reference" and those with a (10) \_\_\_\_\_ reference. He explained: "If I wanted to explain to an English-speaking (11) \_\_\_\_\_ why I can't (12) \_\_\_\_\_ a meeting later today, I could not say 'I go to a seminar'. English grammar would (13) \_\_\_\_\_ me to say 'I will go, am going, or have to go to a seminar'". He contrasted this with "weak future-time reference" languages" that can (14) \_\_\_\_\_ the same meaning without future words like "will". Chen says speakers of these languages are those who (15) \_\_\_\_\_ more money. He believes this could be because they do not separate the present time and future in their grammar or in (16) \_\_\_\_\_ life.

*attend*  
*express*  
*weak*  
*real*  
*require*  
*divided*  
*colleague*  
*save*

# LISTENING – Guess the answers. Listen to check

From [http://www.BreakingNewsEnglish.com/1302/130225-speaking\\_english.html](http://www.BreakingNewsEnglish.com/1302/130225-speaking_english.html)

- 1) An economics professor has said English speakers may be poorer \_\_\_\_\_
  - a. because of English grammars
  - b. because of grammatical English
  - c. grammar because of English
  - d. because of English grammar
- 2) people in some countries \_\_\_\_\_ than people in other countries
  - a. say more money
  - b. save more money
  - c. spend more money
  - d. serve more money
- 3) He said English speakers might think the future \_\_\_\_\_ present
  - a. is separated from the
  - b. is separation from the
  - c. is separate from the
  - d. is separates from the
- 4) He explained this could stop people saving money \_\_\_\_\_
  - a. for their retire mint
  - b. for their retire meant
  - c. for their re-tire mend
  - d. for their retirement
- 5) He also suggested future tenses may make people smoke more \_\_\_\_\_
  - a. and exercise less
  - b. and exercise least
  - c. and exercise lesser
  - d. and exercises less
- 6) Professor Chen divided the grammar of \_\_\_\_\_
  - a. countries into two
  - b. countries in too two
  - c. countries in two too
  - d. countries in two to
- 7) those with a "strong future-time reference" and those \_\_\_\_\_
  - a. with a week reference
  - b. with a reek reference
  - c. with a weak reference
  - d. with one weak reference
- 8) explain to an English-speaking colleague why I \_\_\_\_\_
  - a. can't attend a meeting
  - b. can't at tend a meeting
  - c. can't a tender meeting
  - d. can't at ten dam meeting
- 9) languages" that can express the same meaning without future \_\_\_\_\_
  - a. words like "would"
  - b. words like "wills"
  - c. words like "will"
  - d. words like "we'll"
- 10) they do not separate the present time and future in their \_\_\_\_\_
  - a. grammar or in reality life
  - b. grammar or in real life
  - c. grammar or in realism life
  - d. grammar or in really life

# LISTENING – Listen and fill in the gaps

From [http://www.BreakingNewsEnglish.com/1302/130225-speaking\\_english.html](http://www.BreakingNewsEnglish.com/1302/130225-speaking_english.html)

An economics professor has said English speakers (1) \_\_\_\_\_ of English grammar. Dr Keith Chen of Yale University suggested that differences (2) \_\_\_\_\_ languages may explain why people in some countries save more money than people in other countries. He told people at a presentation (3) \_\_\_\_\_ in English could actually make people believe the future is not important now. He said English speakers might think the (4) \_\_\_\_\_ from the present, and that this may make people not think about their future. He explained this could stop people (5) \_\_\_\_\_ their retirement. He also suggested future tenses may make people (6) \_\_\_\_\_ less.

Professor Chen (7) \_\_\_\_\_ of countries into two – those with a "strong future-time reference" (8) \_\_\_\_\_ weak reference. He explained: "If I wanted to explain to an English-speaking colleague why I can't attend a (9) \_\_\_\_\_, I could not say 'I go to a seminar'. English grammar would (10) \_\_\_\_\_ 'I will go, am going, or have to go to a seminar'. He contrasted this with "weak future-time reference" languages" (11) \_\_\_\_\_ same meaning without future words like "will". Chen says speakers of these languages are those who save more money. He believes this could be because they do not separate the present time and future in their (12) \_\_\_\_\_.

# COMPREHENSION QUESTIONS

From [http://www.BreakingNewsEnglish.com/1302/130225-speaking\\_english.html](http://www.BreakingNewsEnglish.com/1302/130225-speaking_english.html)

1. What is the job of the person who talked about speaking English?

---

2. Where does the person work?

---

3. Where did he speak to people about this topic?

---

4. What did he say English speakers separate?

---

5. What did he say about smoking and exercising?

---

6. Into how many parts did he divide the world's languages?

---

7. Whom did he say he might want to explain something to?

---

8. What don't weak future-time languages need to talk about the future?

---

9. What can speakers of weak future-time languages do more?

---

10. Why can speakers of weak future-time languages save money?

---

# MULTIPLE CHOICE - QUIZ

From [http://www.BreakingNewsEnglish.com/1302/130225-speaking\\_english.html](http://www.BreakingNewsEnglish.com/1302/130225-speaking_english.html)

1. What is Keith Chen's job?
  - a) an English teacher
  - b) an economics professor
  - c) a novelist
  - d) a financial planning consultant
2. Where does Keith Chen work?
  - a) The Yale School of English
  - b) Oxford and Yale Bookshop
  - c) Citibank and Yale Bank
  - d) Yale University
3. What does he say tense differences explain?
  - a) why some people save more
  - b) time
  - c) grammar
  - d) the meaning of life
4. Where did he speak to people about his ideas?
  - a) on TV
  - b) in a live, online interview
  - c) at a presentation
  - d) in his latest book
5. What did he say people might do less of because of grammar?
  - a) talk
  - b) exercise
  - c) read
  - d) smoke
6. What did Keith Chen divide into two?
  - a) references
  - b) the haves and have-nots
  - c) the world's languages
  - d) the future
7. Whom did Chen say he might want to explain something to?
  - a) the owner of a bookstore in Mongolia
  - b) a grammar expert
  - c) his wife
  - d) a co-worker who spoke English
8. What did Chen say he could not say?
  - a) "I go to a seminar"
  - b) "I'm going to a seminar"
  - c) "I often go to seminars"
  - d) "I going to go to a seminar"
9. What don't weak future-time languages need to express the future?
  - a) future words
  - b) a calendar
  - c) grammar
  - d) speakers
10. What do weak future-time languages not divide?
  - a) the present perfect
  - b) the present time and future
  - c) the future
  - d) every now and then

# ROLE PLAY

From [http://www.BreakingNewsEnglish.com/1302/130225-speaking\\_english.html](http://www.BreakingNewsEnglish.com/1302/130225-speaking_english.html)

## **Role A – Grammar person**

You think studying grammar is most important if you want to learn a language. Tell the others three reasons why. Vocabulary isn't enough to speak properly; you really need grammar to read; and it's impossible to listen to and understand anything if you do not know grammar.

## **Role B – Vocabulary person**

You think studying vocabulary is most important if you want to learn a language. Tell the others three reasons why. Grammar isn't enough to speak properly; you really need vocabulary to read; and it's impossible to listen to and understand anything if you do not know vocabulary.

## **Role C – Reading person**

You think reading is most important if you want to learn a language. Tell the others three reasons why. Vocabulary isn't enough to speak properly; you don't need a lot of grammar to read; and it's impossible to listen to and understand anything if you do not know how to read.

## **Role D – Listening person**

You think listening is most important if you want to learn a language. Tell the others three reasons why. Reading isn't enough to speak properly; you really need to listen to understand vocabulary; and it's impossible to understand anything if you don't know how to listen.

# AFTER READING / LISTENING

From [http://www.BreakingNewsEnglish.com/1302/130225-speaking\\_english.html](http://www.BreakingNewsEnglish.com/1302/130225-speaking_english.html)

**1. WORD SEARCH:** Look in your dictionary / computer to find collocates, other meanings, information, synonyms ... for the words 'present' and 'future'.

present	future

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

**2. ARTICLE QUESTIONS:** Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

**3. GAP FILL:** In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

**4. VOCABULARY:** Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

**5. TEST EACH OTHER:** Look at the words below. With your partner, try to recall how they were used in the text:

<ul style="list-style-type: none"><li>• poorer</li><li>• differences</li><li>• presentation</li><li>• think</li><li>• retirement</li><li>• less</li></ul>	<ul style="list-style-type: none"><li>• divided</li><li>• colleague</li><li>• require</li><li>• contrasted</li><li>• express</li><li>• real</li></ul>
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# SPEAKING ENGLISH SURVEY

From [http://www.BreakingNewsEnglish.com/1302/130225-speaking\\_english.html](http://www.BreakingNewsEnglish.com/1302/130225-speaking_english.html)

Write five GOOD questions about speaking English in the table. Do this in pairs. Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.

	STUDENT 1 _____	STUDENT 2 _____	STUDENT 3 _____
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

## **SPEAKING ENGLISH DISCUSSION**

STUDENT A's QUESTIONS (Do not show these to student B)

- a) What did you think when you read the headline?
- b) What springs to mind when you hear the word 'grammar'?
- c) Do you think there's a link between grammar and money?
- d) What do you do to learn English grammar?
- e) What do you think of the future tense(s) in English?
- f) What are the different ways of talking about the future in English?
- g) Do you think the present and future are separate?
- h) Are you saving for your retirement?
- i) Is it possible that grammar could make people smoke more?

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## **SPEAKING ENGLISH DISCUSSION**

STUDENT B's QUESTIONS (Do not show these to student A)

- a) Did you like reading this article? Why/not?
- b) How is the grammar of your language different from English?
- c) Do you think your language's grammar is easier than English?
- d) What do you dislike about English grammar?
- e) Is grammar the most important thing to know to be able to speak?
- f) What things does your language's grammar let you do more of?
- g) What do you think of English vocabulary?
- h) Are you happy with your speaking level in English?
- i) What questions would you like to ask Dr Keith Chen?

# DISCUSSION (Write your own questions)

STUDENT A's QUESTIONS (Do not show these to student B)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

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# DISCUSSION (Write your own questions)

STUDENT B's QUESTIONS (Do not show these to student A)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

# MULTIPLE CHOICE - LANGUAGE

From [http://www.BreakingNewsEnglish.com/1302/130225-speaking\\_english.html](http://www.BreakingNewsEnglish.com/1302/130225-speaking_english.html)

An economics professor has said English speakers may be (1) \_\_\_\_\_ because of English grammar. Dr Keith Chen of Yale University suggested that differences (2) \_\_\_\_\_ the tenses of the world's languages may explain why people in some countries (3) \_\_\_\_\_ more money than people in other countries. He told people at a presentation that the future tense in English could (4) \_\_\_\_\_ make people believe the future is not important now. He said English speakers might think the future is separate (5) \_\_\_\_\_ the present, and that this may make people not think about their future. He explained this could stop people saving money for their retirement. He also suggested future tenses may make people smoke (6) \_\_\_\_\_ and exercise less.

Professor Chen (7) \_\_\_\_\_ the grammar of countries into two – those with a "strong future-time reference" and (8) \_\_\_\_\_ with a weak reference. He explained: "If I wanted to explain to an English-speaking colleague why I can't attend a meeting later today, I could not say 'I go to a seminar'. English grammar (9) \_\_\_\_\_ [require] me to say 'I will go, am going, or have to go to a seminar'". He contrasted this with "weak future-time reference" languages" that can (10) \_\_\_\_\_ the same meaning without future words like "will". Chen says speakers of these languages are (11) \_\_\_\_\_ who save more money. He believes this could be because they do not separate the present time and future in their grammar or in (12) \_\_\_\_\_ life.

## Put the correct words from the table below in the above article.

- |     |                |               |             |                |
|-----|----------------|---------------|-------------|----------------|
| 1.  | (a) poorest    | (b) poverty   | (c) poorer  | (d) poorly     |
| 2.  | (a) in         | (b) on        | (c) an      | (d) up         |
| 3.  | (a) save       | (b) savings   | (c) safe    | (d) spend      |
| 4.  | (a) actually   | (b) hotly     | (c) coolly  | (d) fast       |
| 5.  | (a) than       | (b) from      | (c) by      | (d) into       |
| 6.  | (a) mad        | (b) must      | (c) many    | (d) more       |
| 7.  | (a) multiplied | (b) added     | (c) divided | (d) subtracted |
| 8.  | (a) them       | (b) these     | (c) they    | (d) those      |
| 9.  | (a) would      | (b) shall     | (c) have to | (d) ought      |
| 10. | (a) express    | (b) repress   | (c) press   | (d) depress    |
| 11. | (a) these      | (b) those     | (c) them    | (d) thus       |
| 12. | (a) reality    | (b) realistic | (c) real    | (d) realism    |

# SPELLING

From [http://www.BreakingNewsEnglish.com/1302/130225-speaking\\_english.html](http://www.BreakingNewsEnglish.com/1302/130225-speaking_english.html)

## Paragraph 1

1. economics rosesofpr
2. seesnt of the world's languages
3. people at a tneesinrtopa
4. tarpaees from the present
5. saving money for their eetrinmter
6. reecseix less

## Paragraph 2

7. strong future-time errefcnee
8. an English-speaking eollaecug
9. datten a meeting
10. go to a neiarsm
11. He sertontdac this
12. He eeselbvi this

# PUT THE TEXT BACK TOGETHER

From [http://www.BreakingNewsEnglish.com/1302/130225-speaking\\_english.html](http://www.BreakingNewsEnglish.com/1302/130225-speaking_english.html)

**Number these lines in the correct order.**

- ( ) Professor Chen divided the grammar of countries into two – those with a "strong future-
- ( ) languages may explain why people in some countries save more money than people in
- ( ) not think about their future. He explained this could stop people saving money
- ( ) languages" that can express the same meaning without future words like "will". Chen says
- ( ) attend a meeting later today, I could not say 'I go to a seminar'. English grammar would [require] me to
- ( **1** ) An economics professor has said English speakers may be poorer because of
- ( ) say 'I will go, am going, or have to go to a seminar'. He contrasted this with "weak future-time reference"
- ( ) speakers of these languages are those who save more money. He believes this could be
- ( ) English grammar. Dr Keith Chen of Yale University suggested that differences in the tenses of the world's
- ( ) because they do not separate the present time and future in their grammar or in real life.
- ( ) is not important now. He said English speakers might think the future is separate from the present, and that this may make people
- ( ) for their retirement. He also suggested future tenses may make people smoke more and exercise less.
- ( ) time reference" and those with a weak reference. He explained: "If I wanted to explain to an English-speaking colleague why I can't
- ( ) other countries. He told people at a presentation that the future tense in English could actually make people believe the future

# PUT THE WORDS IN THE RIGHT ORDER

From [http://www.BreakingNewsEnglish.com/1302/130225-speaking\\_english.html](http://www.BreakingNewsEnglish.com/1302/130225-speaking_english.html)

1. of speakers because English poorer be English may.

---

2. more save countries some in People money.

---

3. people not believe important the future Make is.

---

4. for stop money retirement could saving their This people.

---

5. more smoke people make may tenses Future.

---

6. an speaking wanted to I explain English- colleague to.

---

7. attend a Why meeting I later can't today.

---

8. words future without meaning same the Express.

---

9. are Speakers those of who these save languages.

---

10. future do the and They separate time not present.

---

# CIRCLE THE CORRECT WORD (20 PAIRS)

From [http://www.BreakingNewsEnglish.com/1302/130225-speaking\\_english.html](http://www.BreakingNewsEnglish.com/1302/130225-speaking_english.html)

An *economics / economical* professor has said English speakers may be *poorer / proper* because of English grammar. Dr Keith Chen of Yale University suggested that *differences / different* in the tenses of the world's languages may explain why people in *same / some* countries save more money than people in *other / others* countries. He told people at a presentation that the future *tents / tense* in English could actually make people believe the future is *not / now* important now. He said English speakers might think the future is *separately / separate* from the present, and that this may make people not think about *them / their* future. He explained this could stop people saving money for their retirement. He also suggested future tenses may *make / take* people smoke more and exercise less.

Professor Chen *divided / division* the grammar of countries into two – those with a "strong future-time reference" and those with a *week / weak* reference. He explained: "If I wanted to *explanation / explain* to an English-speaking *college / colleague* why I can't attend a meeting *later / earlier* today, I could not say 'I go to a seminar'. English grammar *shall / would* [require] me to say 'I will *going / go*, am going, or have to go to a seminar'". He contrasted this with "weak future-time reference" languages" that can *express / expression* the same meaning without future words like "will". Chen says speakers of these languages are *them / those* who save more money. He believes this could be because they do not separate the present time and future in their grammar or in *really / real* life.

**Talk about the connection between each pair of words in italics, and why the correct word is correct.**

# INSERT THE VOWELS (a, e, i, o, u)

From [http://www.BreakingNewsEnglish.com/1302/130225-speaking\\_english.html](http://www.BreakingNewsEnglish.com/1302/130225-speaking_english.html)

\_n \_c\_n\_m\_cs pr\_f\_ss\_r h\_s s\_\_d \_ngl\_sh sp\_\_k\_rs  
m\_y b\_ p\_\_r\_r b\_c\_\_s\_ \_f \_ngl\_sh gr\_mm\_r. Dr K\_\_th  
Ch\_n\_f Y\_l\_ \_n\_v\_rs ty s\_gg\_st\_d th\_t d\_ff\_r\_nc\_s \_n  
th\_t ns\_s \_f th\_ w\_rld's l\_ng\_\_g\_s m\_y \_xpl\_\_n why  
p\_\_pl\_ \_n s\_m\_ c\_\_ntr\_\_s s\_v\_ m\_r\_ m\_n\_y th\_n  
p\_\_pl\_ \_n th\_r c\_\_ntr\_\_s. H\_ t\_ld p\_\_pl\_ \_t \_  
pr\_s\_nt\_t\_\_n th\_t th\_ f\_t\_r\_ t\_ns\_ \_n \_ngl\_sh c\_\_ld  
\_ct\_\_lly m\_k\_ p\_\_pl\_ b\_l\_\_v\_ th\_ f\_t\_r\_ \_s n\_t  
\_mp\_rt\_nt n\_w. H\_ s\_\_d \_ngl\_sh sp\_\_k\_rs m\_ght th\_nk  
th\_ f\_t\_r\_ \_s s\_p\_r\_t\_ fr\_m th\_ pr\_s\_nt, \_nd th\_t th\_s  
m\_y m\_k\_ p\_\_pl\_ n\_t th\_nk \_b\_\_t th\_\_r f\_t\_r\_. H\_  
\_xpl\_\_n\_d th\_s c\_\_ld st\_p p\_\_pl\_ s\_v\_ng m\_n\_y fr  
th\_\_r r\_t\_r\_m\_nt. H\_ \_ls\_ s\_gg\_st\_d f\_t\_r\_ t\_ns\_s m\_y  
m\_k\_ p\_\_pl\_ sm\_k\_ m\_r\_ \_nd \_x\_rc\_s\_ l\_ss.

Pr\_f\_ss\_r Ch\_n d\_v\_d\_d th\_ gr\_mm\_r \_f c\_\_ntr\_\_s nt\_  
tw\_ - th\_s\_ w\_th\_ "str\_ng f\_t\_r\_-t\_m\_ r\_f\_r\_nc\_" \_nd  
th\_s\_ w\_th\_ w\_\_k r\_f\_r\_nc\_. H\_ \_xpl\_\_n\_d: "\_f \_  
w\_nt\_d t\_ \_xpl\_\_n t\_ \_n \_ngl\_sh-sp\_\_k\_ng c\_ll\_\_g\_\_  
why \_c\_n't \_tt\_nd \_m\_\_t\_ng l\_t\_r\_t\_d\_y, \_c\_\_ld n\_t  
s\_y ' \_g\_ t\_ \_s\_m\_n\_r'. \_ngl\_sh gr\_mm\_r w\_\_ld  
[r\_q\_\_r\_] m\_t\_s\_y ' \_w\_ll\_g\_, \_m\_g\_\_ng, \_r\_h\_v\_t\_  
g\_ t\_ \_s\_m\_n\_r'". H\_ c\_ntr\_st\_d th\_s w\_th "w\_\_k  
f\_t\_r\_-t\_m\_ r\_f\_r\_nc\_" l\_ng\_\_g\_s" th\_t c\_n \_xpr\_ss  
th\_s\_m\_ m\_\_n\_ng w\_th\_\_t f\_t\_r\_ w\_rds l\_k\_ "w\_ll".  
Ch\_n s\_ys sp\_\_k\_rs \_f th\_s\_ l\_ng\_\_g\_s \_r\_ th\_s\_ wh\_  
s\_v\_ m\_r\_ m\_n\_y. H\_ b\_l\_\_v\_s th\_s c\_\_ld b\_b\_c\_\_s\_  
th\_y d\_n\_t s\_p\_r\_t\_ th\_ pr\_s\_nt\_t\_m\_ \_nd f\_t\_r\_ \_n  
th\_\_r gr\_mm\_r \_r\_n\_r\_\_l\_l\_f\_.

# PUNCTUATE THE TEXT AND ADD CAPITALS

From [http://www.BreakingNewsEnglish.com/1302/130225-speaking\\_english.html](http://www.BreakingNewsEnglish.com/1302/130225-speaking_english.html)

an economics professor has said english speakers may be poorer because of english grammar dr keith chen of yale university suggested that differences in the tenses of the world's languages may explain why people in some countries save more money than people in other countries he told people at a presentation that the future tense in english could actually make people believe the future is not important now he said english speakers might think the future is separate from the present and that this may make people not think about their future he explained this could stop people saving money for their retirement he also suggested future tenses may make people smoke more and exercise less

professor chen divided the grammar of countries into two – those with a "strong future-time reference" and those with a weak reference he explained "if i wanted to explain to an english-speaking colleague why i can't attend a meeting later today i could not say 'i go to a seminar' english grammar would [require] me to say 'i will go am going or have to go to a seminar'" he contrasted this with "weak future-time reference" languages" that can express the same meaning without future words like "will" chen says speakers of these languages are those who save more money he believes this could be because they do not separate the present time and future in their grammar or in real life

# PUT A SLASH ( / ) WHERE THE SPACES ARE

From [http://www.BreakingNewsEnglish.com/1302/130225-speaking\\_english.html](http://www.BreakingNewsEnglish.com/1302/130225-speaking_english.html)

An economics professor has said English speakers may be poorer because of English grammar. Dr Keith Chen of Yale University suggested that differences in the tenses of the world's languages may explain why people in some countries save more money than people in other countries. He told people at a presentation that the future tense in English could actually make people believe the future is not important now. He said English speakers might think the future is separate from the present, and that this may make people not think about their future. He explained this could stop people saving money for their retirement. He also suggested future tenses may make people smoke more and exercise less. Professor Chen divided the grammar of countries into two – those with a "strong future-time reference" and those with a weak reference. He explained: "If I wanted to explain to an English-speaking colleague why I can't attend a meeting later today, I could not say 'I go to a seminar'. English grammar would [require] me to say 'I will go, am going, or have to go to a seminar'". He contrasted this with "weak future-time reference" languages that can express the same meaning without future words like "will". Chen says speakers of these languages are those who save more money. He believes this could be because they do not separate the present time and future in their grammar or in real life.





# HOMework

**1. VOCABULARY EXTENSION:** Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

**2. INTERNET:** Search the Internet and find out more about how English can make you richer or poorer. Share what you discover with your partner(s) in the next lesson.

**3. SPEAKING ENGLISH:** Make a poster about speaking English. Show your work to your classmates in the next lesson. Did you all have similar things?

**4. POORER:** Write a magazine article about English making you poorer. Include imaginary interviews with people who agree and disagree.

Read what you wrote to your classmates in the next lesson. Write down any new words and expressions you hear from your partner(s).

**5. WHAT HAPPENED NEXT?** Write a newspaper article about the next stage in this news story. Read what you wrote to your classmates in the next lesson. Give each other feedback on your articles.

**6. LETTER:** Write a letter to an economist. Ask him/her three questions about speaking English and if it makes people save less money. Give him/her three of your opinions. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

# ANSWERS

## TRUE / FALSE (p.4)

a F    b T    c T    d T    e F    f F    g T    h F

## SYNONYM MATCH (p.4)

- |               |                      |
|---------------|----------------------|
| 1. suggested  | a. indicated         |
| 2. explain    | b. give a reason for |
| 3. separate   | c. divide            |
| 4. retirement | d. golden years      |
| 5. exercise   | e. work out          |
| 6. countries  | f. nations           |
| 7. strong     | g. firm              |
| 8. colleague  | h. coworker          |
| 9. require    | i. need              |
| 10. express   | j. say               |

## COMPREHENSION QUESTIONS (p.8)

1. An economics professor
2. Yale University
3. At a presentation
4. The present from the future
5. He said English speakers might smoke more and exercise less
6. Two
7. An English-speaking colleague
8. Future words like "will"
9. Save money
10. They do not separate the present time and future in their grammar

## MULTIPLE CHOICE - QUIZ (p.9)

1. b    2. d    3. a    4. c    5. b    6. c    7. d    8. a    9. a    10. b

## ALL OTHER EXERCISES

Please check for yourself by looking at the Article on page 2.  
(It's good for your English ;-)