

WHY ENGLISH?

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- **Communication**
- **Information and Research**
- **Career Development**
- **Emigration**
- **Family and Friends**
- **Study**

- Studying abroad
- Secret communication
- Requirement
- Culture
- Food
- Challenge

- Find a spouse
- Hobby
- Understand others better
- Make new friends
- Understand how others think
- ?
- ?

- Read the conversation. What was the misunderstanding over the underlined question?
-
- **A:** *What about going down to Kg Batu ?*
- **S:** *That should be fun, shouldn't it? Yes, you could. You can ride right along the edge, you know, without having to keep to the main road. That should be great, actually. You could do that.*
- **A:** *Is it very rough down there, though?*
- **S:** *Well, there are no cobbles as far as I can remember. Have you tried riding on the cobbles?*
- **A:** *No, but I was thinking rather more... rough in terms of the people.*
- **S:** *Oh I see. Well, I don't think so. I don't know. Parts of it are quite poor, particularly the Leta area.*
- (adapted from Brown and Yule 1983: 93)

Twenty-one reasons why **English** is Hard to Learn.

1. The bandage was wound around the wound.
2. The farm was used to produce produce.
3. The dump was so full it had to refuse more refuse.
4. We must polish the Polish furniture.
5. He could lead if he would get the lead out.
6. The soldier decided to desert his dessert in the desert.
7. Since there was no time like the present,
he thought it was time to present the present.
8. A bass was painted on the head of the bass drum.
9. When shot at, the dove dove into the bushes.
10. I did not object to the object.
11. The insurance was invalid for the invalid.
12. There was a row among the oarsmen on how to row.
13. They were too close to the door to close it.
14. The buck does funny things when does are present.
15. A seamstress and a sewer fell down into a sewer line.
16. To help with planting, the farmer taught his sow to sow.
17. The wind was too strong to wind the sail.
18. After a number of injections my jaw got number.
19. Upon seeing the tear in the painting I shed a tear.
20. I had to subject the subject to a series of tests.
21. How can I intimate this to my most intimate friend?...



Loy Machedo

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WHY ENGLISH IS HARD TO LEARN

We'll begin with *box*; the plural is *boxes*,
But the plural of *ox* is *oxen*, not *oxes*.
One fowl is a *goose*, and two are called *geese*,
Yet the plural of *moose* is never called *meese*.

You may find a lone *mouse* or a house full of *mice*;
But the plural of *house* is *houses*, not *hice*.
The plural of *man* is always *men*,
But the plural of *pan* is never *pen*.

If I speak of a *foot*, and you show me two *feet*,
And I give you a *book*, would a pair be a *beek*?
If one is a *tooth* and a whole set are *teeth*,
Why shouldn't two *booths* be called *beeth*?

If the singular's *this* and the plural is *these*,
Should the plural of *kiss* be ever called *keese*?

We speak of a *brother* and also of *brethren*,
But though we say *mother*, we never say *methren*.
Then the masculine pronouns are *he*, *his*, and *him*;
But imagine the feminine . . . *she*, *shis*, and *shim*!

- ANONYMOUS