

English Communication Skills

1

English Language Practicum



English Language Program
Department of English
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English Communication Skills 1

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Welcome to the English Language Program!

What you can expect in English 1

Goals	Mastery in handling some function tools (grammar and expressions); general improvement in speaking, listening, reading, and composition (expressing your ideas clearly in a paragraph).
Class sequence	We will alternate between <i>AKL: Advanced</i> and composition (<i>You're in Charge</i>). Approximately 8 class meetings will be spent on language, followed by 3 meetings devoted to composition. You should find this sequence interesting and challenging. Your teacher will tell you which material to bring to class.
Homework	You can expect written or oral homework (based on AKL) for every class. Composition writing will be done partly in class, but you will also have some homework in short reading and exercises and finalizing your composition.
Attendance	Because language learning requires regular practice, regular class attendance is essential.
Grades	Your grade will be based on a mid-term exam, a final exam, attendance, and performance (homework and quizzes).
Required materials	<i>American Kernel Lessons: Advanced</i> ; <i>English Communication Skills 1</i> (this book); <i>Principles of Good Writing</i> (day class only), <i>On Your Own</i> ; an English-English dictionary (see “The Monolingual Dictionary” in <i>On Your Own</i>).
Recommended	<i>Longman Language Activator</i> ; <i>Roget's International Thesaurus</i> or another good synonyms dictionary; <i>Practical English Usage</i> , by Michael Swan (Oxford).

English Communication Skills 1: Our class workbook

This workbook has been prepared to help you develop the four language skills of reading and listening comprehension, speaking, and composition. Please bring it to every class.

Use MLS (MEMORIZE, then LOOK at your partner, then SPEAK) when doing itemized exercises (*i.e.*, exercises with numbered items) in this book and in the main text. MLS will help you learn and remember lexicals and subconsciously review your grammar, and will make the exercises more interesting by making them seem more real. Another suggestion: We will not have time to do all the main text (AKL) or workbook exercises in class; do those exercises with a classmate—or alone, if your classmate is busy—after class.

On Your Own and the Home Tape (or mp3 files)

This book includes tips (“strategies”) for developing your skills in the four different aspects of language on your own (by yourself, without a teacher). It also includes the Dialog Reviews, the Lab Drills, and the Interviews for your study outside the classroom; these parts are designed to be used with either the Home Tape or the audio files at our web site. These are strongly recommended but not required. *On Your Own* is used for both English 1 and 2, so hold on to it even after this semester is over.

Strategies

Some learners think that the longer you sit at your desk and stare at your book, the better you will learn. Other learners think that you should never study a book, and that if you just use English it will develop naturally. Both of these approaches to language learning are extremes; language learning requires a good balance of approaches and methods. In “Strategies,” several principles and methods are presented for more efficient language learning.

Dialog Reviews

A couple days after we have studied the dialog in class, use that dialog’s review to help you remember the useful lexicals and grammar points. Be sure to follow the directions when you do this, for the most efficient use of your time and energy. (Available on audio tape and at our web site.)

Lab Drills

Some students have mentioned that they would like more practice for spoken grammar and listening, and others come to us for listening development tapes (Keep coming!). But when we ask the students if they are using the lab drills, almost all say they aren’t; when asked why, they say they don’t have time, or the lab drills are boring. One essential fact of life, though, is that language—like any skill—requires formation of habit, and forming habits takes steady work over a long time. To minimize the tediousness of the drills, just do one a day, or one every other day. Read the directions in “Using the AKL Lab Drills” (in *On Your Own*), and follow them step by step when you do the lab drills. If you follow the directions exactly, the lab drills won’t take a lot of time, won’t be so tedious, and they will be much more effective. (Available on audio tape and at our web site.)

Interviews

This component is based on AKL’s “Listening” component, which is a collection of interviews related to the theme of each unit we study in the main text. The speakers do not use a script, so you will encounter all the features (repetition, incorrect use of words, false starts, grammar errors, etc.) which exist in real-life conversations. Carefully read the introduction “Interview” in *On Your Own*. Before you start an interview, be sure to check out the section titled “Listening” in your AKL text. Then be sure to follow the directions in each interview exactly. By the way, the Interviews will not be beneficial if you do only a couple of them. (Available on audio tape and at our web site.)

For each unit

Required: After we study the dialog (“The WNYN Story”) in class, study “Lexicals” in each unit of this workbook, and make sure you can remember them for unit quizzes and major exams. But before you do your first exercise, read “Lexicals” and “Lexicals Exercises” in this book’s introduction (and in the “Strategies” section of *On Your Own*).

Strongly recommended: When we begin a new unit, start the lab drills for that unit. Do one each day. After we finish the dialog, do the Dialog Review. At any time during the unit, do the Interview.

Study groups

In addition to regular class, you are welcome to form small study groups (3 to 5 students) for extra practice. These groups often meet in your teacher’s office; visit your teacher for further information.

Keep and use your old assignments

When your teacher returns your homework to you, *keep it and don’t throw it away*. And put all of your returned homework assignments into one notebook. If you keep your homework, you can review Your teacher’s comments on a couple previous homework assignments before you do a new assignment in order to avoid stubborn mistakes (in punctuation, articles, margins and many other elements) in the new assignment. Another reason for keeping your homework is that you may need to show it to your teacher or the school authorities later if there is any problem with your semester grade.

...and hold on to this workbook.

Next semester, your teacher may ask you to look in this workbook again, because there are certain articles in here which are useful throughout the whole year. To help us avoid the necessity (and expense to you) of printing repeatedly used articles in next semester's workbook, keep this workbook.

The English Language Program web site

Check our web site from time to time. And if you have a good web site that you want to recommend, or if you have written something that you would like to share with others, be sure to contact your teacher.

So, let's get started...

Remember that learning a foreign language is time consuming. You must be willing to invest your time and energy if you are serious about developing your English. But you will discover in class that it can also be interesting—if you participate actively. Don't expect instant English in just a couple semesters; be patient, because it takes lots of time and hard work.

☞ In the classroom ☞

General principles for team study

- Only the activity leader looks at the book; the other(s) get listening practice.
- If the sentence is short enough, the leader uses **MLS** (**m**emorize the sentence, **l**ook up at your teammates, then **s**peak).
- When you hear a mistake, correct your classmate.
- Speak only in English.

Have a question?

If you have a question, do everybody a favor and ask your teacher. Ask the question in the classroom, or ask the teacher in his office. If you ask, there are four potential benefits:

1. You will get your answer.
2. You might help the teacher discover a problem in teaching, in a handout, or in the workbook.
3. You will help the teacher discover that the other students also have a problem with this, and that more explanation is needed, or another method of presentation.
4. You will get a little more real practice in real English.

Some useful expressions for team study

Discussion

- I'm sorry, but I can't understand what you said.
- Could you say that slower/more clearly, please?
- Would you mind saying that again, please?
- Excuse me, but what did you say?
- Would you speak up, please?
- Excuse me for interrupting, but...
- I'm sorry to interrupt, but...
- Whose turn is it?
- It's your turn.
- I think what you said is wrong.
- The grammar is right, but the content is wrong.
- What you said sounds illogical.
- In the text it says...
- The text says...
- Look at paragraph 3, line 4.

Meaning and spelling

- What does *shift* mean?
- How do you say that word in Korean/English?
- In Korean/English, how do we say, "...?"
- *Kyodae* means shift in English.
- How do you spell *to*?
- You spell *to* t-o.

Pronunciation

- You pronounced s-h-i-f-t wrong.
- How should we pronounce s-h-i-f-t?
- I think s-h-i-f-t should be pronounced shift.

Grammar

- In the text there is no article before shift.
- Use the adverb form, not the adjective.
- What tense should we use?
- I think you should say, "..."
- Isn't your word order wrong?

Grammar terminology

- plural, singular
- count, non-count noun
- action verb, state verb
- adverb, adjective, preposition, article, determiner
- transitive, intransitive verb
- subject, object, complement
- agreement: number; gender; first, second, third person

Study groups

If you're serious about learning English, join a study group.

From now till you graduate.

See your teacher.

The Strip Story

WHY strip stories?

- so you can work (speak and listen) in correct grammar, and thereby reinforce your grammar,
- so you can learn some new lexicals and grammar structures,
- so you can reinforce your pronunciation and intonation,
- so you can think in English, instead of just translating,
- and so you can have interesting discussion, and use English in a real situation.

Strip story principles

- Use English only.
- Never hesitate to ask your team mate to repeat the sentence if you didn't hear it well; never hesitate to repeat your sentence for your team mates.
- Don't interrupt your team mate; if you must interrupt, first say, "Excuse me, but..." or "Forgive me for interrupting, but..."
- Listen very closely to the linguistic elements *and* the content of your team mates' sentences.
- Recite your sentence in phrases—for easier understanding.

Doing a strip story

1. Learn your sentence so that you can recite it clearly to your teammates. Plan intonation and phrasing. If you have any questions about pronunciation, ask your teacher right away.
2. Recite one sentence to your teammates. Use intonation and phrasing that help your teammates fully understand the message in the sentence. Don't hesitate to repeat it several times.
3. Listeners, identify the tools of the unit that you hear in the sentence.
4. After each sentence has been recited, summarize the story and try to identify the structure of the story.
5. Put the sentences in logical order. DON'T LOOK AT YOUR TEAMMATES' CARDS.
6. Tell your teacher that you have put the sentences in their proper sequence.

After you complete the story

Blanks completion

1. Individually, without help from your teammates, complete the blanks of the cloze paragraph.
2. As a team, check the accuracy of your blanks completion. One student who did not have the first sentence reads the first sentence. The person who originally recited that sentence listens very closely and makes necessary corrections. Don't hurry—make sure that every teammate completes each blank correctly.
3. Review the language after class.

Test your teammates

Make a question about something in your sentence; your question should require a lexical tool or structure tool *in the answer*.

Example

- Sentence: He has been studying since he left college.
Tester: How long has he been studying?
Teammate: He's been studying since he has left college.
Tester: Sorry, but that's not what I was looking for. What is the tense of the verb in the since clause?
Teammate: Oh! Thanks! He's been studying since he left college.

Some useful expressions for strip story discussion

When you have difficulty in understanding what your team mate said:

- I don't understand the word *blast*.
- What does *blast* mean?
- I couldn't hear clearly what you said.
- Could you speak up/slow down please?
- I didn't understand you at all. Would you phrase your sentence better please?
- Could you repeat your sentence, please?
- I couldn't understand what you were saying. Would you say your sentence again?
- Would you mind saying that more clearly?
- Would you mind repeating your sentence?
- How do you spell that second word?
- Could you tell me how to spell *pushy*?

When you want to hear all the sentences again:

- Let's all say our sentences once more.
- How about going around once more?
- Let's do the whole story again.

Discussing the position of a sentence in the story:

- The sentence about when he graduated comes after (follows; comes before / precedes) yours, because... so your sentence is second.
- The sentence that says the only certainty in life is its uncertainty introduces (concludes) the story, because...
- The idea that all people like ramyon is the topic (first) sentence, and the idea that ramyon is the perfect meal is the concluding (last) sentence, because...

Explanation of your opinion: (ALWAYS explain your opinion)

- The pronoun usually comes after its noun has been mentioned already, so...
- The transition (conjunction) “___” links (connects) In-jong's and Hak-bom's sentences, so...
- ...because your sentence is in the simple past tense, but Hak-bom's is in the present perfect tense.
- We know X happened before Y, and Z happened after Y, so...
- That's a general statement, and mine is a detail, so...
- The paragraph develops from general to specific, so...
- That order is illogical / incoherent.

Lexicals

What is a lexical?

Lexicals (sometimes called conventions) are chunks of language which native speakers conventionally use to express certain ideas in certain contexts. Lexicals are multi-word items such as collocations (words which tend to co-occur with certain other words, like “prices fell”), poly-words (like “record player”), and institutionalized expressions (such as “Certainly not,” “Sorry to interrupt, but can I say...,” and even full sentences like, “Thanks so much for coming.”).¹

Why study lexicals?

Learning lexicals is one of the most efficient ways to develop the ability to express yourself clearly. Until very recently, most linguistics and teachers thought that grammar is *the* basis of language and language learning. “Many earlier researchers thought these prefabricated chunks were distinct and somewhat peripheral to the main body of language, but more recent research puts this formulaic speech at the very centre of language acquisition and sees it as basic to the creative rule-forming processes which follow.”² “Prefabricated patterns ‘form a high proportion of the fluent stretches of speech

heard in everyday conversation... Coming ready-made (they) need little encoding work', and the speaker can 'do the work of constructing a larger piece of discourse by expanding on, or combining ready-made constructions'"³.

How do we learn lexicals?

First we identify the lexical, then we analyze it, then we practice it and memorize it.

Identifying

This is a simple matter of picking out phrases or short sentences in a written or spoken passage of a native speaker, which you think might be useful to you in future conversation or writing. In the passage below, lexicals are underlined.

- RUSSO I noticed that in your resume. Was your work confined to studio productions?
- DAVID Oh, no. We did a lot of field production too. I went out on assignments all the time. We did a weekly news program that was pretty popular. I'd like to tell you a little bit about it, if I could. It was called "Odyssey." Maybe you've heard about the program?
- Russo No, I'm afraid I haven't.
- DAVID There was quite a nice write-up about it in the paper last year.

Lexicals comprise the majority of vocabulary in any passage. As one researcher is quoted above, learning lexicals rather than individual words is a very efficient way to learn language and a very effective way to speak it.

Analyzing

Don't focus only on the form of the lexical, ignoring its meaning and usage. ("Usage" means how it is used: who or what is its subject, who or what is its object, in what situations is it used and not used, etc.)

Don't study only the words that make up the lexical. In addition to those words, study the words to the left and right of the lexical. There is no such thing as a word or a lexical that exists by itself; each lexical has its own grammar, and has to fit its linguistic environment.

When you find a new lexical, try to identify its essential features. Study 1) its context where you first found it and 2) its entry in one—but preferably two—monolingual dictionaries. To get a really good feeling for which situations the lexical can be used in, you'll have to look closely at its use in other contexts. Look for at least three different occurrences: compare its usage in 1) the passage you find it in and 2) the supplementary exercise; and you can compare these with its usage in 3) the definitions and samples provided in other monolingual dictionaries, and sites on the Internet (including the British National Corpus). There are links to dictionaries and the British National Corpus at our web site.

Remembering

1. Practice

Make a sentence which uses the lexical in it. This seems too easy, and you will probably make a mistake or two, but it will be helpful because it will make you work mentally with the lexical, and when you work with the language you learn it better. Don't just write the lexical ten or twenty times; this is too mechanical and doesn't require mental involvement, so you will forget it soon.

Another good method for practice is RECONSTRUCTION. Reconstruct a passage in which you have found some good lexicals. You can find the directions for reconstruction in the article "Reconstruction," in *On Your Own*.

2. Review

Any method that requires you to recall and use the lexical is effective.

- **English-Korean lists**

A very simple way to review a lexical is to write it with other English lexicals in a column on the left side of a sheet of paper and write a Korean equivalent in a column on the right side of the sheet. Then—in the library, on the bus, or waiting in the coffee shop for your friend—review this way: first, look at the left (English lexicals) column and try to remember the Korean equivalent for each English lexical. Right after this, look at the right (Korean equivalents) column and say the English lexicals.

- **Flash cards**

Soon you will have collected several pages of these lexicals; some will be easy to remember, some very difficult. For a while, stop reviewing the ones you know well, and concentrate on the difficult ones. (At the same time, you are keeping a continuously growing list of new lexicals which you are learning.) Write down a difficult lexical on a flash card, and on the other side of the card write a sentence which uses the lexical. But leave a blank in the position where the lexical originally was in the sentence. When you want to review, say the sentence side of the card, and complete the blank with the lexical.

¹ Lewis, M. (1993). *The Lexical Approach: The state of ELT and a way forward*, p. 95. London: Language Teaching Publications.

² Nattinger and DeCarrico in Lewis, 95

³ Nattinger and DeCarrico quoting Pawley and Syder in Lewis, 96

Lexicals exercises

Use the following procedure to learn lexicals effectively. These instructions were written for teams; if you're studying by yourself, you can be both Partner A and Partner B.

1. First, make sure that you understand the lexical thoroughly. Consider the context in which the lexical is used in the original text and think about the meaning. Use your dictionary to help you understand, and to confirm that your understanding is correct. And consider studying it in other dictionaries and on the Internet.
2. Review the usage of the lexical as it appears in the source passage. If you're studying with a classmate, Partner A makes a question or statement about a lexical. Partner B replies, using the lexical in the answer. (Do this for each lexical in the one section of the lexicals exercise before you work with the lexicals exercise sentences in that section.)

Example:

Partner A: (Focusing on *be a good chance*) Will David get the job at WNYN?

Partner B: (Remembering the Unit 1 dialog) He probably will. When David asked Mr. Russo whether he was going to get the job, Mr. Russo told him there was a good chance.

3. Partner A says a sentence below the lexical cues (using MLS).
4. Partner B replies to the sentence with an appropriate lexical. Partner A listens closely for mistakes.
5. After each item, Partner A checks "Possible Replies," below the exercise. Read the reply to Partner B. (For some of the sentences you can use two or more lexicals correctly. However, each lexical has its own nature, and can be used only in situations which match that nature. The lexical used in reply in Possible Replies considered the best one for that sentence. If your reply differs from the reply in Possible Replies, consider your understanding of the lexical again.)
6. Partner B repeats the reply which Partner A read.
7. After you finish one section, review. Switch and do steps 1 through 3 again.

If you do this without a partner, and if you don't do it orally, this exercise will be less effective.

Functions

A language function is a special method that native speakers use in expressing an idea. A carpenter uses one method to make a boat and another method to make a doll; he uses different tools, too. Language functions are the methods and tools which we use to accomplish something with language. For example, if I want to get somebody to do something for me, I have to use the request function. This function includes a method (make the person feel comfortable, preface with an apology for interrupting, present your request in polite form); it also includes tools, such as a conventional expression (“Excuse me, but would you mind...?”), a conventional grammar pattern (would you mind + verb -ing?), and conventional social rules (use a pleasant tone of voice, accept refusal gracefully). There are special methods and tools for every function.

For example, if you want your teacher to accept your homework late, how would you express this to him? Remember that a function is...

- a special method that native speakers use in expressing an idea
- which involves 1) conventional language and 2) conventional method.

Examples:

1. You don't understand what your teacher is saying.

The method

1. Show attitude (Cooperation, resentment, etc.)
2. State the problem.
3. State your need.

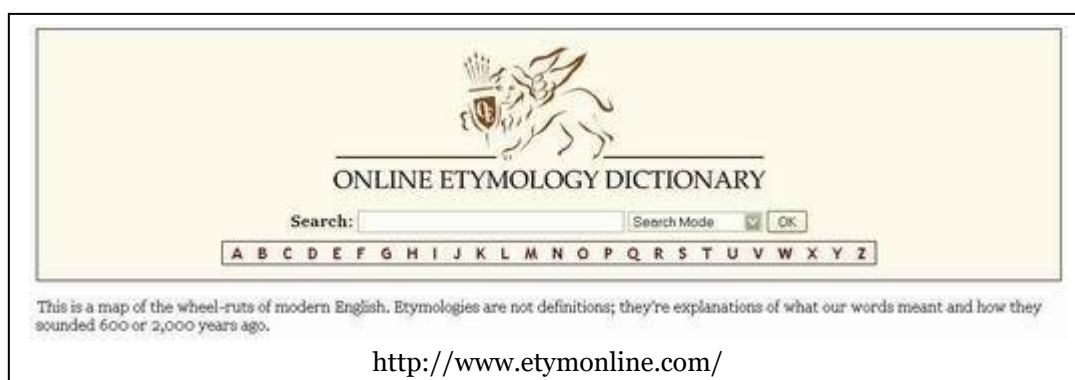
The language

1. Excuse me, sir/ma'am...
2. but I don't understand what you mean by homework.
3. Did we have homework for this class?

2. You want your teacher to accept your homework late. Which method (below) would best express this?

- a) This is my homework. [statement]
- b) Please accept my homework. [polite command]
- c) I'm sorry, but would you mind accepting my homework late? I spent last night in the police station and had no time to do it.

The correct choice has two elements: the conventional polite language (*would you mind -ing*) and the conventional method (apology, then request and then explanation). So a function has two parts, conventional language and conventional method.



Homework: Why and how?

Homework is a tool which we use to develop our language skills. A tool's effectiveness depends very much on how it is used. For example, when your teacher uses a hammer he smashes both his thumb and the item he's working on; this is ineffective use of the hammer, so the hammer itself is almost useless (except as a masochist's weapon). A person with normal coordination and some practice, though, will use the hammer in an effective way, and the hammer will therefore be an effective tool.

So, when you do your homework, do it in a way that will make the homework an effective tool in the development of your English ability. Here are some principles you can follow:

1. Many of your assignments are designed for you to 1) take a closer look at the structure and 2) exercise the structure of language in a reading or a script. In your answer be sure to use all the relevant language that you can find in the reading or script, and be sure to consider the structural nature of each language element.
2. Say your answer before you write it.
3. Write your answer on a work sheet (not the one you will hand in to your teacher). Don't copy it from the book—copy it from your memory.
4. Check the accuracy of the language in your answer. Consult the reading or script, or consult the part of the unit which the exercise is based on. Also look for elementary mistakes, such as noun number, noun-verb agreement, prepositions and articles. Also check the grammar logic of your sentences (tense consistency, etc.). Correct your mistakes on the work sheet.
5. Say the correct answer.
6. Write your corrected answers *neatly* on a sheet which you will hand in to your teacher. No cross-outs, please. A fact of life: The *appearance* of your work at least subconsciously influences the reader's opinion of the *content* of your work. This goes for the workplace, too, not only the classroom.

Occasionally your teacher will not have the time to point out the errors in your homework, and usually won't have time to write the correction of your mistake. Often he will have the time to point out only a few mistakes. However, you still need to exercise. So, whether your teacher corrects your mistakes or not, be sure to make your homework an effective tool in learning the language.

Grammar exercises on your own

During your freshman year you wrote the answers to the grammar exercises, and your teacher corrected them for you. Then, in class we often did exercises orally in teams.

Now, as a sophomore, you can do the exercises on your own, the way we did them in class. You can do them orally, instead of writing them. Doing them orally will exercise more of the faculties involved in language. So the exercises will be more effective. And you can do them with a friend. That way you'll get listening practice, two heads instead of one head will catch mistakes, and it will be much more interesting.

This kind of listening practice is almost as good with your fellow student as it is with a native speaker, for the following reasons. First, the input is correct and natural (native speakers wrote these exercises). Second, only the first step of the listening process in foreign language learning involves native speaker pronunciation; the remaining processing steps are done by your mind. This mental processing needs lots of practice.

Pay special attention to lexicals. Because these exercises are written by native speakers, each idea is expressed in the way that native speakers conventionally use. In Unit 1's exercise 1b, for example, in the "Situation" you will find the lexical "hold an important press conference on the economy" (hold a press conference on X). You can use this lexical in the future, when you get a job, to tell a foreign cus-

tomor about the president of your company: “Mr. Kim is going to hold a press conference on the new contract.” (In these lexicals, be aware of the verb that is used with the noun, and the prepositions.)

If you do these exercises according to the following directions, doing them orally will be of great benefit to you. If you don't do them this way, you will be wasting your time.

Do the exercises like this, item by item:

Go to a place where you will feel free to speak aloud.

1. Both partners read “A. Comment” in the main text.
2. Partner A reads “B. Situation” and the “Examples” to Partner B. (Partner B doesn't look at the book.) If Partner B cannot understand after two listening attempts, Partner B also reads.
3. Partner A reads the first lead to Partner B. (Some exercises can't be done this way. The general principle, though, is **MLS**—memorize, look at your partner, and then speak.)
4. Partner B answers according to the “Example.”
5. Partner A considers: Is Partner B's answer correct (lexicals, function words, grammar)? If it's not correct, Partner A can help Partner B by giving a one- or two-word hint.
6. Both point out any lexicals or useful structures which you found in the lead or answer.
7. When answers are provided, check the answer key, then repeat.
8. After you do every item in the exercise like this, switch and do it again the same way. You will find that you will do better this time, but there will still be some mistakes.

If you cannot do the exercise alone, without a partner, you will lose some of the benefit of the exercise. Partner or no partner, be sure to do the exercise orally, use **MLS**, and note the lexicals.

Occasionally we will have a quiz in class, to ensure that you are doing the exercises efficiently.

Start your job resume now.

When we practice writing the resume in International English Skills 1, most students don't have much concrete content to include. *Get started now...*

- Take courses to develop skills that will be useful in the job area that you are considering.
- Use the computer to do your homework and papers; learn a few computer programs (word processors, spreadsheet, data base, etc.) in English.
- Vacations: Too many students, when asked what they did over the summer vacation, scratch their heads and say, “Well... I guess I studied.” *Get jobs or do things that your prospective employer will look for in your resume. Get an internship, volunteer for overseas work, do a special research project—anything that will show a prospective employer or graduate school admissions dean in concrete terms that you aren't just a sociable time-killer.*

Technical features in written work

Giving a favorable impression of your ideas

Many of us think that form is not as important as substance. (This is a reaction to the widespread practice of placing too much importance on form and not placing enough importance on substance.) In real life, though, form is as important as substance. People are impressed, both consciously and subconsciously, by appearance. Good appearance of our writing will prejudice a reader in favor of our ideas, and bad appearance will prejudice a reader against our ideas. That's a fact of life, whether we like it or not.

Format

Paper

Use standard loose-leaf notebook paper. Don't use graph paper or colored paper or middle-school student's stationery with cute pictures.

Margins

Leave a proper margin on each side and at the top and bottom of the page; this leaves room for someone else to write comments on either side. Center your writing on the page.

Every line in the paragraph starts at the left margin and continues to the right margin. (See the illustration below.)

Indentation

Begin the first line of your paragraph the equivalent of 3 or 4 letters to the right of the left margin (as in the illustration below). Every line of writing should start at the left margin and end at the right margin.

```
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX. XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX. XXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX. XXXXXXXXXXXXXXXXXXXXXXXX
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XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX. XXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX.
```

Mechanics

Clear punctuation

Clearly distinguish between a comma (,) and a period (.). The head of the comma should rest on the line, and its tail should be below the line. The period is a dot, not a short line. Make the comma and period **bold**.

Letter case

Use an upper case letter 1) to begin a sentence and 2) for names and position titles (like **P**rof. **D**an-**i**els). Otherwise, use lower case letters. Distinguish clearly between upper case and lower case. (Many learners do not distinguish clearly between upper and lower case *k*, *s*, and *w*.)

Hyphens

Use a hyphen to divide a word into smaller parts if the word is too long to fit inside the right margin.

1. Put the hyphen at the right margin, *not at the left margin*.
2. Divide a word only at the end of a syllable: syl-la-ble (not sy-l), mar- gin (not ma-r).
3. Do not hyphenate words of one syllable, and do not hyphenate a last syllable with only 1 or 2 letters (for example: don't hyphenate liberal-ly). If there are only 1 or 2 letters in the last syllable, it does not violate the margin principle.
4. If you are not sure how to hyphenate a word, look it up in the dictionary. (Native speakers often have to do this.) If your dictionary doesn't provide hyphenation, don't hyphenate: either write the word shorter or write the word on the next line.

Neatness

1. Do not cross out words, do not insert words from above or below the line.
2. Do not use white ink.
3. Use a pencil and eraser, so that you can cleanly erase a mistake and write in the correction.
4. Do not tear your page out of a notebook.

Careless mistakes

A careless mistake is a mistake in hyphenation, spelling or elementary grammar. It is a mistake which the writer can avoid if the writer uses some care in writing. Careless mistakes are very difficult to avoid, but they must be avoided, because careless mistakes prejudice the reader against your ideas; they make the reader think that maybe your ideas are as carelessly considered as your expression of them.

One big bugaboo

In writing, don't start a one-clause sentence with "Because..." If you do this, the clause becomes a dependent clause, and that is an incomplete sentence. You can usually combine the *Because*-clause with the preceding sentence just by using a comma.

Check your understanding

Can you find the mistakes here? Circle all of the mistakes, then compare your work with the sample on page 28.

ch (sorry!)
The ~~technical~~ features in written work are very important. Because if you make many the one who is reading your work will get annoyed, ^{mistakes} then that person will not like your ideas, so you should always tries to make your written work look neat.

Are you a 10?

In your final grade, 50 points out of 100 depend on the scores you get on written homework and quizzes about assignments. You can get all 50 points if the average score of your homework assignments and quizzes is 10.

Written homework...

For a homework score of 10, the following qualities are needed.

1. Submitted on time: Place your homework on a desk at the front of the classroom before class begins. If you miss class—for whatever reason—ask your teacher or a classmate what the assignment is, BEFORE the assignment is due

2. No careless mistakes:

Things that you are expected to know already:

- subject-verb agreement
- number (“In other word...”; “one of three factor...”)
- easy articles (e.g., “In the first text author said that...”)
- grammar and lexicals from previous English Language Practicum classes.

Technical features (see ““Technical Features in Written Work” in your workbook) appearance (1-inch margins, no cross-outs, no insertions, etc.)

- misspelling (Use your dictionary.)
- standard loose-leaf paper
- punctuation: missing period, undistinguishable comma or a period, hyphens, etc.

3. Good exercise of the point or points of the assignment

- No mistakes. (If you don’t have confidence, ask your teacher or a classmate in time to submit the assignment when it is due.) Usually, two mistakes will give a 9 or 8.
- The right assignment, done according to directions.

4. Complete answers: A complete answer is more than an answer. It is an answer plus FULL explanation of why you answered that way.

A score of 11

This is quite unusual, but happens occasionally. Points 1 through 4, plus original and creative and carefully thought answers will get you an 11.

...and quizzes

1. ALL of the language in the assignment is correct on the quiz.

- the grammar
- the vocabulary (function words, content words, and lexicals)

2. No careless mistakes

See “Careless mistakes” above.

3. All technical features are correct.

Two review games

Frustration

The rules

- Each “play” consists of two steps: the PLAYER makes a question or statement, and the OPPONENT responds. The PLAYER advances or retreats; then the OPPONENT, after responding, advances or retreats.
- PENALTY and BONUS squares: These apply *any time* that you land on a penalty or bonus square. (That’s why the the game is called *Frustration*.)
- If the PLAYER makes a mistake, the next PLAYER starts again (step 1 below).
- Call your teacher to settle fights.

Procedure

1. The PLAYER rolls the die (the cube with dots on it); move your PIECE the number of squares that equals the number of dots on the die.
2. The PLAYER appoints any other player as OPPONENT.
3. PLAYER and OPPONENT follow the special instructions for the individual square that is being played. (Each type of square has different requirements.)
 - a. Both PLAYER and OPPONENT: Is what you said grammatically correct, and logical? ADVANCE the number of squares that is shown on the die.
 - b. Have you been corrected by another player? RETREAT the number on the die. The one who made the correction ADVANCES the number on the die.
4. After both PLAYER and OPPONENT (and the one who made the correction, if any) have either advanced or retreated, a new player starts play again with step 1.

Lie Unless have <i>sth</i> to <i>smn</i>	Guess! till the last minute	Wh- unreal conditional? Unreal possibility	X wishes... X hopes... <i>Penalty</i> ↷	Lie. pull <i>smn</i> out of the hole	Even though... concurrent show up	Guess! sequential	If only...! ... or so	→ FINISH START ↓
No matter wh- Even though Even if	<h1 style="margin: 0;">FRUSTRATION!</h1> <p style="margin: 0;">AKL:A Units 7, 8</p>							Wh- would X do if...? Unless... follow through on
Will X...if...? If only...! pass nearby								Will X...if...? Lie. <i>Bonus!</i>
Lie. fill in <i>Bonus!</i>								Even if... Even when... Lie
Guess! be enough room								concurrent sequential Guess!
across the board get at								Guessing about the past sequential

Baseball

Follow the rules of real-life baseball; when the rules here differ, follow these rules.

The PITCHER pitches questions to the BATTER. The BATTER has to do two things: 1) give the correct answer, and then 2) say the whole sentence exactly.

General rules

1. Only the PITCHER can look at the pitches list; team mates can not look. This is important because of General Rule #4.
2. If the PITCHER mispronounces, the BATTER can choose: either a) take a walk to first base, or b) get one extra pitch.
3. The PITCHER must pitch within 10 seconds; the batter must respond (either say "Pitch again, please" or answer) within 10 seconds.
4. (Optional) If the BATTER makes out, one on the other team who is *not* the PITCHER may try to answer; if correct, the team puts a batter on the appropriate base at the beginning of their next turn. (If you make out, you lose your turn and it becomes the next player's turn.)
5. If the BATTER gets to first but is incorrect when attempting an extra base, that is one out, but the BATTER stays on first.

Procedure

1. The PITCHER pitches (says) a sentence to the other team's BATTER (see 1, 2, 3 above). Each time the PITCHER pitches and the BATTER doesn't say anything, it's one strike. Three strikes is a strike-out. Strike-out: go to step 4.
2. The BATTER does as directed in each section on the pitches list. (See 3 under General Rules.)
Correct answer: Go to first base. Go to step 3 below.
Incorrect answer: You're out. Go to step 4 below. (But see 4 under General Rules.)
3. The BATTER then says the entire sentence, exactly.
Correct: Go to the extra base (base number is in parentheses). Go to step 4.
Incorrect: Your team has one more out, but you can stay on first base (if this doesn't make three outs). Go to step 4.
4. Play continues with the next BATTER.
5. When a team has 3 outs, the other team becomes the BATTER.

Example (from the WORD FORMS section)

WORD FORMS. Fill in the blanks with the correct form of the parenthesized word:

First base: Tell the correct word form.

Further: Repeat the whole sentence exactly.

do: I won't be able _____ this homework. (to do) (2)

PITCHER: "Look at 'first base' in the WORD FORMS section on your pitches list... Are you ready? Then here's the pitch: 'do. I won't be able blank this homework.'"

BATTER: "to do"

PITCHER: "Right. Go to first base. Now look at 'further' on your pitches list, and do what it tells you to do."

BATTER: "I won't be able to do homework."

PITCHER: "Wrong. You didn't say '*this* homework.' Stay on first base."
(Or, if BATTER says the entire sentence correctly:)

PITCHER: "Right. Go to second base."

Miscellaneous

- Only the pitcher looks at the pitches.
- Any mistake means an out, not a strike. The batter doesn't get another chance.
- If the batter gets to first base but can't get to the extra base, he stays there even though she got an out.
- Time limit for pitching and batting: 10 seconds. Ball or strike.
- If the batter can't hear or can't understand the pitch because of bad delivery, that's a ball. ("Ball 1")
- In discussing or at any time, if you speak in a language other than English, that is one out for your team.

English and You

Your English: Is it artificial, or real?

Are you an enlightened language learner? Because most learners are not enlightened, they have great difficulty in actually acquiring a foreign language even after they memorize hundreds of grammar rules and long lists of words. Their language is artificial and labored, and almost useless for real communication. That is mainly because they have certain common beliefs, attitudes and habits which obstruct language learning. Here are some of them.

"Fluency is more important than accuracy"

Many learners and teachers have a mistaken notion about the word "fluency." They think that fast and smooth means fluent: "His grammar isn't accurate, but he's fluent." One cannot be fluent, however, without having accurate grammar; inaccurate grammar often changes meaning or confuses the listener. *Collins COBUILD* says that fluent means "speak or write the language easily and correctly, with no hesitation or inaccuracy." Only two elements in this definition—"easily and no hesitation"—refer to fast and smooth; the other elements—"correctly" and "no inaccuracy"—are just as important.

"I'll wait till after the army to get serious about learning English."

It takes *at least* all four years of college to learn English well enough to function in the language at an international level. Don't wait till your junior year to get serious.

Wasting time and opportunity

Many learners say they do not read on the bus because it is bad for the eyes. Eye doctors say this is absolute nonsense. Others have told me that if they read a foreign language publication on the bus, fellow travelers might think of them as boastful or unpatriotic. If you are going to worry about what others say even when you are doing something that is good for yourself and not harmful to others, you will probably not accomplish much in life.

Most of us spend at least one hour on public transportation each day. And we spend time on the subway and waiting for friends in the coffee shop. These are golden opportunities to read and improve our language.

Through lots and lots of reading you will get 1) knowledge of the world 2) in the language you are learning. This will help you understand much more of what you read and hear. If you *see* an idea once in reading, you are more likely to understand it when you *hear* it. Also, casual (non-intensive) reading

will help in much the same way that casual bus or subway listening will help. And reading about a wide variety of topics will also help you become an intelligent and interesting conversation partner. Reading will make you more able to understand the culture from which the language comes, and will help you to understand and appreciate the way in which the people of that culture think and feel, which will then help you to use the language much more effectively. Newspapers, magazines with standard language (like *Reader's Digest*; the language in *Time* is highly stylized and therefore difficult and not as useful), plays, and simple short stories and novels are all great for casual reading. (By the way, don't stop and look up unfamiliar vocabulary. This will distract you from the development and the flow of the theme or story—keep on reading for the ideas, then come back for unfamiliar vocabulary after you finish.)

Always have a pocket radio or tape player with ear phones to take advantage of those long subway rides, bus rides, walks or waiting for your friend to show up. You don't have to concentrate too much. You'll get a lot subconsciously, such as pronunciation, intonation, rhythm, and even vocabulary and grammar review. You'll get a better feeling for the language.

Waiting for the teacher to “give” you language

Another way to obstruct your language learning is by expecting someone to teach you the language. A good teacher doesn't feed you a lot of information; a good teacher teaches you how to learn by yourself. Learning a language requires *active* involvement. Do not let someone else put the information in your head; it will not stay there long, and you won't be able to use it well. The more you are involved in getting and understanding the information, the better you will remember it and use it.

One big waste of time is attending such institute courses as those for vocabulary and TOEFL and TOEIC. These are inefficient and ineffective because the lecturer feeds you pieces of information; you do not actively involve yourself in learning.

Introducing “Problems in Communication”

2.2 Misplaced adverbial and prepositional phrases. Here are some examples:

“Other places where we have found families and school groups include the Folk Museum at Andong and Hahoe, the folk village just outside of Andong.” (From *The Korea Herald, In My View*.) Are Andong and Hahoe both outside of Andong?

“My daughter bought a video player at a department store of Samsung brand and with, of course, the usual service guarantee.” (From *The Korea Times*.) Is the department store made or owned by Samsung?

“Park was found murdered by police in his home.” (From *The Korea Times*.) The police murdered Park?

You'll find this and many more common problems of English students at our web site.

Which Letter of Recommendation is Yours?

On this page and the next page are two letters of recommendation that were written for students seeking employment after graduation. Only the name of the student and the name at the end (Robjohn MacStein) are different from the original letters. Which letter applies to you?

November 16, 2012

Mr. Kim Sang-su
Director, Human Resources
C. Itoh and Company
Seoul, Korea

Dear Mr. Kim,

Mr. Choi Jung-nam has applied for a position in your company and has asked me to tell you my impression of him as a student and as a prospective employee.

Mr. Choi attended my English language class for four semesters, from 2002 to the present. He did not take English 2 or 6.

Mr. Choi seemed to be quite intelligent, because he learned quickly and, when he did assigned work, his work was usually quite good. Occasionally, in fact, his work was very good. He will therefore probably be able to learn his job quickly, and, when he wants to, he will probably perform competently. Mr. Choi also has a pleasant personality, and is likely to be quite sociable and easy for his fellow employees to get along with.

I wish that I could guarantee that you will be able to rely on Mr. Choi, but I cannot. He seems unable to motivate himself, and did not always perform his responsibilities to the best of his ability. Unlike the superior students in the class, he was absent four or five times each semester and was somewhat erratic in doing his homework. He usually submitted his homework on time, but not always, and his homework sometimes gave the impression that he did not really know or care about the point of the homework.

I am not able to tell you what Mr. Choi can do if he is deeply interested in his work. If he becomes really interested in what he is doing he will probably perform most satisfactorily. In my classes, however, because he has made only average effort, his performance has been only average, with the result that his fluency in English is only average.

In conclusion, Mr. Choi was a slightly above-average student with a pleasant personality but also with some limitations. If you are able to motivate him, he might will probably be an asset to your company.

Sincerely,

Robjohn MacStein

Robjohn MacStein
Professor
Department of English

January 23, 2012

Mr. Lee Pak-kwang
Representative Director
Cummins Korea
P.O. Box 2353
Kwanghwamun Post Office
Seoul 110-121

Dear Mr. Lee,

Ms. Kim Ok-ju told me the other day that she has applied for a position in your firm, and I asked her to give me an opportunity to express the high regard in which I hold her, both as a student and as a prospective employee.

Ms. Kim was my student in English Language Practicum every semester from her sophomore through her senior year. Throughout my twelve years of teaching at this university, I have not seen many other students who approach Ms. Yi's potential as a candidate for a position at an international firm like Cummins.

The applicant's quick and incisive innate intelligence was evidenced in her immediate grasp of newly introduced concepts (linguistic general academic and cultural) and her application of this in practice (discussions, compositions, oral presentations, etc.) through highly developed interpreting, analyzing and synthesizing skills. Another striking aspect of her intelligence is its vitality, which showed itself in an inexhaustible inquisitiveness and ensuing wide range of interests and knowledge, from the natural and social sciences to the humanities.

The applicant will be able to meet the rigorous demands of a responsible position because of her maturity, which is manifested in her diligence and sense of responsibility. She hardly ever missed class, and her preparation for class (review, preview and assignments) was regular, complete and careful, most often exceeding requirements.

Motivation is another of Ms. Kim's outstanding qualities. Class attendance and preparation was only part of her education. She also participated in informal study groups in my office when a part-time job did not prevent her. In addition, she made good use of the workbook materials recommended to her, such as the handouts of periodical articles I gave to the students occasionally, and listening materials which were made available to the students. Ms. Kim also read widely and is therefore able to discuss many subjects with intelligence.

One other quality which promises the applicant's success in your firm is her world-encompassing mentality. This is manifested in her fluency in all aspects of English, her eager investigation of what the outside world has to offer, and her level-headed evaluation of alien ideas and cultural aspects.

I am especially eager to see the applicant work in your firm because she will be an excellent representative of Korean industry, which has a great need for the contributions of a person of such high caliber, dedication and pleasant personality.

Sincerely,

Robjohn MacStein

Robjohn MacStein
Professor
Department of English

A Good Approach in a Formal Situation

When you want to talk with someone in a formal situation (a student-teacher meeting is considered a formal situation), starting out right is very important. A good approach will prejudice the person in your favor, and an incorrect approach will prejudice the person against you. Here are a couple examples of wrong ways to start.

“Are you busy?” This is a meaningless question if somebody is obviously doing something. The person will be tempted to answer, “Yes, I am.”

“I have a question.” A simple and unwelcoming “Oh” is the answer that you might get in reply to this statement. Simply stating that you have a question has the same effect as telling the person that he or she exists just to serve you. In effect, it’s an indirect command.

Before you approach a person in a formal setting, plan *what* you’re going to say and *how* you’re going to say it.

Use one of these expressions when you want some help. Preface the question with “I see you’re busy, but...”

- I wonder if I could talk with you for a minute.
- could I have a couple minutes of your time?
- could I ask you a couple questions?
- I wonder if you could spare me some time.

If the person looks *very* busy, you can add these expressions after any of the expressions above:

- ... or I could come back later if you’d like.
- ... or should I come back later?

At this point, the person will probably say, “Come in! How can I help you?”

When the person agrees to help, say “Thank you,” and then state the general reason for your visit.

- I was hoping I could get some help with X (e.g., tomorrow’s assignment).
- I wonder if you could give me some help with X. . .
- I’m having some difficulty with X (e.g., my homework), and was wondering if you could help me with it.
- You asked me to come and talk with you about X.

After you introduce what you want to talk about, provide *all of the details*.

- I’m having difficulty figuring out whether to use simple past tense or present perfect in certain situations. Like, when Bob asked David...
- In your homework handout it says that we’re supposed to read pages 4 through 6, but in the workbook the article ends on page 7. Did you really want us to stop at page 6?
- Well, you see, we were supposed to turn in this homework in class today, but I’m wondering if you would let me turn it in a little later. I did my homework last night, but I wasn’t able to submit it in class because my dog ate it for breakfast this morning, and I rewrote it, but then somebody stole my school bag on the bus, and when I got to school...

And when you’re finished...

- Thank you. You’ve been very helpful.
- Thanks a lot for your help. / I appreciate your help. (NOT “I appreciate you.”)

Getting Somebody to Do Something...the *right* way

SITUATION: A student comes to Ms. White's office with homework that is one day late. He wants Ms. White to accept the homework. What do you think Ms. White will say in each dialog (the last line in each dialog)? The answers are below.

A

Student: Ms. White, this is my homework.

Ms. White: Oh.

Student: It was due last class.

Ms. White: ...

B

Student: Mr. White, I see you're busy, but I wonder if I could have a minute of your time.

Ms. White: Certainly. How can I help you?

Student: Thank you. I did my homework on time, but I forgot to bring it to class. I was hoping that you wouldn't mind if I turned it in late.

Ms. White: ...

C

Student: Ms. White, I see you're busy, but I wonder if I could have a minute of your time.

Ms. White: Certainly. How can I help you?

Student: Thank you. This is the homework that was due yesterday.

Ms. White: ...

ANSWERS

A: He'll say "So?" again.

The student should have prefaced her business with 1) acknowledgement that Ms. White is busy and then 2) a request for his attention, and then tell Ms. White the point of your visit. Avoid hints (some students only show the paper!). Don't make the person ask and guess.

B: Ms. White will probably say, "All right, but be sure to turn it in on time in the future."

This is the best of the three dialogs, because the student

- 1) prefaced her business with the appropriate language,
- 2) said what should first be said (in this case, the fact that the homework was done on time, because it will help avoid a negative attitude on the part of Ms. White),
- 3) explained the situation ("forgot"), and then
- 4) presented her request in appropriate language.

C: He'll feel like saying, "So?"

Again: Don't make Ms. White guess.

Technical features in written work: Marked problems

The ^{ch (sorry!)} technical features in written work are very important. Because if you make many ~~the one~~ who is reading your work will get annoyed. ^{mistakes} Then that person will not like your ideas, so you should always ~~try~~ to make your written work look neat.

1. Indent the paragraph.
2. No cross-outs, please! Use a pencil so that you can erase and write again.
3. Careless spelling.
4. Incorrect hyphenation.
5. Uneven margin.
6. Is that an uppercase I? It doesn't look like it!
7. Careless grammar.
8. No inserts, please! Use a pencil and eraser.
9. Is this a comma? Then why the capital T in 'Then'?
10. This looks like an uppercase S, but it should be lowercase.
11. This looks like an uppercase Y, but it should be lowercase.
12. Extend the writing all the way to the right margin.

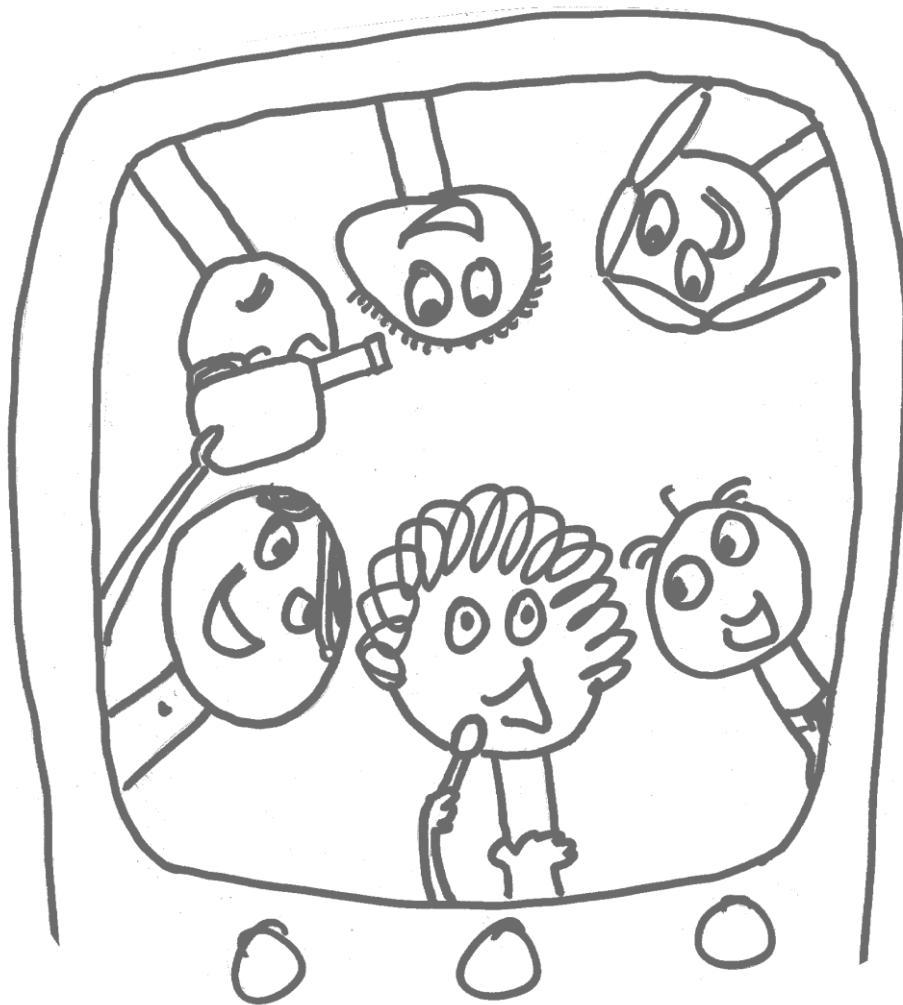
The Summary Paragraph

Learn it now, use it forever

In school and later, in your job, in English and in Korean, the skill of summarizing is essential. If you have this skill, you will be able to distinguish important points and details and therefore be able to *concisely interpret* a situation (events or discussion or writing) for someone else. In summarizing we identify the main point, distinguish the major points from the minor details, and tell only the main point and the major points to our listener and reader. Follow these guidelines for writing a clear and informative summary.

1. The article's content is accurately understood and accurately presented throughout the summary.
2. The first sentence is a good topic sentence.
3. Body sentences present all of the major points that are essential to explaining the main point.
4. These major points are explained in a way that the reader of the summary will understand each point's relevance and significance.
5. Focus is clear. a) the summary includes only details that are essential to explaining the main and major points, and b) it is easy for the reader to see the relevance of all details.
6. The summary is concise (not verbose: no unnecessary words).
7. The paragraph has a good close.
8. Coherence: The main point is developed coherently; all ideas are ordered in a sequence that helps the reader follow the line of development step by step. (The sequence doesn't simply copy the order in which the ideas appeared in the script or article.)
9. Cohesion: Supporting ideas connect with each other cohesively; the reader can easily see the *relationship* of ideas in the summary. Reference is clear (for example: "the plan" — *which* plan?)
10. The paragraph has good format (margins, indentation) and "technical features" (no careless mistakes, no cross-outs, good spelling, good punctuation and hyphenation). (Refer to "Technical Features in Written Work" and "Standard Formatting in the ELP.")
11. Language is accurate: a) New language (grammar and lexicals) from the passage which you are summarizing is used instead of language that you know already. b) General language is accurate.

Unit 1: WNYN



Meet the WNYN Family

∞ The Texts ∞

Photofusion

First...

- If you have the photo: try to figure out in detail who or what the photo is of. Write questions about the photo. Try for a variety of tenses.
- If you have the text: study the text, remember lexicals. Your classmate with the photo will ask you questions about it.

And then...

- The one with the photo: ask your classmate with the text the questions you have prepared. Remember the information you get now, because you'll tell another classmate this info later.
- Then, ask the questions under the text (in your AKL textbook).

Now, switch.

Photo holder: give your photo to the text holder in the team next to you.

Text holder: give your text card to the photo holder in that team.

Texts 3 and 4 question formation

1. 3 minutes: Partner A, study Text 3 (next to the photo, not above); Partner B, study Text 4. Pay attention to the verb tenses (simple present or present continuous), and try to learn the special phrases (like "a TV news reporter" and "got a job at" "suggested the idea of doing" in Text 2. We call these special phrases "lexicals").
2. Partner A, use the cues under "Ask and answer...Ask:" to ask Partner B questions about your text.
3. Partner B, is Partner A's question correctly formed? You try it too.
4. Compare your question formation with the one on page 67. Which of your questions was closest to this one?
5. Partner B, answer the question. Just make a guess.
6. Partner A, tell B the answer in the text. Use the language (lexicals and grammar) that you find there.
7. Now lets do Text 4. Do steps 1 through 6 for Text 4, but switch roles. Ask:

<ol style="list-style-type: none"> 1. who the man behind the desk is 2. what he does 3. if he reports the news, too 4. what he wants to do 5. when he hired Marsha Nelson 	<ol style="list-style-type: none"> 6. what Marsha needs, and why 7. what he's doing with the person sitting across from him 8. whether Robert will have to give the applicant a high salary
--	--

AKL:A Unit 1 Grammar exercises

With your partner, do main-text exercises 1b, 2b, 3b (pages 4 and 5). After both of you discuss one item, compare your answer with the answer key (on page 69). (Don't wait until you do the *entire* exercise to check the answer key.) It should take you about an hour to do this carefully with your friend. After you do all three of these exercises, do the "Sample Quiz" to see how well you learned 1) the language and 2) the grammar points. You will have a quiz similar to this one in class.

Sample Quizzes

Exercise 1b

Under each sentence, correct any errors that you find in these sentences.

1. "Why do you stand outside now? It's very cold." "I wait for a friend."
2. I am hearing you well now because I listen very closely.
3. Look at that man across the street. I think he knows us, because he smiles and waves for us.
4. Be quiet. The movie begins.
5. I think that student is having a question now. She is putting up her arm.

Exercise 2b

1. Write the correct form of the parenthesized verb in the blank:

Right now my friend and I _____ (have) lunch in an expensive restaurant. We are in trouble because I _____ (*neg* have) any money, and my friend _____ (*neg* have) any either.

2. Write the correct language in the blank.

David Nelson _____ a _____ finding a job because he hasn't had any work experience.

David doesn't know whether Bob Russo will _____ a job at WNYN.

Exercise 3b

Write the correct form of the verb in the blank, AND correct any errors that you find.

1. "Have you ever studied English?" "Yes, I have ever studied English. I _____ (study) English since I entered middle school."
2. He _____ (work) in the factory in 1997, but since then he _____ (work) in the office.
3. I _____ (work) my homework assignment for two hours, and I'm really tired!
4. I _____ (look for) a job for the last three months, but it's not easy.

Verbs: Class and Aspect

When we work with a verb, we have to consider two things: the verb's class, and its aspect.

Class: Stative and active verbs

Stative verbs: A very few verbs express situations and perceptions that are regarded more as a state of being than as a dynamic action, and therefore usually occur in the non-temporal, unlimited aspect. So these verbs don't take *-ing*. They are such verbs as *resemble*, *know*, *love*, *doubt*. (This class of verbs has other names, like "state" and "status.") *Some* verbs in this class, though, can take the *-ing* form when the speaker wants to emphasize the temporary nature or the immediacy of the state; a good example is *feel* ("I'm feeling pretty down today"). *American Kernel Lessons, in 1.A.2, did not tell us this.*

Active verbs: This is the most numerous class of verbs. These verbs can be thought of as 'ordinary' verbs, and can occur in either limited or unlimited aspect. "She's wearing a gorgeous dress today. She wore it yesterday, too. In fact, she wears it so often that people are getting tired of seeing it." (The verbs in this class are also called "action," "dynamic" or "process" verbs.)

Stative-Active verbs: Verbs like *see*, *hear*, *seem* have more than one meaning. In one context the verb has one meaning, and in another context the same verb has a different meaning. These verbs can therefore occur with or without *-ing*. As an active verb, for example, *hear* has more than one meaning. "The judge is hearing a case right now; you'll have to wait" means that the judge is conducting a case in court. "I hope to be hearing from him soon" means that the speaker will receive contact from "him." As a status verb, *hear* has one meaning: "I can hear it now" (not "I am hearing it now").

From active to stative: If one meaning of a verb makes it a stative verb, is there an active verb that corresponds to this meaning? Certain active verbs describe the process of getting to a state of being (e.g., *get* is the step that leads to *have*; *find out* is the step that leads to *know*). More of these verbs are presented in the chart on pages 34 and 40.

Aspect: Temporal and Non-temporal

Temporal aspect gives a time boundary to a verb that expresses an action or event; it has a sense of beginning and end. In other words, the action or event is **limited in time**, by a temporal boundary, even if the boundary is not explicit. We show that a verb has temporal aspect by marking it with *-ing*. If we say that "He is wearing a red coat," that statement is valid only for a certain period of time; its validity is limited by a time boundary. (The same goes for the future: "What are you wearing tomorrow?") This time limitation specifies something about the event's temporal nature, e.g., that the event is in progress, or is only temporary, or is repeating, or is planned for the future. And that is why the verb that expresses such an event takes *-ing*.

When a verb assumes a **non-temporal aspect**, it expresses a state of being rather than an action. We say that this aspect is **unlimited**, because a verb in this aspect describes a state or event that is regarded as not limited to one moment or point in time. If a verb is in unlimited aspect it doesn't have a sense of a beginning point or an end point, so we ignore time when we use a verb in its unlimited aspect. And because a verb is in a continuous state, it is not necessary to use *-ing*; in fact, we usually *don't*. If we say that "He wears a red coat," we are not stating *when* he wears it; we are not limiting validity of the statement to a time boundary.

Pairs frequently confused

The stative verbs in the right column below are often confused with their corresponding active verbs in the left column (e.g., *know* is used incorrectly to mean *find out*).

Active	⇒	Stative
find out, learn, meet	⇒	know
acquire, obtain, get, receive	⇒	have
become, get	⇒	be
marry, get married	⇒	be married
put on	⇒	wear
fall asleep	⇒	be asleep
die	⇒	be dead
fall in love	⇒	be in love

Keep in mind...

Many verbs have two senses, both stative and active, depending on the situation.

Stative	Active
<i>He <u>has</u> no money to buy lunch...</i>	<i>but he <u>is having</u> lunch now because his girlfriend treated him.</i>
<i>He can't <u>see</u> well...</i>	<i>so he <u>is seeing</u> the eye doctor now.</i>

Which verb, which aspect?

If you're confused about which verb to use, and which aspect you should put it in, you're not the only one! Here is a very common mistake (two people are standing by a swimming pool):

Why do you put on that fancy dress? This is a pool party!

The sentence actually has two problems. The wrong class of verb is used, and it's in the wrong aspect.

Why are you wearing that fancy dress? This is a pool party.

Which verb? If you look up 입다 in your Korean-English dictionary, you may or may not find a distinction between *put on* and *wear*. If that dictionary doesn't provide this distinction, and if you're not sure that the verb you're considering using is the right one, confirm your tentative choice in *Collins* or *Longman*. The appropriate sense of *wear* for the situation above is, in *Longman*, "to have something such as clothes, shoes, or jewellery on your body." The word *have* in the definition should tell you that this is a situation that requires a stative verb. You will have to use other methods to figure out which verb to use; use your common sense and imagination.

Which aspect? English-English dictionaries tell us that the temporal aspect is permitted for the meaning in this particular situation. At the beginning of the definition for *wear*, *Longman* says "[T]," which means that you can use *-ing*. If the verb allowed *-ing*, *Longman* would say "[T not in progressive]," which means "transitive verb, not to be used with *-ing*." *Collins* says "V" (in the right margin),

which means you can use *-ing*; if the verb allowed *-ing*, *Collins* would say “VB; no cont,” which means the same as *Longman’s* “[T not in progressive].”

A closer look at tenses

Maybe this will help you understand better how we use tenses. Below are the most common uses of the tenses we will study.

1. Present progressive

- a. An event/action in progress: *He is attending a meeting now.*
- b. A temporary activity (action will end and therefore lacks the permanence of the simple present tense): *I’m studying geology at the University of Colorado.*
- c. Repetition or iteration in a series of similar ongoing actions: *Henry is kicking the soccer ball around the backyard.*
- d. To express something that is planned to happen in the future (when the event is planned; usually with a future time adverbial): *She’s coming tomorrow.*

2. Simple past

- a. A definite single completed event/action in the past:
He walked to school yesterday.
- b. Habitual or repeated action/event in the past (suggests that change in this event has taken place):
Sam walked his dog every day last year.
- c. An event with duration that applied in the past, implying that it no longer applies now.
Prof. Nelson taught at Yale for 30 years.

3. Present perfect

(Often expresses how the speaker views himself relative to the event(s) he is talking about)

- a. A situation that began in the past and that continues into the present:
I have been a teacher since 1972.
- b. A past experience with current relevance: (But see the “After / Since” tip box.)
I have already seen that movie.

4. Present perfect progressive

- a. A situation or habit that began in the past (recent or distant) and that continues up to now:
I have been living in Seattle for 7 years now.
He has been walking to school for several years now.
Burt has been going out with Alice.
- b. The incompleteness of an action in progress:
I have been reading a book. (Compare with the completed meaning of “I have read a book.”)

(from *The Grammar Book*)

Tenses: What's the Difference?

Tense	When?	Focus	What the time adjunct shows
Simple past	in the past	on the past	not still true (in 1993; when he was in college; for ten years; etc.)
Present perfect 1 (with <i>appropriate</i> time adjunct)	in the past, present	relationship between past and present	still true (since 1993; for the last ten years; up till now; all his life; etc.)
Present perfect 2 (without <i>appropriate</i> time adjunct)	in the past	relationship between past and present	may still be true, but usually not (Context shows whether still valid or not.)
Present perfect continuous	from the past till now	from past to present	still true (like Present Perfect 1)

Examples

Simple past

He started his company in 1993, but in 2005 the company went bankrupt.

She was very diligent when she was in college, but when she married a millionaire she became lazy.

Present perfect 1

Since 1993 he hasn't been very successful in business.

For the last ten years, she has not been so diligent.

Present perfect 2 (no information about time)

He has owned a company, but he doesn't own one now. (=In his whole life up till now, he has had the experience of owning a company, even though he doesn't own one now.)

She has won awards for diligence. (=In her whole life up till now, she has had more than one experience of winning awards.)

Has anyone here studied French for at least 2 years? (This has a time adjunct, but it's not appropriate for defining "still true" or not; "for at least 2 years" could mean entirely in the past or from the past until now.)

Present perfect continuous

Since 1993, she has been getting lazier and lazier.

He has not been doing well in business.

Present perfect with and without a time adjunct

Did the speaker *really* mean to say these sentences?

She has been married. I have studied English.

-Without an appropriate time adjunct, it appears that she isn't married and he isn't studying now.

Present perfect tells the listener that there is a relationship between past and present, but it doesn't necessarily show that it happened in the past and is still happening. When we want to clarify that the event or state is actually happening in the present, we need to add a time adjunct that implies that the event or state is still true² (e.g., *for the last 10 years, since elementary school*). When we use pre-

sent perfect without such a time adjunct, in certain situations the listener will probably think that the state or event is finished and infer that the state or event is not true in the present.

Without a time adjunct:

I have lived in Busan. (I lived there for 3 years, but now I live in Seoul).

I have studied English. (I studied English up till last year, but then I had to stop.)

Adding an appropriate time adjunct tells us that the state or event is still happening.

I have lived in Seoul *for my whole life*.

I have studied English *for the last 16 years*.

But if you use the present perfect *continuous*, it is clear that the event is still happening, with or without a time adjunct.

I have been studying English.

In answering the question “How long has each person worked at WNYN?” one student said “Marsha has worked for a few years.” The teacher said that the sentence implies that she isn’t working now. The student replied that the class workbook (w35) says that if we put a time adjunct on present perfect, it means that the verb is still valid, so the listener should know that she is still working at WNYN.

True. An excellent point. You’re thinking!

So, to answer...

1. Ninety times out of a hundred, present perfect with a time adjunct means that the verb is still valid. There are situations, however, in which the verb isn’t valid at the time of speaking even when it has a time adjunct.
2. Some time adjuncts are better than other time adjuncts in showing that the verb is still valid at present. If we say “for the last few years” instead of “for a few years,” it’s very clear that we’re talking about past up to present (the time of speaking).
3. Another way of indicating the temporal nature of a verb is with a “clarity tag.” For example, if the student above had added “at WNYN” (“Marsha has worked at WNYN for a few years”), the listener would know that the verb is still valid. That’s because we know that she is working at WNYN now.

AFTER and SINCE

We use *after* when the later event is completely finished (and so the later verb is simple past tense.)

After I graduated from high school I entered Sungkyunkwan University.

We use *since* when the later event is still happening or has some relationship with the present (and so the later verb is present perfect or present perfect continuous).

Since I entered Sungkyunkwan I have learned how to drink and date and do everything that a student shouldn’t do..

Simple past and present perfect—what's the difference?

If present perfect without a time adjunct shows that it's not still true, what's the use of simple past tense? [Why not just use present perfect?](#)

Present perfect is different from simple past in two ways: specificity and relationship.

Specificity: Present perfect tense is used when we're talking generally and in a rather abstract way about something; we use simple past when we are talking about a specific event in a concrete way. If, for example, I ask you, "Have you studied Chinese?", I am not referring to any specific time or situation. If I ask you, "Did you study Chinese?", I am trying to get more specific information; my question may be in reply to your statement "I have attended a language institute in China."

Relationship: Another way that present perfect and simple past are used differently is that present perfect implies some relationship between the event and now, but simple past tense doesn't express such a relationship. If a time adjunct shows that the event happened at a certain period in the past (like "last year" in *The volcano erupted last year*), and if that period is not now ("last year" is certainly not now), we use simple past tense. If there is no such time adjunct (as there is none in *The volcano has erupted*), and IF there is a relationship between the past event and the time of speaking about it, we use present perfect.

A: Have you been to Rome? (In your whole life until now, so we use present perfect. Present perfect context.)

B: Yes, I have. (In my life until now. Maintaining present perfect context.) I was there just last year. (Specifying a finished time. Simple past context.)

A: What did you do there? (Simple past context.)

B: I have visited a lot of old churches. (Wrong. [Maintain](#) the simple past context, because he's answering a question about a specific time in the past.)

How about the second sentence in this dialog?

A: She's a great student.

B: Yes, and she should get an A because she's studied very hard.

Even without a time adjunct we know that she is still studying very hard. How do we know this? We know because of context. The first person said that she is a student. Also, if she weren't still studying very hard, the second person would have disagreed, and would have used the simple past *studied* or *used to study* to show that she no longer studies very hard.

¹ Celce-Murcia, M. and Larsen-Freeman, D. 1983. *The Grammar Book*. Rowley, Mass: Newbury House

² Not all time adjuncts show that the event is still true. For example, the preposition *by* in "I will have been married by 2005" prevents the time adjunct from showing this.

Present perfect tense and modifiers

He has just returned from Europe.

X He just has returned from Europe.

He has even visited Asia.

X He even has visited Asia.

Verbs and Psychiatrists

Exercise your understanding of verb aspect and verb class by using each verb to describe elements in the picture, according to whether the verb is stative, active, or stative-active. If a verb is stative, write one sentence (in unlimited aspect); if it's active, write 1 sentence (in limited aspects); and if it's stative-active, write 1 sentence for each class (limited aspect for active). (See examples below the picture; don't write sentences for the verbs in these examples.)

doubt	feel	think	consider	hear	see
listen	need	believe	look	taste	know



Example

doubt (stative): The psychiatrist doubts the patient's sanity.

feel (stative-active):

The patient feels depressed. The patient is feeling depressed.

The patient is feeling his forehead.

listen (active): The psychiatrist is listening to his patient.

Fluency, new vocabulary, listening comprehension...

... all in one!

The AKL Lab Drills

Scripts in "On Your Own"; audio on your Home Tape and web site mp3 files.

Stative (unlimited) and Active (limited) verbs: Common mistakes

“She is old” focuses on her current state. “She has become old” focuses on the change from young to old, and emphasizes that she is no longer young.

Common mistakes:

He was dead. (This implies that he’s alive. Rather, “He died” — and therefore *is* dead.)

He was married. (This implies that he’s not married now. Rather, “He got married” or “He married” or “He’s gotten married” — and therefore *is* married.)

I knew him just a few days ago. (This implies that you don’t know him now. Rather say, “I met him...”)

Stative (unlimited)	Active (limited)
Be	become, get
know	learn, find (out), meet
have	get, obtain
be dead	die

Receptive and Active verbs (perception)

Receptive	Active
see	look
hear	listen
smell	smell
taste	taste
feel	feel

Strangely, English makes a distinction between see and look, and hear and listen; but it doesn’t have receptive and active words for smell, taste or feel.

Homework is a waste of time...

...if we just do it mechanically, without thinking. When you were young you were immersed in a Korean language environment—you heard and spoke Korean all day, every day—but it still took you several years to learn Korean well. This is because you used it without thinking. If you’re not aware when you work with English, you’ll forget 18 out of 20 new items; if you’re aware, you’ll forget only 5. How many years will it take you to learn English well if you study it just a few hours a week, without thinking?

Change-of-State verbs

Common mistakes:

The world's population was increased.
 The building was collapsed.
 The economy was improved.

Change-of-state verbs occur both transitively and intransitively, with little or no change in meaning. The direct object of the transitive sentence is the subject of the intransitive one.

Transitive

John opened the door.
 Inflation increased prices.

Intransitive

The door opened.
 Prices increased.

When would you use the agentless sentence rather than the active or the passive sentence with an explicit or implied agent?

There are several situations in which agentless “change-of-state” sentences are preferred to either active sentences or passive sentences with or without expressed agents. Here are three situations in which non-native speakers usually use passive voice but native speakers use active. →

1. When the focus is on the change of state and the agent is irrelevant or very secondary: “The store opens at 9 a.m.”
2. When it is natural to expect change to occur (i.e., physical, social, or psychological ~~laws~~ seem to be involved): “Mrs. Smith’s opinion of Ronald Reagan changed.”
3. When there are so many possible causes for a change of state that it would be misleading to imply a single agent: “Prices increased.”

The people at WNYN-TV

After reviewing the texts, answer these questions in complete sentences. This exercise is designed to help us get a closer look at the usage of various tenses, so make a special effort to use the correct ones. Also, keep your eyes open for juicy lexicals, and use them. If you cannot find direct information in the texts to answer the questions, make an educated guess based on the information offered in the texts.

1. Who has been working at WNYN the longest? When did this person start working there?
2. How old is Marsha? How old is David?
3. Which one knows New York city the best?
4. Is it probable that David speaks French very well?
5. Do you think David will get the job?

Are these statements right or wrong?

- WNYN will have to hire a few more employees.
- Marsha knows only about life in the eastern US.
- Marsha hasn’t learned much about her job yet.
- David has been bored since he returned from Europe.
- David is optimistic about his future career.
- Bob is considering hiring David because Bob is getting busier these days.

David's tense mix

It is now 5 p.m. This morning David Denton visited WNYN for an interview. Fill in the blanks with the correct form of the verb in parentheses.

1. Dave _____ for a job since he graduated college. (look)
2. Just yesterday, in the newspaper he _____ a help wanted ad for a cameraman at WNYN. (see)
3. That afternoon he _____ for an interview, and this morning he _____ Robert Russo. (call – meet)
4. In the interview, he _____ Bob, “I _____ in New York and _____ here all my life... (tell – born – live)
5. “...and I _____ to continue _____ in New York... (want – live)
6. “...so I _____ that I _____ a job at WNYN.” (hope – can get)
7. David is no novice at the camera. He _____ the camera many times. (use)
8. In fact, he _____ the camera at the age of nine. (start use)
9. That first photo _____ a nude photo, of his pet dog. (be)
10. In that photo, the dog _____ a bath. (Take)

Career

Do you really want to use the bilingual dictionary?

Some learners think that the Korean equivalent for ‘career’ is 경력 (or sometimes 이력).

For ‘career,’ the K-K (국어) dictionary says:

경력: 겪어 온 여러 가지 일들. 이력.

The Korean-English dictionary says:

경력: one's career

The English-Korean dictionary says:

생애, 경력, 이력

The way native speakers use the word ‘career,’ it doesn’t include schooling, doesn’t include all jobs that the speaker has had, and doesn’t focus on the past.

One monolingual dictionary (Collins) says: “the series of jobs that they have in their life, especially in the same area of work, in which they usually progress so that they have more money and responsibility.”] This dictionary is more accurate and gives more information than the bilingual dictionary does.

Use a good monolingual dictionary. Use it exclusively when you can; at least use it after you use the bilingual dictionary, to confirm the accuracy of what the bilingual dictionary tells you.

☞ The WNYN Story ☞

Pronunciation tips

What vowel below does the **o** in **Bob** rhyme with?

father **o**ld talk

And how about the **b** at the end of his name?

Is it the **b** in **밥** or the **b** in **job**?

How about the **o** in **Odyssey**? Is it the **o** in *go* or the **o** in *hot*?

And how about the **ss** in *Odyssey*? Is it **s** or **sh**?

Improving your listening skills on your own

Multi-time and one-time listening

1. Listen two or three times with the objective of identifying 1) the setting, 2) the topic, 3) the main point, and 4) the major supporting points. Write them down each time you listen.
2. Read the script.
3. Confirm that you have correctly identified the setting, topic, main point and major supporting points.
4. Listen again, for sound-symbol correspondence.

Do-it-yourself prediction questions: Part 1

To give you a concrete goal in listening and therefore help you focus your attention.

1. The general setting: Bob Russo is interviewing David Denton for a position at WNYN.
2. Think about what you know about WNYN, Bob and David.
3. Take 3 minutes to make a couple questions about what you expect to be major discussion points in the interview.
Imagine: If you were interviewing someone, what major points would you want to know about? You wouldn't ask about something you already know about ("Where were you born?" We already know that David was born in New York.).
A good prediction question will make you pay attention throughout the listening, so it should be pretty general (not "How old are you?").
4. Ask your partner your prediction questions. Write down your partner's answers.
5. Listen (first part only).
6. Ask your partner again.
7. Read once. (Only up to "Thirty minutes later...")
8. Listen again.
9. Ask your partner again.

True or False?

1. Appoint a team leader. The team leader keeps this book open; the others close this book and open your AKL text to the dialog script.
2. Leader, tell the True or False statement to your team mates. Use MLS, of course.
3. One team mate uses the 3-step format for a complex answer. First, give your answer (your main point), using the language of the question in the answer. Then, in the next sentence, give a general reason for your answer. And last, give a specific explanation of the reason; use the dialog's lexicals and structures that are relevant to your answer and explanation. And use reported speech.
4. Everybody on the team—including the team leader—discuss whether this is the correct explanation. In your discussion, use as much of the script's language as possible. Use reported speech.
5. Everybody compare your answer with your teacher's answer, on page 70. Note how your teacher's answer uses lexicals and grammar from the script.
6. Discuss your teacher's answer. What's better than yours, what's not as good as yours?
7. Leader, appoint one member of your team to say the answer again, making sure to use the script's lexicals and grammar.

After you do this for every statement, see how well you can remember the lexicals and structures you used in your explanation—do the statements again without referring to the text. When it's not your turn to speak, you should be listening closely for mistakes, and correct them.

Here are the statements:

1. Mr. Russo was a bit arrogant in his greeting to David.
2. David has a fairly wide range of experience in television.
3. David's resume was incomplete somehow.
4. It is a bit strange that Mr. Russo hasn't heard about what David produced in television.
5. David will be hired.
6. All of David's TV experience on campus will come in handy in this job.
7. He can start working tomorrow.

General questions

Be brief but complete in your answers. Use the lexicals and structures from the dialog in explaining your answers. Consider the entire dialog, not just one passage.

1. What kind of personality do you think David has?
2. Do you think David wants to make TV his career, or does he want to make the camera his career?
3. Do you think David will be content with the work he has to do in his new job?
4. Make a diagram of the WNYN office staff on a separate sheet of paper.
5. What criteria would you use in hiring someone for a job? Make a list.
6. Why do you think Mr. Russo wants to hire David? Does he have any doubts about David's qualifications or his ability to get along in his organization?
7. What questions would you ask David if you were Grace Lee and you could ask just three questions? Write down some example questions. And then, how would David answer these questions?
8. Would you hire David?

Questions for David

Here are some common mistakes that students make. Try to fix the mistakes in “PROBLEM,” then compare your correction with your teacher’s (in “REPAIRED”). (Tense mistakes are not the only problem here.)

Leader, do steps 1 through 4 for each item before going on to the next item.

1. Fold the paper in half, vertically.
2. Tell your team one sentence in the “PROBLEM” column.
3. Ask someone on your team to correct the problem in the sentence. Do you all agree?
4. Compare your correction with your teacher’s correction (in the right column, “REPAIRED”). Tell your team the sentence.
5. Ask someone on your team to repeat the repaired question.
6. Do the next item, using steps 1 – 3.

PROBLEM	REPAIRED
What have you been learned at the university?	What did you learn in college? ¹
Why haven’t you been getting a job since you graduated?	Why haven’t you gotten a job since you graduated? ²
Did you have any experience as a cameraman?	Do you have any experience as a cameraman? ³
When did you graduate a college?	When did you graduate from college? ⁴
Which college were you graduated?	Which college did you graduate (from)?
Have you ever worked in this part?	Have you ever worked in this field? ⁵
How much have you got a payment?	How much have you gotten for pay?
What do you think New York’s biggest problem?	What do you think New York’s biggest problem is?
Have you ever been other country?	Have you ever been to another country?
Are you studying about camera now?	Are you learning the camera now? ⁶
Have you ever worked together?	Have you ever worked with other people?
Did you work in this field before?	Have you worked in this field before?
Have you ever experienced a cameraman job?	Do you have experience as a cameraman?
Do you ever late at work?	Are you ever late for work?

¹ In your teacher’s opinion, “at the university” may be British, and “in college” may be the more common way of expressing this idea in English. (You can find a very thorough discussion in Wikipedia about differences between British and American English.)

² In this context, “get a job” is a one-time event. We don’t keep on *getting* a job; we keep on *looking for* a job.

³ There are two kinds of experience, count (for concrete, individual events) and non-count (for accumulated sum of events that give ability).

⁴ “A college” means one college; “college” is the abstract concept of “place where you get education.”

⁵ Korean learners use “part” in many situations that it isn’t suitable. This is one of them.

⁶ In this context, we are talking about a representative of a genre or category (of machinery). We might call this a “generic noun.”

Important But Misused Words

sively dressed, with fine furs and jewels... They do a third-rate job very expensively.

experience /ɪkspɪəriəns/ (experiences, experiencing, experienced) ◆◆◆◆

1 **Experience** is knowledge or skill in a particular job or activity, which you have gained because you have done that job or activity for a long time. □ He has also had managerial experience on every level... He's counting on his mother to take care of the twins for him; she's had plenty of experience with them.

2 **Experience** is used to refer to the past events, knowledge, and feelings that make up someone's life or character. □ I should not be in any danger here, but experience has taught me caution... She had learned from experience to take little rests in between her daily routine... 'If you act afraid, they won't let go,' he says, speaking from experience.

3 An **experience** is something that you do or that happens to you, especially something important that affects you. □ Moving had become a common experience for me... His only experience of gardening so far proved immensely satisfying... Many of his clients are unbelievably nervous, usually because of a bad experience in the past.

4 If you **experience** a particular situation, you are in that situation or it happens to you. □ We had never experienced this kind of holiday before and had no idea what to expect... British business is now experiencing a severe recession.

5 If you **experience** a feeling, you feel it or are affected by it. □ Widows seem to experience more distress than do widowers. ◆ **Experience** is also a noun. □ ...the experience of pain.

experienced /ɪkspɪəriənst/ If you describe someone as **experienced**, you mean that they have been doing a particular job or activity for a long time, and therefore know a lot about it or are very skilful at it. □ ...lawyers who are experienced in these matters... It's a team packed with experienced and mature professionals... Perhaps I'm a bit more experienced about life than my contemporaries.

experiential /ɪkspɪəriəŋʃl/ **Experiential** means relating to or resulting from experience. [FORMAL] □ Learning has got to be active and experiential. ...the re-discovery of the experiential path of religious truth.

experiment (experiments, experimenting, experimented) ◆◆◆◆

☑ The noun is pronounced /ɪkspɛrɪmənt/. The verb

ADV -ed,
ADV after v
cheaply

N-UNCOUNT
usu with sup

N-UNCOUNT

N-COUNT:
usu with sup

VERB
V n

VERB
V n

N-SING:
the N of n

◆◆◆◆◆
ADJ-GRADED:
oft ADJ in n/-
ing

ADJ

◆◆◆◆◆

from the government... your positive response will reinforce her actions... The meeting was called in response to a request from Venezuela.

responsibility /rɪspɒnsɪbɪlɪti/ (responsibilities) ◆◆◆◆◆

1 If you have **responsibility** for something or someone, or if they are your **responsibility**, it is your job or duty to deal with them and to take decisions relating to them. □ Each manager had responsibility for just under 600 properties... We need to take responsibility for looking after our own health... 'She's not your responsibility,' he said gently.

2 If you accept **responsibility** for something that has happened, you agree that you were to blame for it or you caused it. □ British Rail has admitted responsibility for the accident... Someone had to give orders and take responsibility for mistakes.

3 Your **responsibilities** are the duties that you have because of your job or position. □ I am told that he handled his responsibilities as a counselor in a highly intelligent and caring fashion. ...programmes to help employees balance work and family responsibilities.

4 If someone is given **responsibility**, they are given the right or opportunity to make important decisions or to take action without having to get permission from anyone else. □ She would have loved to have a better-paying job with more responsibility... Carrington held a position of responsibility within the government.

5 If you think that you have a **responsibility** to do something, you feel that you ought to do it because it is morally right to do it. □ The court feels it has a responsibility to ensure that customers are not misled... As parents we have a responsibility to give our children a sense of belonging.

6 If you think that you have a **responsibility** to someone, you feel that it is your duty to take action that will protect their interests. □ She had decided that as a doctor she had a responsibility to her fellow creatures.

responsible /rɪspɒnsɪbəl/ ◆◆◆◆◆

1 If someone or something is **responsible** for a particular event or situation, they are the cause of it or they can be blamed for it. □ He still felt responsible for her death... I want you to do everything you can to find out who's responsible.

2 If you are **responsible** for something, it is your job or duty to deal with it and make decisions relating to it. □ ...the minister responsible for the environment... The man responsible for finding the volunteers is Dr. Charles Weber.

3 If you are **responsible to** a person or group, they have authority over you and you have to report to them about what you do. □ I'm responsible to my board of directors... The government will be responsible to the President alone.

4 **Responsible** people behave properly and sensibly, without needing to be supervised. □ He's a very responsible sort of person... He feels that the media should be more responsible in what they report. ◆ **responsibly** He urged everyone to act responsibly.

5 **Responsible** jobs involve making important decisions or carrying out important tasks. □ I work in a government office. It's a responsible position, I suppose, but not very exciting... They have been demoted to less responsible jobs.

responsive /rɪspɒnsɪv/ ◆◆◆◆◆

Responsible, meaning 4: To distinguish 4 from the other meanings, you can say "She has a strong sense of responsibility."

Who will get the job?

Two students in their senior year are applying for the same position in the sales department at the Seoul branch of a multi-national company called Dana. Compare several items on their resume, and, with your team, try to guess which one will get the position. (They have not graduated yet.)

Only A looks at the resume. **Don't show your team mates.**

I. B and C ask A questions about each applicant.

B asks about Kim Hak-su.

C asks about Choi Byeong-gi.

Ask specific questions about:

- | | |
|----------------------|---------------------|
| • residence | • experience (jobs) |
| • education | • marital status |
| • classes in college | • interests |

II. The whole team discusses the strengths and weaknesses of each applicant, and decides who will get the job.

Remember to use the tense and function words which best express your time frame.

A note on verb tenses

The tense you use depends on the time aspect you want to focus on. But the situation must have the time aspect for the tense you use.

Which sentence is correct?

Situation: Kim Hak-su is still attending SKKU.

1. He majors in English.
2. He is majoring in English.
3. He majored in English.
4. He has majored in English. (note 3a, b in "A closer look at tenses.")
5. He has been majoring in English.

Only 3 and 4 are not correct.

Here's an example:

Residence

Where was Kim Hak-su born?

How long (How many years) did Choi Byeong-gi live in X? (*not living there now*)

How long (How many years) has X lived in X?

Has X been living in X a long time?

Has X been living there all his life (*or* since he graduated)?

Here's their personal information

(To each date, add 1 for every year after 2009.)

	Kim Hak-su	Choi Byeong-ki
Residence	Seoul (since birth)	Seoul (born in Daegu; to LA in 1993; LA to Seoul in 2005)
Education	Dae-il Foreign Language HS	Los Angeles City HS (graduation: 2004)
	SKKU, English major.	SKKU, Business major.
Classes	English Language Program, 1-4; 5 now	English Conversation, Advanced; TOEIC preparatory course
	Accounting (2 years ago)	Economics (sophomore year)
	International Trade (last year)	International Trade (junior year)
	Shakespeare (freshman year)	Marketing (senior year)
	other English courses, business courses	other business courses
Experience	Marketing Department, Samnam Trading Co. (documentation section; during vacations, 2006–present)	Waiter at OB Hof (2006–present)
Marital Status	Single	Married (February 2009)
Interests	playing the stock market (since 2006)	performing Shakespeare

Do-it-yourself lexicals

Can you make questions which will use the following cues in the answer? Divide the items among the members of your team. Take 5 minutes to prepare your questions. Then take turns asking a question. The whole team should make sure the question is correct. When you ask your question, look at the book to see whether the answer is correct. (The base time is when the dialog takes place.)

Here are a couple examples for the first two items:

Q: Is David usually late for appointments?

A: We don't know for sure, but he said he usually tries to be punctual.

Q: What does Bob want to know?

A: He wants to know whether David has ever had a job in television before.

- try / punctual
- job / television
- TV station / campus
- go / assignments
- hear / Odyssey (watch your pronunciation!)
- write-up / paper
- keep / work
- question / handle responsibility
- full responsibility / everything
- work / assistant / reporter
- reporter / do / each assignment
- set / interview / Grace Lee
- want / David / talk / Ms. Lee

Summary

First, try (without looking at the phrase list below the summary) to fill in the blanks with phrases which correctly complete this very basic summary paragraph. (Don't use this as a model for the one that you write.) Agree orally, word for word, before you write anything. Then refer to the phrase list, and select the correct phrase. Check these phrases with the phrases you used on your first try. (Here's a hint for you: We have to use present perfect tense in the first blank.)

David Denton _____1_____ Bob Russo's office _____2_____ because WNYN _____3_____ a new cameraman. He apologizes for _____4_____, but Bob tells him _____5_____. Bob asks David _____6_____ job in TV and if he's been working since _____7_____. After David explains _____8_____, Bob _____9_____ that a cameraman _____10_____ to a reporter. Bob will make _____11_____ to hire David after David _____12_____ with Grace Lee, the program coordinator.

Idioms practice

Drill 18

1. Where does WNYN-TV get most of its programs? (as a rule)
2. What kind of work does Marsha really enjoy? (go in for)
3. Do you think Marsha would pay for David's lunch if they had lunch together? (go Dutch)
4. How does Robert Russo feel about Marsha? (as far as one is concerned)
5. Is the salary Bob is thinking of too low for David? (in keeping with)
6. Look at the photo of WNYN's building. Which window is to Bob Russo's office, and which is to Marsha's office? (tell apart)

-
1. What did David like about the job he had on campus? (go for)
 2. What is the usual relationship between a reporter and the reporter's cameraman? (rule)
 3. How does David feel about working with other people? (concerned)
 4. How does Bob Russo regard David's camera experience? (keeping)
 5. Would it be proper for David to pay for Bob's lunch after the interview is over? (Dutch)
 6. If you heard Marsha's and Grace Lee's voices now, would you be able to tell who is who? (apart)

Lexicals exercise

Here are some useful lexical and structural lexicals from this unit's dialog. First, review "Lexicals Exercises" in "On Your Own" in the introduction.

be a good chance
V + smn + WH + to V

I'm afraid
be confined to

1. I asked the grocery clerk if the store had any kukuwalabala fruit; she frowned, and can you guess what she said then?
2. How about your experience in speaking English - have you spoken with a lot of native speakers?
3. Will you be able to get a decent job after you graduate?
4. What is an English teacher's main responsibility?

Now, switch—you say the sentences to your friend, and your friend replies.

don't mind V-ing
make a point

on campus
would like to

5. Why does a person sometimes get angry in a discussion when others keep on interrupting?
6. Some students can't stand doing homework. But you are a genuine scholar. How do you feel about homework?
7. I'm very sleepy now. Can you guess what I wish you would say?
8. Where do you spend most of your time these days?

Let's switch back, and continue on to the next lexicals.

all the time
V + smn + to V

so to speak
with...should

9. By the time you graduate, you will have learned English very well. What benefit will it be to you?
10. If your department has scheduled a meeting for two o'clock, but you have a class at that time, how will you get out of class?
11. Bob Russo said the reporter will be David's boss. Does that mean that the reporter will be able to fire David?
12. Why do we call some students bookworms?

Possible replies

1. "I'm afraid we don't have any."
2. My experience is confined to the classroom / to speaking with my teacher.
3. There's a good chance that I will.
4. His main responsibility is to teach his students how to speak English.
5. The ones who are interrupting won't let him make his point.
6. I don't mind doing homework.
7. "Would you like to have a cup of coffee?"
8. I spend most of my time on campus.
9. With the English I will have learned, I should be able to get a pretty good job.
10. We will try to get the teacher to either cancel class or let us out early.
11. No. Bob Russo said the reporter is boss, "so to speak."
12. It's because they have their nose in a book all the time.

Summary phrases

1. ___ just has arrived in ___ have just arrived at ___ has just arrived at
2. ___ for job interview ___ for the job interview ___ for a job interview
3. ___ looked for ___ is looking for
___ looks for ___ has looked for
4. ___ lating ___ was late ___ being late
5. ___ it's all right ___ it has been all right ___ it was all right
6. ___ whether he's ever had a ___ has he ever had
___ if he ever had ___ he's ever going to have a
7. ___ he's graduating from college ___ he has graduated college
___ he graduated the college ___ he graduated from college
8. ___ what he does ___ what is he doing ___ what he has been doing
9. ___ make the point ___ made a point
___ makes the point ___ make a point
10. ___ worked as assistant ___ works as an assistant
___ worked as the assistant ___ is working as an assistant
11. ___ the final decision on whether ___ a final decision for
___ final decision ___ final decisions ___ the final decisions
12. ___ has had an interview ___ had the interview
___ will have an interview ___ has had the interview

When you finish, see "Comments on 'Summary,'" page 52.

Hold on to your homework!

You can briefly review a couple corrected homework assignments before you do today's assignment, to avoid stubborn problems.

At the end of the semester you may need your assignment for administrative (grade) reasons.

Comments on "Summary"

Common problems

A few students have problems with Technical Features and Standard Formatting.

Item 1: We never say 'just has done.' Remember this very useful rule: If auxiliary verbs (*has, is, etc.*) are used with a main verb, words like *just, already, not, still* are placed after the first auxiliary verb.

Item 2: If a noun is a count noun, and if the speaker/writer thinks that the listener/reader knows the noun that is being discussed, the definite article is used. If the speaker/writer doesn't think this, the indefinite article is used.

Item 3: David is still looking for a job. We wouldn't say "David has looked for a job" because there is no time adjunct in that sentence. When we don't hear a time adjunct, it sounds like the action is completed (only in the past) and not valid for the present. Generally, if you want to use present perfect and the verb is still valid in the present, use a time adjunct.

Item 7: In this case, *college* is a non-count noun; it's just an abstract concept here.

Item 9: If the speaker/writer thinks that the listener/reader knows which noun (in this case, "point") he's referring to, the definite article is used. In this case, the listener/reader will know, because the speaker/writer identifies it with "that a cameraman works as an assistant to a reporter."

Item 11: If you say "the final decision to hire David," you're saying that the decision has been made, and that they will hire David. However, the decision hasn't been made yet.

Item 12: "In a clause with *after*, we use a present tense if the meaning of the clause is future. *I'll telephone you after I arrive.* (NOT . . . ~~*after I will arrive.*~~)" (If you want accurate and simple presentation of English grammar, use *Practical English Usage*, by Michael Swan, published by Oxford University Press.)

The wallflowers

In the lexical *there's a good chance*, the so-called main words "good chance" shout to us, "Notice me! Remember me!" But the words "there's a" are wallflowers—they're very shy and don't want to be noticed. They are the grammar words (or function words) for this lexical.

A month later, when we find an opportunity to use this lexical, we remember "good chance," but might say "got a good chance" instead of "there's a good chance." "Got a good chance" is not native English, it's Konglish.

When you memorize a lexical, study the *entire* lexical. Remember the wallflower words along with its "main" words.

∞ Reading ∞

Making the most of your dictionary

The words below are found by the graphs in AKL's reading section. This activity is intended to show you the benefits of using the monolingual dictionary and give you some tips on how to use it effectively. Item by item, answer and then compare your answer with your teacher's answer. To answer, refer to the entries ("entry" = definition and sample sentences) that your teacher has cut out of *Collins COBUILD*.

hygiene

1. What is a hygienist? (Look at two excerpts.)
2. Can you make a sentence with the adjective form of *hygiene*?
3. Do you see anything wrong with this sentence? *I live in a very hygienic house.*
4. Look at the definition of *hygiene* again. In that entry can you find a lexical that means *performing in a habitual way*?
5. (In reference to #4:) Is this sentence correct? *That student has a practice coming late to class.*
6. In the entry for *hygiene* can you find an English word for *hwan-gyo'ng*?
7. Articles: Should we say *hygiene* or *a hygiene*?
8. How about *hygiene expert*: Should we use an article?
9. What's the difference between *clean* and *hygienic*?

registered nurse

1. Eight general meanings are listed under *register*. Which one defines *registered nurse*?
2. How about the word *certification* in this sentence? Is it correct?
3. *She's a registered nurse. She got her certification last year.*
4. Is a registered nurse in the same category as a professional?
5. What is the lexical for a person who has notified the government that he or she has a habit of taking drugs?
6. Look at all the sample sentences in the second meaning of *register*. How do *register's* different objects influence prepositions?

-ist

1. The citizens of that country believe in socialism. They have a _____ government.
2. Why isn't there an entry of "hygienist" in this dictionary?

blue collar

1. Complete the blank: I would never want a blue collar job. I want _____ job.
2. How about this sentence? *He's a blue collar laborer.*
3. What word would you use to describe work which you do with your hands and not much with your brain?

plumber

1. How about this sentence? If your toilet doesn't work, call plumber.
2. What are all the pipes in a building called?
3. Will a plumber fix your heating problems?
4. How about this sentence? I have indigestion, so I'll have to get my plumbing fixed.

NOTES

hygiene

1. *Hygiene* means cleanliness, and one use of the suffix *-ist* is “people...who do a particular kind of work.” So a hygienist must be someone who has a job related to cleanliness. We know that *dental* has to do with teeth, so a dental hygienist must be someone who works at maintaining the cleanliness (and therefore lessens possibility of disease) of the teeth.
2. Look at the entry below “hygiene.”
3. It’s fine IF it means that the inhabitants always follow the rules of good hygiene; if it simply means that the house is clean, it shouldn’t say *hygienic*. Look at the dictionary’s second sample sentence for *hygienic*. Make a habit of studying the sample sentences, because they can show you new ways of expressing yourself and they can also help you with the grammar for the target word.
4. The lexical for performing in a customary way is *a practice of V-ing*. In the definitions and the sample sentences in the monolingual dictionary you can find many good lexicals. Be sure to make note of them when you come upon them.
5. No, it isn’t. There should be *of* between *practice* and *coming*. When you come upon a lexical, carefully note every one of its elements. This is an example of how the dictionary can show you correct grammar.
6. It’s *surroundings*. Look again at the entry for *hygienic*. See how you can develop your vocabulary by using the monolingual dictionary?
7. We should use no article at all. Collins tell us that this word is “uncount” (you can see this in the grammar notes for this word, in the margin). So we would use no article. Right now, ask your teacher to check it with the whole class at BNC. (When you get time, be sure to read “Thinking like a native speaker” on 016.) *When you look up a new noun, memorize it in its plural form if it’s a count noun, and memorize it in its singular form only if it is uncount.*
8. We should use an article, not for *hygiene* but for *expert*. (Want practice with articles? Ask your teacher to let you copy a good book that he has.)
9. *Clean* has a wider meaning than *hygienic* does. In the dictionary entry for *hygienic*, we can see one special semantic feature of *hygienic*: “...and unlikely to cause illness.”

registered nurse

1. First, look in the right column for the entry’s part of speech. We know that *registered* is an adjective, so we look for the symbol for *adjective*; plainly enough, it’s “ADJ.” We see this towards the end of entry #2.
2. It’s correct, and we can be sure of this if we know the noun form of the synonym *certified*, which the dictionary presents. Synonyms are marked by the sign =.
3. Probably. A professional is one who needs special training, and a registered nurse is “on an official list” and is therefore “certified” as having special qualifications.
4. We can see this in the sample phrase “a registered drug addict.”
5. By this you can see how the dictionary attempts to show you the different grammar features of a word. Here it shows several different kinds of objects, each requiring a different preposition. The dictionary, in its introduction, tells us that grammar is shown in the definitions and in the samples, because there isn’t enough space to present rules directly. If you have a sharp eye, the definitions and samples will show you a lot about the grammar related to a word. Use this feature of the dictionary when you write, to find out the correct way to express yourself.

-ist

1. socialist
2. You can find the reason in the sentence “Nouns and adjectives formed in this way...”

blue collar

1. a white collar. You can find the lexical and its grammar in the sample.
2. Sorry, but no. You can see in the dictionary's definition that the correct word is *worker*. Pay close attention to these things, and don't use words other than what you see in the dictionary's definitions and samples.
3. You can find this in the definition for *blue collar*. It's *manual work*.

plumber

1. Nope. *Plumber* needs an article, as you can see in the definition ("A plumber...") and in the grammar column, where it says "COUNT." Read NOTE 10 again.
2. You can find this in the entry which follows *plumber*. When you look for a word, also glance at its neighbors, just for curiosity.
3. No, he won't. As you can see in the definition if you look carefully, plumbers in the West don't do as much as plumbers in Korea.
4. Actually, you can. This is a humorous way of using the word *plumbing*.

Having trouble with listening comprehension?

Slow in expressing yourself?

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Making the most of your dictionary: Entries

blue-black

blue-black. Something that is **blue-black** is 1 very dark blue in colour. **eg** ...large blue-black eyes. 2 black in colour, but looks blue when the light shines on it. **eg** The bird was busy preening his glossy blue-black feathers.

blue-blooded. A **blue-blooded** person belongs to a royal or noble family. **ADJ CLASSIF**

bluebottle /blu:botl/, **bluebottles.** A **bluebottle** is a large fly with a shiny dark blue body, which makes a buzzing noise when it flies. **N COUNT**

blue chip, blue chips. A **blue chip**, or a **blue-chip** investment, company, etc is an investment or a company in which it is considered to be profitable and safe to invest. **N COUNT : USU BEFORE N**

blue-collar workers do manual work as opposed to office work. **eg** Many women whose husbands were blue-collar workers had white-collar jobs themselves. **ADJ CLASSIF ≠ white-collar**

blue-eyed boy, blue-eyed boys. Someone's **blue-eyed boy** is the boy or man that they like more than anyone else and therefore treat especially well; used in informal British English. **N COUNT : POS + N = pet, favourite**

blueish /blu:ɪʃ/. See **bluish**.

blue pencil, blue pencils. If you go over a piece of writing with a **blue pencil**, you delete or alter parts of it in order to improve it. **eg** ...a potentially good scene that needs the blue pencil and a rewrite. **N COUNT**

blueprint /blu:prɪnt/, **blueprints.** 1 A **blueprint** of a plan or idea is the original description that explains the basic facts of how it is expected to work. **eg** ...a blueprint for a better world. **N COUNT : IF + PREP THEN for/ of = scheme**

2 A **blueprint** of an architect's plan for a building, town, etc is a photographic print of it consisting of white lines on a blue background. **N COUNT : IF + PREP THEN for/ of = design**

blue ribbon /blu: rɪbænd/, **blue ribands**; also spelled **ribbon**. A **blue ribbon** or **blue ribbon** is a prize in the form of a blue ribbon that is awarded to the person who comes first in certain sporting contests. **N COUNT † prize**

issue the travel documents... I was issued with a new rifle. ▶ used as a noun. **eg** The issue of firearms... It is illegal for a soldier to retain any piece of war issue. **▶ N UNCOUNT † PROVISION**

13 If you **issue** a document, you officially produce it and make it available. **eg** The Ministry had to cancel plans to issue government bonds. ▶ used as a noun. **eg** ...the issue of commemorative stamps. **V + O : IF - PREP THEN to ▶ N UNCOUNT/ COUNT**

14 When a liquid, sound, smell, etc **issues** from something, it comes out of it. **eg** There were caves, with streams issuing from them... the smells issuing from the back kitchen... Mr Hughes's voice, issuing from the darkness, sounded loud and frightening. **V + A (from) = emerge**

-ist, -ists. 1 **-ist** is added in place of **-ism** at the end of uncount nouns in order to form count nouns and adjectives. Count nouns formed in this way refer to people who have particular opinions or do a particular kind of work. For example, a pacifist believes in pacifism, and a journalist works in journalism. Nouns and adjectives formed in this way are not defined in this dictionary, but are treated with the related uncount nouns. **eg** ...socialism—socialist... national-ism—nationalist... journalism—journalist. **SUFFIX : FORMS N COUNTS AND ADJS**

2 **-ist** is also added, especially in place of **-y** and **-s**, at the end of uncount nouns in order to form count nouns referring to people who do a particular kind of work. **eg** ...botany—botanist... metallurgy—metallurgist... physics—physicist... propaganda—propagandist. **SUFFIX : FORMS N COUNTS**

3 **-ist** is also added at the end of nouns referring to musical instruments, in order to form nouns that refer to people who play these instruments. **eg** ...piano—pianist... guitar—guitarist... bassoon—bassoonist. **SUFFIX : FORMS N COUNTS**

isthmus /ɪsθə'məs/, **isthmuses.** An **isthmus** is a narrow area of land connecting two very large areas. **eg** ...the Isthmus of Panama. **N COUNT : USED IN NAMES**

it /ɪt/ is used as the subject of a verb or as the object of a verb or preposition. 1 You use **it** 1.1 to refer to something that has already been mentioned, or to something in the situation around you. **It** can refer to **PRON : SING**

hydroponics /haɪdrə'pɒnɪks/ is a method of growing plants in water rather than in soil. **N UNCOUNT † cultivation**

hydrotherapy /haɪdrə'θerəpi/ is a method of treating people with some diseases or injuries by making them swim or do exercises in water. **N UNCOUNT † treatment**

hyena /haɪ'nə/, **hyenas**; also spelled **hyaena**. A **hyena** is an African animal that looks like a wolf and often hunts in groups. It utters a sound which is similar to a human laugh. **eg** ...the howling of the hyenas. **N COUNT**

hygiene /haɪ'dʒi:n/ is the practice of keeping yourself and your surroundings clean, especially in order to prevent illness or the spread of diseases. **eg** They don't have the same standard of hygiene as we have... personal hygiene. **N UNCOUNT † cleanliness**

hygienic /haɪ'dʒɪnɪk/. Something that is **hygienic** is clean and unlikely to cause illness. **eg** It's more hygienic to use disposable paper tissues... Slums have been cleared to make way for new, hygienic high-rise apartments. **ADJ QUALIT**

hymen /haɪ'men/, **hymens.** A **hymen** is a piece of skin that often covers part of a girl's or woman's vagina and breaks before puberty or sometimes when she has sex for the first time; a technical term. **N COUNT**

hymn /hɪm/, **hymns.** A **hymn** is a song that Christians sing in order to praise God or the saints. **eg** ...singing a hymn or a psalm... the pile of hymn books. **N COUNT**

I think you're plumb crazy... You plumb embarrass me... I was plumb tired.

plumb in. If you **plumb** something in, for example a bath, toilet, or washing machine, you connect it to the water and drainage pipes in a building. **eg** The shower can be plumbed into the existing central heating system... The bath needs to be plumbed in. **PHRASAL VB : V + O + ADV, OR V + O + PREP † install**

plumber /plʌmə/, **plumbers.** A **plumber** is a person whose job is to connect and repair water and drainage pipes, baths, toilets, etc. **eg** The plumbers came to mend the pipes... If it still leaks, call a plumber. **N COUNT † worker**

plumbing /plʌmɪŋ/. 1 The **plumbing** in a building consists of the water and drainage pipes, baths, toilets, etc in the building. **eg** Will it need new wiring and plumbing?... a house with superb plumbing and full central heating... the removal of dangerous lead plumbing in buildings. **N UNCOUNT**

2 **Plumbing** is the work of connecting and repairing water and drainage pipes, baths, toilets, etc in a building. **eg** ...a course in plumbing... minor plumbing repairs. **N UNCOUNT**

plumb line, plumb lines; also spelled with a hyphen. A **plumb line** is a piece of string with a weight attached to the end, which is used to check that something such as a wall is vertical or slopes at the correct angle. **N COUNT**

plume /plu:m/, **plumes, pluming, plumed.** 1 A **plume** is 1.1 a large, usually bright-coloured, bird's feather or a group of such feathers, sometimes used as a decoration on people's hats. **eg** The male birds of paradise carry their plumes for several months... an ostrich plume... a short woman with a lona **N COUNT**

sports cars, about which he professed extensive knowledge.

2 If you **profess** a particular feeling or opinion about something, you openly express that feeling or opinion. **EG** Many have professed disgust at the use of weapons... She professed great relief at getting some rest.

3 If you **profess** a particular religion, you have that religion. **EG** He saw no reason why slaves professing Christianity should be freed.

professed /prəˈfɛst/ is used to indicate that someone claims to have the status, purpose, feeling, etc which is mentioned; a formal word. **EG** ...the assassination of McKinley by a professed anarchist... ...a professed love of everything about that country.

profession /prəˈfɛʃən/, **professions**. **1** A **profession** is 1.1 a type of job that requires special training and that brings a fairly high status, for example work connected with medicine, law, or education. **EG** She decided on law or journalism as her ultimate profession... I am by profession a teacher. **1.2** the group of people who have the same profession. **EG** The medical profession are doing a very difficult job.

2 A **profession** of a particular belief or feeling is something that you say which expresses that belief or feeling. **EG** There is something ludicrous in his professions of concern about the problem.

professional /prəˈfɛʃənəl, -ʃənəl/, **professionals**. **1** **Professional** means 1.1 relating to the work that a person does for an occupation, especially work that requires special training. **EG** He started his professional life as a comedian... I have sought professional advice. **1.2** having a job that requires special training and that brings a fairly high status. **EG** The flat is ideal for the professional single person. **1.3** having a job in which you receive money for doing something that many people do as a hobby or do for themselves, for example sport, music, or cooking. **EG** She left the shop in which she had been working and became a professional actress... professional cooks. **1.4** **professionally**. **EG** He played the oboe professionally.

2 If something that someone does or produces is **professional**, it is very skilful and of a very high standard. **EG** It is a very assured, professional performance... He had typed the whole scheme out in a very professional manner. **1.5** used of people. **EG** They are very professional and competent.

3 If you say that someone is a **professional** busybody, a **professional** trouble-maker, etc, you mean that they often behave in the annoying or unpleasant way indicated.

4 A **professional** is 4.1 a person who has a job that requires special training and brings a fairly high status. **EG** ...nurses, doctors, social workers, and other professionals. **4.2** a person with a job in which they receive money for doing something that many people do as a hobby or do for themselves. **EG** He has 17 major championship victories as a professional plus two amateur titles. **4.3** a person who shows great skill and high standards in the job or activity that they do; used showing approval. **EG** We are all professionals at our jobs.

professionalism /prəˈfɛʃənəlɪzəm/. If you show **professionalism** in what you do, you show great skill and high standards. **EG** The campus paper was produced with incredible speed and professionalism

v + o
= declare

v + o

ADJ CLASSIF :
ATTRIB
↑ declared

N COUNT, OR by +
N
= career

N COUNT : IF
SING, VB CAN BE
SING OR PL

N COUNT : USU +
of
= assertion

ADJ CLASSIF : USU
ATTRIB

◇ ADV WITH VB
ADJ CLASSIF :
ATTRIB
↑ working

ADJ CLASSIF : USU
ATTRIB
≠ amateur

◇ ADV WITH VB

ADJ QUALIT
= expert
≠ amateurish

ADJ CLASSIF :
ATTRIB
= full time

N COUNT
↑ worker

N COUNT
= pro
≠ amateur

N COUNT : IF
SING, a + N
= expert

N UNCOUNT
= polish

register

times the desire to be a separate country; a formal word.

register /redʒɪstə/, **registers**, **registering**, **registered**. **1** A **register** is 1.1 an official list or record of names, objects, events, etc. **EG** The teacher marks the register at the beginning of the lesson... ...the electoral register... ...the parish register of births, marriages, and deaths. **1.2** in American English, a machine in a shop, bar, or restaurant that is used to add up and record how much money people pay, and in which the money is kept. **EG** He rang up the sale on the register. **1.3** a style of speaking or writing that is used in particular circumstances or social situations. **1.4** the range of a person's voice or of a musical instrument, from the lowest to the highest notes that it can reach.

2 When you **register**, you put your name on an official list, for example to enable you to receive a particular service. **EG** We must register for work at the employment agency first... Have you registered at the hotel yet?... They're coming to register as students on the English course... He had failed to register with the local health centre. **1.5** **registered**. **EG** ...a registered childminder... ...a registered drug addict.

3 If you **register** something, such as the name of someone who has just died, or the details of ownership of your car, you have these facts recorded on an official list. **EG** One of the cars was registered in my name.

4 When an amount or measurement **registers** or when something **registers** it, the amount or measurement is shown on a scale or recording instrument. **EG** The inflation index registered a modest 7.8% annual rate... It was such a small amount that it didn't register on our machine.

5 If someone **registers** something such as a victory or a success, they achieve it, for example in an election or other contest; a rather formal or literary use. **EG** The Party would probably register a significant advance in the forthcoming elections... England registered their first win of the competition last night.

6 If you **register** your feelings or opinions about something, **6.1** you do something which is intended to let other people know exactly what you feel or think. **EG** Thousands joined the march to register their opposition to the cuts in education. **6.2** they are clearly visible to other people because of the expression on your face. **EG** He stared at me for a moment, his face registering disbelief... Smyth registered surprise, then shook his head.

7 If you say that a piece of information did not **register**, you mean that when you told it to someone, they did not really pay attention to what you were saying and may not remember it; an informal use. **EG** I told them I would be leaving, but I don't think it registered.

8 If you **register** a letter or parcel, you send it by a special form of postal service, for which you pay an extra amount to insure it in case it is not delivered. **EG** If you're sending it through the post, it would be a good idea to register it. **1.6** **registered**. **EG** ...a registered letter... ...registered mail.

register office, **register offices**. In Britain, a **register office** is the same as a registry office; an official term.

registrars /redʒɪstrə/, **registrars**. A **registrar** is

N COUNT
↑ inventory

N COUNT
↑ till
= cash register

N COUNT/
UNCOUNT + SUPP
N SING WITH DET.
POSS

v : USU + A
↑ enrol

◇ ADJ CLASSIF :
ATTRIB
= certified

v + o : USU + A

VERG

v + o
↑ gain
= record

v - o
↑ express

v + o
↑ show

v : USU WITH
BROAD NEG
= sink in

◇ ADJ CLASSIF :
ATTRIB

N COUNT

Job interview: A once-in-a-lifetime opportunity!

Two applicants have applied for a job as an English teacher at Min Byeong-cheol's institute. They are being interviewed by Min Byeong-cheol and his Personnel Director. They are going to decide which of the applicants will teach at the institute and make zillions of won.

1. Mr. Min and Personnel Director, ask each applicant about the points below, both in general (often simple present and present perfect), and in detail (often present continuous and simple past). In your decision, compare their answers. Also ask the applicants about other points which you think are important in evaluating the applicants for this position.

Use: *since, ago, for*; *Wh-* words/phrases (such as *How long ago...*)

Applicants, you need this job desperately, so exaggerate and lie as much as you want. But your lies must be plausible and your mix of truth, exaggerations and lies must be consistent. Also, watch your grammar, because a major factor in Mr. Min's decision of who he will hire will be grammar accuracy.

Everybody—applicants and prospective employers—take a couple minutes to look over the points listed below. Mr. Min and his Personnel Director then ask each applicant about these points, and whatever other points you can think of. *Take notes!*

- | | |
|---|--------------------------------|
| • why late for this appointment? | • what do since graduate? |
| • graduate college? | • how long look for job? |
| • good grades? | • married? children? |
| • know/meet native speaker(s) of English? | • teach English? |
| • be to/live in English speaking country? | • write any English textbooks? |

2. Applicants, pay close attention to what your competing applicant says in answer to the questions. After the interviewers have asked all their questions, try to persuade them that you are better than the applicant competing for the job. Don't forget to use comparatives ("I'm better than Ms. Kim for the job because I have been teaching English longer.")

3. Prospective employers, make your decision. Discuss the candidates' strengths and weaknesses.

4. After you make your decision, inform the two applicants which one you have selected. Explain your decision. Give the losing candidate a couple minutes to get you to reconsider.

HOMWORK: Two heads is better than one

When you do an assignment by yourself you are not aware of your mistakes, and you will miss some lexicals and other language items. When you do an assignment orally with a friend, your friend is much more likely to catch your mistakes and point out language items that you have missed.

Functions

Describing people

Describing physical features

Can you describe Marsha, Bob and David?

What kind of hair/eyes/skin/nose/ears/lips/face does Marsha have?

What is (are) her _____ like?

What color _____ does Marsha have?

What color is Marsha's _____?

Marsha has _____ hair (eyes, etc.).

Her hair is _____.

Hair

- straight / wavy / curly / kinky
- light ⇔ dark:
- black (almost nonexistent in Korea) / brown (brunet) / auburn / red / blonde: strawberry, dishwater / gray(ing) / white

Eyes

- black (very unusual) / brown (almond = color and shape) / gray / blue / green / red big / small / western / oriental

Skin

- a light / dark complexion (face), skin
- coarse, tough, leathery / smooth, soft / wrinkled / hairy ⇔ hairless / has a birth mark / has pimples

Nose

- flat, broad / hooked / straight

Ears

- big ⇔ small / long ⇔ short / long ⇔ round

Lips

- thin ⇔ full / light, fine ⇔ heavy

Face

- square ⇔ round / angular / bony / long / oval

The body in general

How big is Marsha?

What kind of build does Marsha have?

Marsha is _____ .

She is on the _____ side.

Marsha is rather _____ .

She is a _____ woman.

She has a _____ body / build.

light ⇔ heavy

large ⇔ small (petite)

tall ⇔ short

slight ⇔ strapping

thin (skinny ⇔ slim) ⇔

ordinary ⇔ heavysset ⇔ stout

⇔ fat ⇔ obese

straight ⇔ stooped

Describing personality

Can you imagine the personalities of the people working at WNYN? Consider what you have learned so far of Bob Russo, Marsha, and David in the texts of Unit 1 and in the dialogs, and use some of the adjectives below to describe them. We'll check our descriptions at the end of the semester to see if we want to reconsider.

Here are some ways to ask about people...

What do you think of Marsha? (This is actually too general. It's better to ask a specific question.)

Don't you think Marsha is ____?

What kind of person do you think Marsha is?

What kind of personality do you think Marsha has?

How do you think Marsha would react if ____?

...and some ways to describe them .

Marsha seems like a pretty ____ person.

She appears to me to be somewhat ____.

I would say she is ____ on one hand, but a little ____ on the other.

It seems Marsha has quite a ____ personality.

The adjectives below are presented in feature groups. You will note that some words appear more than once. This means they have more than one sense (e.g., clever has both negative and positive meanings, and can be used to describe more than one aspect). You can get a clue to their sense and their exact meaning by considering the antonyms. Also, look in your dictionary for more exact definitions of different senses.

A very good and highly entertaining reference book for synonyms and antonyms is *Family Word Finder*, by Reader's Digest. Another good one, less expensive, is *Roget's Thesaurus*, in both pocket and hardback editions. To learn the difference between synonyms, use Longman's *Language Activator* and Webster's *Dictionary of Synonyms*.

nice, pleasant		unpleasant, obnoxious, nasty
friendly		unfriendly, surly, nasty
sweet		nasty
personable	≈	haughty, arrogant, cold
congenial, affable, amiable		unsociable, inaccessible, distant
sociable		unsociable
polite, courteous; considerate		rude; inconsiderate
considerate		self-centered, egoistic
kind		selfish, cold-hearted
generous, unselfish, selfless		selfish; stingy, tightfisted
big-hearted		mean
understanding		unforgiving
broad-minded, open-minded		narrow-minded, close-minded
extroverted, outgoing		introverted, shy, bashful
outgoing		reserved
easygoing		over-ambitious, driven

easygoing ambitious, industrious energetic, active, enthusiastic		pushy lazy, indolent lethargic, inactive, indolent
cautious, deliberate bold, forward		impulsive shy, bashful, timid
mature sensible		immature, childish foolish, silly
clever, bright intelligent knowledgeable sensitive thick-skinned		dull, slow, dense stupid, slow ignorant insensitive, dense thin-skinned, (over)sensitive
innocent, naive	≡	positive: clever, sophisticated negative: cunning, sly
trusting gullible		skeptical, untrusting sophisticated, clever; skeptical
open direct, straightforward trustworthy reliable		secretive two-faced, sly untrustworthy, a snake in the grass unreliable
cool, calm, collected even-tempered cool, calm, composed passionate cool, calm easygoing	≡	hot-tempered moody, temperamental excitable indifferent emotional, excitable uptight, nervous
modest unassuming, diffident, deferential snobbish, pretentious		proud arrogant, haughty unpretentious, natural
civilized, charming sophisticated, polished, refined cosmopolitan		boorish unsophisticated, crude rustic, unsophisticated, raw
optimistic cheerful		pessimistic morose, glum
amusing interesting		humorless boring, uninteresting

Comparing

A general rule is to use the suffix *-er* (comparative) or *-est* (superlative) for 1- or 2-syllable (often Anglo-Saxon-based) adjectives and adverbs, and *more* or *most* + adj/adv for adjectives and adverbs of more than 2 syllables.

Comparative Patterns:

	positive	negative
Adjective	is <i>adjective-er</i>	is not as <i>adjective</i> (as X)
	is more <i>adjective</i>	is less <i>adjective</i> (than X)
Adverb	V <i>adverb-er</i>	doesn't V as <i>adverb</i> (as X)
	V more <i>adverb</i>	V less <i>adverb</i> (than X)

Superlative Patterns:

	positive	negative
Adjective	is (the) <i>adjective -est</i>	is (the) <i>adjective -est</i>
	is (the) most <i>adjective</i>	is (the) least <i>adjective</i>
Adverb	V (the) <i>adverb-est</i>	V (the) <i>adverb-est</i>
	V (the) most <i>adverb</i>	V (the) least <i>adverb</i>

But how much -er?

Modification of comparatives: When you want to modify an adverb or adjective comparative, add *a bit*, *(very) much*, *far*, *a lot*, *lots*, *a little*, *somewhat*, etc.—or even a negative (*not much*)—in front of the adjective or adverb. Or say “twice as much/expensive” or “half as” or “three times as” or “a third as.” Or, if you can, say a specific figure (“3 degrees colder” “\$40 more expensive.”). Look at these examples:

Statement: It's far colder today than it was yesterday.

Question: How much colder is it today than (it was) yesterday?

Modifier: It's twice as cold. (or) It's 5 degrees colder.

- I'm shivering **harder** today than yesterday. **How much harder** are you shivering today than (you were) yesterday? *A lot* harder.
- Houses are **more expensive** these days. **How much more expensive** are houses these days than they used to be? *Much* more. (or) They're twice as expensive.
- It costs **a little more** to build a house these days than it used to. **How much more** does it cost to build a house these days than it used to?
- There have been **many more** burglaries this year than last year. **How many more** burglaries were there this year than last year?

Most likely to succeed

1. Leader, look at the “Information Table” (on the following page), which provides information about Zoe, Joe and Floe.
2. Others, refer to the “Items” table, below, and ask the leader questions about the items for Zoe, Joe and Floe. *Take notes.* At this point, don’t ask for comparative information.
3. Leader, answer the others’ questions.
4. Leader, ask the others the “Questions” (under the Information Table).
5. After you get lots of information about these three students, compare them (positively and negatively), and then tell which of them you think is most likely to succeed after graduation, and why.
6. If you have any time left, compare the members of your team in the same way.

Short on time? Start off with Step 4. Or everyone look at the Information Table for the answers.

Pronunciation tip for Z

The Z in *Zoe* is pronounced like the S in *does* in this sentence: Does a student study?

Steps 1-3: Getting information

Examples for getting information

- Question:** What does Zoe do in her leisure time?
Answer: She plays tennis, and she belongs to the literature club.
- Question:** How about Floe?
Answer: She watches TV.
- Question:** Does Joe have any interests?
Answer: He likes photography, he dates a lot, is a member of his school band, and likes creative writing.

Items

	Zoe	Joe	Floe	vocabulary
grades				have high or low grades
appearance				be very attractive, good-looking, average; not so attractive
activities				be active, have lots of interests; be inactive, on the lazy side
honesty				be honest, truthful; lie, be a liar; be dishonest, untruthful
go to church or temple				be devout, be religious; not be religious
drinking				be a heavy drinker, an average drinker, a social drinker, a teetotaler
reading				to read a lot, be an avid reader, an average reader; dislike reading
cut class				attend class regularly or irregularly; have regular attendance

Most likely to succeed (continued)

Steps 1-3: Information Table (Leader only)

	Zoe	Joe	Floe	vocabulary
grades	A+	A	C-	have high or low grades
appearance	8	5	2	be attractive; be good-looking, attractive
activities	tennis literature club	photography dating school band creative writing	watches TV go-stop	be active / inactive; have interests; be on the lazy side
honesty	6	1	8	be honest, truthful; lie, be a liar; be dishonest, untruthful
go to church or temple	0	1/month	1/week	be devout; be religious / unreligious
drinking	1 beer / week	2 sojus / week	2 cases of beer / week	drink; get drunk; be a big drinker / a teetotaler / an average drinker
reading	6	9	1	read, be an avid reader
cut class	0/semester	2/semester	20/semester	attend class regularly or irregularly; have irregular attendance

Step 4: Questions

1. Among the three students, who studies the best?
2. Who studies the worst?
3. How much better does Zoe study than Joe?
4. How much worse does Floe study than the other two?
5. Who is the most active of the three?
6. How many fewer interests does Joe have than Zoe?
7. How about Zoe and Floe?
8. Who is the biggest liar?
9. How much more dishonest is Zoe than Joe?
10. Who drinks the most?
11. Among the three, who knows the most about the world?

Step 5: Compare the three, and make your prediction.

Continued on the next page.

Examples of comparing:

- Student 1: It seems that Joe may be the most active of the three. He has four interests.
 Student 2: Yes, but Zoe is pretty active. She has only two interests fewer than Joe.
 Student 3: Floe, of course, seems to be the least active.

Now compare the members of your team...

...in the same way (comparative positive and negative, superlative positive and negative) on the points you just tried for Zoe and his friends, and *then on other points which you can think of*. Keep notes so that the whole class can hear the results. Your goal: Decide who on your team will be awarded the title “Most Likely To Succeed.”

Apologizing

Addition to Communication Practice, Unit 1

People in an English speaking culture feel the obligation to verbalize feelings of regret more than in some other cultures. The offended person does not assume that the offender feels sorry, and will feel resentment if the offender does not offer an apology. Even walking in another person’s way requires an apology (such as “Excuse me!”) So don’t assume that the offended person will understand that you are sorry. (This goes for gratitude, too.)

In addition to the apology, if the result of your action is serious, your apology should include more than the apology statement. Say one or more of the expressions in “Beyond the apology,” or other expressions which better meet the requirements of the situation. (Be careful of trying to explain, because your explanation might sound like an excuse, which will upset the offended person even more.)

Other ways to apologize**Not such a serious situation: (You can add “for -ing”.)**

- Oh, sorry!
- Forgive me!
- Excuse me!

A serious situation: (You can add “for -ing”.)

- | | |
|--|---|
| <ul style="list-style-type: none"> • Oh, I’m really so sorry... • I must ask your forgiveness... | <ul style="list-style-type: none"> • Please forgive me... • I’m terribly sorry... |
|--|---|

Beyond the apology**Explanation**

- | | |
|--|--|
| <ul style="list-style-type: none"> • I’m terribly sorry. I didn’t think you would mind. • ... I completely lost track of the time. | <ul style="list-style-type: none"> • ... It slipped my mind. • ... I didn’t see you. |
|--|--|

Empathy

- ... You waited so long out in the cold, you must have been freezing.
- ... It was such a beautiful vase!

Elaboration

- ... It was such an insensitive thing to say.
- ... I should have been more careful.
- ... That was clumsy of me.

Offer to compensate

- ... Please let me replace it.
- ... I'll do it again, the right way.
- ... Is there anything I can do to make up for...?
- ... Lunch is on me.

Accepting an apology

How would you accept a person's apology? You could accept it with or without reservation, or say that you accept it but at the same time show that you do not really accept it ("superficial acceptance"). In distinguishing between acceptance with and without reservation, your tone of voice will be more expressive of your intention than what you say.

Without reservation: (You can make the person apologizing feel better if you add something. And humor helps make any situation better.)

- That's all right, (add) it's nothing at all.
- Don't worry about it. (add) We can try again another time.
- Oh no, it's nothing at all. (add) It'll clean out easily enough.
- Forget it. (add) No big deal. (Informal)
- No problem. It could happen to anybody (Informal; people say this also to mean "You're welcome.")

With reservation:

- Well, okay. What's done is done.
- These things do happen, I guess.
- Well, all right. It's no use crying over spilt milk.
- Don't worry too much about it. It's not going to kill me.

Superficial acceptance

- Well, all right, but I hope it doesn't happen again.
- I see. But you will try harder next time, won't you?
- I accept your apology, as long as you don't let it happen again.

A common error

"You're welcome" is not said in response to an apology or praise. It is said only in response to thanks.

Let's try it!

Here are some situations. One partner use the apologies which you have learned, and add more to make your victim feel better. Then the other partner accept the apology. Switch for each item. (Remember to consider the severity of the situation before you apologize.) Look for "Suggested apologies" elsewhere in this book.

1. You are visiting a friend's house and have spilt some coffee on the floor.
2. You are visiting a friend's house and have broken a priceless antique vase.
3. You have come 5 minutes late to an appointment.
4. You have come 30 minutes late to an appointment.
5. You bump into someone on the street, but not so hard.
6. You step on someone's foot on the bus and scuff her shoe.
7. You have interrupted a colleague in the middle of her work. You need to get her help.
8. You have spilled coffee on a long report which your colleague has just finished.
9. You forgot to do a report that your boss wanted.
10. You have walked in someone's path on the street and force the person to go around you.
11. You were running for a bus and knocked over a girl about your age.
12. You told other people something that your friend considered confidential and private.

13. You went on a date with your friend's sweetheart, not knowing their relationship; you have just discovered this fact.
14. You offer your teacher a handshake, and the teacher tells you that some people consider it rather bold (euphemism for impertinent) of a young person to offer a handshake to an older person.
15. You did not invite someone in the office to an office party, and now that person feels shunned.

Extras

Cloze for the strip story

New York City's WNYN-TV _____ becoming more popular each _____ because of its news _____. Under the direction of _____ Russo, the small TV _____ has been producing specials _____ on local issues. _____ was his decision to _____ Marsha Nelson as a _____ reporter several years ago. _____ decision was an excellent _____ because Marsha quickly built _____ WNYN's special features section. _____ she needs a full-time _____, and Robert Russo has _____ interviewing David Denton for _____ position. If he hires _____, David's strong background in _____ will help the news _____ to expand and WNYN's _____ will continue increasing.

Texts 3 and 4 question formation

Text 3

- | | |
|--------------------------------|---|
| 1. Where was David born? | 5. When did he graduate? |
| 2. Did he grow up there? | 6. What has he been doing since he graduated? |
| 3. Where did he go to college? | 7. Where does he have an interview today? |
| 4. What did he study? | 8. Why doesn't he expect to get the job? |

Text 4

- | | |
|------------------------------------|---|
| 1. Who is the man behind the desk? | 6. What does Marsha need? Why does she need that? |
| 2. What does he do? | 7. What's he doing with the person sitting across from him? |
| 3. Does he report the news, too? | 8. Will Robert have to give the applicant a high salary? |
| 4. What does he want to do? | |
| 5. When did he hire Marsha Nelson | |

Possible Sentences for "Psychiatrists"

The verbs which have only one sense are *doubt*, *need*, *know*, *listen* and *hear*. All of the other verbs have two senses, depending on context. Here are some examples of two-sense uses. Note that some of these verbs can be used with both simple present tense and present continuous tense in the perceptive sense; if the verb is used in the present continuous tense, the speaker is focusing more on the "right now" aspect.

- doubt The psychiatrist doubts the patient's sanity.
- feel The patient feels depressed. (Also: The patient is feeling depressed.)
 The patient is feeling his forehead; it feels hot.
- think: The psychiatrist thinks that the patient has problems.
 The patient is thinking about some important things.
- consider: The psychiatrist considers the patient mentally ill, a hopeless case.
 The patient is considering committing suicide. / The psychiatrist is considering sending the patient to a mental hospital.
- hear: The patient hears the music but is not listening to it.
- see: The psychiatrist is looking outside. He sees the rain. He's watching it rain and thinking, "What a miserable day."
 The patient is seeing the psychiatrist and the psychiatrist is seeing his patient (in a consultation).
- listen: The patient is listening to the music. / The psychiatrist is listening closely to what the patient is telling him.
- need: The patient needs some good guidance.
- believe: The patient doesn't believe that the man is really a psychiatrist because the man's name is Saibi and he doesn't even know how to spell 'psychiatrist.'
 Later, the psychiatrist told his assistant, "I believe the young man is seriously ill."
 (Here, *believe* means *think*.)
- look: The patient looks miserable.
 The patient isn't looking at the doctor.
- taste: That ice cream tastes good!
 The patient isn't tasting the ice cream right now, but he did before.

AKL:A Unit 1 Grammar exercises

Answers

Exercise Answers

1. B

- | | |
|--|---|
| 1. Many reporters are waiting for the president. | 9. He's walking to the podium. |
| 2. They seem anxious. | 10. He needs another microphone. |
| 3. I hear the president now. | 11. An aide is adjusting the new microphone. |
| 4. He is entering the room. | 12. The press conference is beginning. |
| 5. He is smiling and waving. | 13. The president sees a reporter raising (concrete) / raise (abstract) her hand. |
| 6. He knows many reporters personally. | 14. The reporters are listening to him. |
| 7. They are looking at the president. | |
| 8. He looks nervous. | |

2. B

- | | | |
|----------------|-------------------|-----------------------|
| 1. think | 5. has | 10. is having |
| 2. has | 6. has | 11. thinks |
| 3. is thinking | 7. is having | 12. has |
| 4. think | 8. is considering | 13. is considering |
| | 9. has | 14. isn't considering |

3. B

- | | |
|--|---|
| 1. How long did you study...? | 7. How long have you been looking...? How long did you work...? |
| 2. How long did you work...? | |
| 3. How long were you...? | 8. How long have you lived...? |
| 4. How long have you worked / have you been working ...? | 9. How long have you been waiting...? |
| 5. How long did you study...? | 10. How long have you known...? |
| 6. How long have you been studying...? | 11. How long have you played / been playing...? |
| | 12. How long have you had...? |

Quiz answers

1.B

- “Why are you standing outside now? It's very cold.” “I'm waiting for a friend.”
- I hear you well now because I'm listening very closely.
- ...because he is smiling and waving at us.
- ... The movie is beginning.
- I think that student has a question now. She is raising her hand..

2.B

- Right now my friend and I are having lunch in an expensive restaurant. We are in trouble because I don't have any money, and my friend doesn't have any either.
- David Nelson is having a tough time finding a job because he hasn't had any work experience. David doesn't know whether Bob Russo will offer him a job at WNYN.

3.B

- “Have you ever studied English?” “Yes, I have ever studied English. I have been studying English since I entered middle school.”
- He worked in a factory in 1997, but since then he has been working in an office.
- I have been working on my homework assignment for two hours, and I'm really tired!
- I have been looking for a job for the last three months, but it's not easy.

WNYN True or False?

Keep in mind that whenever you answer a question you should automatically provide a full, detailed explanation. Present your answer and explanation in the structure of an “inverted pyramid.”

1. Present your point, using the language of the question.
2. Present a general explanation for your point.
3. Specifically explain your general explanation (using language in the script).

Compare your answers with the answers below. The underlined phrases are those which this activity was intended to bring to your attention and exercise.

Note the use of reported speech in the explanations.

1. Step 1. Mr. Russo wasn't a bit arrogant in his greeting to David.
Step 2. He gave David a polite greeting, accepted David's apology, and then invited him to sit down.
Step 3. When Margaret introduced David, Mr. Russo greeted him with “How do you do?” and then invited him to sit down. Then, when David apologized for being late, Mr. Russo told him that it was all right, and then told him not to worry about it.
2. It is not easy to say whether or not he has a wide range of experience. (2) Their conversation presents two contradicting sides. (3) On one hand, when Bob asked David whether he had had a job in television before, David said he hadn't. On the other hand, maybe when Bob asked him if he'd had a job, he was focusing on a *paid* job in a commercial TV station. David seems to have lots of unpaid experience in television. He told Bob that he had a lot of camera experience, and then he told Bob about his campus job, where he produced shows all by himself.
3. Yes, his resume was incomplete. The resume didn't say anything about his work at the TV station, and what he has been doing recently. Bob told David that he wanted to ask him a few questions. Also, he had to ask David whether his work in the TV station on campus was confined to studio productions, and David didn't mention *Odyssey*' in his resume. And later, he asked David if it was right that he hadn't been working since he graduated.
4. Mr. Russo should know about the show that David produced in television. He works in television, and he should know about the show that David produced. David told Bob that there had been quite a nice write-up about “Odyssey” in the paper the year before. When David asked Bob whether he had heard about the program, Bob said he was afraid he hadn't.

David's Tense Mix

1. Dave *has been looking* for a job since he graduated college. (look)
2. Just yesterday, in the newspaper he *saw* a help wanted ad for a cameraman at WNYN. (see)
3. That afternoon he *called* for an interview, and this morning he *met* Robert Russo. (call – meet)
4. In the interview, he *told* Bob, “I *was born* in New York and *have lived* / *have been living* here all my life... (tell – born – live) (*Have lived* is correct because *all my life* lets us know for sure that the time is until now. Without *all my life* we wouldn't know for sure and might think that he means that in the past he lived here, so *have been living* would be the only correct one.)
5. “...and I *want* to continue *living* in New York... (want – live)
6. “...so I *hope* that I *can get* a job at WNYN.” (hope – can get)
7. David is no novice at the camera. He *has used* the camera many times (or: *has been using* the camera for a long time). (use)
8. In fact, he *started using* the camera at the age of nine. (start use) (*Using* is better than *to use* because *to infinitive* is for talking about unrealized things.)

9. That first photo *is* a nude photo, of his pet dog. (be) (Colloquially, *was*.)
10. In that photo, the dog *is taking* a bath. (take) (Colloquially, *was taking*)

Do-It-Yourself Lexicals Review: Suggested questions

Here are some questions you could have made for this exercise. The base time is when the dialog takes place. Use the words in parentheses in your answer.

1. Is David usually late? Does David have trouble being on time? (try / punctual)
2. What kind of work experience has David had? Has David ever had a job? (job / television)
3. Did David ever work before? Has David had any kind of TV experience? (TV station / campus)
4. What kind of work did he do at the station? Was his work confined to just studio productions? (go / assignments)
5. Is Mr. Russo familiar with David's news program? Has he ever heard of David's program? (hear / Odyssey)
6. Why does David assume that Mr. Russo knows about his program? Why does David think his news program was so popular? (write-up / newspaper)
7. What has David been doing since he graduated from college? Did David quit working for the TV station on campus after he graduated from college? (keep / work)
8. Is the job at WNYN going to be the same as the job that David had on campus? (question / handle / responsibility)
9. What is David used to having at the campus TV station? What kind of responsibility did David have when he was in college? (full responsibility / everything)
10. What does a cameraman at WNYN do, according to Mr. Russo? What did Mr. Russo tell David he would have to do as a cameraman? (work / assistant / reporter)
11. On a WNYN team, who is the boss? What does being an assistant to a reporter mean? (reporter / do / each assignment)
12. What does Mr. Russo want to do before deciding whether to hire David? What does Mr. Russo tell David he will do? (set / interview / Grace Lee)
13. Why does Mr. Russo want to set up the interview? Is there a good chance that David will get the job? (want / David / talk / Ms. Lee)

Avoidable mistakes

When writing your homework, keep a sharp eye out for mistakes in articles, spelling, punctuation, and elementary grammar. If you make this a habit, your spoken English will also improve.

Vocabulary building (AKL p. 9)

- | | | |
|----------------|-----------------------------------|------------------|
| 1. anticipate | 6. estimate | 11. estimates |
| 2. employment | 7. anticipation | 12. distribution |
| 3. distributed | 8. estimate | 13. estimation |
| 4. employ | 9. employ | 14. anticipate |
| 5. estimate | 10. anticipate / are anticipating | 15. employment |

Suggested Apologies

If you don't want to hurt the person who is apologizing, be very careful in accepting an apology with reservation. Accepting an apology with reservation will usually make the other person feel bad.

- | Apology | Acceptance |
|--|--|
| 1. Oh, sorry! How clumsy of me! Let me clean it up.
<i>This is not such a serious problem, and it isn't due to neglect on your part, so you don't have to say much. Still, you should offer to clean it up..</i> | That's all right. It's nothing. |
| 2. I'm terribly sorry. I should have been more careful. Is there anything I can do to make up for this?
<i>In this very serious situation, there is not much you can say, and not much the other can say. But you have to say something, and the tone of your voice should show that you realize the gravity of the problem.</i> | Don't worry about it. I'll be able to live without it. |
| 3. Sorry! I completely lost track of the time.
<i>Five minutes is not a serious problem, but the other will expect an apology anyway, if only to show that you are not entirely ignoring the other.</i> | That's all right. It's only a couple minutes. |
| 4. I'm really so sorry! You waited so long here, you must have been terribly bored. Lunch is on me.
<i>You will be tempted to use the heavy traffic as an excuse, but that is not a good excuse because the other person might think that if you were concerned enough about the other person you would have planned for the heavy traffic. When you have an appointment with a person, always plan to be there five or ten minutes early instead of just on time. If you are late for an appointment, the other person may very well think that your being late is due to neglect, which is insulting.</i> | Don't worry about it. I'm sure you didn't do it on purpose. |
| 5. Oh! Excuse me.
<i>Both of you are moving in different directions, and the other will not want to stop and discuss an apology, so you could simply say look at the person and say "Excuse me," and continue on. You should definitely say something, but not much. The other person need only nod in recognition of your apology.</i> | ... |
| 6. Oh, sorry! How clumsy of me! | Please don't worry about it. I can wipe it off.
<i>Both of you are standing next to each other, not moving away from each other. So be sure to say something, and say it in a sincere tone of voice. If you do it right, you might strike</i> |

up a new and enjoyable acquaintance.

7. Excuse me. I see you're busy, but I wonder if I could bother you for a second. No problem! Come on in.
Even if the person doesn't look busy, apologize. Don't ask "Are you busy?" because the person might feel like answering, "Of course. Do you think I have nothing to do all day?"
8. Oh, I'm really so sorry! I should have been more careful. Give me the file and I'll print it out for you again. That's all right. I'll handle it.
If you don't know how to compensate, ask, "Is there something I can do to make up for this?" or "What can I do to make this right?"
9. Mr. Benson, I must ask your forgiveness for forgetting this report. I was so involved in the ABC report that this one completely slipped my mind. Will this cause a big problem? No, not this time, fortunately. But do try harder to remember these things, will you?
If you said only that you've been very busy lately, this wouldn't be enough. If you do, the other will think you just didn't care enough. Important: When you realize that you are not going to be able to keep a promise, tell the other person in advance.
10. Excuse me! (Smile)
A brief apology is sufficient, and no acceptance other than an acknowledgment with a smile is required. The offense is very minor, and you are both hurrying on your way, so the other person isn't expected to make a verbal response.
11. Oh, I'm terribly sorry! I didn't see you there. Here, let me help you up. Oh, how clumsy of me! Are you hurt? ... That's all right. I don't think anything's broken.
In a serious situation like this, the more you say, the better.
12. Can you ever forgive me? I shouldn't have been so insensitive. Well, I guess no serious harm was caused.
In such a situation you will be tempted to say, "I never thought you would get upset" as an excuse or explanation. If you didn't think the person would get upset, you were being neglectful and insensitive.
13. I'm really so sorry. I know how you must feel, but I really didn't know she was your sweetheart. Thanks, but if you didn't know there's no reason to apologize.
In this case, since you didn't know about their relationship, you have no blame. But if you say "I'm sorry," the other will feel better. In this case, "I'm sorry" is not a real apology or an admission of guilt; it's more an expression of sympathy. And an explanation is perfectly all right; in fact, if you don't give an explanation the other person might think you don't feel any sympathy.
14. Thank you. I'll be sure to keep that in mind. Good!
Instead of apologizing, express your gratitude for the cross-culture tip. If you apologize, the other person will feel guilty that his tip was understood as scolding. If someone points out a mistake that you have made, and the person's purpose is simply to help you avoid

that mistake in the future, don't apologize. Instead, express gratitude.

15. I'm terribly sorry. I understand how you must feel. I wish there was some way I could make it up to you. I see. Well, I guess things like this happen.

Even if you didn't intend to shun this person, the result to this person is that he was shunned. Put yourself in his shoes—it is natural that he feels shunned. You will be tempted to say, "But you must understand: I didn't mean to shun you." Whenever you say "I didn't mean to...", your failure to consider the consequences becomes a "sin of omission"; you didn't offend the person by doing something, but by not doing something (by failing to take him into consideration). Even though you didn't intend to offend the person, you did neglect to consider the other person, and that's what you should apologize for.

Supplementary Grammar

The Simple Present Tense; limited and unlimited verbs

Observing the language

Read this conversation between Mike Hay and Ms. Inafunk once.

- | | | |
|----|-------------|---|
| 1 | Mike Hay | Ms. Inafunk, are you taking a nap now? Why aren't you answering me? |
| 2 | Ms. Inafunk | No, Mr. Hay. I'm not sleeping, even though I do feel a little tired now, and I have a headache. In fact, I'm feeling terrible right now. But I don't sleep during office hours. |
| 3 | Mike | Good. I consider that a very good rule to live by, and I hope that you always keep it. Anyway, I have an appointment with Mr. Kim from the Ministry of Foreign Affairs tomorrow at 3:00. We're meeting at that Italian restaurant. But I can't remember the name. |
| 4 | Inafunk | Do you mean the one on Ulchiro, Mr. Hay? That expensive one with that sleazy waiter? |
| 5 | Mike | Yes, that's the one I'm talking about. The place we go once a month or so, where you always get sick to your stomach. |
| 6 | Inafunk | I'm getting sick to my stomach right now, just thinking about it. It's on the tip of my tongue. If you let me think a while, I'm sure that I can come up with it... |
| 7 | Mike | Well, Ms. Inafunk...? Are you having difficulty remembering? Actually, it seems you always have this difficulty. You know, I don't have all day... |
| 8 | Inafunk | I'm thinking, Mr. Hay, I'm thinking. Oh yes, I think it's La Vie de la Rosa. |
| 9 | Mike | It seems to me that they should name it "La Vie de la Garbagia." Oh boy, I'm getting a headache now, too. |
| 10 | Inafunk | I'm not feeling so good myself. I'm taking a nap. |

Now, answer these questions. After you answer each question, compare your answer with the corresponding answer on page 78.

1. How many different verb tenses can you find in this conversation?
2. Look at the verbs in line 1. Are all the verbs in the same tense, or are they different?
3. What time does this tense indicate: no particular time, right now, past, or future?
4. Now compare the tense of the verbs in line 1 with the tense of the first verb in line 2. Do they all have the same tense, or do they have different tenses?
5. And now compare all the verbs in line 2. Do they have the same tense?
6. Look at *taking* in line 1, *not sleeping* in line 2, and *meeting* in line 3. How are they similar in form?
7. Do the verbs which you just discussed in the previous question express the same time?

Forming rules

More questions about the conversation (answers on page 78)

1. In line 1, why are *taking* and *answering* in the same tense?
2. Why does *not sleeping* have the present continuous form while *don't sleep* is in simple present form?
3. In general, are the verbs in column A similar to or different from the verbs in column B? (Consider each verb in its context in this conversation.) In what way are they similar or different?

<p>A</p> <p>Feel</p> <p>Have a headache</p> <p>consider</p> <p>Hope</p> <p>remember</p> <p>Mean</p> <p>am sure</p> <p>seems</p> <p>Think (second in line 8)</p>	<p>B</p> <p>taking a nap</p> <p>sleeping</p> <p>meeting</p> <p>talking</p> <p>go</p> <p>get(ting) sick</p> <p>think</p> <p>come up with</p> <p>thinking (first in line 8)</p> <p>name</p> <p>getting a headache</p>
---	---

4. If the verbs in column A are different from the verbs in column B, why is the word *think* in both columns?
5. In line 2, Ms. Inafunk said “I do feel a little tired now, and I have a headache.” She feels tired and has a headache right now, not all the time. Why didn’t she say “am feeling” and “am having”?
6. In what way are *have an appointment* (line 3) and *go* (line 5) similar? How are they different? (This question does not refer to word meaning but to time aspect.)
7. In what way are *are taking* (line 1) and *are meeting* (line 3) similar? How are they different? (This question does not refer to word meaning but to time aspect.)
8. In what way are *have an appointment* (line 3) and *are meeting* (line 3) different? How are they similar? (This question does not refer to word meaning but to time aspect.)
9. In line 2 Ms. Inafunk said “I feel a little tired,” but later, in line 10, she said, “I’m not feeling so good.” Can you explain the difference?
10. Now draw lines to connect the tenses’ expression functions with their forms.

Expression function	Form (tense)
1 possession (general time)	
2 possession (right now)	a) simple present
3 perception (general time)	
4 perception (right now)	
5 action (general time)	b) present continuous
6 action (right now)	
7 action (future)	

One more discovery: Observing the language

Just a week ago, Mike Hay interviewed Hyun.

- | | | |
|---|-----------|---|
| 1 | Mike Hay | Well, Mr. Park, I see in your resume that you study at Sungkyunkwan University. What do you study? |
| 2 | Park Hyun | My major is English, so I study English language and literature. |
| 3 | Mike Hay | Do you like your major? |
| 4 | Park Hyun | Most of what we study is very interesting. For example, this semester we're studying black American writers, so now I'm beginning to understand more why there are so many racial problems there. |
| 5 | Mike Hay | Of course you agree that those problems aren't white people's fault. But blacks can't understand that, or don't want to understand. |
| 6 | Park Hyun | Hmmm... Do you ever read black literature, Mr. Hay? |
| 7 | Mike Hay | No. My friends tell me that those writers just complain all the time. But these days I'm reading a book by the president of America First, which explains all about racial problems in the States. I don't have time for other books. Anyway, do you study anything else besides English? |
| 8 | Park Hyun | Well, I study business now and then, though I'm not taking any courses in business this semester... |

Answer these questions with your partner. The answers are on page 78.

- How many different tenses are there in this conversation?
- Look at the verbs in lines 1 through 3. Do they all have the same tense?
- Now check out the verbs in line 4. Do they all have the same tense?
- In line 4, note the time aspect in sentence 1, then note the time aspect in sentence 2. Are the time aspects in both sentences the same?
- How about line 7? Can you identify any time differences between the second sentence ("My friends...") and the third sentence?

Forming Rules

Try to make a rule for when we use simple present tense and when we use present continuous tense. You'll find answers on page 78.

- The rule: Use simple present tense when talking about _____ time, and use present continuous tense when talking about _____.
- Then apply that rule in completing these blanks with the correct form of the parenthesized verb.

Mike Hay _____ (consider) whether he should hire Park Hyun. He _____ (expand) NEAD's Seoul office these days, so he _____ (need) more employees. Every year at about this time he _____ (expand) the office in one way or another. Right now NEAD _____ (develop) an oil field in China, and such development always _____ (cause) lots of additional paperwork and therefore _____ (require) lots of new people. Whenever Mike _____ (start) new projects, he always _____ (try) to hire as few people as possible, and now, too, he _____ (try) very hard to hire only one or two people.

Answers

Observing: The first Conversation

1. There are only two tenses: simple present and present continuous.
2. They're the same: present continuous.
3. In his line it indicates right now.
4. *Not sleeping* in line 2 is the same tense as the verbs in line 1: present continuous.
5. No. *Do feel, have, and don't sleep* are simple present tense. *Not sleeping and feeling terrible* are present continuous.
6. They are all present continuous tense.
7. No. *Taking and not sleeping* express right now, but *meeting* expresses future.

Forming rules: More questions about the conversation

1. They express the same time: right now.
2. *Not sleeping* expresses right now, and *don't sleep* expresses general time and habitual activity or states.
3. The verbs in column A are all perception verbs. Perception verbs are those which express thought or opinion or sensation. The verbs in column B are all action verbs.
4. *Think* has two senses; it can be either a perception or an action verb. Look at Line 8. *Thinking* is an active verb, because she's doing the action of thinking. *Think* is a perception verb, because she has an idea about the name of the restaurant.
5. In this context, *feel* and *have* are perception verbs. However, the rule that perception verbs must have simple present tense is not rigid, and we can use present continuous tense if we want to emphasize "right now": I'm feeling sick = I feel sick right now. But we can not do this in every situation—we use present continuous only exceptionally—so it would be safer for a non-native speaker to use simple present tense for perception verbs.
6. They are both simple tense, but they express different time aspects. *Have an appointment* expresses something that will happen in the future, and *go* expresses general time.
7. They are both present continuous tense. However, they express different time aspects. *Are taking* expresses "right now," and *are meeting* expresses future.
8. The tenses are different. However, they both express future.
9. There is no difference in meaning; the present continuous simply emphasizes "right now."
- 10.

	Expression function		Form (tense)
1	possession (general time)	a	simple present
2	possession (right now)	b	present continuous
3	perception (general time)	a	simple present
4	perception (right now)	b	present continuous
5	action (general time)	a	simple present
6	action (right now)	b	present continuous
7	action (future)	a, b	simple present, continuous

One more discovery

1. There are two: simple present and present continuous.
2. Yes.
3. No.
4. No. The time aspect in sentence 1 is general, and that in sentence 2 is right now.
5. *Tell* is general, and *am reading* is right now. (*Explains* is general.)

Forming rules

1. general; right now
2. Mike Hay is considering whether he should hire Park Hyun. He is expanding NEAD's Seoul office these days, so he needs more employees. Every year at about this time he expands the office in one way or another. Right now NEAD is developing an oil field in China, and such development always causes lots of additional paperwork and therefore requires lots of new people. Whenever Mike starts new projects, he always tries to hire as few people as possible, and now, too, he is trying very hard to hire only one or two people.

Tenses: Another look

Simple past, present perfect, present perfect continuous

Imagine: Kim Hak-su has graduated from college, and is not now taking English conversation. Can you change any of the verb tenses in the following sentence to make the sentence more informative?

I think Kim Hak-su may be hired by Dana. The first reason is that he hasn't lived in America, but he took English conversation.

Both "lived in America" and "took English conversation" happened in the past. Why use present perfect tense for the first one and simple past tense for the second? Both of them have relevance to "may be hired," so it would be more informative if both of the verbs were in the present perfect tense.

Simple past: "He took International Trade in college."

This tells us that he took this course in the past. But there is no attempt to relate the course to the present situation. Simple past tense + "In college" tells us that he is not attending college now; but he actually is.

Present perfect: "He has taken International Trade."

This (without a time adjunct such as "since 1998") tells us that he took this course in the past, and that he is not taking the course now, and that this course has some relevance to the present (for example, he should be hired into the marketing department NOW because he has this experience in the past). Note that the simple past time adjunct "in college" can not be used here.

Present perfect continuous: "He has been taking International Trade."

This tells us that he is still taking International Trade. A time adjunct gives us more specific information of when he began.

What do you think of the verbs in this interesting sentence?

Because Mr. Kim graduated Dae-il Foreign Language High School and majored in English, he certainly is good at English.

It would be more informative to use present perfect tense for "graduated," because saying "has graduated" would show more clearly that graduation from the foreign language school in the past explains why he "is good at English" now. But even native speakers do not use the present perfect every time that it can be used; one reason is that we don't really need to show relevance (between the past event and the present) with present perfect because the context already shows this relevance. (We wouldn't have to put "has" in front of "majored" if we say "has graduated." When there are two verbs very close to each other, one "has" is enough.)

The past perfect tense: Don't overdo it.

? “David said that they had done a lot of field productions and had gone out on assignments all the time when he was asked whether his work in college was confined to studio productions.”

The past perfect tense is used on a verb which serves as **background explanation** about how or why a following event happened. If you can be sure that your listener or reader already knows that one event is the background for another, you need not use the past perfect.

Why did he get angry?

She had insulted him.

She insulted him.

In this case, it's easy to know from context that she insulted him before he got angry.

He had arrived before I came.

In this sentence, *before* makes it very clear that his arrival happened before my arrival.

Here's more explanation, from *The Handbook of Good English*, by Edward D. Johnson. (Check it out in your teacher's office.)

Past and past perfect in narrative

Smith said he arrived at the bank on time and went to the vault. The verbs *arrived* and *went* are not in the proper tense relative to the verb *said*; since Smith's arrival and his going to the vault took place in time previous to the time established by *Smith said*, the verbs should be *had arrived* and *had gone*.

However, suppose the account of what Smith said goes on for a long paragraph or even for pages. Are we required to let *Smith said* force every subsequent verb into the clumsy and wordy past perfect tense? No. In such a circumstance, it is not only permissible but desirable to let the tense slide to the simpler past tense, and the sooner the better. If we pick the right time to let the tense of the narrative change from the past perfect to the past—not in the middle of the narrative but near its beginning, and usually not in the middle of a sentence—the reader or listener will have no difficulty following and will be spared a long succession of past perfect verbs.

Being resourceful

Collins COBUILD: “Someone who is resourceful is good at finding ways of dealing with problems and difficulties quickly and efficiently.”

When you're not sure whether your word choice is correct, when you're not sure that your grammar is correct, what do you do?

- a. Write it down and hope that it's right.
- b. Believe in yourself and write it down without hesitation.
- c. Check the dictionary, the British National Corpus (see the link at our web site), and/or Google.

Choice C is what the resourceful student would do.

Say and Tell: What's the difference?

Indirect object? Use *tell*. When we use *tell*, we always follow it by mentioning the listener. (We also use *tell* with the following nouns as direct objects, whether there is an indirect object or not: tell a story, tell a joke, tell a secret, tell a lie, tell the truth, tell the time.)

Tell me what you heard. ('Me' is the indirect object.)

She told him that she didn't know any other men. ('Him' is the indirect object.)

Be sure to tell the truth at all times.

No indirect object? Use *say*. When we use *say*, we usually don't mention the listener. Also remember that a preposition does not immediately follow *say*. (In the sentences below, see 'something' and 'anything.' The same rule applies for 'discuss,' 'mention' and similar words.)

Don't say something that you're not absolutely sure of.

Did she say anything about an appointment for tomorrow?

Incorrect: Did she say about an appointment? (The problem here is that a preposition isn't supposed to immediately follow *say*.)

Write the correct form of *say* or *tell* in the following sentences. (After you do each item—and before going on to the next item—compare your answer with those in the Answer Key.)

1. Harvey _____ he would take us on a picnic today.
2. Pete _____ the children some funny stories now.
3. Who _____ you that he was going to New York?
4. When did you _____ Mary that the party would be?
5. My sister _____ us that it snowed in her town last week.
6. No one in the second grade class could _____ time. ("Tell time" is used when we speak in general about telling time. "Tell the time" is used when we are speaking about one specific situation.)
7. The comedian always _____ his friends funny jokes when he is at a party.
8. What time did you _____ that the lecture had begun?
9. Who _____ that we are having an exam tomorrow?
10. The judge instructed the witness to _____ the whole truth about the accident.
11. The little boy _____ a lie about not eating the cookies before lunch.
12. Hamlet _____, "To be or not to be, that is the question."

13. Our teacher _____ that we would not have any homework during the vacation.
14. Because he could not _____ time, the boy arrived home late one evening.
15. I saw my friend in the library and _____ that I had wanted to talk to him.
16. Sean _____ that he had already seen the movie.
17. Larry _____ that his friends would be going camping next week.
18. James _____ that he has already done his homework.
19. I wonder who _____ that blondes have more fun.
20. Never _____ a secret to a person who spreads gossip.

Answer Key

- | | | | | |
|----------|---------------|-----------------|----------|----------|
| 1. said | 2. is telling | 3. told | 4. tell | 5. told |
| 6. tell | 7. tells | 8. say | 9. said | 10. tell |
| 11. told | 12. said | 13. said | 14. tell | 15. said |
| 16. said | 17. said | 18. says / said | 19. said | 20. tell |

TOEFL Preparation Guide. 1991. Lincoln: Cliffs Notes.

Forming questions

Basic rules

Yes/no questions: Start with the auxiliary verb (*do, have, will, etc.*)

- Does the boy understand?
- Has the boy learned his lesson?
- Will the boy come?

Wh- questions: Start with the *wh-* word (*who, what, how long, etc.*), then comes the verb or auxiliary verb.

- Where is the boy?
- Why did he leave?
- How long ago did he leave?
- Where has he gone?

For both yes/no questions and *wh-* questions

Do is used when there is no other auxiliary verb. (x aux: + *do*)

The boy hit the girl.

- Y/N: Did the boy hit the girl?
- *Wh-*: Who did the boy hit?

Do is not used when there is an auxiliary verb. (+ aux: x *do*)

The boy has hit the girl.

- Y/N: Has the boy hit the girl?
- *Wh-*: Who has the boy hit?

Do is used with the infinitive form of the verb.

The boy went.

- Did the boy go?
- Where did the boy go?
- Where has the boy gone? (There is no *do* in this sentence.)

The first auxiliary verb comes before the subject. The rest of the verb phrase comes after the subject. (Below, auxiliaries are underlined.)

- Did the boy go?
- Where has the boy gone?
- Would the boy have gone there if he had known? (Here, the second auxiliary verb is *have*, after the subject.)

A couple more points (from *Practical English Usage*)

When *wh-* is the subject (or part of the subject) of a sentence, it comes directly before the verb, and *do* is not used.

Who left the door open? (NOT *Who did leave the door open?*)

Reported questions normally have the word order of affirmative sentences: the auxiliary verb is not put before the subject.

Tell me when you are going. (NOT *Tell me when are you going.*)

Continued

More on question formation (from *The Grammar Book*²)

There is a fundamental and important difference between (I) *wh*-questions that focus on the subject noun phrase (NP) or the determiner of the subject NP and (II) *wh*-questions that focus on some element in the predicate, which includes everything in the nucleus of the sentence but the subject.

Consider the following examples and, in each case, compare the *wh*-question with the underlying statement, which is given in parentheses.

I	II
Something in the subject NP is being questioned.	Something in the predicate is being questioned.
a) Who left? (Someone left)	a) What did you read? (You read something)
b) Whose book is on the table? (Someone's book is on the table)	b) Where did Sam go? (Sam went somewhere)

These examples indicate that when something in the subject NP is being questioned, the structure of the *wh*-question matches the structure of the underlying statement (Above, in I.a.: Who/Someone left?/left.). The only change needed is the substitution of the appropriate *wh*-word.

When we compare *wh*-questions with their underlying statements, we can see that a number of changes have taken place:

1. The appropriate *wh*-word has been substituted for the constituent being questioned.
2. The *wh*-word has moved to the front of the question.
3. The first auxiliary verb and the subject noun phrase have been inverted—just as in yes-no questions.
4. *Do* support has occurred where no auxiliary verb or copula *be* is present—just as in yes-no questions.

If a determiner or intensifier is marked +Q, the constituent it modifies must be moved to the front of the string along with the determiner or intensifier.

Which book do you want?	*Which do you want book?
Whose car do you like best?	*Whose do you like best car?
How full is the building?	*How is the building full?

If the object of a preposition is marked with +Q, the preposition may either be left behind or be moved up to the front of the string along with the NP; this condition is optional.

For whom did you buy that? Who did you buy that for?

Also, we occasionally encounter a *wh*-question where the question word is the object of a preposition with another prepositional phrase:

By virtue of what authority are you doing that?

In such a case, the entire prepositional complex must be fronted; there is no way the preposition *of* or the words *by virtue of* can be left behind when *wh*-fronting takes place.

Wh*-questions with the copula *BE

Let us consider this example:

What is that object?

Some of you may think at first that the subject noun phrase (NP) is being questioned and that only *wh*-replacement is needed. However, you should ask yourself what the underlying statement is (*i.e.*, whether the question more closely resembles statement *a* or *b*):

- a. That object is a stethoscope. b. A stethoscope is that object.

In the sentence you have chosen, which noun phrase gets changed to a *wh*-form? Does it move to the front of the sentence, or is it already in initial position? You should have chosen statement a), since in *What is that object?* the predicate noun and not the subject noun is being questioned. One must always fully and accurately reconstruct the underlying statement when analyzing the meaning and derivation of a *wh*-question.

¹Swan, Michael. 1980. *Practical English Usage*. Oxford University Press.

²Celce-Murcia, Marianne and Larsen-Freeman, Diane. 1983. *The Grammar Book: An ESL/EFL teacher's course*, p. 148 ff. Rowley, Mass.: Newbury House Publishers.

Asking specifically

Asking in detail about quantifiers, intensifiers and modifiers in questions

Nancy



Study these questions and try to identify a common pattern.

A. Quantity

He bought more suits when he went to San Francisco this time.

How many more (suits) did he buy (when he went...)?

We saw more students today than yesterday.

How many more (students) did you see (today than yesterday)?

I ate more at lunch than my friend did.

How much more did you eat (at lunch than your friend did)?

Please give me more than you gave him.

How much more should I give you (than him)?

It is somewhat difficult to make questions. (Descriptive verb: be difficult)

How difficult is it to make questions?

Now, use the pattern that you identified to ask for a specific answer. After you answer an item, check "Answers" on page 86.

1. My teacher gives more homework than your teacher does.
2. I sleep more than my father does.
3. Let's have some more beer.
4. How about meeting some more people?
5. It's more thrilling to raft down the Colorado River.

B. Intensifiers: Adverbs, adjectives, descriptive verbs (like *be cold*)

It's colder in Chicago in the winter than it is in Seoul.

How much colder is it? (How much colder is it in Chicago than in Seoul?)

Winters in Chicago are colder than they are in Seoul.

How much colder are they? (How much colder are winters in Chicago than in Seoul?)

She's much prettier than her sister.

How much prettier is she? (How much prettier is she than her sister?)

She can type faster when she's drunk.

How much faster can she type (when she's drunk)?

Now, use the pattern that you identified to ask for a specific answer. After you answer an item, check "Answers" on page 86.

1. I'm smarter than you are.
2. Chicago is farther from Los Angeles than it is from New York.
3. I'm much taller than he is.
4. You should think longer about that before you make a decision.
5. She asked me to dance faster.

C. Modifying phrases

I saw him on the street.

Where on the street did you see him?

I drank some of that bottle of milk.

How much of that bottle of milk did you drink?

She visited me at night.

When at night did she visit you?

I asked her to go to the west coast with me.

Where on the west coast did you ask her to go?

Now, use the pattern that you identified to ask for a specific answer. After you answer an item, check "Answers" on page 87.

1. I met a few people in that group.
2. On my vacation I almost drowned.
3. Please give me more of that beer.
4. Meet me in Donam-dong.
5. She wants you to read her part of the book.

ANSWERS

A. Quantity

Occasionally the "than..." phrase can come right before the "do..." phrase, but *always* the "than..." phrase can come after the "do..." phrase.

1. *How much more homework* does your teacher give (than my teacher)?
2. *How much more* do you sleep (than your father)?
3. *How much more beer* should we have?
4. *How many more people* should we meet?
5. *How much more thrilling* is it to raft down the Colorado River?

B. Intensifiers: Adjectives, adverbs and descriptive verbs

Occasionally the “than...” phrase can come right before the “is...” phrase, but *always* the “than...” phrase can come after the “is...” phrase.

1. *How much smarter* are you (than me)?
2. *How much farther* is Chicago from Los Angeles (than it is from New York)?
3. *How much taller* are you (*than him*)?
4. *How much longer* should I think (about that before I make a decision)?
5. *How much faster* did she ask you to dance?

C. Modifying phrases

1. *Who (Which people) in that group* did you meet?
2. *Where (When) on your vacation* did you almost drown?
3. *How much more of that beer* do you want? (...should I give you?)
4. *Where in Donam-dong* do you want to meet? (...should I meet you?)
5. *What part of the book* does she want me to read her?

Infinitive or Gerund? The Bolinger Principle

(summarized from *The Grammar Book*)

The infinitive very often expresses something 'hypothetical, future, unfulfilled' whereas **the gerund** typically expresses something 'real, vivid, fulfilled.' In the sentences below, you can see the difference in meaning if you pay attention to the clause or sentence that follows the main clause or sentence.

- *I like camping in the mountains. It's so peaceful here.* (More immediate, vivid.)
I like to camp in the mountains. It's so peaceful there. (More remote, objective.)
- *Helen started doing her homework at 8 p.m. and she finished at 11 p.m.* (Suggests completion more strongly.)
Helen started to do her homework at 8 p.m. but the phone rang and interrupted her work. (Suggests completion less strongly.)
- *I remember locking the door.* (Remembering occurred after locking.)
I remembered to lock the door. (Remembering occurred before locking.)
- *I tried closing the window, but that didn't help. I still felt cold.* (He closed the window.)
I tried to close the window, but I couldn't. It was stuck. (He didn't close the window.)
- *He started complaining, but then I got annoyed and told him to stop.* (He complained for a while.)
He started to complain, but I told him to stop. (He said only a couple words of complaint.)

Different verbs have different ranges of meaning change depending on whether they are in the infinitive form or the gerund form. Some verbs—like *like*—have very little change (as you see above), while other verbs, like *remember*, have a big change. You can find a lot more about this—including the meaning difference in many verbs—at the Internet sites linked in “Infinitive or Gerund? The Bolinger Principle” at our web site.

Reported (Indirect) Speech: Discovering the rules

from *Practical English Usage*

You can find the explanations from *Practical English Usage* beginning on page 90. After studying explanations, you can get review by 1) reading one of the explanation's direct-speech sample sentences, 2) then saying that sentence in indirect speech, 3) and then comparing your indirect-speech sentence with the indirect-speech sentence in the explanation.

Discovering the rules

1. Look at these sentences. The first sentence in each set is called "direct speech," and the second sentence is "indirect speech," one person reporting to another person what was said the day before. How many elements in the sentence change?

Monday	Bill to John:	I want to see Mary this afternoon.
Tuesday	John to Ann:	Bill told me yesterday that he wanted to see Mary that afternoon.

Thursday	Jack to Liz:	I don't like this food. I wish I could have something else.
Friday	Liz to Ben:	Jack told me yesterday that he didn't like that food, and that he wished he could have something else.

Now, can you report what Jill told Jake? Imagine that you are Jake telling Jill's other boyfriend, Ben. (After you write your sentence, check "Answers" below. For an explanation, see 481.3,4 in *Practical English Usage*.)

Saturday	Jill to Jake:	I love Bill, and I have a date with him this evening.
Monday	Jake to Ben:	

2. Now look at these sentences.

Wednesday	Bill to Jack:	I am going to the library this afternoon.
Thursday	Jack to Ken:	Bill told me yesterday he was going to the library that afternoon.

Can you report what Zana told Jake? Imagine that you are Jake telling Zeke the nasty thing she said about him. (After you write your sentence, check "Answers" below. For an explanation, see 481.2,3,4,5 in *Practical English Usage*.)

Wednesday	Zana to Jake:	Oh, all right. I will meet Zeke tomorrow, but I don't want to.
Sunday	Jake to Zeke:	

3. Look at these sentences.

Friday	Zane to Jane:	Will you do my homework for me as soon as you finish doing that?
Sunday	Jack to Zach	Zane asked Jane if/whether she would do his homework for him just as soon as she finished doing what she was doing. (Or: ...finished doing something.)

Can you report what Jack asked Zach, below? Imagine that you are Beth telling Pat. (After you write your sentence, check “Answers” below. For an explanation, see 481.6 in *Practical English Usage*.)

Tuesday	Jack to Zach:	Will you kindly treat me to an ice cream when we meet tomorrow?
Sunday	Beth to Pat:	

4. Look at these sentences.

October 10	Zane to Zeke	Where should I put these boxes?
October 13	Zeke to Jake	Zane asked me where he should put some/the/those boxes.

Can you report what John asked Joan, below? Imagine that you are Joan telling Tom. (After you write your sentence, check “Answers” below. For an explanation, see 481.6 in *Practical English Usage*.)

February 5	John to Joan	What time do you want me to come to your party?
February 9	Joan to Tom	

5. Look at these sentences.

March	Mr. Pit to Pete:	Take that book to the library right now.
April	Pete to Zeke:	Mr. Pit told me to take the book to the library right away.

Can you report what Pet told Pat to do, below? Imagine that you are Pat telling your teacher (you snitch!). (After you write your sentence, check “Answers” below. For an explanation, see 481.3,7 in *Practical English Usage*.)

May	Pet to Pat:	Do tomorrow’s homework for me, or I won’t forgive you for the rest of your life.
June	Pat to teacher:	

Answers

- Jake to Ben: Jill told me that she loved Bill, and that she had a date with him that evening. (Note the required *that* in the second clause. If we omit *that*, it would not be clear that Jill actually *told Jake* that she had a date with Bill.)
- Jake to Zeke: Zane told me she would meet you the next day, but she didn’t want to.
- Beth to Pat: Jack asked Zach if he would kindly treat him to an ice cream when they met the next (the following) day.
- Joan to Tom: John asked me what time I wanted him to come to my party.
- Pet to teacher: Pet told me to do the next day’s homework for her, or she wouldn’t forgive me for the rest of my life.

Explanations about reported (indirect) speech

From *Practical English Usage* (Michael Swan - Oxford)

481 reporting (2): basic rules for indirect speech 1 change of situation

1. Introduction

Words that are spoken or thought in one place by one person may be reported in another place at a different time, and perhaps by another person. Because of this, there are often grammatical differences between direct and indirect speech. These changes are mostly natural and logical.

BILL (on Saturday evening): *I don't like this party. I want to go home now.*

PETER (on Sunday morning): *Bill said that he didn't like the party, and he wanted to go home right away.*

2. Pronouns

A change of speaker may mean a change of pronoun. In the example above, Bill says *I* to refer to himself. Peter, talking about what Bill said, naturally uses *he*.

*Bill said that **he** didn't like the party...*

(NOT: *Bill said that **I** didn't like the party...*)

3. 'Here and now' words

A change of place and time may mean changing words like *here, this, now, today*. Peter, reporting what Bill said, does not use *this* and *now* because he is no longer at the party.

Bill said that he didn't like the party...

(NOT: *Bill said that he didn't like **this** party...*)

Note that *next* and *last* are also 'here and now' words.

Original words

*I'll be back **next** week.*

*I got my license **last** Tuesday.*

Reported words

*She said she'd be back **the next** week, but I never saw her again.*

*He said he'd gotten his license **the Tuesday before**.*

4. Tenses

A change of time may mean a change of tense: the person reporting *usually* uses tenses that relate to the time when he/she is making the report, not to the time of the direct speech.

*Bill **said** that he **didn't** like the party...*

(NOT: *Bill said that he **doesn't** like the party...*)

So after past reporting verbs, the verbs of the original speech are usually "backshifted" — made more past. Compare:

Original words

Will you marry me?

You look nice.

I can't swim.

I'm learning French.

I've forgotten.

John phoned.

Reported words

*I asked him if he **would** marry me. (NOT: ...if he **will** marry me.)*

*I told her she **looked** nice. (NOT: ~~I told her she looks nice.~~)*

*He pretended he **couldn't** swim. (NOT: ~~He pretended he can't swim.~~)*

*She said she **was** learning French. (NOT: ~~She said she is learning French.~~)*

*He said he **had** forgotten. (NOT: ~~He said he has forgotten.~~)*

*She told me that John **(had) phoned**.*

Sometimes this means that past verbs are used to talk about the present or the future.

Your mother **said** that I **could** play here today.
 'I **wondered** how you **were**.' 'You can see how I am.'
 I **knew** you **were** American.
 Sorry, I **didn't realize** this **was** your seat.

After present, future and present perfect reporting verbs, tenses are usually the same as in the original (because there is no important change of time).

He **says** he **doesn't** want to play any more.
 I'll **tell** her your idea **is** great.
 The government **has announced** that taxes **will be raised**.

5. Dropping *that*

The conjunction *that* is often dropped, especially after common reporting verbs (e.g. *say*, *think*) in informal speech.

She said (**that**) she'd had enough.
 I think (**that**) you're probably right.

That cannot be dropped after certain verbs (e.g. *reply*, *telegraph*, *shout*), and it is not usually dropped after nouns.

I **replied that** I did not intend to stand for election.
 (NOT: ~~I replied I did not intend...~~)
 She shouted **that** she was busy.
 (NOT: ~~She shouted she was busy.~~)
 He disagreed with Copernicus's view **that** the earth went round the sun.
 (NOT: ~~...Copernicus's view the earth went...~~)

6. Questions and answers

In reported questions the subject normally comes before the verb in standard English, and auxiliary *do* is not used (except in negative questions—see 482.7). The same structure is used for reporting the answers to questions, and in other uses of question-word clauses.

He wanted to know when I **was** leaving.
 (NOT: ~~...when was I leaving.~~)
 I asked **where** the president and his wife **were** staying.
 (NOT: ~~[...asked where were the president and his wife...]~~)
 I knew how **they** felt.
 (NOT: ~~...how did they feel.~~)
 Nobody told me why I **had** to sign the paper.
 (NOT: ~~...why did I have to sign~~)
 How **you** get there is your problem.
 (NOT: ~~How do you get there...~~)

Question marks are not used in reported questions.

We asked where the money was.
 (NOT: ~~...where the money was?~~)

Yes/no questions are reported with *if* or *whether* (for the difference, see 593).

The driver asked **if/whether** I wanted the town centre.
 I don't know **if/whether** I can help you.

Say and *tell* are not used to report questions.

NOT: ~~The driver said whether I wanted the town centre.~~

But *say* and *tell* can introduce the answers to questions.

Please **say** whether you want the town centre.

He never **says** where he's going.

I **told** her what time it was.

For the difference between *say* and *tell*, see 4B7. For more about question-word clauses, see 460.5.

7. Actions: promises, orders, requests, advice etc.

Speech relating to actions (e.g. promises, agreements, orders, offers, requests, advice and suggestions) is often reported with infinitives, or object + infinitive.

"I'll write," he promised me. → He promised **to write**. (OR He promised me he **would write**.)

She agreed **to wait** for me.

I told **Andrew to be** careful.

The lady downstairs has asked **us to be** quiet after nine o'clock.

Ann has offered **to baby-sit** tonight.

I advise **you to think** again before you decide.

The policeman told me not to park there.

The structure question word + infinitive is common (see 288).

He asked her **how to make** a white sauce. Don't tell me **what to do**.

We do not use infinitive structures after *suggest* or (usually) after *say*. However, after these and many other verbs, instructions, etc., can be reported with *that*-clauses, usually with modal verbs (see 344) or subjunctives (see 541).

He suggested **that I try** the main car park. (NOT ~~He suggested me to try...~~)

The policeman said **that I mustn't** park there.

(NOT ~~The policemen said me not to park there.~~)

I told Andrew **that he ought to be** careful.

For *ought*, *must* and other modal verbs in indirect speech, see 482.5.

For *suggest*, see 545.

For the structures that are possible after particular verbs, see a good dictionary.

482 reporting (3): advanced points

2. Indirect speech: word order with *what*, *who* and *which*

When we report questions constructed with *who/what/which* + *be* + complement, *be* is put after the complement in standard speech, but in colloquial speech *be* is occasionally put before the complement.

Direct	<i>Who's the best player here?</i>
Indirect	<i>She asked me who was the best player.</i> <i>She asked me who the best player was.</i>
Direct	<i>What's the matter?</i>
Indirect	<i>I asked what was the matter.</i> <i>I asked what the matter was.</i>
Direct	<i>Which is my seat?</i>
Indirect	<i>She wondered which was her seat.</i> <i>She wondered which her seat was.</i>

3. Indirect speech: reporting past tenses

In indirect speech, a speaker's present perfect and past tenses are often reported using past perfect tenses (because the reported event — the event he/she spoke about — happened before the event that caused reporting of the reported event, and because the reporter's point of view is not the same as the original speaker's point of view).

Direct	<i>I've just written to John.</i>
Indirect	<i>She told me she had just written to John. (The event that caused reporting might be that I asked her whether John knew about their new house.)</i>
Direct	<i>I saw Penny at the theatre a couple of days ago.</i>
Indirect	<i>In his letter, he said he'd seen Penny at the theatre a couple of days before. (Seeing Penny has some relationship with his writing the letter or with some related event in the letter.)</i>

It is often unnecessary, and even sounds wrong, to show the time relationship between the events spoken about and the original speech. When this is so — when there is no relationship between the reporting event (e.g., “said”) and the reported event, or when the reporter sees the past events from the same point of view as the original speaker — past perfect tenses are not used.

*This man on TV said that dinosaurs **were** around for 250 million years. (NOT . . . ~~that dinosaurs had been around.~~)*

*I told you John **phoned** this morning, didn't I?*

*We were glad to hear you **enjoyed** your trip to Denmark.*

How about a situation with present perfect? If there are two events in the context (even if one isn't stated), use past perfect for the earlier one.

Direct	Base sentence (The WNYN Story, Dialog 2): <i>I don't think he's come in yet.</i>
Indirect	Margaret told Grace that she didn't think David had come in yet. (In this context, one event is their meeting and discussing, and the other event is “come.”)
	NOT . . . didn't think David has come in yet.

4. Indirect speech: reporting present and future tenses

If somebody talked about a situation that has still not changed—that is to say, if the original speaker's present and future are still present and future—a reporter can often choose whether to keep the original speaker's tenses or change them. Both structures are common.

Direct	<i>The earth goes round the sun.</i>
Indirect	<i>He proved that the earth goes/went round the sun.</i>
Direct	<i>How old are you?</i>
Indirect	<i>Are you deaf? I asked how old you are/were.</i>
Direct	<i>Where does she work?</i>
Indirect	<i>I've often wondered where she works/worked.</i>
Direct	<i>It will be windy tomorrow.</i>
Indirect	<i>The forecast said it will/would be windy tomorrow.</i>

We do not keep the original speaker's tenses if we do not agree with what he / she said, if we are not certain of its truth, or if we wish to make it clear that the information comes from the original speaker, not from ourselves.

*The Greeks thought that the sun **went** round the earth. (NOT: ...~~that the sun goes round the earth.~~)*

*Did you hear that? She just said she **was** fourteen!*

*He announced that profits **were** higher than forecast.*

5. Modal verbs in indirect speech

The models *would, should, could, might, ought* and *must* are usually unchanged after past reporting verbs in indirect speech. This is also true of modal *need* (see 357) and *had better* (see 234).

Direct	<i>It would be nice if I could see you again.</i>
Indirect	<i>He said it would be nice if he could see me again.</i>
Direct	<i>It might be too late.</i>
Indirect	<i>I was afraid that it might be too late.</i>
Direct	<i>It must be pretty late. I really must go.</i>
Indirect	<i>She said it must be pretty late and she really must go.</i>
Direct	<i>You needn't pretend to be sorry.</i>
Indirect	<i>I said he needn't pretend...</i>

First-person *shall* and conditional *should* may be reported as *would* in indirect speech (because of the change of person).

Direct	<i>We shall/should be delighted to come.</i>
Indirect	<i>They said they would be delighted to come.</i>

Note the different ways of reporting questions beginning *Shall I...?* (depending on whether the speaker is asking for information or making an offer)..

Direct	<i>Shall I be needed tomorrow?</i>
Indirect	<i>He wants to know if he will be needed tomorrow.</i>
Direct	<i>Shall I carry your bag?</i>
Indirect	<i>He wants to know if he should/can carry your bag.</i>

future in the past

Don't change future in the past.

Base sentence: They promised we'd have the complete report in a couple of weeks.

Wrong: Margaret told Grace that they promised they would have had the complete...

Right: Margaret told Grace that they promised they'd have the complete...

6. Conditionals

After past reporting verbs, conditional sentences referring to 'unreal' situations are often reported with past conditionals.

Direct	<i>If I had any money I'd buy you a drink.</i>
Indirect	<i>She said if she had had any money she would have bought me a drink. (OR: She said if she had any money she would buy...)</i>

7. Negative questions

Do can be used in indirect negative questions, as a negative auxiliary.

- Direct ‘Why **don’t** you work harder?’
 Indirect She asked why he **didn’t** work harder.

Note that negative questions often express emotions such as surprise or enthusiasm (see 360), and these are usually reported in special ways.

- Direct *Don’t the children like ice-cream?*
 Indirect She **was surprised that** the children didn’t like ice-cream. (NOT: ~~She asked if the children didn’t like ice-cream.~~)
 Direct *Isn’t she lovely!*
 Indirect I **remarked how** lovely she was. (NOT: ~~I asked if she wasn’t lovely.~~)

Why read?

(from “The Comprehension Hypothesis and Second Language Acquisition,” Stephen Krashen; In: *Innovation und Tradition im Englischunterricht*, Andreas Bonnet and Peter W. Kahl (Eds.). Stuttgart: Klett Verlag. 2001)

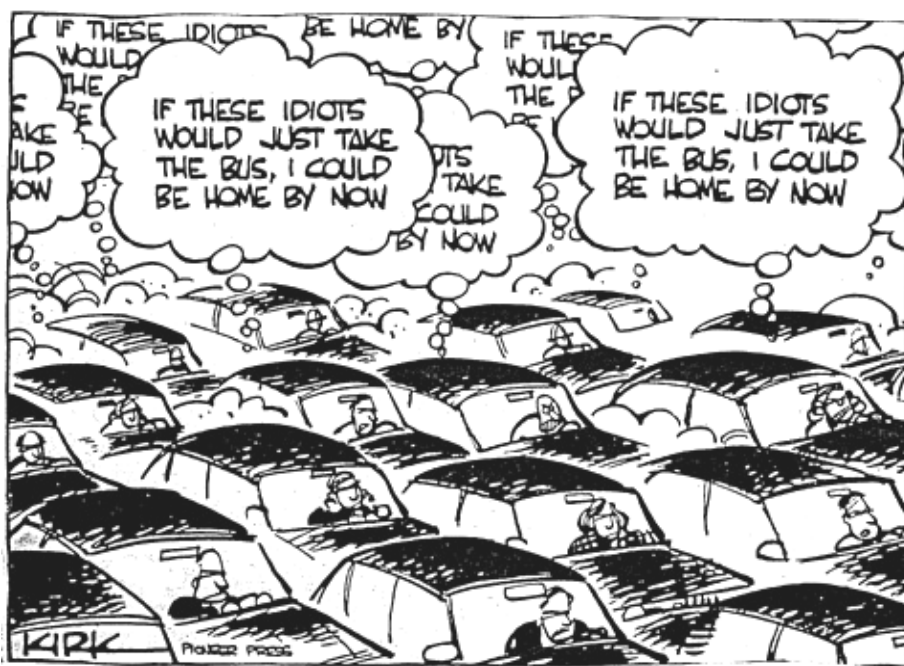
Segal (1997) describes the case of Laura, a 17-year-old 11th grade student in Israel. Laura speaks English at home with her parents, who are from South Africa, but had serious problems in English writing, especially in spelling, vocabulary and writing style. Segal, Laura’s teacher in grade 10, tried a variety of approaches:

“Error correction proved a total failure. Laura tried correcting her own mistakes, tried process writing, and tried just copying words correctly in her notebook. Nothing worked. Laura’s compositions were poorly expressed and her vocabulary was weak. We conferenced together and discussed ideas before writing. We made little progress. I gave Laura a list of five useful words to spell each week for six weeks and tested her in an unthreatening way during recess. Laura performed well in the tests in the beginning, but by the end of six weeks she reverted to misspelling the words she had previously spelt correctly.” In addition, Laura’s mother got her a private tutor, but there was little improvement.

Segal also taught Laura in grade 11. At the beginning of the year, she assigned an essay: “When I came to Laura’s composition I stopped still. Before me was an almost perfect essay. There were no spelling mistakes. The paragraphs were clearly marked. Her ideas were well put and she made good sense. Her vocabulary had improved. I was amazed but at the same time uneasy ...”

Segal discovered the reason for Laura’s improvement: She had become a reader over the summer. Laura told her, “I never read much before, but this summer I went to the library and I started reading and I just couldn’t stop.” Laura’s performance in grade 11 in English was consistently excellent and her reading habit has continued.

Unit 2: Transportation



∞ The Texts ∞

Option A

Text 1

Make questions from the cues below, and then answer. After you answer each question, refer to Text 1 for the appropriate lexical or grammar structure, and answer the question again.

1. road / safe / children / cross?
2. authorities / cooperate / solve / problem?
3. How / Mrs. Clay / express / her dismay?
4. What / happen / thousand / children / every year?

Text 3

Listen once to Text 3, then study the text. After that, with your partner try to answer these questions. Remember to use the lexical and grammar structures from the text.

1. Can people depend on public transportation schedules?
2. What's wrong with public transportation in some cities?
3. Is public transportation still so bad?
4. Is there any answer to the problem of heavy traffic?

Option B

Text 1

Both A and B study the text for 5 minutes. FOCUS on grammar and lexicals.

1. A asks B an interview question.
2. B answers without looking at the text.
3. A checks the question form in the answer key (on page 142); B finds the answer in the text.
4. A asks again. B answers again.

Text 2

Both A and B study Text 2. Note the lexicals and grammar.

Item by item:

1. A asks a question based on a cue in "Question Cues."
2. Team: Is the question well-formed? Talk about it. Then confirm its accuracy on page 142.
3. A, repeat the question in its correct form.
4. B, answer the question. Refer to the text for lexicals and grammar. Then check "Possible answers," on page 142.
5. Somebody repeat the question and the answer.

Question cues

1. Why ___? (cities)
2. How often ___? (traffic jams)
3. Why ___? (headaches, tempers)
4. What else ___? (traffic jams)
5. Are only plants and trees ___? (plants, trees)
6. By what ___? (cities)
7. Is the problem ___? (problem)

∞ Some useful tools ∞

be adj for *smn* to do *sth*

We have two patterns for this tool. Make sure that you use the right one.

1. Real subject + tool: He is difficult to be with.
2. "Empty *it*" + tool: It is difficult for people to be with him.

Text 1

What's wrong with Center Avenue?
Why don't they build a bridge?

Text 2

What happens to the air because of traffic jams?
Do trees and plants thrive in polluted air?

Text 3

What is one problem with our old form of public transportation? (dangerous)
Why are modern public transportation systems becoming popular? (convenient)

What do these sentences mean?

People are getting difficult.

- a) It's getting difficult for people.
- b) It's getting difficult to be with people.

People are getting worse.

- a) It's getting worse for people.
- b) People's personalities are getting worse.

People are becoming unpleasant.

- a) It's becoming unpleasant for people.
- b) People are not as nice as they used to be.

Can you fix these sentences?

- | | |
|--|---|
| 1. (There was lots of pollution in the air:) | I was difficult to breathe this morning because of the pollution. |
| 2. (He's not a very good teacher:) | He is difficult to teach. |
| 3. (That food is rotten:) | I am dangerous to eat that food. |
| 4. (The room is very hot): | I am unpleasant in this room. |
| 5. (Food was scarce): | In the 1940s most people were hard to get food. |

Person and number in questions

The verb's person and number in the question depend on the topic in the statement that underlies the question.

The Underlying Statement

(He cheats many girls.)
(Many girls are cheated by him.)

The Question

How many girls does he cheat?
How many girls are cheated by him?

How much... How many...

Make questions from the following cues, and use *how much* or *how many*. Have your partner answer, according to the information learned in the texts.

Text 1

1. traffic / Center Avenue?
2. children / Center Avenue / every day?
3. days ago / Mrs. Clay's son / almost hit?
4. cost / build a bridge?

Text 2

1. traffic jam / happen / in a month?
2. traffic congestion / on our streets?
3. pollution / in our cities' air?
4. chemical / air?
5. people / kill / pollution?

One student reconstruct the sentence first, paying special attention to the form of the italicized noun. Then another can use *how much* or *how many* to ask specifically about the italicized nouns.

1. There be lots of *vehicle* in Seoul.
2. There be lots of *traffic* during the rush hour.
3. All this traffic cause lots of *congestion*.
4. Lots of congestion means lots of *traffic jam*.
5. We also have lots of *accident*.
6. Lots of accidents means lots of *damage*. (Hint: "Lots of accidents" is a collective noun.)

"Many" or "Many of"?

Say "many of" when it precedes a possessive pronoun ("many of her boyfriends") or an object pronoun ("gave it to many of them"), or an article ("many of the students that got A"). Say "many" (without "of") with other nouns ("Many students like him.").

Ask "How many...?" about the following statements.

Example: The students demonstrated.

You ask: How many of the students demonstrated?

1. Cars cause accidents.
2. Students demonstrated.
3. His girlfriends have committed suicide.
4. Colleges will close down.
5. Their cars broke down.
6. Your ideas are dumb.
7. Some ideas are intelligent.

Back-seat driver

Meaning

Someone who criticizes from the sidelines.

Origin

This comes from the annoying habit of some people of giving unwanted advice to vehicle drivers. This emerged in the USA in early 20th century, as motoring was becoming widespread. The first reference I can find to someone being called a 'back-seat driver' is from the *Daily Kennebec Journal* (Augusta, USA), May 1914:

<http://www.phrases.org.uk>

Some or any?

from Michael Swan, *Practical English Usage*, and Michael Lewis, *The English Verb*

The simplified rule

Use *some* in positive sentences. Use *any* in negative sentences and in questions.

The realistic rule

The “simplified” rule is true in many cases, but not always. Both *some* and *any* are used with indefinite reference; *some* is most common in affirmative clauses, and *any* is common in questions and negatives. But *some* can be used in negative sentences and questions (“Would you like something to eat?”). But we can use *any* also in affirmative clauses after words that have a negative or limiting meaning, for example *never*, *hardly*, *without*, *little* (“You never give me any help”); and *any* can also be used in *if*-clauses (“If you want any help, let me know”).

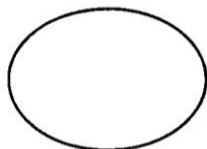
It will be helpful to consider this perspective:

Some is used if the idea is restricted or limited in some way.

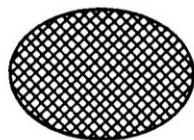
Any is used if the idea is unrestricted or unlimited.

Some applies to part; *any* applies to all or none.

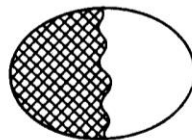
This diagram illustrates the restricted-unrestricted perspective. It represents all the pop music in the world.



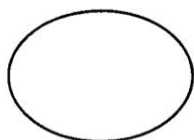
Below, the pop music that I like is shaded:



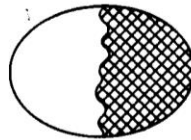
I like any pop music.



I like some pop music.



I don't like any pop music.



I don't like some pop music.

(“I like any pop music” means, in effect, “I like every kind, every singer, every song that is pop music.”)

Example sentences

Can I get you something to eat?

Can I get you anything to eat?

(According to the rules above, *something* connotes a limited offering and *anything* denotes an unlimited offering. As far as the speaker’s intention and the listener’s reaction are concerned, however, there is no difference between the two sentences.)

He's willing to do something for me. (There is one thing that he's willing to do for me.)

He's willing to do anything for me. (There is no limit to what he will do for me.)

He has some money.

x He has any money.

Does he have some money?

Does he have any money?

(As with "Can I get you something/anything to eat," there is no difference in meaning.)

Bring somebody to the party.

Bring anybody to the party.

(*Anybody* emphasizes that there is no restriction on whom the person may bring. However, by using *some*, the speaker is not placing a restriction on whom the person may bring.)

There's some cheese in the refrigerator.

x There's any cheese in the refrigerator.

Problems with subject-verb agreement

A question from a discussion list: Can you help me with yet another subject-verb agreement problem? Our English faculty is debating the appropriate verb to accompany the subject "75% (or any other percentage) of the people."

An answer: Celce-Murcia and Larsen-Freeman state the following in *The Grammar Book*: ". . . Fractions and percentages take a singular verb inflection when modifying a noncount noun and the plural verb inflection when they modify a plural noun; either the singular or the plural verb inflection may be used when they modify a collective noun, depending on the speaker's meaning:

noncount One half of the toxic waste has escaped.

Fifty percent of the toxic waste has escaped.

plural: Two thirds of the students are satisfied with the class.

Sixty-six percent of the students are satisfied with the class.

collective: One tenth of the population of Egypt is/are Christian/Christians.

Ten percent of the population of Egypt is/are Christians."

Questions with *who* and *what*

Using and not using *do*:

Asking about the subject: Someone hit the boy. → Who hit the boy?

Asking about something in the predicate: The boy hit someone. → Who did the boy hit?

Keep the modifier with its topic.

Something on my arm hurts. → What on your arm hurts?

He shouted at someone in the room. → Who in the room did he shout at?

Let's talk about traffic in Seoul. Make a *Who...?* or *What...?* question about the *italicized* words. Partner A ask the question, Partner B answer with your opinion.

1. *Some* think they own the road.
2. These road hogs often injure and even kill *others*.
3. Many of these drivers also use *something* on their car too often.
4. *Someone* should take away their driver's license.
5. *Something* else should happen to these drivers.

The Passive Voice

Use the passive voice: when there's reason to focus on the affected or not to mention the doer.

Don't use the passive voice: with intransitive verbs (*die, disappear*), and when there is no reason to use it. (Korean learners tend to use the passive voice in English for certain words that often take the passive equivalent in Korean, such as *change, increase, improve*.)

Passive and *-ing*: Change these sentences into passive.

Are vehicles causing much pollution in Seoul now?

How many deaths are careless drivers causing these days?

Is the city building any more subway lines?

If you'd like to know more about the passive voice, read the articles in "The Passive Voice," beginning on page 139.

What do you think of this headline (from the Korea Times)?

"Computer users become harder to find Web sites"

Who is she?

STEP 1: Question Formation

Teams of 2 or 3; A, B. A refers to page 113.

1. A: Make a statement.
2. B: Make a specifying question based on “some-”.
3. A: Check the accuracy of B's question.
4. A: Tell B the answer in a complete sentence.

STEP 2: Getting and Giving Information

Look over “Expressions for Offering and Asking for Information” on page 126 for 2 minutes.

Apply the question formation method and the expression to the same question cues you've already done (in “Step 1: Question Formation”).

Use this procedure:

1. A: Tell B a statement from “Who is she?”.
2. B: Use an expression from “Prefacing” (page 126).
3. A: Use an expression from “Agreeing to help” (page 126).
4. B: Ask a specifying question about the statement that A told you.
5. A: Give the answer (from “Who is she?”).
6. B: Use an expression from “Incomprehension” (page 126).
7. A: Answer again.
8. B: Use an expression from “Thanking” (page 127).
9. A: Use an expression from “Acknowledging thanks” (page 127).

Sample Discussions

When you ask about a descriptive verb (*be* + adjective), the modifying phrase modifies *be*. So, if we ask about “It is somewhat cold in that room,” instead of “How cold in that room is it?” we say “How cold is it in that room?”

Here's an example of the basic discussion:

- A Our teacher has some garbage in his home.
 B (to C) Excuse me ma'am, but would you mind giving me some information?
 C (to B) I'd be happy to. What would you like to know?
 B (to C) How much garbage does our teacher have in his home?
 A Correct.
 C (to B) He has ten tons of garbage in his home.
 B (to C) Thank you. It was kind of you to help.
 C (to B) I was very happy to help.

Here's an example of how your conversation might go.

- A Our teacher has a lot of garbage in his home.
 B (to C) Excuse me ma'am, but could I ask you a question?
 C I'd be happy to. What is it?
 A “I'd be happy to”? That reply isn't logical. Try another one.
 C Oh, thanks for pointing out my mistake. Certainly. Go ahead.
 B How much garbage in his home does our teacher have?
 A “In his home” modifies “have,” not “garbage.”

- B Oh, thanks for catching that! How much garbage does our teacher have in his home?
A Correct.
C He has ten tons of garbage in his home.
B Thanks, you've been a big help.
C Don't mention it. It was my pleasure.

How well did you listen? Strip story cloze

One of Seoul's _____ problems, heavy _____, is
_____ worse and _____. It's _____ heavier
_____ by year because more _____ more Seoulites are buying
cars. This causes lots of traffic _____, which make us spend lots of
_____ on the roads. And we have all been late _____ work and
school and appointments many _____. It is also _____ reason for many
accidents, which cause much _____ to vehicles and pedestrians. How much
_____ has to be lost, how many people have to _____ in-
jured, _____ the authorities stop this slaughter on our roads? They aren't doing
anything _____ this problem, and it's _____ to get out of con-
trol. Either Seoulites will have to _____ buying so many cars or the authorities will
have to _____ the laws.

Discussing a developing situation

When we express our opinion about a developing situation, keep in mind that “developing” means changing from one state to another, which is why we use words like “increase” and “deteriorate,” and -ing. Express the situation with one eye on the past, one eye on the present, and one eye on the future.

Review: 3 simple verbs

Verb	Function
<i>be</i>	State
<i>Become, get</i>	Process

Static: I **am** good at English.

Developing (formal): I am **becoming** good at English.

Developing (colloquial): I am **getting** good at English.

Common verbs with present continuous

begin/start	become, get	change, turn into
grow	rise, fall	

<i>starting</i> <i>beginning</i>	+	to verb
<i>becoming</i> <i>growing</i> <i>getting</i>	+	Adjective

We can combine some of these:

The climate is beginning to get pretty warm.

More vocabulary tools

Get worse, worsen, decline, deteriorate
 ≠ *get better, improve*
decline, deteriorate ≠ *improve*
go down ≠ *go up, climb*
decrease, lessen ≠ *increase, grow*
change ≠ *stay the same*

Grammar tools

simple present: *is better*
 present continuous
 is improving
 is starting to, beginning to + verb
 present perfect
 has become
 has gotten worse / has improved
 present perfect continuous
 has been getting better
 passive continuous (Use when you want to focus on the object and/or avoid mentioning the subject.)*
 The streets are being repaired.

*(For more explanation about the passive voice, see “The Passive Voice,” later in this unit.)

Common mistakes

The traffic problem is improving. (A problem doesn't improve.)

- Traffic is improving.
- The Traffic situation is improving.

The population is being increased.

- The population is increasing. (Read "Change-of-state Verbs," in Unit 1.)

We can use comparatives:

As I grow older and older, my memory is getting weaker and weaker.
But I'm growing more confident in speaking English.

Excuse me, but would you be kind enough to answer just a few simple questions?

1. Do you feel confident that you will get a good job after you graduate?
2. Are your parents still young?
3. Can you buy as much with W1,000 as you used to?
4. Do you feel as energetic as you did when you woke up this morning?
5. Please evaluate your fluency in English.

Extended use of present continuous

Traffic in Seoul _____, and the people living in Seoul _____ about it. The number of accidents and deaths _____ and it _____ to walk or drive downtown.

Grammar in our lives: Using the passive voice

How about Seoul? Use the following points, either in negative or positive, to describe the situation in Seoul. Add the agent (the one causing this part of the situation) yourself. Use continuous (-ing) when possible. (Keep in mind "change-of-state verbs.")

Then...

If there are mitigating circumstances, continue your sentence with "...but..."

If there are additional factors, continue with "...and..."

And give a reason for your opinion: "...because..."

Example:

People are being killed and injured by crazy truck drivers.

...but they are being arrested more often.

...and all traffic laws are being enforced more strictly and consistently.

...because the laws were being broken too often.

- people / kill and injure
- trees / destroy
- enough money / spend
- more private cars / make
- pollution problem / solve
- law breakers / must put in prison or hang

Try all the tools

- What do you think about the subway system in Seoul?
- What is your experience with trying to catch a taxi?
- How do you like the air in Seoul?

Longman's Language Activator

GENEROUS

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get up to

penny-pinching /'peni ,pɪntʃɪŋ/ spending very little, or always spending less than is needed, often because you do not have very much [adj]
His grandparents were humourless and penny-pinching. | Unfortunately we have a penny-pinching local government, so sports facilities are awful.

3 someone who does not like spending or giving money
miser **tightwad**
skinflint **cheapskate**

miser /'mɪzə/ someone who hates to spend any money at all, and gets great satisfaction from saving money [n C]
She complains that her husband is a miser who never lets her have any money. | When the old miser died, they found \$50,000 hidden in his bedroom.

skinflint /'skɪn,flɪnt/ an informal word for someone who hates to spend or give money [n C]
We waited for the old skinflint to find his wallet and pay us our money.

tightwad /'taɪtwɒd || -wɑ:d/ an informal American word for someone who hates to spend or give money [n C]
Joe is such a tightwad - he won't even buy his own newspaper.

cheapskate /'tʃi:pskeɪt/ an informal word for someone who dislikes spending money, and does not care if they behave in an unreasonable way to avoid spending it [n C]
Howard called the taxi, he rode with us, and then the cheapskate didn't even offer to pay any of the fare.

- genial** FRIENDLY 1
- genius** INTELLIGENT 11
- genius: a genius** INTELLIGENT 1
- genius: stroke of genius** IDEA 2
- genocide** KILL 9
- gentle** KIND 1
- gentleman** MAN 1
- gents/men's room** TOILET 1
- genuine** REAL/NOT FALSE OR ARTIFICIAL 1, 3
- genuine: the genuine article** REAL/NOT FALSE OR ARTIFICIAL 1
- genuinely** REAL/NOT FALSE OR ARTIFICIAL 4
- geriatric** OLD/NOT YOUNG 8
- gestation period** BABY/HAVE A BABY 9
- gesticulate** SIGN/GESTURE 2
- gesture** SIGN/GESTURE 1, 2
- gesture at/towards** POINT AT 1
- get** ANSWER/REPLY 7, BECOME 1, 2, 3, 7, BUY 1, CATCH 1, 3, CAUSE 3, COOK 1, EARN 1, GET 1, 2, 3, 4, 5, 12, 15, 16, REACH 4, SCORE 1, TAKE/BRING 3, UNDERSTAND 1

- get: be going to catch it/get it** PUNISH 6
- get along/get on** RELATIONSHIP 2, AVOID 3, 4
- get along: not get along/not get on** RELATIONSHIP 3
- get around** TRAVEL 6
- get around: get round/get around** PERSUADE 2
- get around: there's no getting around it** ADMIT 2
- get around to/round to** DO 4
- get around/round** AVOID 3, 4, SPREAD 3
- get at** CRITICIZE 4, FIND OUT 3, THREATEN 1
- get away** ESCAPE 1, 5, LEAVE A PLACE 7
- get away: escape/get away** ESCAPE 9
- get away with** PUNISH 8
- get back** GET 10, RETURN 1
- get back at** REVENGE 1
- get back to** ANSWER/REPLY 1
- get/become** MORE THAN BEFORE 3
- get by** SURVIVE 5
- get by in** SPEAK A LANGUAGE 7
- get down** WRITE 6
- get down to** START DOING STH 4
- get in** ARRIVE 3, ASK FOR STH/ASK SB TO DO STH 6, ENTER 4, 6, WIN 1
- get in/get home** RETURN 1
- get in/into** GET ON OR OFF A BUS, PLANE ETC 1

- get in the way of** PREVENT 1
- get into** INTERESTED 5
- get into: can't get into** FIT/BE THE RIGHT SIZE 3
- get it** UNDERSTAND 2
- get it: be going to catch it/get it/cop it** PUNISH 6
- get off** GET ON OR OFF A BUS, PLANE ETC 2, PUNISH 8
- get off lightly** PUNISH 7
- get off on** ENJOY/LIKE DOING STH 4
- get off with** PUNISH 7
- get on** GET ON OR OFF A BUS, PLANE ETC 1, RELATIONSHIP 4
- get on: get along/get on** RELATIONSHIP 2
- get on: not get along/not get on** RELATIONSHIP 3
- get on/get ahead** SUCCESSFUL 1
- get on with** CONTINUE/NOT STOP 1, DO 4
- get onto** CONTACT SB 1, SUBJECT 3
- get out** ESCAPE 1, 2, 3, FIND OUT 4, GET ON OR OFF A BUS, PLANE ETC 2, LEAVE A PLACE 3, REMOVE 1
- get out: can't escape/get out** ESCAPE 10
- get out of** AVOID 2
- get over** RECOVER/GET BETTER 1, 3
- get over: can't get over** SURPRISED 2
- get over: get it over with** FINISH DOING STH 7
- get/put sb's back up** OFFEND 1
- get round: get around/round** AVOID 3, 4, SPREAD 3
- get round/around** PERSUADE 2
- get sb down** SAD/UNHAPPY 11
- get sb out** ESCAPE 8
- get sb out of** SAVE/RESCUE 2
- get sb to do sth** PERSUADE 1
- get sb up/out of bed** WAKE UP/GET UP 7
- get sth off** SEND 2
- get sth off your chest** TELL 9
- get sth out** WASH 9
- get sth out of** FIND OUT 7, GET 9, 11, TELL A SECRET 5
- get sth over** EXPRESS 1
- get ten years/six months/a fine etc** PUNISH 5
- get through: go through/get through** SPEND MONEY 3
- get to** ARRIVE 1, REACH 3
- get to: how do I get to** WAY/ROUTE 6
- get to be** BECOME 6
- get to do sth** CAN 4
- get to like/expect etc** START DOING STH 13
- get together** ORGANIZE 1
- get-together** PARTY 1
- get up** STAND 2, WAKE UP/GET UP 4
- get-up-and-go** ENERGETIC 4
- get up to** DO 6

get

which meaning?

- get or receive something **GET**
- become something **BECOME**
- buy something **BUY**
- get money for work **EARN**
- get to a place **ARRIVE**
- available for people to have **AVAILABLE**
- get points in a game or sport **SCORE**

Longman's Language Activator

BECOME

110

BEFORE

grow into /'grəʊ ɪntu:/ to gradually change completely over a long time so that you become someone or something else [v]

He's grown into a fine young man. | Who would have thought that a few people's protests would have grown into a national movement. | The crowd's cheers slowly grew into a loud crescendo of noise.

develop into /dɪ'veləp ɪntu:/ to gradually and slowly change into something or someone that is completely different, especially as a result of hard work or planning [v]

Over the years the college developed into one of the finest language institutions in all of South East Asia. | He was a bit naive at first but has developed into a versatile and effective player.

6 to start doing a particular kind of work or activity, or start to have a particular position

become
get to be

become /bɪ'kʌm/ [v]

become a doctor/teacher etc *He studied at Oxford University and later became a writer. | My friend Pam stayed with the company and became a departmental manager.*

become president/chief etc *Sir Richard has just become Chief of Police.*

get to be /'get tə bi:/ an informal expression meaning to have a particular job especially without trying to achieve that position or have that job [v]

get to be a lawyer/a doctor etc *If all goes well she may even get to be an airline pilot. | get to be boss/president etc* *I wanted to ask him how he got to be boss of such a big company.*

7 ways of saying that a situation becomes different, especially when it becomes worse than before

become **grow**
get **turn**

become /bɪ'kʌm/ [v]

It was only when their marriage became unbearable that they considered a divorce. | The relationship between the two nations has become much worse since the bombing incident. | The atmosphere in the room became more festive as Connor opened some beers. | it has become difficult/hard etc *It's become much more difficult to find a job in London.*

get /get/ to become different, especially quickly [v]

Things are getting worse. They're worried that they may have to sell the house. | The situation in the factory is getting out of hand - yesterday only two people turned up for work. | It seems to me that the world is getting more and more unpleasant - people just don't respect each other any more.

grow /grəʊ/ if a situation grows different in some way, it gradually becomes like that over a long time [v]

The atmosphere in this town has grown less friendly. | The situation slowly grew tense as everyone awaited the results.

turn /tɜ:'n/ **turn dangerous/nasty/unpleasant etc** (=to become dangerous, nasty, unpleasant etc, especially when it is not expected to happen like that) [v]

It started out as a friendly game of soccer but it turned unpleasant. | Their friendship was beginning to turn sour.

bed **BOTTOM 4**
bed: get out of bed **WAKE UP/GET UP 4**
bed: get sb into bed **SEX/HAVE SEX WITH 6**
bed: get sb up/out of bed **WAKE UP/GET UP 7**
bed: go to bed **SLEEP 5**
bed: go to bed with **SEX/HAVE SEX WITH 1**
bed: got out of bed on the wrong side/got out on the wrong side of bed **BAD-TEMPERED 2**

bedraggled **UNTIDY 2**
bedtime **SLEEP 5**
beefy **STRONG PERSON 2**
beeline: make a beeline for **TOWARDS 2**
beer gut **FAT 6**

before **BEFORE 1, 2, 4, 8, IF 3**
before: the day/week/month/year before **BEFORE 7**
before: the one before **BEFORE 6, 9**
before long **SOON 1, 3**
before the year/month/day is out **FINISH/COME TO AN END 2**
before you know it **SOON 2**

before**which meaning?**

before an event or time; before someone or something in a list, series etc ● **BEFORE**

at a time in the past ● **PAST**

in front of someone or something ● **FRONT**

● **BEFORE**

ways of saying that one thing happens before another, or that something comes before something else in a list or series

- 1** before something happens or is done
- 2** before now or before then
- 3** ways of saying that someone does something, or something takes place, before a particular event
- 4** ways of saying that something must be done before a particular time
- 5** before a particular hour of the day, when you are saying what time it is
- 6** happening before or existing before someone or something else
- 7** words for describing a time, a day, month etc that comes before another one
- 8** before something in a list or series of things or before someone else in a line of people
- 9** words for describing something that comes before something else in a list or series
- 10** to happen or exist before something or someone else
- 11** to come before something else in a list or series
- 12** to do something before someone else does it
- 13** a person or thing that existed before another person or thing
- 14** words used in written English for describing someone or something that has been mentioned earlier in the same piece of writing

1 before something happens or is done

before **on the eve of**
prior to **pre-**

before /bɪ'fɔ:'/ [prep/conjunction]

They were lucky enough to get out of Germany before the war started. | Think carefully before you give your final answer. | We used to live in Seattle before we got married. | Before he could finish his sentence, she had already walked out of the room. | I always take a bath before breakfast. | Richard left the course three weeks before the end of term. | Before joining IBM, she worked for Toshiba. | Make sure you check the oil and tyres before setting out on a long journey.

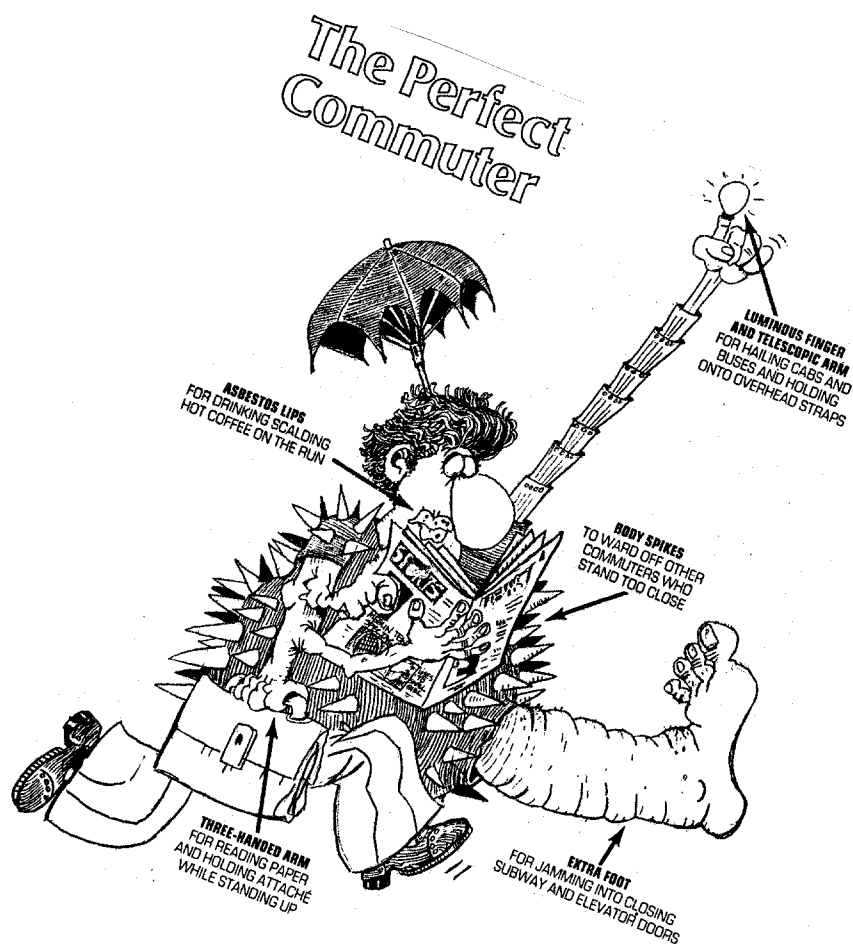
How much (many?) do you know about OB Hoff?

Ask for a specific answer; use *how much* or *how many*. Ask yourself exactly what in the underlying statement is being questioned? Subject noun? Predicate noun? Determiner? Adverb? First ask *how much* or *how many*, then the element, and then say the rest of the sentence in question form. (See “Forming Questions” in Unit 1 for the rules for forming questions.)

OB Hoff has a lot of employees working there.

How many employees does OB Hoff have working there?

- OB Hoff does very good business.
- The owner takes in a lot of money every day.
- OB Hoff has a lot of customers.
- It takes a lot of time to get the place ready for business.
- The workers spend several hours each day getting it ready.
- They always have a lot of work to do.
- One thing they have to do is make sure they have enough change.
- They need lots of coins and bills.
- I have more information about OB Hoff, if you have any more questions.
- The OB Hoff is worth a lot to me when I want to impress my date.



Seoul's developing situation

Warming up

Adj/Adv pattern, common verbs + *-ing*, passive + *-ing*, special vocabulary

Ask and answer the questions below. In your answer, use the pattern in the sub-heading and the words in parenthesis. In the first two sections, if you don't agree with the words provided in parenthesis, change them according to your opinion. (After you answer each item, compare your answer with the answer on page 147.)

Common verbs + *-ing* (including *have been doing*)

Use one common verb with each clause. If the situation has changed recently, use *start* or *begin* with *become*, *get*, *grow*. Remember *change*, *rise*, *fall*. Also consider *keep on doing*. Use a variety.

1. How much congestion is there in Seoul? (worse; number of vehicles)
2. How is the public transportation system? (better)
3. Is even the bus system getting better? (worse)
4. Why do you think the bus system is becoming worse? (fare - rise; number of buses - fall)
5. What is the pollution situation in Seoul? (serious)
6. What is happening to people's health? (sick; number of lung disease patients - rise)
7. How about education? (better)
8. Why do you say education is getting better? (teachers - give more homework)

Passive + *-ing*

1. Is it still inexpensive to ride the bus? (bus fares - raise)
2. Is there an alternative means of public transportation? (more subway lines - construct)
3. Why is the pollution situation starting to get serious? (pollution laws - not enforce)
4. Is the city cleaner than it used to be? (streets - not clean)
5. Why is there so much litter on the streets? (litter - not put in garbage cans)
6. Are pedestrians safe in Seoul? (many - kill, injure)
7. Why? (violators of traffic laws - not put in prison)
8. Are the streets in good condition? (maintain)

Special vocabulary

+	improve	increase	rise		be the same
-	deteriorate	decline	decrease	fall	remain unchanged

Use appropriate words in the table to express your opinion.

1. What do you think about the quality of life in Seoul?
2. How about the quality of Seoul's air?
3. I've been overseas a few years. Will 700 won be enough to take a bus in Seoul?
4. Can you tell me your opinion about service in government offices?
5. Is anything getting cheaper in Seoul these days?
6. How about crime in Seoul?
7. I'd like to hear your opinion about politicians currently in office.
8. Is the quality of education improving with rising tuition?

adj (for smn/sth) to do

1. Can you find a park easily to relax in? (*easy* or *difficult* or *impossible*)
2. Why do people look both ways when they cross the streets of Seoul? (*dangerous* or *suicide*)
3. Why don't we see more Grandeurs and BMWs and Mercedes in Seoul? (*expensive*)
4. Why don't all young people go to college? (*impossible*)
5. Does Seoul's government have all of Seoul's streets washed every day? (*impractical*)

And now, how about taking a survey of the whole class?

The question: Will Seoul be a pleasant place to live in the year 2020?

Use 1) common verbs with 2) present continuous to describe two or more of these aspects about Korea.

When possible, use the pattern be + adj + for + smn/sth + to do.

You might even try using passive voice, but only if there is an agent:

UNUSUAL: The number of cars is being increased. (Wrong unless you want to imply that some agent is involved.)

RIGHT: The number of cars is increasing.

Use this pattern in your discussion

Always present your point before you present your explanation.)

1. Your point: Make a prediction (future tense) about one of the items in "Here are some points..."
2. Explanation:
 - 2.1. Present a reason using the common verb/adj + continuous,
 - 2.2. then support your reason.

Example:

1. Prediction: Seoul's air will probably be much cleaner in 2010.
2. Explanation:
 - 2.1 It's getting better these days. or Ten years ago the city started enforcing pollution laws.
 - 2.2 My father told me that his collar used to be black when he returned home at night, but now it's gray.

Give 1 point for each positive development, and -1 point for each negative development. Total your points and discover your team's attitude towards the developing situation in Seoul.

Here are some points, but you can also add your own points:

- cost of living
- environment
- consumer vs. manufacturer
- transportation
- social behavior
- employment
- education
- morals
- arts and culture

Here's an example.

Item: cost of living

Student A: It's going to be very expensive to live in Seoul 10 years from now. Prices are all getting higher. Look how the bus and subway fares are going up.

Student B: Yes, it'll be difficult to make a living then. Because prices are rising, it's growing more and more difficult to live a comfortable life.

Student C: Well, looks like we'll have to give "Negative" one point.

And here's another example.

Item: transportation

Student A: Nobody will be able to get anywhere 10 years from now. The whole city is turning into one big parking lot, but it's becoming harder and harder to find a parking place.

Student B: But the mass transportation system is getting much better. I don't think we have to worry about getting around.

Student C: And people are starting to obey the traffic laws more. In 10 years the streets will be a lot safer.

Student B: Well, I guess we can add a point under "Positive."

Seoul's Scorecard

Item	Positive	Negative
Totals		

The very useful passive voice

Use the passive when the agent is not important, not known, or you don't want to specify for some reason.

During the winter the snowed wasn't cleaned off the streets.

The passive voice is also great for making a comment tactfully. Depersonalize (don't say "you"). Can you make this sentence more tactful?

You have to do this homework more carefully.

→ This homework has to be done more carefully.

Who is she?

A / Leader

Statements

1. I saw her somewhere on my way to school.
2. She was wearing something.
3. Someone in the store was looking at her with interest.
4. The clerk was standing somewhat close to her.
5. The clerk was talking with someone else in the store.
6. The clerk did something to her.
7. The clerk had some reason for doing this.
8. It was somewhat difficult to move her.
9. Then the clerk did something else to her.
10. The clerk had some reason for doing this.

Questions

1. Where on your way to school did you see her?
2. What was she wearing?
3. Who in the store was looking at her with interest?
4. How close to her was the clerk standing? (or: . . . standing to her?)
5. Who else in the store was the clerk talking with?
6. What did the clerk do to her?
7. Why did the clerk do this?
8. How difficult was it to move her?
9. What else did the clerk do to her?
10. What reason did the clerk have for doing this?

Answers

- | | |
|--------------------------|-------------------------------|
| 1. in a store | 6. picked her up |
| 2. a beautiful new dress | 7. wanted to move her |
| 3. a clerk in the store | 8. not so difficult |
| 4. right next to her | 9. undressed her |
| 5. a customer | 10. customer wanted her dress |

Can you find any problems here?

Seoul Gridlock Delays Philharmonia Concert for More Than One Hour

It was a long and winding way to take part in the cultural activity, the performance of the Philharmonia Orchestra from London, due to the notorious traffic jam in Seoul.

The performance of the British orchestra started more than one hour later than the scheduled time because its members were stranded in a severe traffic congestion.

The Philharmonia Orchestra with pianist Peter Jablonski and conductor

On the road

Let's learn some words and phrases about traffic. (These will be very useful when you are stopped by a policeman in the States, and you have to explain your way out of a ticket.) Below you will see some questions about the photo for Text 1.

1. Ask the question.
2. Look at the photo for Text 1. Try to explain by using the Terms (below). and use Location Phrases (below) to direct your partner.)
3. Refer to the answers on page 149. Read the answer aloud and write the question's number by the terms and prepositional phrases used in the answer.
4. Repeat the question.
5. Answer again. (It doesn't have to be exactly the same as the provided answer, but you should use the provided Terms which you numbered.)

The questions:

1. Is it safe for a pedestrian to walk on the main street? Where is it safe?
2. Where would we most likely find a sophomore English major at 12 midnight?
3. Why are the cars on the side street stopped?
4. Where is it safest for the pedestrian to cross the street?
5. Can a vehicle coming from the left on the main road turn right into the side street in the foreground?
6. Should a person crossing the main street look only to the right?
7. Can traffic coming from the left (on the main road) ignore traffic coming from the side street (in the foreground)?
8. Does this city have concern for the handicapped?
9. Is the car in the center of the photo going to continue straight ahead at the intersection, or will he turn?
10. Do you think this street is good for a very romantic date at night?

Some vocabulary for the car:

steering wheel	(honk the) horn	hood
windshield	trunk	headlights, tail lights
rear-view mirror	bumper	blinkers; directional lights
gear shift	manual / automatic transmission	

Location Phrases

- in the foreground/background of the picture, there is/are...
- at the top/bottom of the picture...
- on the left/right side of the picture...
- to the left/right of the street light...
- halfway across the top/bottom of the picture...
- a quarter of the way up/down the side of the picture...
- a quarter of the way across the top/bottom...
- in the middle of the picture... at the center...
- in the upper/lower right/left corner of the picture...

Terms for “On the road”

Structures	Traffic control	Movement	Other terms
sidewalk	green / amber / red light	turn left / right	to break the law
curb	traffic light; traffic signal (turns red / green)	keep to the left	(some action) be against the law
gutter	inside / center / outside lane	come from the left / right	get a ticket (for breaking the law)
street light	car lane, traffic lane	go straight ahead	cross the street
lamp post	left-turn / right-turn arrow	switch / change lanes	be across the street from
pedestrian crosswalk	one-way street	have / yield the right-of-way	side street, main thoroughfare, main street
stop sign	one-way / two-way traffic	go through the red light	to jaywalk
stop at/for			



Oh how we love Chuseok!

☞ The WNYN Story ☞

Pronunciation tip

Listen closely to the pronunciation of *Margaret*. How many syllables do you hear?

Before we listen...

- How many of WNYN's staff do you know? (Note that *staff* is singular form.)
- How do you think David's interview with Grace Lee went? Did she like him?
- Do you think Bob Russo has hired David Denton?
- Will David prove to be a reliable assistant to a reporter?

Multi-time and one-time listening

Listen 2 or 3 times for:

- the setting
- the general topic
- the main point
- the major supporting points

Then read the dialog.

And then listen once more, for sound-symbol correspondence.

Sequence

1. Listen once.
2. Individually number each item according to the order you heard.
3. Listen again.
4. Compare your ordering with your partner. Explain the *italicized* words.
5. Read the script.

Instead of saying "D's first" try "Before (D's content), (A's content)."

- a. ___ Well, *we'll* go ahead without *him*.
- b. ___ They promised we'd have *the complete report* in a couple of weeks.
- c. ___ Oh! *I* finally managed to get in touch with *him*.
- d. ___ Are *you* going to be ready by *that time*?
- e. ___ Time for *your* appointment.
- f. ___ *It's* going to be the biggest and most important assignment *you've* ever had at WNYN.

True or False?

Try “the inverted pyramid” for answering complex questions:

Present your answer (your main point) in the first sentence, using the language in the question.

Then, give a general reason for your answer.

And then, use content and language from the dialog to explain your general reason.

1. They are in Marsha’s office having a coffee break.
2. They won’t be talking very long.
3. Someone is missing.
4. The report they are waiting for will be very useful.
5. Grace wants to go over some plans.
6. Marsha has not been wasting her time.
7. Marsha is discouraged in getting someone to interview for her special on space.
8. There might be a schedule conflict between two programs.
9. Marsha won’t be in New York around the 23rd of the month.
10. Marsha is going to get a good opportunity pretty soon.
11. They have to begin planning the housing industry and noise pollution programs soon.
12. David wasn’t at the meeting because he overslept.
13. David didn’t originally intend to go to the hospital.
14. Marsha is happy David went ahead and made the arrangements at the hospital without her.

What’s your opinion?

Be brief but complete in your answers. Use the lexicals and structures from both the first and second dialogs in explaining your answers. Consider the entire dialog, not just one passage. Also consider what happened before this dialog.

1. Put these people in their hierarchical order at WNYN: Grace, David, Margaret, Bob, Marsha.
2. Do you think David is very reliable? Consider his reaction to what Bob said about responsibility, along with what happened in Unit 2’s dialog. (See “Adjectives for Describing People: Personality,” at the end of Unit 1.)
3. Do you think David is going to get along well with Marsha?
4. Why do you think David made the arrangements at the hospital without Marsha?
5. If someone in a Korean company did what David did in today’s dialog, what would his immediate superior have done about it? Would his superior have been as direct as Marsha, or less direct - would he have said anything at all? What if the superior were female and the worker male?

Grammar and WNYN

Use 1) passive voice, 2) common verbs with 3) continuous or adjective + infinitive to describe these aspects of the situation at WNYN.

- meeting (Grace’s appointment)
- David — reliable
- David — independent
- Marsha — control David
- Marsha’s feelings
- David — understand why Marsha upset

Lexicals exercise

Follow the guidelines presented in “Study Aids” in *On Your Own*.

<i>Go ahead</i>	<i>not much good to smn</i>
<i>get started</i>	<i>go over sth</i>

1. I have a copy of the English Language class final examination from 1952. Would you like to buy it?
2. When a student is late for class, does our teacher wait until he comes to begin class?
3. Why does our teacher collect our homework?
4. What could we have said when we began this exercise?

Now, switch. Say the sentences to your friend, and have your friend reply.

<i>first of all</i>	<i>so far</i>
<i>manage to</i>	<i>get in touch with smn</i>

5. Is it easy for you to get out of bed in the morning?
6. When you die, what is one thing you will have to do?
7. How are we supposed to begin this exercise?
8. How many lexicals have we practiced in this exercise?

Okay, let's switch back.

<i>the adj-est smn has ever</i>	<i>be all set</i>
<i>time for</i>	<i>get together</i>

9. If you saw Mt. Everest, what would you exclaim?
10. Why do people have alumni meetings?
11. What does the opposition party usually say at election time?
12. Are you ready to switch again?

Your last big opportunity. Let's switch once more.

<i>get tied up</i>	<i>might as well</i>
<i>set things up</i>	<i>come up with sth</i>

13. Why are we sometimes late for first period class?
14. Why do some students get high scores, and some get low scores on exams?
15. If you are going to have a big party, what do you have to do before the party?
16. Should we do this last item, or just quit now?

Possible replies to the Lexicals Exercise

1. No, it's not much good to me if it's that old.
2. No, he goes ahead without the student.
3. He wants to go over it to see how well we do it.
4. "Let's get started."
5. No, but I manage to.
6. I'll have to get in touch with the undertaker.
7. First of all, one is supposed to ask a question.
8. We've practiced eight so far.
9. "That's the highest mountain I've ever seen!"
10. They want to get together with their old classmates.

11. "It's time for a change."
12. Yes, I'm all set to switch.
13. We get tied up in rush-hour traffic.
14. Some come up with the right answers, and the others don't.
15. You have to set things up.
16. We might as well do it {since we've come this far}.

Summary

First, without looking at the phrase list below the summary, try to fill in the blanks with phrases which correctly complete the summary paragraph; speak about the dialog as having happened in the past. Agree 100% orally before you write anything. Then, refer to "Summary phrases" (on page 150) and select the correct phrase. Check these phrases with the phrases you used on your first try.

Grace ___1___ with Margaret and Marsha ___2___ plans for WNYN's special features for the month. David was ___3___ the meeting but he never ___4___. After the meeting, ___5___ in her office. David said he ___6___ because he decided ___7___ for the hospital special; he ___8___. Marsha was not happy, because David had not asked her ___9___, and they were supposed ___10___.

Review summary

Reread Dialog 1, and on a separate sheet of paper try writing your own summary. Include summary:

- why David was having an interview,
- what Bob Russo asked him, in general,
- what the job requires, and
- when the final decision will be made.



"Why do they call it rush hour when no one goes anywhere?"

Phrasals Phun

First, read “Phrasal Verbs: Using Your Dictionary” (on page 122). Then, complete the following sentences with the appropriate phrase. Some must have the pronoun in the middle, others don’t have it that way. If we don’t split the phrase with a pronoun, write X in the blank.

set up	get together	stop in
go ahead	go over	get in touch
come up with		

- Grace _____ her meeting without David.
She _____ it _____ without him.
- Grace wanted to _____ plans for the following month’s specials.
She wanted to _____ them _____ .
- Marsha reported that she finally managed to _____ Prof. Daniels.
She _____ him _____ a few days before.
- Marsha _____ an interview with Prof. Daniels for a couple weeks later.
She _____ it _____ over the phone.
- Grace wanted to _____ Marsha and Margaret again for a longer meeting.
She wanted to _____ them _____ for a longer meeting.
- That morning, Bob got permission to _____ the Denver Project.
He got the final OK that morning to _____ it _____ .
- David didn’t show up for Grace’s meeting because he _____ the hospital.
He _____ there _____ .
- David stopped in at (stopped by) the hospital to _____ the interview for Tuesday.
He went there to _____ it _____ .
- David thinks he _____ a good story angle.
He _____ one _____ .

And how about yourself?

What does your friend do sometimes that gets you upset?

Would you like to stop studying right now?

What are you going to do before the mid-term exam?

What do you enjoy doing with your high school classmates now and then?

Phrasal Verbs: Using Your Dictionary

A phrasal verb is a combination of two or three words with a single meaning. One of the words is a common verb and the other word is a preposition or one of the common adverbs such as *up*, *down*, and *across*. Let's call the preposition or adverb a "particle." The problem with phrasal verbs is that some of them permit a noun or pronoun between the verb and the particle, and some of them don't. The rules for this are extremely complex, so it's much easier to just look up a phrasal verb in the dictionary.

Every time you learn a new phrasal, learn it the same way that you learn a single word. Look it up in the dictionary in order to find out what kind of phrasal it is. (You can find a link to a online phrasal dictionaries at our web site.)

Let's see what we can find in the dictionaries for **SET UP**, first in *Collins Cobuild* and then in *Longman*.

COLLINS COBUILD

► set up

- 1 If you **set up** something **up**, you create or arrange it. PHRASAL VERB
 □ *The two sides agreed to set up a commission to investigate claims. ...an organization which sets up meetings about issues of interest to women... Tell us when and why you started your business and how you went about setting it up.* ♦ **setting up** *The British government announced the setting up of a special fund.* V P n (not pron)
 V n P
 N-UNCOUNT: usu N of n
- 2 If you **set up** a temporary structure, you place it or build it somewhere. □ *They took to the streets, setting up roadblocks of burning tyres... 200 peace activists are planning to set up a peace camp at the border.* PHRASAL VERB
 = erect
 V P n (not pron)
- 3 If you **set up** a device or piece of machinery, you do the things that are necessary for it to be able to start working. □ *Setting up the camera can be tricky... I set up the computer so that they could work from home.* PHRASAL VERB
 V P n (not pron)
 Also V n P
- 4 If you **set up** somewhere or **set yourself up** somewhere, you establish yourself in a new business or new area. □ *...the mayor's scheme offers incentives to firms setting up in lower Manhattan... He worked as a dance instructor in London before setting himself up in Bucharest... Grandfather set them up in a liquor business.* PHRASAL VERB
 V P prep/adv
 V pron-refl P
 prep/adv
 V n P prep/adv
- 5 If you **set up** home or **set up** shop, you buy a house or business of your own and start living or working there. □ *They married, and set up home in Ramsgate. ...20 businessmen hoping to set up shop in Japan.* PHRASAL VERB
 V P n
- 6 If something **sets up** something such as a process, it creates it or causes it to begin. □ *The secondary current sets up a magnetic field inside the tube... This can help you satisfy the craving without setting up problems later on.* PHRASAL VERB
 V P n (not pron)
 Also V n P
- 7 If something **sets you up** for something, it puts you in a good condition or position to deal with it, for example by making you feel healthy and energetic. □ *I have my cornflakes and smell the fresh air and the grass and it sets me up for the day... The win sets us up perfectly for the match in Belgium.* PHRASAL VERB
 V n P
- 8 If you **are set up** by someone, they make it seem that you have done something wrong when you have not. [INFORMAL] □ *He claimed yesterday that he had been set up after drugs were discovered at his home... Maybe Angelo tried to set us up.* PHRASAL VERB
 = frame
 be V-ed P
 V n P
 Also V P n (not pron)
- 9 → See also **set-up**.

In sense #1, we see "V P n (not pronoun)" in the margin, and below that is "V n P." It's easy to guess that "V" means verb. If you invest some time in studying how to use your dictionary (by referring to the introduction when you can't figure out the dictionary's abbreviations and symbols), you will see (as in the clippings from the introduction, on the next page) that "P: stands for **particle**," and "**n (not pronoun)**: stands for a **noun group** of some kind, but **not a personal pronoun**." The margin note

also shows the order of *set up*'s elements: it is verb first, particle second, and then non-personal pronoun. Carefully study the dictionary's sample ("*The two sides...*").

Also in sense #1, in the margin, we see "V n P." If we look up "n" in the dictionary's introduction, we see that "n: stands for **noun** or **noun group**...including a pronoun." That tells us that it's possible to separate this phrasal with a pronoun: verb, then pronoun, then particle. The sample shows us "*setting it up.*"

n: stands for **noun** or **noun group**. If the **n** element occurs in a pattern with something that is part of a noun group, such as an adjective or another noun, it represents a noun. If the **n** element occurs in a pattern with something that is not part of a noun group, such as a verb or preposition, it represents a noun group. The noun group can be of any kind, including a pronoun.

e.g. **n N: collector 2** ... *He earned his living as a tax collector.*

V for n: advertise 2 ... *We advertised for staff in a local newspaper.*

n (not pron): stands for a **noun group** of some kind, but **not a personal pronoun**. It is used in phrasal verb patterns where the particle is an adverb.

e.g. **V P n (not pron): burn down** ... *Anarchists burnt down a restaurant.*

P: stands for **particle**. It is used in phrasal verb patterns to represent the particle. Particles may be either adverbs or prepositions.

e.g. **V P n: look after 1** ... *I love looking after the children.*

LONGMAN

This dictionary handles phrasals in a different way. Look at the arrow in sense #1; it points both ways. We can easily imagine that this sense of *set up* is separable, so a pronoun can come before or after the particle:

... if we all set up, we will finish the job in half an hour.

set up *phr v*

1 COMPANY/ORGANIZATION ETC to start a company, organization, committee etc; **establish: set sth** ⇔ **up** *They want to set up their own import-export business. | new regulations for setting up political parties | set (yourself) up (as sth) (=start your own business) John decided to set up as a graphic designer. | set up shop/set up in business (=begin operating a business) Now Betterware plans to set up shop elsewhere in Europe.*

2 ARRANGE/ORGANIZE set sth ⇔ up to make the arrangements that are necessary for something to

Let's see how *Longman* shows that a phrasal *cannot* be separated:

case might go against him. | The vote went against the government.

go ahead *phr v*

1 to start to do something, especially after planning it or asking permission to do it: [+with] *They've decided to go ahead with plans to build 50 new houses on the site. | go ahead and do sth I went ahead and arranged the trip anyway.*

2 if an event or process goes ahead, it happens: *A judge has ruled that the music festival can go ahead.*

3 *spoken* used to give someone permission to do something, or let them speak before you: *'Do you mind if I open the window?' 'No, go ahead.'* | *If you want to leave, go right ahead.*

4 also **go on ahead** to go somewhere before the other people in your group: *You go ahead and we'll catch you up later. | ... He stood back to let Sue go ahead of him.*

To the right of **go ahead** we see "*phr v.*" In sense 1, unlike in the entry for *set up*, we don't see any arrows at all. We can guess what *Longman* is telling us by omitting the arrow: There is only one way that

we can use this phrasal verb, so we can't put a noun before the particle. We couldn't say, for example, "Go plans ahead with." (Also note that we use *with* when we have an object.)

OTHER DICTIONARIES

Every learner's dictionary has its own way of presenting grammar. When you begin using a dictionary invest time in learning that dictionary's peculiar methods. That investment will pay off big in the long run!

A USEFUL TIP

If you're writing something and you want to use a certain phrasal verb but don't know its grammar, and if you can't find it in the dictionary — put the object after the particle, and don't replace the object with a pronoun. Why? The main difference among different kinds of phrasal verbs is whether or not the object — or its pronoun — can be placed in between the verb and the particle.

Lexicals review for Dialog 2

Make questions from the cues in Column A. Then answer with the lexicals in Column B. After each question, refer to the answer key to check accuracy; look in the dialog's script for the answers to the questions, and after you answer, check the answer key on page 146. After you do five items, go back and review them; then continue with the following items. *The base time is when the dialog takes place.*

A

1. viewer survey report / helpful
2. wait / David / arrive/ meeting
3. Grace / want / do / meeting
4. Marsha/ much/ space special / yet
5. program / aired / TV
6. Bob /want / talk / Marsha
7. there / other deadlines / have to / meet
8. Grace / suggest / do / because / leave / early
9. David / not show / meeting
10. Marsha / know / hospital program
11. how / David / explain / absence / Grace's meeting
12. David / think / Marsha / happy
13. Marsha / tell / David / job

B

1. not much good / promptly
2. go / him
3. go / plans / special features
4. manage / touch / Prof. Daniels
5. schedule / 23rd
6. go / project
7. program/airline strike
8. together again/ Thursday
9. tie / morning
10. suppose / go / there
11. pass / might / stop / set things / Tuesday
12. story angle / come ___ with
13. responsible / story / responsible / video / WNYN

∞ Functions ∞

Asking for and offering information: Directions

Can you guess where I'm leading you?

The answers are on page 150.

_____ right _____ the main gate, _____ the street that _____
Sungkyunkwan. _____ walking _____ the street about two _____,
_____ you _____ to a MiniStop _____ right. Go inside and get
some money from the ATM machine. Come _____ and keep _____
going _____ the same direction, _____ you _____ the street
_____ Changgyeong Palace _____ on. You _____
a Family convenience store _____ right. _____ north _____
the main street, _____ the Hyehwa traffic _____, _____ the pedestrian over-
pass, and when you _____ to the _____ lane _____ left. Walk _____
that lane about one _____. It _____ be on _____ corner. Let's
meet _____ the second floor. I'll be waiting _____ you and your money
_____ a table _____ the door.

Directions to my home

I live _____ Donggyo-dong. _____ a _____ 8 bus _____ Kwanghwamun
_____ one stop _____ Sinchon rotary. After you _____ the bus,
you'll see a tailor shop _____ the Donggyo Tailor shop. Keep _____
the same direction _____ the bus _____ and _____ right _____ the first cor-
ner. _____ straight _____ you see a fruit store. My house is _____
_____ the fruit store and it _____ dark blue gate. The number is 93-1.
It's very easy _____.

The grammar in giving directions

Can you recognize the grammar in these directions?

Go down this street for two blocks until you come to the high school. Make a left and go two blocks. Cross the street, and it's at the end of the block. You'll see it on the left of the bank.

[Answer: Directing is in the imperative mood, and descriptions are in present or future tense].

Methods for offering and asking for information

An ordinary conversation would include the following steps:

Offering information	Asking for information
<ol style="list-style-type: none"> 1. "A" offer 2. "B" thank, then ask 3. "A" tell 4. "B" ask for clarification or confirm 5. "A" clarify or confirm 6. "B" Thank 7. "A" Acknowledge 	<ol style="list-style-type: none"> 1. "A" preface 2. "B" agree 3. "A" thank, then ask 4. Continue from step 3 in Offering (but switch "A" and "B")

Expressions for offering and asking for information

Learn the base patterns in these expressions. You will be able to use them in many situations for asking or offering information, not only directions.

Offering

- Excuse me. Can I offer some help?
- Pardon me. You look lost. Can I help?
- Excuse me. Do you need some help?

Prefacing

- Excuse me, but could I ask you something?
- I wonder if I could ask you a question.
- I'm sorry, but would you mind giving me some information / explaining something to me?
- I see you're busy with something, but would you mind if I asked you something?

Agreeing to help... (These must match logically with the prefacing.)

- Of course. How can I help you?
- Yes, of course.
- I'd be happy to.
- Certainly. Let me think a moment. . .

Asking... (First, respond to the agreement with "Thank you.")

- Could I ask you where the nearest bookstore is?
- Could you please tell me which way the post office is?
- I wonder if you could tell me where I can get the Number 13 bus?
- Do you know how I can get to Robinson's from here?
- I'm trying to find the bank. Can you help me?

Incomprehension

- I'm sorry, but could you tell me again, from Main Street?
- I beg your pardon, but did you say I should take a left at the next corner?

- Excuse me. I've forgotten what I'm supposed to do when I come to Stokely's.

Confirming

- I see. I go straight to the corner, then turn left.
- So I should turn left when I come to Main?
- All right, I think I've got it now. I turn left at the bank.
- You say I should turn left at the bank?

But if you don't know...

- I'm sorry, but I'm new around here too.
- I'm afraid I can't tell you. I'm not familiar with this neighborhood.
- Sorry, I'm not sure (where it is).
- I wish I could tell you, but I don't know myself.

Thanking

- Thank you very much. You've been very helpful.
- I appreciate your help.
- Thank you. It was kind of you to help.
- [Somewhat informally] Thanks a lot for your help.
- [Couldn't tell you] Well, thanks anyway.

Acknowledging thanks

- I was glad/happy to help.
- You're very welcome.
- It was my pleasure.

Can you find any problems in these sentences?

- You go down this street two blocks.
- Excuse me. Can I have a question?
- Okay. I turn left at the next corner.
- You must go down this street two blocks.
- It's on the left side of the bank.
- It's opposite of the coffee shop.
- Here we have to across the street.

William Faulkner was a very poor writer
until our teacher told him about RECONSTRUCTION.

And now?

He's dead.

But that's irrelevant.

Phrases used in directions

(Note the “Illustrated Prepositions” at the end of this unit.)

go down/up along X	walk straight on / down / up	go north on X till you come to
go from X to Y	go for 100 km / 2 blocks	keep going down/up X till
turn right at the corner	make a left at X	X is on/to the/your left
in the middle of	across the street from	right across from
You'll see	It'll be right on the corner	cross the pedestrian overpass
kitty-corner (from <i>or</i> to)	at the corner of X and Y make a right onto Y	go through the underpass
the street that X is on	the street that runs past X	a long / short block
is around the corner from X	at/ after / before / around the bend in the street	Opposite the X (<i>Don't use of</i>)

Tips for CLEAR directions

- Provide three elements: 1) the phrase and 2) reference point and 3) another reference point. (If it's across the street from a corner reference point, you need at least two reference points.)
- Give concrete measurements. Don't say "walk about 5 minutes," say "Walk 200 meters."
- Use compass directions (if your listener knows the compass directions in the area).

Location phrases practice

Describe the location of each item on the Myeongryun-dong map. Use the phrases in “Phrases used in directions,” and replace any verb with *be*. For each item, use as many phrases as you can.

Example

- A: Excuse me, but I wonder if you could help me.
 B: I'd be happy to.
 A: Thanks so much. Could you tell me where the Nongshim Supermarket is?
 B: Of course. It's on the road that goes to the Hyehwa Traffic Circle, just 50 meters north of the pedestrian overpass.
 A: I'm sorry, but I didn't get that last one. Did you say the traffic circle is 15 meters north?

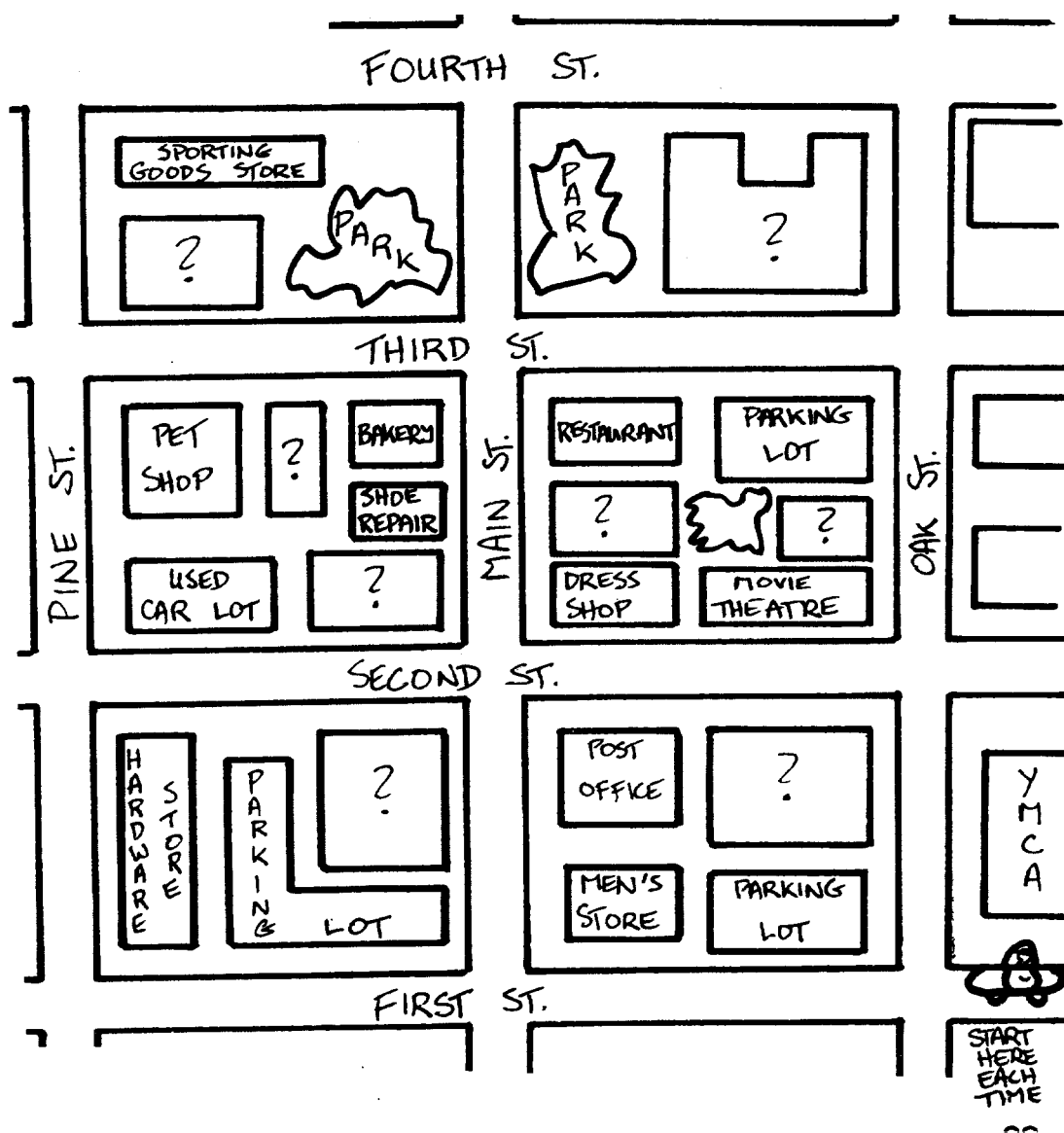
- B: Whoops, sorry I didn't say that clearly. It's 5-0, fifty.
- A: Thank you. You've been very kind.
- B: Don't mention it. I was glad to help.

Map Game

Partner A

You and your partner have different maps. Do not look at your partner's map. Ask your partner how to get to the places listed below. Start each time from the lower right-hand corner, where it says, "Start here each time." Write the name of place in the box with the question mark. Remember to use polite language in asking and giving directions.

- | | | |
|-----------------|----------------------|---------------|
| the hospital | the hi-fi shop | the drugstore |
| the garage | the department store | the bank |
| the supermarket | the nursery | |



Asking and giving information: Directions

Let's practice "Phrases for giving directions" on a map of Myeongryun-dong. At the numbered position on the map, ask the question with the same number below. Use the parenthesized word to give one-step directions *from that number*. Be sure to use polite forms of asking and giving information. You can find answers on page 149.

For example:

1. (Look at 1 on the map.)

A: Excuse me, but could I ask you something?

B: Of course. What would you like to know?

A: Could you tell me where the school's main gate is? (straight)

B: Answer: Yes, I'd be happy to. It's straight ahead!

A: (Clarify:) I beg your pardon, but did you tell me I should go straight ahead?

B: That's right. Go straight ahead.

A: Thank you so much. It was kind of you to help.

B: It was my pleasure.

A: (Confirm:) So I should go straight ahead?

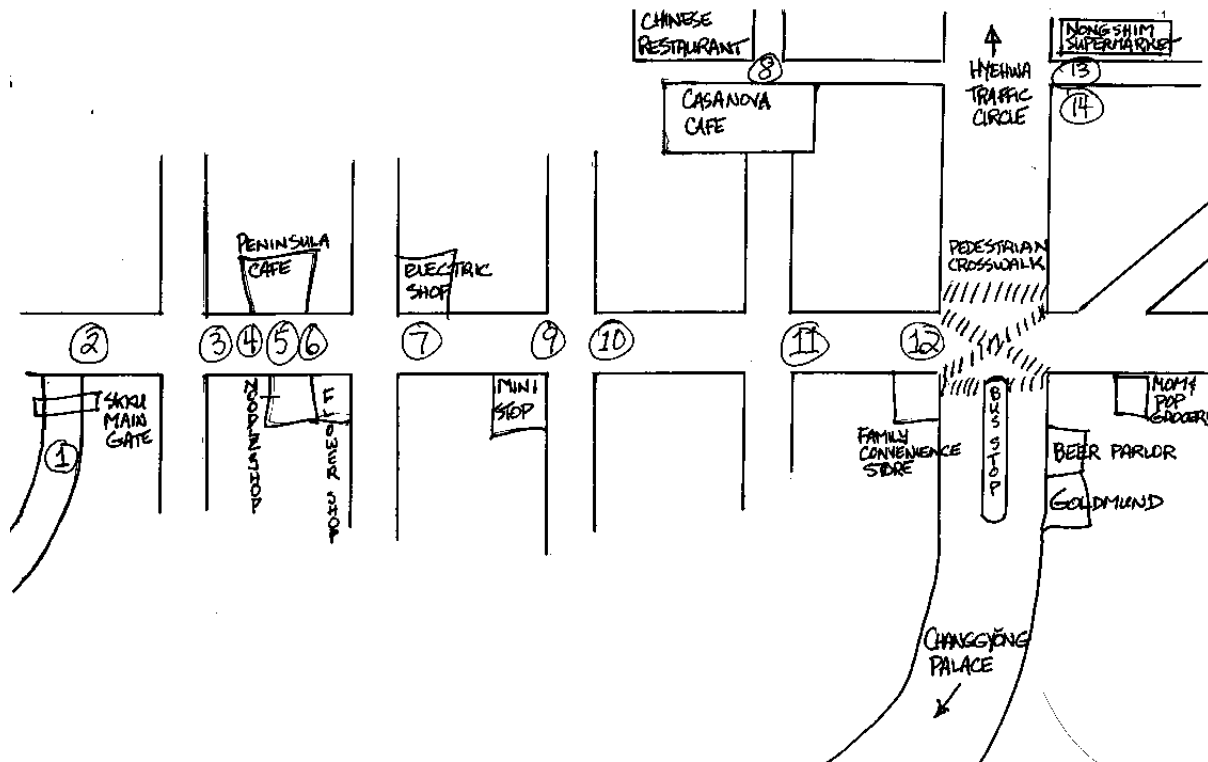
OR:

B: That's correct.

All ready? Then here we go...

But remember to use a polite preface and thanks!

1. How do I get to the Peninsula Cafe? (right)
2. How can I get to the main road? (down)
Are you practicing polite prefacing?
3. Where is the Peninsula Cafe? (middle)
4. Where is the noodle shop? (Peninsula Cafe)
5. Where is the flower shop? (corner)
6. Where is the electric shop? (flower shop)
Are you asking and answering in a civilized way?
7. By the way, which street is this? (Sungkyunkwan University)
8. What lane is the Casanova Cafe in? (Chinese restaurant)
9. How far should I go to get to the Family convenience store? (this street – main road)
10. How can I get to the Casanova Cafe? (left)
11. What street is the bus stop on? (Changgyeong Palace)
12. Is the Nongshim supermarket on this side of the street? (overpass)
13. Where is the mom and pop grocery? (College Row)
14. Where is Hyehwa Traffic Circle? (north)



Directions to Mary's Alley

From the bank go _____ 10th _____ one block _____ the intersection _____ 10th and F St. Turn _____ F St. and keep _____ straight _____ F _____ you _____ the gas company _____ left. Turn _____ 8th. You _____ find it _____ the middle _____ the block _____ both sides _____ the street. Mary's Alley runs _____ two _____ from 9th _____ 7th.

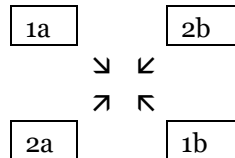
Guess where I'm leading you

Game objective: Guess where your partner leads you.

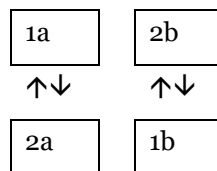
Language objective: Learn expressions for asking and giving information; phrases for directions.

Imagine: A non-Korean (your partner) has approached you as you are going home from school. This person is older than you.

1. Review the expressions for asking and giving information, and phrases for directions.
2. Groups of four: divide into team 1 and team 2. Sit kitty-corner to each other.



3. One player divide one clean standard sheet of paper into four cards; give one to each player.
4. Each player think of one destination (**commonly known**) and a starting point within the Myeongryundong – Hyehwadong – Daehakno area. Write the starting point and destination on your card.
5. Give your card to a player on the other team (for example, 1a exchanges with 2a). Memorize the information on the card you get. Then put the card somewhere that no one can see it.
6. Partner 1a, tell your partner (1b) the starting point, and then start the 7-step method (see “Example,” below) that we learned in class. Continue the 7-step method; say “X” instead of the place name. (Partner B, clarify and confirm—step 5—at several points DURING step 4, Directions.)



Example:

Step	Partner
Starting point	A We are now at Nongshim Supermarket.
1. Offer.	A: Pardon me. You look lost. Can I offer you some help?
2. Ask.	B: Yes, thank you. I wonder if you could tell me where X is.
3. Agree.	A: I'd be glad to.
4. Directions.	A: Go out the back door of this supermarket and turn left in the lane. Go all the way down that lane to...
5. Clarification	B: I'm sorry, but which way did you say I should turn outside the supermarket?
OR	A: Turn left.
5. Confirmation	B: I see. I should turn left into the lane in back of the supermarket.
(Continue directions.)	A: That's correct. Go all the way down that lane till you come to a main road. You will see the X at the corner, on your right.

6. Thank. B: Oh, the subway station! Thanks very much. You've been very helpful.

7. Reply to thanks. A: Don't mention it. I was happy to help.

- Don't describe the function of X. (For example, you cannot say "Go down this street until you see a fast food restaurant on your left. That is X.")
- Team 2, listen for language mistakes; you get 1 point for each mistake that you can correct.
- If the team mate successfully identifies the destination within 5 direction sentences, that team gets 5 points. If you don't do this within 5 sentences, stop; you get 0 points.

7. Now, Team 2 tries. Partner A, give Partner B directions. Keep on switching roles till you run out of time.

By the way, do you know the difference between *to* and *towards*? *To* means "all the way to," and *towards* means "in the direction of."

We're having a party at my house!

Underline the phrases which you think would be useful in asking and giving directions. Then make sure you can remember them. (Note how every direction includes a specific, concrete reference point.)

Seok-du: Hey, Cheol-myeon! I'm having a few friends over for a party at my house tomorrow. Can you come?

Cheol-myeon: Sounds great! But I've never been to your house before. Seeing as I'm new to Seoul, I probably haven't been in your neighborhood. Can you tell me how to get there?

S: Sure, it's easy. Just take the overpass over the main street in Myeongryun-dong. You know the bus stop there, right at the bakery, where you get the 2-0-5 bus. You take the red #5 bus.

C: Is that the special bus you can always get a seat on?

S: No, it's a regular bus. You can use your student bus ticket. After you get on, it'll stop at Samson'gyo. Then before the next stop it makes a left turn at the Donam-dong intersection.

C: Do I get off at the next stop?

S: No, you get off at the second stop after you turn left.

C: What's the stop called? I might have to ask the bus driver.

S: It's the Shinheung Temple bus stop. When you get off, go up the main street in the same direction as your bus. Within about 50 meters, you'll come to a side street. There's a grocery store on the northeast corner.

C: I'm not going to be able to tell northeast from southwest.

S: It doesn't matter—that's the only grocery store on that corner. Okay, you're at the grocery. Go right, up the side street, till you get to the next side street. You'll see another grocery store there, across (the street) from the public bath house on your right.

C: I'll take a bath at home, before I come.

S: Well, just in case... At that second grocery shop, take a left. Then take that side street till you come to a dead-end. You'll find my house on the left. You can't miss it—there's a pile of garbage ten feet high in front of it. We haven't paid our garbage collector since December.

C: Great! If I just get off the bus at the right stop, I'll be able to find your house with my nose. By the way, can I bring something?

C: Sure. Bring a few beers, will you?

Review: We're having a party at my house!

Write your answers on another sheet (using the numbers in parentheses) so that you can use this to review again later. Articles have also been deleted, so be sure to pay attention to them.

Seok-du: Hey, Cheol-myeon! I'm having a few friends over for a party at my house tomorrow. Can you come?

Cheol-myeon: Sounds great! But I've never been to your house before. Seeing as I'm new to Seoul, I probably haven't been in your neighborhood. Can you tell me how to get there?

S: Sure, it's easy. Just (1) overpass (2) main street in Myeongryun-dong. You know the bus stop there, right (3) bakery, where you (4) 2-0-5 bus. You (5) red #5 bus.

C: Is that (6) bus you can always get a seat on?

S: No, it's (7) bus. You can use your student bus ticket. After you (8), it'll stop (9) Samson'gyo. Then before (10) it (left: 11) the Donam-dong (12).

C: (13) I get (14) at (15: next)?

S: No, you get (16: second) (17: after left).

C: What's the stop (18)? I might have to ask the bus driver.

S: It's the Shinheung Temple bus stop. When you get off, (19: up) the main street (20: same) your bus. (21) about 50 meters, you (22: come) (23) street. (24) grocery store (25: northeast).

C: I'm not going to be able to (26) northeast (27) southwest.

S: It doesn't matter—that's the only grocery store (28) that corner. Okay, you're (29) the grocery. (30) right, (31) the side street, (32) you (33) the next side street. (34: see) another grocery store there, (35: street) the public bath house (36: right).

C: I'll take a bath at home, before I come.

S: Well, just in case... (37) that second grocery shop, (38: left). Then (39) that side street (40) you (41: come dead). You (42) my house (43) left. You (44: not miss)—there's a pile of garbage ten feet high (45: front) it. We haven't paid our garbage collector since December.

C: Great! If I just (46) the bus (47) the right (48), I'll be able to find your house with my nose. By the way, can I bring something?

C: Sure. Bring a few beers, will you?

Serious about learning English?

Then it's time to get serious about

Reconstruction.

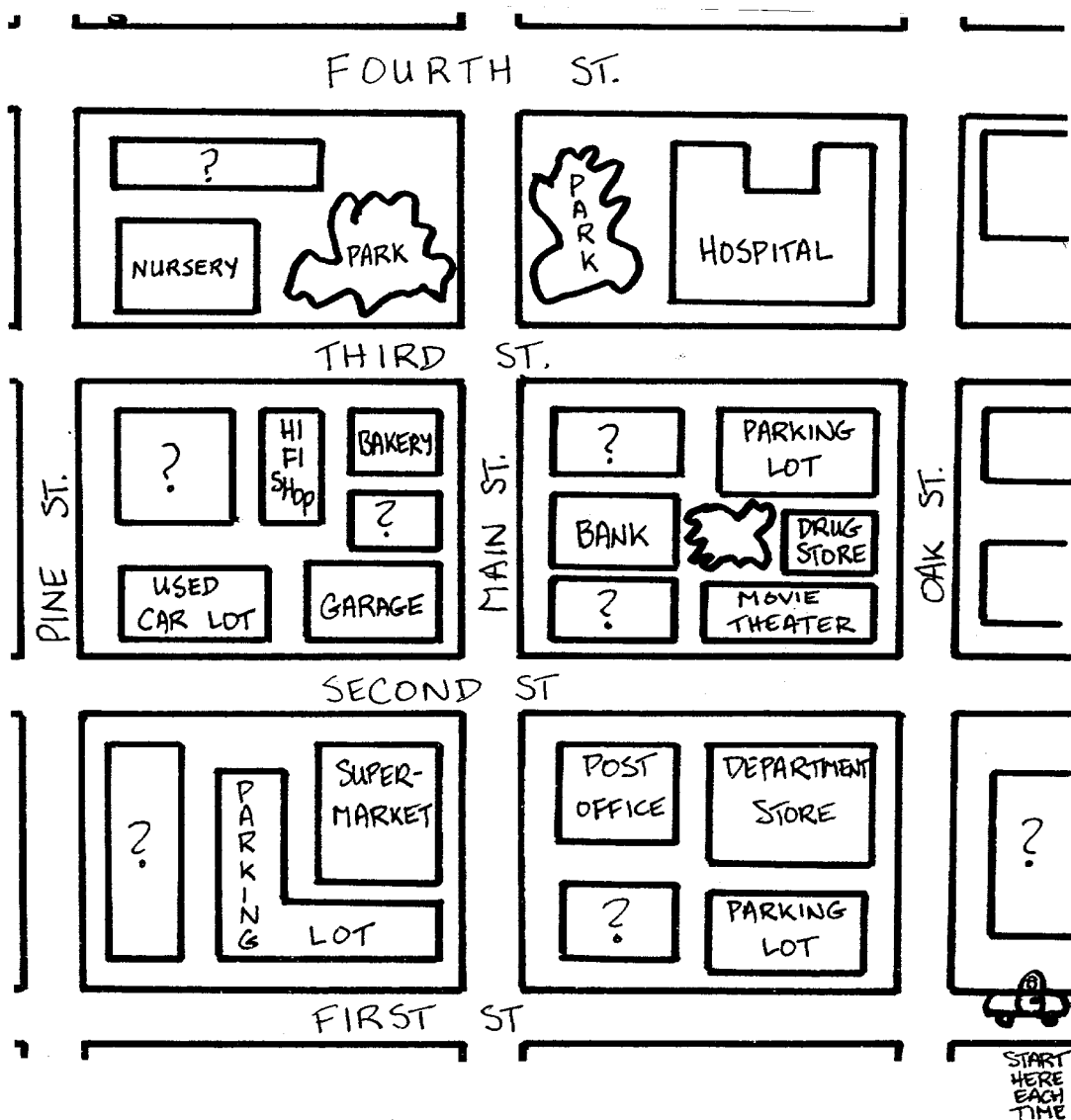
Check it out in "On Your Own."

Map Game

Partner B

You and your partner have different maps. Do not look at your partner's map. Ask your partner how to get to the places listed below. Start each time from the lower right-hand corner, where it says, "Start here each time." Write the name of the place in the box with the question mark. Remember to use polite language in asking and giving directions.

- the sporting goods store
- the men's store
- the YMCA
- the dress shop
- the restaurant
- the hardware store
- the shoe repair shop



Extras

Lexicals essay questions

go ahead	get started	go over <i>sth</i>	first of all
so far	manage to	get in touch with	time for
be all set	get together	get tied up	set things up
come up with	not much good to	might as well	the <i>adj-est sth</i> (that) <i>smn</i> has ever

Answer the following questions. Use three different lexicals to answer each question.

1. What did Grace Lee decide to do when David Denton failed to show up for the meeting that she held in her office?
2. Did Marsha Nelson say that she had completely finished her special on space exploration?
3. What was David's excuse for not attending the meeting?

Idioms practice

Drill 19

1. Somebody phoned me yesterday. Can you guess why? (touch)
2. I wasn't there, but I know who called. Can you guess why? (word)
3. I'm going to meet President No tomorrow. Do you think it's okay if I go in my swimming suit? (dress)
4. What does hapseung mean? (room)
5. If you study French at the same time as English, what happens sometimes when you want to say "yes." (mix)
6. I saw one of my sophomores in the subway yesterday. He was crying. Can you guess why? (way)

Try them another way...

1. What could David have done if Marsha's secretary told him she wasn't there? (word)
2. What should David have done this morning to prevent Marsha from worrying about his being late? (touch)
3. What is an excuse David could have used for being late? (way)
4. What could Marsha have said when David told her he set things up for the hospital story? (mix)
5. Will Marsha wear her blue jeans and sneakers to Denver? (dress)
6. If David doesn't have a place to work, what could Marsha do? (room)

Or yet another way...

1. David didn't show up for the meeting. What do you suppose Grace thought might have happened to him? (mix) (lose)
2. Is it possible he didn't know then they were getting together? (touch) (mix)
3. Since the meeting was with Grace, what do you suppose all the other women did in advance? (dress)
4. If David knew he couldn't make it to the meeting, what should he have done just to be courteous? (word)
5. Did David try to apologize to Marsha for setting up the hospital program? (room)
6. How does Marsha probably feel about David's behavior? (mix)

Practice in question formation

Based on “Basic Rules” from *Practical English Usage*

Study each rule below. After you understand a rule, change the statements into questions. After each item, check the answer key on page 148.

1. a) When a verb phrase has no auxiliary verb (e.g., I like Mozart), its question form is made with the auxiliary verb *do*. b) *Do* is followed by the infinitive (the verb without *to*), because the grammar marker (the letters that show person, number, tense, et.) moves onto *do*.

I like Mozart. → *Do* you like Mozart?

She went to the store. → Did she go to the store?

- She likes Patsy Cline.
 - He goes to SKKU.
 - They go shopping every weekend.
 - Fast means not slow.
 - She has a large vocabulary.
 - He went to the seashore.
2. *Do* is not used to make questions which have auxiliary verbs (including modals, such as *can* or *might*).

She can go to the movie with me. →

Can she go to the movie with me?

Do or no *do*? Make a question only for the items that use *do* in the question.

- She walks to school every day.
 - She has walked to school every day for five years.
 - They have been talking all night long.
 - They talked all night long.
 - He threw an apple at the teacher.
 - He shouldn't have thrown the apple at the teacher.
3. An auxiliary verb must normally be put before the subject in questions that begin with a question word (*wh-*).

The room costs \$50 a night. →

WRONG: How much the room costs?

RIGHT: How much does the room cost?

- It costs \$50 a night to rent a room in that hotel.
- He attended SKKU. (Where...?)
- He attended SKKU. (What...?)
- He attended SKKU for 4 years. (How long...?)
- It takes 4 hours to get to Daejeon from Seoul. (How long...?)
- It takes 4 hours to get to Daejeon from Seoul. (How many hours...?)
- She met her cousin on the way to school. (Where...?)
- She met her cousin on the way to school. (Who...?)

4. a) If a verb phrase already has an auxiliary verb, put the first auxiliary verb before the subject.

You have received my letter →
Have you received my letter?

- He can come early if he wants to.
- She will find another boyfriend.
- Joe has bought a new car.
- Marsha has been researching pollution problems.
- He could have become a millionaire.

- b) Only the first auxiliary verb is put before the subject; the rest of the verb phrase comes after it.

My reservation was made a week ago. →
WRONG: When was made your reservation?
RIGHT: When was your reservation made?

He has been studying there a long time. →
Has he been studying there a long time?
How long has he been studying there?

- They have been dating each other for a long time. (How long...?)
- The man could have gone home early. (What...?)
- She should have been studying all night. (What...?)
- They must have gone to the mountains for their vacation. (Where...?)

- c) This happens even if the subject is very long.

The president and his family are staying at the Blair House tonight. →
Where are the president and his family staying?

(Ask questions about the underlined word.)

- The man that stole all the money has been hiding. (What...?)
- Mr. Blake and all his brothers and sisters and other relatives can't stand to eat ice cream. (What...?)
- The lady who told you that she was the Mother of God died yesterday? (When...?)

5. a) When *wh-* is the subject of a sentence, it comes directly before the verb, and *do* is not used. b) When *wh-* is the object, the normal rules are followed.

a) Jim left the door open. →
WRONG: Who did leave the door open?
RIGHT: Who left the door open?

b) I want to speak to Jane. →
Who do you want to speak to?

b) I think he's a jerk. →
What do you think?

(Ask a question about the underlined item.)

- The car ran into the tree.
- The tree was knocked over by the car.
- The ball went through the window.
- The ball went through the window.

- The ball broke the window.
 - The window was broken by the ball.
 - The window was broken by the ball.
6. Prepositions: For verbs, adjectives and nouns which are used together with particular prepositions, a) keep the preposition with them even at the end of a clause. b) It is also possible to put the preposition before the question word or relative pronoun; this is used in formal English.
- a) What are you afraid of?
b) For whom was the warning intended?

(*Make questions about the underlined items.*)

- He gave the money to his cousin.
Informal:

Formal:
- He sat on the chair.
Informal:

Formal:
- He sat on the chair after he got up from the sofa.
Informal:

Formal:
- She threw the stone at the car when the car's driver honked at her.
Informal:

Formal:

The Passive Voice

From *Finishing Touches*

- a) The passive is used when it is more important to know what happened than who performed the action.
Chocolate is prepared by the fine grinding of beans. (Chocolate is prepared by people, by workers, by someone. It is not important to know exactly who prepares the chocolate.)
- b) The passive is used when it is not known who performed the action.
Look! The car has been stolen! (The speaker does not know who has stolen the car.)
- c) The passive is used when it is understood who performed the action.
Two teenagers were arrested for stealing cars. (It is understood that the police arrested the teenagers.)
- d) The passive is often used to make impersonal statements.
A decision has been made to raise taxes. (Nobody wants to take responsibility for the decision.)
Mr. Roberts, this report should have been finished yesterday. (The speaker wants to be polite and not accuse Mr. Roberts directly.)
- e) The passive is used in formal language.
In informal language, active forms are more common.

FORMAL: It is not known how it happened.

INFORMAL: We don't know how it happened.

Points to remember

- a) The passive is usually used without a *by*-phrase. The *by*-phrase is used only if it is important to know who performed the action.

Chocolate was brought back to Spain by Hernando Cortes.

- b) The passive can be used only with transitive verbs. (A transitive verb is a verb that is followed by an object.) It is not possible to use the passive with intransitive verbs—for example, *happen*, *disappear*, and *sleep*.

RIGHT: An accident happened.

WRONG: An accident was happened.

- c) Many verbs can be followed by two objects: a direct object and an indirect object. When these verbs are used in the passive, either the direct object or the indirect object can be the subject.

ACTIVE: We will offer this food to all the guests.

PASSIVE: This food will be offered to all the guests.

PASSIVE: All the guests will be offered this food.

(From *Finishing Touches* Vol. A; Samuela Eckstut-Didier; Prentice Hall)

from *Handbook of Good English*

(*The Handbook of Good English*, Edward D. Johnson: an excellent practical guidebook, probably still available in Seoul bookstores)

Don't be afraid of the passive voice.

First we were shown the wall paintings in the main part of the house, and then we were taken by the guide, who was a very friendly man, over to a refreshment area to wait while the grown-ups went to see some other paintings in a room where we children weren't permitted. Poor little guy—he used the passive for all the *we* clauses, reserving the active for the clauses in which adults were the subject, and some schoolteacher is going to tell him to avoid the weak passive voice and make him rewrite it: *First we saw...then we went to a refreshment area with the guide...a room where we children couldn't go.* The comparatively swashbuckling account that results from the rewriting is not as good, as a child's expression, as the original tale of being taken—not of going—to Pompeii.

Children perceive themselves as objects of action more than as subjects of it, and they use the passive voice even though it takes more words and requires more complicated constructions. It is a feature of their expression. It does sound weak, compared to adult expression, and therefore teachers try to get them away from it. This is not stupid or wrong of the teachers, though a teacher may be insensitive about the problem. Children do have to become adults, do have to learn to think of themselves as the subjects of action rather than the objects of it.

This book is for adults—and we can forget that “Avoid the passive” rule. The passive voice is respectable, is capable of expressing shades of meaning that the active voice cannot express, and is sometimes more compact and direct than the active voice.

The trouble-saving passive

Smith was arrested, indicted, and found guilty, but the money was never recovered has four passive constructions. It is simpler and more direct than *The police arrested Smith, the grand jury indicted him, and the trial jury found him guilty, but the bank never recovered the money*, which has four active constructions. The use of the active voice requires naming the agent of the verb, because in the active voice the agent and the subject are the same, and a verb must have a subject. The passive voice permits not naming the agent of the verb, because the object of the active verb has become the

subject of the passive verb. If the agent is too obvious, too unimportant, or too vague to mention, the passive is usually better.

The passive to emphasize the agent

The money was stolen by a man, judging from those footprints emphasizes the agent because it puts it at the end of the clause, which is a prominent position that the reader expects to have some stress. *A man stole the money, judging from those footprints* could be inflected just as clearly in speech by extra emphasis on *man*, but in writing the passive voice supplies the emphasis.

The pussyfooting passive

The money was stolen while Smith was in the vault states the crime and describes the circumstances but avoids making a direct accusation. This tact, frequently desirable in life, would be more difficult to achieve were it not for the passive voice.

The pussyfooting passive is admittedly much abused. *These arrears cannot be overlooked, and if payment is not made promptly, our legal slam will be notified and more rigorous action will be taken* is an offensive, falsely polite way of saying *Our firm cannot overlook these arrears, and if you do not pay us immediately we will take rigorous legal action*. The much shorter *Pay up* is both meant and understood, of course; statements such as this do require a little extra verbiage. They don't require the pussyfooting passive; the active is both clearer and less offensive.

The pussyfooting passive is essential in journalism—often the writer does not know who did something or is not free to say who did it, but he wants to say it was done.

GET and BE passives

There are some differences between the *be* passive and the *get* passive. Look at the following sentences.

John was hurt in the accident.

John got hurt in the accident.

He was invited to the party.

He got invited to the party.

The answer was known to all of us.

*The answer got known to all of us.

In the first pair the *be* passive is formal or neutral, whereas the *get* passive is colloquial and perhaps also suggests the emotional involvement of the speaker. In the second pair we see that the *get* passive is more limited than the *be* passive in that it can only be used with verbs denoting actions and processes, not states. This characterizes the fundamental difference between the two, i.e., *get* emphasizes process while *be* reports a state.

He got angered when he realized he was being manipulated. (His anger was roused over a period of time.)

He was angered when he realized he was being manipulated. (His anger was an immediate reaction to his realization.)

Another difference is that the *get* passive takes an agent (by X) more rarely than the *be* passive. ("He got worried by the teacher's remark.") **(from *The Grammar Book*)**

In summary...

1. The *get* passive is more colloquially used.
2. The subject seems more personally involved in the *get* passive.
3. The *get* passive is only used with verbs denoting actions and processes, not states.
4. The *get* passive takes an agent more rarely than the *be* passive.

Answers

Texts 1, 2 Correct question forms

Text 1

Ask Mrs. Clay...

1. How near Center Avenue do you live?
2. How often does your son cross Center Avenue?
3. How many other children cross it every day?
4. Why do you think the authorities refuse to do anything about the danger?
5. What do you think ought to be done?

Ask the city official...

1. Why can't you build a bridge or a tunnel?
2. How much does a bridge cost to build?
3. Do you know how many children die or are badly injured on our streets and highways?
4. What happened last month when a truck hit a child?

Text 2

1. Why do cities die?
2. How often do traffic jams like this happen?
3. Why do people get headaches and lose their tempers?
4. What else do traffic jams cause?
5. Are only plants and trees killed by the chemicals in the air?
6. By what are our cities being destroyed?
(*More common:* What is destroying our cities?)
7. Is the problem being solved?

Text 2 Possible answers

1. One cause is traffic jams.
2. They happen every day.
3. They can't move (in the traffic jams).
4. They cause noise and air pollution.
5. People are being killed too.
6. Our cities are being destroyed by automobiles.
7. No, it's getting worse all the time.

be adj for smn to do sth

Text 1

What's wrong with Center Avenue?

- *Center Avenue is unsafe for children to cross.*
- *It's unsafe for children to cross Center Avenue.*

Why don't they build a bridge?

- *A bridge would be too expensive to build.*
- *It would be too expensive to build a bridge.*

Text 2

What happens to the air because of traffic jams?

- *The air becomes dangerous/unhealthy to breathe.*
- *It's dangerous/unhealthy for us to breathe the air.*

Do trees and plants thrive in polluted air?

- *No. The air is harmful for the trees and plants to breathe.*
- *No. It's harmful for the trees and plants to breathe the air.*

Text 3

1. Some say that it's dangerous for people to ride.
2. They're convenient for people to use instead of private transportation.

What do these sentences mean?

ANSWERS: *b) for all of them. Think carefully about these and remember them, because a) is a very common mistake.*

Can you fix these sentences?

ANSWERS

1. It was difficult for me to breathe... The pollution made it difficult for me to breathe.
2. It's difficult for him to teach... Teaching is difficult for him.
3. It's dangerous (for me) to eat... That food is dangerous (for me) to eat.
4. It's unpleasant in this room. This room is unpleasant.
5. In the 1940s it was hard for most people to get food. In the 1940s for most people food was hard to get.

How much... How many...

Text 1

1. How much traffic is there on Center Avenue?
2. How many children cross Center Avenue every day?
3. How many days ago was Mrs. Clay's son almost hit?
4. How much would it cost to build a bridge?

Text 2

1. How many traffic jams happen in a month?
2. How much traffic congestion is there on our streets?
3. How much pollution is there in our cities' air?
4. How many chemicals are there in the air?
5. How many people are killed by pollution?

"One student reconstruct..."

1. There are lots of vehicles in Seoul.
2. There is lots of traffic during the rush hour.
3. All this traffic causes lots of congestion.

4. Lots of congestion means lots of traffic jams.
5. We also have lots of accidents.
6. Lots of accidents means lots of damage.

"Many" or "Many of"?

The answers are in italics.

1. Cars cause accidents. *Many cars...*
2. Students demonstrated. *Many students...*
3. His girlfriends have committed suicide. *Many of his girlfriends...*
4. Colleges will close down. *Many colleges...*
5. Their cars broke down. *Many of their cars...*
6. Your ideas are dumb. *Many of your ideas...*
7. Some ideas are intelligent. *Many ideas...*

Questions with *who* and *what*

1. *Some* think they own the road. *Who think they own the road?*
2. These road hogs often injure and even kill *others*. *Who do these road hogs injure and kill?*
3. Many of these drivers also use *something* on their car too often. *What on their car do many of these drivers use too often?*
4. *Someone* should take away their driver's license. *Who should take away their driver's license?*
5. *Something* else should happen to these drivers. *What else should happen to these driver?*

Grammar exercises

1b

1. Who drives her to the station every day?
2. What happens when it rains?
3. What often comes late?
4. Who does she always see on the train?
5. What does the conductor always collect?
6. What is always very crowded?
7. What breaks down almost every week?
8. What does she always complain about?

2b

1. How many questions does he get every day?
2. How many accidents happen on this street every day?
3. How many accidents does he see every week?
4. How many other bus drivers does he know?
5. How much gas does his bus use?
6. How much money does he spend on his lunch each day?
7. How many hours does he work every day?
8. How many people ride his bus every day?
9. How many celebrities has he met?
10. How much time is wasted in traffic jams?

3b

1. Yes, this road is used by trucks.
2. Absolutely. It is being used by trucks now.
3. Of course. A lot of noise is made by trucks.
4. Naturally. An awful lot of damage is caused by trucks.
5. You'd better believe it! A protest march is being organized.
6. Certainly. It's being organized by several people.
7. Isn't it obvious? Lots of problems are caused by traffic.
8. Are you kidding? Absolutely nothing is being done about traffic problems.

4b

1. There's a war on in Bosnia. People there are getting sick of it.
2. There's an economic crisis in Bolivia. People are starting to lose their jobs.
3. The next Olympic games will be in Japan. Already people there are beginning to plan for them. Athletes are getting started on their training.
4. There'll be an election soon in Mexico. Candidates for office are growing nervous.
5. It's spring in Korea. The trees and flowers are starting to bloom. People are changing from winter clothing into spring clothing.
6. Labor conditions are poor in Bolivia. Workers across the nation are getting angry with their employers over working conditions.

5b

1. A good public transportation system is expensive to build.
2. But in the long run it is more economical to build them.
3. Of course, they are not as comfortable to ride in.
4. A big Cadillac is more comfortable to ride in.
5. But gas is getting more and more expensive to buy.
6. It's also difficult to live with pollution.
7. Perhaps in ten or twenty years it will be more pleasant to live in our cities.

How much... How many...Text 1

How much traffic is there on Center Avenue?
 How many children cross Center Avenue every day?
 How many days ago was Mrs. Clay's son almost hit?
 How much does it cost to build a bridge?

Text 2

How many traffic jams happen in a month?
 How much traffic congestion is there on our streets?
 How much pollution is there in our cities' air?
 How many chemicals are there in the air?
 How many people are killed by pollution?

Questions for the answers

How many vehicles are there in Seoul?
 How much traffic is there during the rush hour?
 How much congestion does all this traffic cause?
 How many traffic jams does lots of congestion mean?
 How many accidents do we have?
 How much damage does lots of accidents mean?
 (This one is tricky. *Lots of accidents* is a collective noun, so we regard it as singular.)

How much do you know about the OB Hoff?

1. How much business does OB Hoff do?
2. How much money does the owner take in every day?
3. How many customers does the OB Hoff have?
4. How much time does it take to get the place ready for business?
5. How many hours do the workers spend each day getting it ready?
6. How much work do they have to do?
7. How much change do they have to make sure they have?
8. How many coins and bills do they need?
9. How much information do you have?
10. How much is it worth to you?

Lexicals review for Dialog 2

Questions

1. Will the viewer survey report be helpful?
2. Have they waited for David to arrive at the meeting?
3. What does Grace want to do during the meeting?
4. Has Marsha done much on the space special yet?
5. When will the program be aired on TV?
6. What does Bob want to talk about with Marsha?
7. Are there any other deadlines that have to be met? (or: that they have to meet?)
8. What does Grace suggest they do because she has to leave early?
9. Why hasn't David shown up for the meeting?
10. Does Marsha know about the hospital program?
11. How does David explain his absence from Grace's meeting?
12. Did David think that Marsha would be happy? (He thought before the dialog.)
13. What does Marsha tell David about his job at WNYN?

Answers

1. It won't be much good to them if they don't get it promptly.
2. No. They went ahead without him.
3. She wants to go over plans for their special features this month.
4. Yes, she's done quite a bit. She has finally managed to get in touch with Professor Daniels.
5. It has been (or is) scheduled for the 23rd. (So it will be shown on the 23rd.)
6. He wants to go over the Denver Project with her.
7. Two programs are still being edited. But they are all set for the program on the airline strike.
8. She suggests they get together again on the following Tuesday.
9. He got tied up this morning.
10. Of course she does. If she didn't, she wouldn't tell David they are supposed to go over there on Tuesday.
11. He explains that he was passing by and thought that he might as well stop in and set things up for Tuesday.
12. Yes. He thought she would like the story angle he came up with.
13. She tells him that she's responsible for the story and he's responsible for the video.

Seoul's developing situation

Common verbs + -ing

1. Seoul's congestion is getting worse all the time; the number of vehicles on its streets is growing day by day.
2. It's getting better because the city is building more lines.
3. No. That's getting worse.
4. Public transportation fares are rising, and the number of buses is falling.
5. It's growing serious.
6. More and more people are becoming sick, and the number of lung disease patients is rising.
7. I am happy to say it's becoming better.
8. Teachers are starting to give more homework!

Passive + -ing

1. No. Public transportation fares are being raised.
2. Yes. More subway lines are being constructed.
3. Pollution laws are not being enforced.
4. No. The streets aren't being cleaned like they used to.
5. Litter is not being put in garbage cans. It's just being left on the street.
6. No. Many pedestrians are being killed or injured.
7. This is happening to pedestrians because the violators of traffic laws are not being put in prison.
8. Yes, they are. They are being maintained pretty well.

Special vocabulary

+	improve	increase	rise	go up / down	+/- be the same
-	deteriorate	decline	decrease	fall	remain unchanged

Use appropriate words in the table to express your opinion.

1. I think it is improving (or) deteriorating.
2. Sometimes I think it's improving, but many say it's deteriorating.
3. No. Bus fares are rising/increasing/going up.
4. I think it's staying the same.
5. No, the cost of everything is rising/increasing/going up.
6. Crime in Seoul is increasing/falling/staying the same/decreasing/falling.
7. They remain unchanged.
8. No, I would say it's about the same as ever.

adj (for smn/sth) to do

1. No, it's difficult for people in Seoul to find a park because the city is allowing too many buildings to be constructed.
2. Isn't it obvious? It's because it's suicide to cross the streets without looking both ways.
3. They're too expensive for most people to buy.
4. It's impossible for everybody to get into college.
5. No, it would be impractical for the government to have all the streets washed every day. It would also be wasteful.

Practice in question formation

- | | |
|--|--|
| <p>1</p> <ul style="list-style-type: none"> • Does she like Patsy Cline?
(Note: no <i>s</i> on <i>like</i>.) • Does he go to SKKU? • Do they go shopping every weekend? • Does fast mean not slow? • Does she have a large vocabulary? • Did he go to the seashore? | <p>2</p> <ul style="list-style-type: none"> • Does she walk to school every day? • (Has she walked to school every day for five years?) • (Have they been talking all night long?) • Did they talk all night long? • Did he throw an apple at the teacher • (Shouldn't he have thrown the apple at the teacher?) |
| <p>3</p> <ul style="list-style-type: none"> • How much does it cost to rent a room in that hotel? • Where did he attend? • What school did he attend? • How long did he attend SKKU? • How long does it take to get to Daejon from Seoul? • How many hours does it take to get to Daejon from Seoul? • Where did she meet her cousin? • Who did she meet on the way to school? | <p>4</p> <ul style="list-style-type: none"> • Can he come early if he wants to? <p>a</p> <ul style="list-style-type: none"> • Will she find another boyfriend? • Has Joe bought a new car? • Has Marsha been researching pollution problems? • Could he have become a millionaire? <p>b</p> <ul style="list-style-type: none"> • How long have they been dating each other? • What could the man have done? • What should she have been doing? • Where must they have gone for their vacation? <p>c</p> <ul style="list-style-type: none"> • What has the man that stole all the money been doing? • What can't Mr. Blake and all his brothers and sisters and other relatives stand to eat? • When did the lady who told you that she was the Mother of God die? (Easier to understand, though: When did that lady die, the one who told you...?) |
| <p>5</p> <ul style="list-style-type: none"> • What did the car run into? • What was knocked over by the car? • What went through the window? • What did the ball go through? • What broke the window? • What was broken by the ball? • What was the window broken by? | <p>6</p> <ul style="list-style-type: none"> • He gave the money to <u>his cousin</u>. • Informal: Who did he give the money to? • Formal: To whom did he give the money? • He sat on <u>the chair</u>. • Informal: What did he sit on? • Formal: On what did he sit? • He sat on <u>the chair</u> after he got up from the sofa. • Informal: What did he sit on after he got up from the sofa? • Formal: On what did he sit after he got up from the sofa? • She threw the stone at <u>the car</u> when the car's driver honked at her. • Informal: What did she throw the stone at when the car's driver honked at her? • Formal: At what did she throw the stone...? |

Grammar and WNYN

Passive voice, common verbs, continuous or adjective + infinitive

- the meeting (Grace's appointment)
It was impossible for David to attend the meeting because he went to the hospital instead. Grace's meeting was held at 11:00, but it wasn't attended by everyone. David didn't show up.
- David — independent
It seems that David is starting to get pretty independent, because he tried to set things up at the hospital for Tuesday.
- Marsha's feelings
Although David thought that Marsha would be happy about what he did, she was actually upset.
Marsha is becoming disappointed with David because he's getting too independent.
- David — reliable
David is starting to be unreliable. He didn't show up at the meeting, even though he did know about it.
- Marsha — control David
Marsha is beginning to lose control of David because he's trying to do the story all by himself.
- David — understand why Marsha upset.
Marsha asked David what made him do such a thing, it was difficult for David to understand why Marsha got upset.

Asking and giving information: Directions

- | | |
|---|---|
| 1. Turn right at the main gate. | 9. Keep going down/up this street till you get/come to the main road. |
| 2. Just keep on walking up/down this street. | 10. Turn left at the next corner. |
| 3. It's in the middle of the block. | 11. It's on the road to Changgyeong Palace. |
| 4. It's right across from the Peninsula Cafe. | 12. No, you have to cross the pedestrian overpass. |
| 5. It's on the corner. | 13. It's in the lane (that goes) to College Row. |
| 6. It's kitty-corner from the flower shop. | 14. Just walk north. You can't miss it. |
| 7. It's the street that runs past SKKU. | |
| 8. It's in the same lane that the Chinese restaurant is in. | |

On the road

1. Pedestrians are safest from the passing traffic when they stay on the sidewalk or when they stand on the curb, or when they obey the traffic signal and cross at the crosswalk.
2. We would most likely find a Sungdae sophomore English major sleeping in the gutter or sitting on the curb and howling at the moon, after a night out drinking with friends. (Boys only. The girls would all be home doing their homework.)
3. The cars on the side street have stopped at the traffic signal (the red light or the stop light). They have stopped because they are waiting for the signal to turn green. They have stopped at the inter-

section; they can't go through the light until the light changes, or they'll be breaking the law, and get a ticket.

4. It is safest for the pedestrian to cross the street at the crosswalk, and to stay in the crosswalk all the way across the street. When crossing, the pedestrian should keep to the left.
5. No. A vehicle coming from the left on the main road can't turn right onto the side street because there is a sign that says it's a one-way street. Two-way traffic is prohibited on a one-way street—it's against the law.
6. No. A person crossing the main street should look to the left and to the right if he wants to be really safe. There is always the danger that a vehicle will go through the red light instead of stopping at it.
7. No. To be safe, always drive defensively. But if traffic coming from the left stays in the center lane, it can ignore traffic coming out of the side street in the foreground. Traffic coming from the side street must stop at the stop sign and yield the right-of-way before merging into the main street traffic.
8. Yes. The curb on the side street is very low, so that a handicapped person can cross at the crosswalk easily. There are also benches along the main street for worn out old English teachers to sit on. The city seems to have concern for the handicapped.
9. Yes. The car in the center of the photo is going to continue straight ahead at the intersection. It can't turn left because it is not in the left-turn lane. That's the lane the left-turn arrow is for, so the car would have to switch (change) lanes if it wanted to turn left.
10. No. It's too bright for a date, because there are too many street lights. Just look at all those lamp posts!

Summary phrases

to set up the program

to be a team

to go over

showed up

had gotten tied up

held a short meeting

for permission

supposed to attend

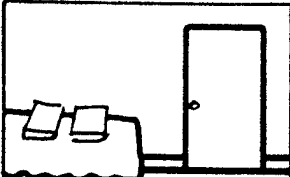
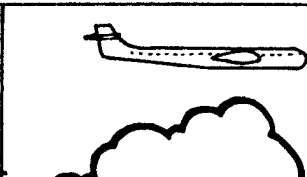
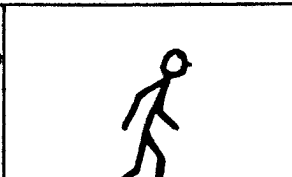
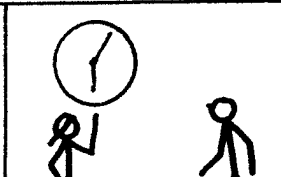
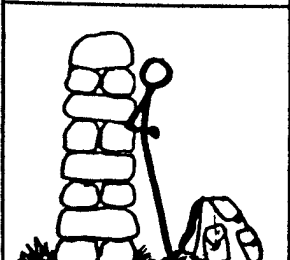
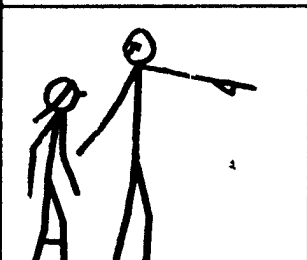
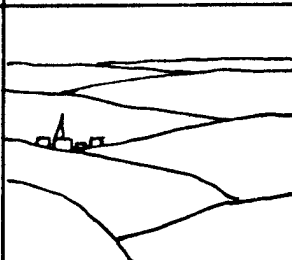
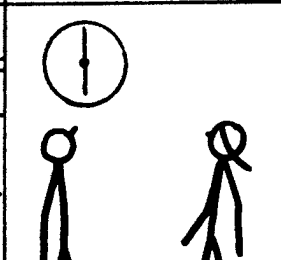
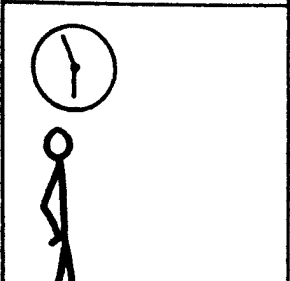

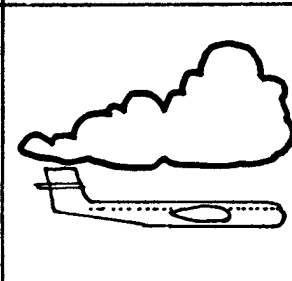
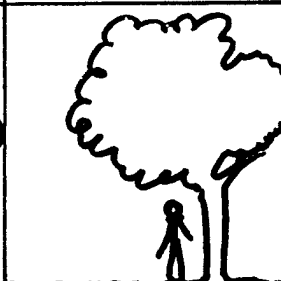
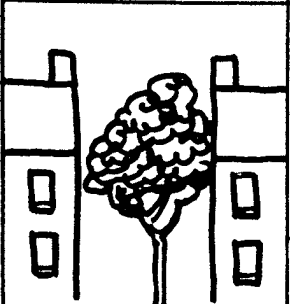
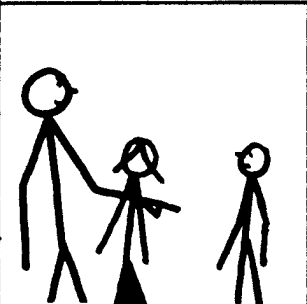
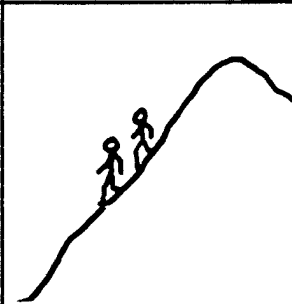
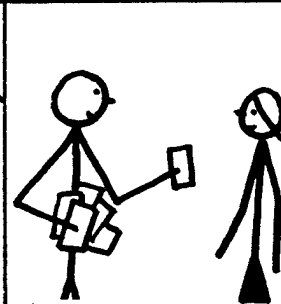
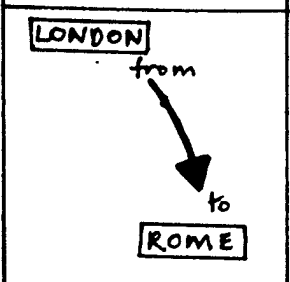
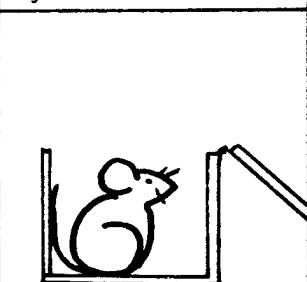
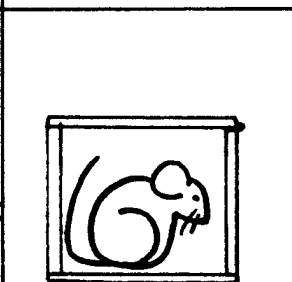
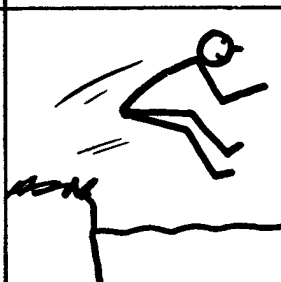
thought that'd make Marsha happy

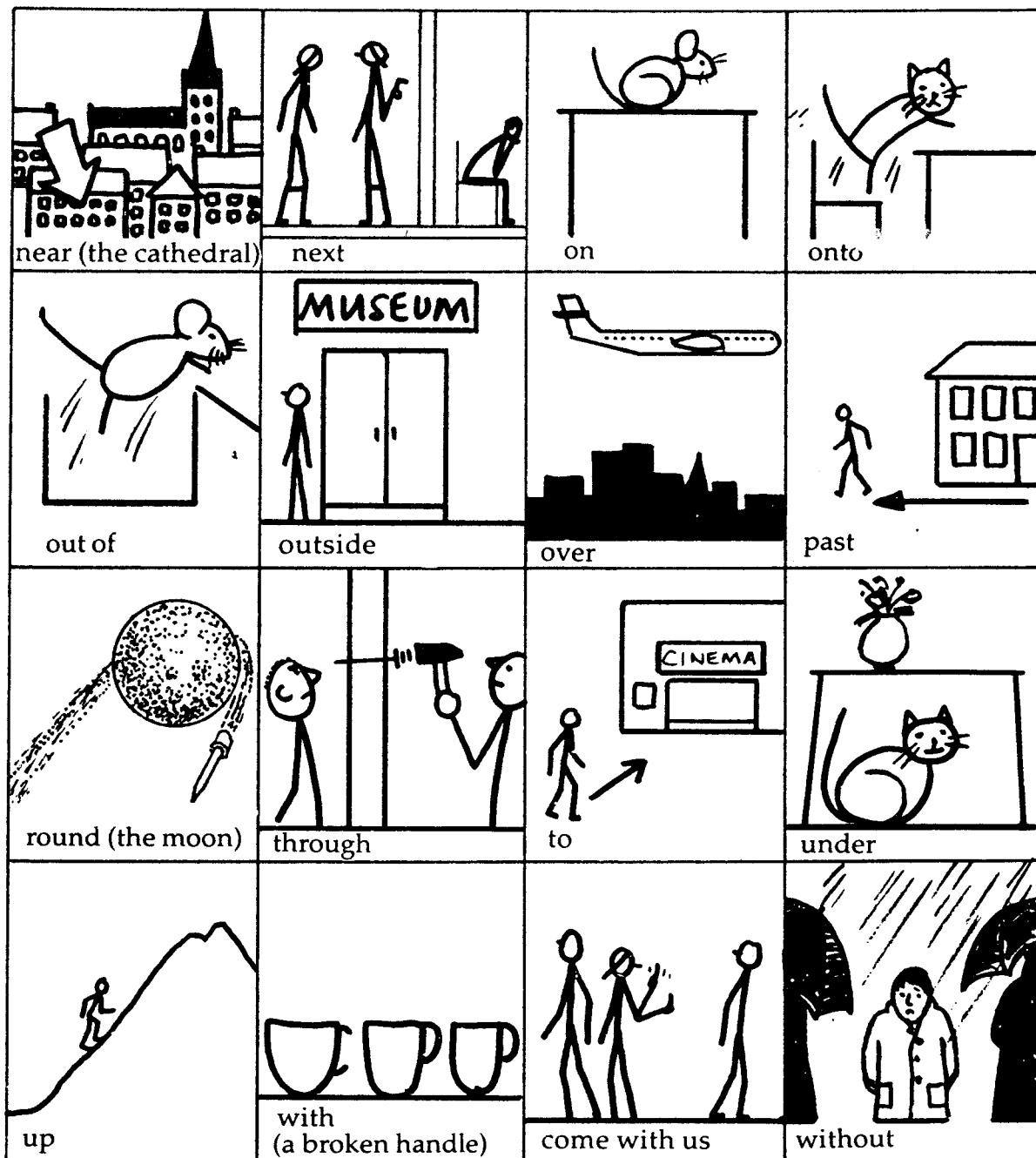
Marsha found David

Can you guess where I'm leading you?

Turn right at the main gate, onto the street that passes Sungkyunkwan. Keep walking up the street about two blocks, till you come to a MiniStop on your right. Go inside and get some money from the ATM machine. Come back out and keep on going in the same direction, till you come to the street that Changgyeong Palace is on. You'll see a Family convenience store on your right. Go north on the main street, towards the Hyehwa traffic circle, pass the pedestrian overpass, and when you get to the next lane turn left. Walk down that lane about one block. It'll be on the northwest corner. Let's meet on the second floor. I'll be waiting for you and your money at a table near the door.

Illustrated Prepositions

 <p>about (the room)</p>	 <p>above</p>	 <p>across</p>	 <p>after</p>
 <p>against</p>	 <p>go along the path</p>	 <p>among</p>	 <p>at</p>
 <p>before</p>	 <p>behind</p>	 <p>below</p>	 <p>beneath</p>
 <p>between</p>	 <p>by</p>	 <p>down</p>	 <p>for</p>
 <p>from/to</p>	 <p>in</p>	 <p>inside</p>	 <p>into</p>



Unit 3: Space Exploration



Describe this scene in one sentence, using *has just*.

∞ The Texts ∞

Strip story

Let's first try these minimal pairs to get our pronunciation straight.

ball	risen	vast	feet	seen	racing	coal
bowl	reason	vest	fit	sin	raising	call

Let's also try these.

horizon (z)

earth (r)

And now, on with our story...

1. Prepare your sentences (intonation and stress, and memorize).
2. Say your sentences. (Everybody listen very carefully to the grammar and lexicals in each sentence so that you can use this language in your discussion about the story.)
3. As a group, summarize the story in your own words.
4. Put the sentences in order.
5. Complete the cloze (on another page).
6. If you have time, give your teammates a question about your sentence. Focus on a lexical, trying to get your teammate to use that lexical in the answer.

Test your classmates

At home

Make 2 questions for each text in AKL (pages 18 and 19), using a different grammar point for each text. You should have 8 questions: 2 for each grammar point (AKL pages 20 and 21), and 2 for each text. *Wh*- questions are most interesting. (First, read "Problems with questions and other language elements" towards the end of this unit. Study these common mistakes and how to fix them, then close the book and write your questions.)

In class (in teams of 3)

1. One member of the team asks a question prepared for homework.
2. Teammates consider the grammar of the question and then make any corrections needed.
3. Teammates answer the question; everyone listen for mistakes and make corrections.

Don't hesitate to refer to the texts!

~~~~~  
 Have you heard the rumor?

Shakespeare was originally blind, deaf and dumb.

But then someone told him about the AKL Lab Drills!

~~~~~

A heavenly grammar mix

Present perfect, present perfect continuous and simple past

Use one or both of these tenses, and structures from the texts, in answering these questions. Be sure to check the texts for accuracy, and underline the passage in the text which supports your answer.

You won't be able to answer questions 1 and 2 if you look only in one text.

1. How can we tell that this book is an old one?
2. Have all of the predictions in the texts come true?
3. How long has Mars fascinated us, and why?
4. Do you think Cleopatra ever thought about Mars?
5. Imagine that a ray of light from a star (not our sun) is now 100 miles from the planet Earth: is that light ray on a long journey? (Be careful—this one's tricky.) (A light-year is the distance that light travels in a year, at the rate of 186,282 miles a second.)

After each one on your team has given an answer, compare your answer with your teacher's answers on page 200.



“Should've thought of that before we left.
Next rest stop is 4.2 light-years away.”

Humans and outer space

Use the appropriate structure in your answer to each of these questions. Use the texts in the same way you did in the exercise above. In answer to some of these, you can use either of the structures—depending, of course, on what you mean.

By the way: Just like with other regular verbs, drop the past participle when you used the auxiliary verb *did* in a question or negative sentence which has *used to*. Refer to the grammar section in Unit 3 for a very good explanation of both of these two structures. Don't think they're so easy—English learners very often confuse the two in actual usage.

1. Why did everybody get so excited when we saw the first photo of the earth taken from the moon?
2. Do you get excited now when you see the same kind of photo?
3. Why was the Columbia considered so special when it was first used?
4. Do the scientists who study the photos sent back by Viking Lander 1 still O-o-o-h! and A-h-h-h! in amazement when they see such photos these days?
5. Before Copernicus, how was our ancestors' opinion about the earth different from our opinion?
6. If you took a rocket to the nearest star, would you feel at home in the rocket by the time you got there?

...butter, cream, and yak is also consumed. An almost complete food, milk contains fats; proteins (mainly casein); salts; sugar (lactose); vitamins A, C, and D; some B vitamins; and minerals, chiefly calcium and phosphorus. The composition of milk varies with the species, breed, feed, and condition of the animal. Commercially produced milk commonly undergoes PASTEURIZATION to check bacterial growth and HOMOGENIZATION for uniformity. Dried (powdered) milk and concentrated milk have been in use since the mid-19th cent. Concentrated milk may be condensed (sweetened) or evaporated (unsweetened). Skim milk, valuable in fat-free diets, is low in vitamin A. See BUTTER; CHEESE; DAIRY-ING; FERMENTED MILK.

milk of magnesia, common name for the chemical compound magnesium hydroxide [Mg(OH)₂]. The viscous, white, mildly alkaline mixture used as a medicinal antacid and laxative is a suspension of about 8% magnesium hydroxide in water.

Milky Way, large spiral GALAXY containing about 100 billion stars, including the sun. It is characterized by a central nucleus of closely packed stars, lying in the direction of the constellation Sagittarius, and a flat disk marked by spiral arms. Seen edgewise as a broad band of light arching across the night sky from horizon to horizon, the Milky Way passes through the constellations Sagittarius, Aquila, Cygnus, Perseus, Auriga, Orion, and Crux. The disk is c.100,000 LIGHT-YEARS in diameter and on the average 10,000 light-years thick (increasing up to 30,000 light-years at the nucleus). A thin halo of star CLUSTERS surround the galaxy. The sun is c.30,000 light-years from the nucleus and takes 200 million years to revolve once around the galaxy.

Mill, John Stuart, 1806–73, British philosopher and economist. He received a rigorous education under his father, James Mill (1773–1836), and Jeremy BENTHAM (1748–1832), who were close friends and together had founded UTILITARIANISM. John Stuart Mill's own philosophy, influenced by his wife, Harriet Taylor, developed into a more humanitarian doctrine than that of utilitarianism's founders: he was sympathetic to socialism, and was a strong advocate of wom-

Looking closer at *used to do*

From *Practical English Usage* (Swan, 577)

1. meaning: We use *used to do* to talk about past habits and states which are now finished.
4. when *used to do* is not used: *Used to do* refers to things that happened at an earlier stage of one's life and are now finished: there is an idea that circumstances have changed. It is not used simply to say what happened at a past time, or how long it took, or how many times it happened.

I worked very hard last month.

I lived in Chester for three years.

I went to France seven times last year.

From Swan (604.8)

Both *would* and *used to do* can refer to repeated actions and events in the past, but only *used to do* can refer to past states. Compare:

When we were children we would/used to go skating every winter.

I used to have an old Rolls-Royce.

Negating

Quirk (*A Grammar of Contemporary English*, 3.20) shows the contracted form of *used to do* as *us-edn't to* and *didn't use to*.

Collins Cobuild says the main way of negating is *used not to do* and the spoken form is *did not use to*.

Semantics

If you used to do or be something, it's assumed (rightly or wrongly) that you don't do it now unless you specify that you still do.

Collins: "a state or habit that existed in the past but has ceased."

Swan says that "I used to work very hard from 2000 to 2003" and "I used to work very hard for 3 years" are wrong, but doesn't explain why "I used to work very hard in high school" is right, even though it's for the same period of 3 years.

I used to work very hard...

*from 2000 to 2003.

*for 3 years.

in high school.

when I was young.

Maybe we should say that we don't combine it with certain elements that contain a number of years, like "from 2000 to 2003" or "for 3 years."

The English Verb (Joos, p. 29): "...it characterizes the real past era as a whole by specifying events proper to the era and perhaps even peculiar to it." p. 137: "Its significance, I remind you, is that the past era as a whole, or some character active within it, is being characterized by a favorite deed." In regards to *would* vs *used to do* (pp. 137-138): The other device [*would*] is not confined to the past tense, for it is simply the past-tense equivalent of 'John will fall asleep in church.' This is *would*, not with its commoner unreal contemporary meaning but as a real past... The difference is that *used to* matches the events to the whole era, while *would* mates them singly to their separate occasions."

used to vs. used to (?!)

Do you remember the difference between *be used to doing* and *get used to doing*?

Use either *used to do* or *be used to doing* as appropriate in the blanks—and you'll have to give the appropriate form to the parenthesized verb. Where there is no parenthesized verb, you don't need one. Use *get used to* wherever it's possible to use it here.

David Denton 1) _____ (be) a college student, but now he's working at WNYN-TV. At first, the work was a little strange to him, but now he is 2) _____ it, little by little. He still has 3) _____ (*neg* work) as an assistant to someone else, though, because, when he was in college, he 4) _____ (serve) as the chief of the camera crew. So in college he 5) _____ (have) a lot of responsibility. Of course, this meant that, before he came to WNYN-TV, he 6) _____ (*neg* follow orders).

Marsha Nelson has been working at WNYN-TV for at least a couple years, so she 7) _____ (do) the work of a reporter. At first, it wasn't easy. One reason is because she 8) _____ (live) in a city

smaller than New York, and when she first came to New York she 9) _____ (*neg*) all the noise and the traffic and the high cost of housing.

Now, about yourself...

Use either *used to do* or *be (or get) used to doing* to answer these questions about yourself. The more you practice, the faster you'll get used to using these patterns.

Before you answer these questions, see "Common mistakes," below the questions.

- Before you came to Sungkyunkwan, did you speak English a lot?
- Why couldn't you speak English well before you came to Sungkyunkwan?
- How is your English language fluency these days?
- Do you ever have any trouble finding your class room now?
- Before college, did you know how to take the city buses?

Common mistakes

I have gotten used to speaking English well. / I am used to speaking English fluently.

One doesn't get used to doing something well. If one gets used to doing something, he will probably do it well.

I was not used to memorizing the campus map.

Memorizing a map isn't something that a person gets used to.

I was used to studying vocabulary and grammar.

The writer probably meant that he used to study grammar.

I am getting used to my English language fluency.

Apparently the writer has no understanding of the tool "get used to doing." One doesn't get used to fluency.

I was used to studying English as written language.

The writer probably meant that she used to study English as a written language, so she wasn't used to speaking English.

I was used to studying English for the college exam.

Does one get used to studying for an exam?

I am used to enjoying the city tour.

One doesn't get used to enjoying something; he might enjoy it after getting used to it.

I am used to trying to get in touch with my friends.

One doesn't get used to trying something.

I get used to speaking English these days.

"These days" means now, and we use the continuous form when we speak about doing something right now.

Yes/No questions with *used to*

Did there use to be a house on that corner?

Wh- questions

What did you use to do in high school English class?

Reconstructing space

Questions

Make questions with the cues below. You can make good questions only if you refer to your texts.

- | | |
|--------------------------------------|--|
| a. people / used to / dream / until? | d. people / get used to / because / development / shuttle? |
| b. people / used to / doing? | e. just / start? |
| c. Columbia / prove? | f. we / look forward to? |

Paragraph

Study the related text in your main textbook; then write out the complete paragraph (use paragraph format) with the following cues.

(Usually, *ever* is not used in *wh*- questions. Use it only in yes/no questions.)

- people / interested / stars / ever since / sky.
- however / recently / people / used / dream / travel.
- now / used reading / landing Mars / voyage Columbia.
- Columbia / particular / just prove / travel / space / work / period time / return safe.
- development / reusable / learn more / space / get used / live.
- exploration / just start / look forward / discover / never imagine.

Make sure you indent the first line of your paragraph and leave margins on both sides of the paper. Underline the words in each sentence that provide coherence and continuity.

Be or become?

'Be' expresses a state: I am sick.

'Become' expresses a process of achieving a state. I am getting sick.

Are you used to speaking English, or are you getting used to it?

'Used to' practice

People change and don't change. They are or aren't able to do things now that they didn't used to be able to do. Tell us about a couple celebrities or friends that you know.

Examples

- The President didn't use to know how to speak in public. But then he became a lawyer and had to speak at many public occasions. Slowly but surely he got used to speaking in public. OR: Now he is used to speaking in public.

- Prof. Lee used to be a very slow reader. But when she was in high school she got used to reading and she's very fast now.
- I used to start drinking every day at 5 p.m. and couldn't control myself. Then friends told me that so much drinking is bad for your health. So I started controlling myself. Now I'm used to waiting till 6 p.m.

Tools for expressing past regular activity and familiarity

Fold this page in half, leaving the start of the sentence on one side and the answer cue on the other. Take turns completing these sentences with either *used to do* or *be used to doing*. After each item, compare your sentence with the sentence completion below.

After you do all these items, make a couple yourself for your team. (Follow the directions for "People I Know," below.)

- | | | |
|-----|---|---|
| 1. | Chun Du-hwan was put in jail because... | collect bribes |
| 2. | Chun was very uncomfortable in prison because... | president's comfortable life style |
| 3. | A student will get sick if she eats at the French restaurant in the Shilla Hotel because... | neg eat rich foods |
| 4. | Professor Lee knows the University of Hawaii campus because... | attend classes there |
| 5. | David doesn't like being an assistant because... | have full responsibility for everything |
| 6. | Marsha got upset at David because... | Be the boss |
| 7. | David stopped in at the hospital to set up the program because... | Do everything by himself |
| 8. | I find it difficult to do homework orally with my partner because... | Do it by myself |
| 9. | He speaks English well because... | a native speaker live in his house |
| 10. | Although he has stopped smoking, he still wants a cigarette after a meal because | smoke after every meal |

Answers

1. he used to collect bribes.
2. he was used to a president's comfortable life style.
3. she is not used to eating rich foods.
4. she used to attend classes there.
5. because he is used to having full responsibility for everything (because he used to have full responsibility for everything).
6. she is used to being the boss. (At the time of this exercise she is still used to it. However, you could also say *was* if you want to focus only on that event.)
7. he is used to doing everything by himself (because he used to do everything by himself).
8. am used to doing it by myself (because I used to do it by myself).
9. a native speaker used to live in his house.
10. he is used to smoking after every meal (because he used to smoke after every meal).

People I know

Make up your own sentence about people you know, just like in the exercise.

1. Make a 'because' sentence using 'used to do' or 'be used to doing' in the second half.
2. Tell your teammates the first half (up to and including 'because').
3. Ask your teammates to finish the sentence.
4. Tell your teammates how you finished the sentence.
5. After each teammate has done one, everybody do steps 1-4 again.

Most Admirable in the Class

Practice for *used to do* and *be/get used to doing*

Each player answers each question truthfully. Whether your answer is positive or negative, explain with *used to do* or *be/get used to doing*. Be careful what tense you use (present perfect, simple past, simple present, present continuous) and be sure to use *get* when it is appropriate. The one who gives the most positive answer—without lying—gets a point for that question. At the end of the game, the one with most points wins. If you catch and correct a mistake, add 1 point to your score each time.

Question	Point winner
1. Can you make good kimchi?	
2. Do you have any native speakers of English as friends?	
3. In your high school days were you successful with the opposite sex?	
4. Do you find it easy to get around Daegu?	
5. Do you find it difficult to get up early in the morning?	
6. When you play poker with your friends do you usually win?	
7. Were you popular with your teachers in middle school?	
8. If you walked from the subway station all the way to this classroom would you get tired?	
9. If you had a cigarette now, would you cough or get dizzy?	
10. What would you do if your computer crashed? Would you give up?	
11. In your childhood were you kind to animals?	
12. If I asked you to find some information for me on women's status in Korea would you be able to find it easily for me on the Internet?	
13. Do you enjoy Thai food?	
14. Do you understand our teacher every time he says something?	
15. What is your average score on quizzes in this class?	
16. Do you feel comfortable when you go on a group blind date?	

17. Was your mother very proud of you before your teens?	
18. The first one to calculate this wins this point: 10 times 3 divided by 2 minus 6... Winner, how were you able to do that so quickly?	
19. In this exercise how many times did you use <i>get used to</i> ?	

Grandpa, when you were young...

Let's have four on a team. One is Grandpa or Grandma; imagine the time is 2050, and you are talking with your grandchildren. The others are the grandchildren, and you are asking Grandpa/ma about 50 years ago (in the 1990's). (If you want, have Grandpa and Grandma and one or two grandchildren; of course, we should remember that grandfathers and grandmothers don't often agree with each other when they're talking about the "good old days.")

Grandma and Grandpa, be truthful about the present (though you'll be talking about it as though it occurred in the past). And truthfully tell whether you'll change (though you'll be talking about that as present). Grandchildren, find out which one has changed the most.

Here are some helpful tools:

used to do *be used to doing*
past, present perfect, or present tense
get/getting adj. *start -ing* *grow* adj.

Also use the negative form of these tools.

Here are some questions which use *be used to* and *used to do*. Can you identify the patterns?

Which of you used to nag the most?	When did you finally get used to eating with chopsticks?
Did there use to be lots of pollution?	Were you used to being nagged?
Did you use to get sick from it?	Did you ever get used to all that noise in Seoul?
How often did you use to go out with other women, Grandpa?	How hard was it to get used to doing so much homework?
How much pollution did there use to be?	How long did it take you to get used to your native-speaking teacher's pronunciation?
How noisy did it use to be in Seoul?	

Example: drink

Grandchild: Grandpa/ma, when you were in college did you use to drink a lot?

or: Grandpa, when did you get used to drinking?

Grandpa/ma: Well, when I first entered college I wasn't used to drinking. But I soon got used to it. Yes, I used to drink a lot after my freshman year, especially when I was a sophomore.

or: I didn't use to drink in college, but I have gotten used to it by now, and that's why I drink so much these days.

Here are some other points you might talk about. Also try to think of some ideas by yourself.

- meet many girls/boys
- cut class

- life in Korea
- speak with foreigners
- noise and traffic in Seoul
- have close talks with your grandfather
- your wife's/husband's nagging
- eat peanut butter and kimchi sandwiches
- do a lot of homework
- be poor
- pollution
- beat your wife/husband
- drink
- world events in the 1990's

Look at the general questions first, and then ask Grandma and Grandpa detailed questions about their pasts (using *be used to doing* or *used to do*) to find the answer for the general questions.

After you ask Grandma and Grandpa the detailed questions, everybody on the team work together to answer the general questions. For each question, give one point to the relevant grandparent. At the end of the game, total their scores to find out which one has led the best life.

Example

General question: Which of the two has the best health?

Detail question: Grandpa, did you used to drink a lot when you were young?

- The answer to the detail question: No, I didn't. In fact, during my whole life I never got used to drinking. But Grandma drank like a fish. She got used to drinking in elementary school and used to drink a lot with her boyfriends, especially in college, when she went drinking with those rowdy male students at SKKU. She never stopped drinking till she was about 60, when she got cirrhosis of the liver. Now, even though she has given up drinking, she has a bad liver.
- The answer to the general question: Grandpa never used to drink but Grandma used to all the time. Grandpa doesn't have any health problems, and he goes jogging every day, so he probably has the best health. Let's give Grandpa one point.

General questions

	Grandpa	Grandma
Which of the two has the best health?		
Which of the two knows the most?		
Which of the two has changed for the better? (Consider all of the changes that each has experienced.)		
Which of the two had the most enjoyable youth?		
Which of the two is the most pleasant to be with?		
SCORE		

Do you have good listening comprehension?

How about your pronunciation and intonation?

The AKL Lab Drills

(in On Your Own)

☞ The WNYN Story ☞

Pronouncing our characters' names

What does the *a* in Daniels sound like?

father can't ate

Is it Daniel, or Daniels?

And is Daniel a first name or a family name? How about Daniels?

Listening skills development

Part I: Multi-time listening

We'll do multi-time listening with this first part.

1. First and second listenings: Identify the setting, the main point, and major supporting points of discussion.
2. Read.
3. Third listening: sound-symbol correspondence. Close your eyes.

PART II: One-time listening

Identify the setting, the main point, and the major points.

Listening for major points

There are three major parts in this dialog. But there are five points listed below. Which are the three in the dialog? Listen once, and see if you can identify them; then put them in order.

- arrangements for the interview
- arrangements with David
- going together on a plane
- establishing identity
- setting up an appointment for lunch

In this dialog there is discussion about events that happened before the two conversations and events that are supposed to happen after the conversations.

1. Individually, try to re-arrange the jumbled sentences below in the order in which they would happen chronologically, not in the order in which you hear them in the dialog.

Marsha's s-o-o-o happy!



Use *just* to ask and explain.

2. See if your classmates have any better arrangement. In your discussion, use the tense which is appropriate for each event; if you think it's supposed to happen in the future, use future tense, and past tense for events which have happened already, and maybe you'll have to use present perfect...

How do you like this discussion?

"D happened after F."

"No, D happened *before* F."

"D-F!"

"F-D!"

To avoid boring discussions like this, be sure to tell the background for each event.

Okay, let's get started!

- ___ a. Professor Daniels mistakes Marsha for someone else.
- ___ b. Professor Daniels agrees to be on Marsha's program.
- ___ c. Professor Daniels is involved in two other projects.
- ___ d. Professor Daniels catches a flight to Chicago.
- ___ e. Marsha prepares a couple questions for Professor Daniels.
- ___ f. Professor Daniels asks Marsha to call for an interview date.
- ___ g. They decide where to do the interview.
- ___ h. Professor Daniels prepares a lecture.
- ___ i. The interview with Professor Daniels is held.
- ___ j. Marsha takes courses at the university.

True or false?

True-False exercise objectives:

1. Learn new lexicals.
2. Review and practice grammar.
3. Practice indirect speech (with 'say' and 'tell').

Elements in a good True-False answer:

Sentence 1: Present your answer (your point; rephrase the T-F statement).

Sentence 2: Provide a general reason for your answer.

Sentences 3~?: Provide explanation and proof. Use language from the script to support your reason. Use reported/indirect speech.

Examples of good answers

#1. (*The answer*) She wasn't sure that she dialed the number correctly. (*The general reason.*) She confirmed the number. (*The specific explanation*) When the person answering the phone said hello, she asked if that was 889-7654.

#2: She didn't recognize him as soon as he answered the phone. She asked a couple questions that showed she didn't realize that it was him. First, as I said before, she confirmed the number. Then, after he told her it was the right number, she asked to speak to "Professor Daniels," as if it were someone else. When he said that it was Professor Daniels who was speaking, she seemed surprised.

#3: She didn't call to remind him about their appointment. She called to set up the interview. When Prof. D asked her if she was with a certain organization, she told him that she was with WNYN and that he had asked her to call that week and arrange a definite time for their interview.

And here we go...

1. Marsha was sure she dialed the number correctly.
2. Marsha recognized Professor Daniels as soon as he answered the phone.
3. Marsha is calling to remind Prof. Daniels about their appointment.
4. Professor Daniels occasionally suffers from amnesia.
5. Professor Daniels was worried that Marsha might hang up if he left the phone.
6. They had a slight disagreement about the time and place of the appointment.
7. Professor Daniels will have to rush madly from the interview to his next appointment because he doesn't have much leeway.
8. Marsha shouldn't have much problem finding Professor Daniels' office.
9. This interview will be very thoroughly rehearsed.
10. Marsha and David won't be able to plan the interview on the way to the university.

Be used to doing or become /get used to doing?

Use *be used to doing, become/get used to doing, or has become/gotten used to doing.* Use the parenthesized ideas in your answers.

1. Why did David miss Grace Lee's meeting? (by himself)
2. Will David have any problems with WNYN's video equipment when he goes out on a field assignment with Marsha? (handle the video equipment in college—but at WNYN)
3. Will David be able to find the university to do the interview? (find his way around New York)
4. David was hired just two months ago. Is it difficult for him these days to find his way around WNYN? (little by little)

By the way...

Can you see a problem in this question?

Will Marsha be difficult to find Professor Daniels' office?

Common mistakes with used to do and be used to doing

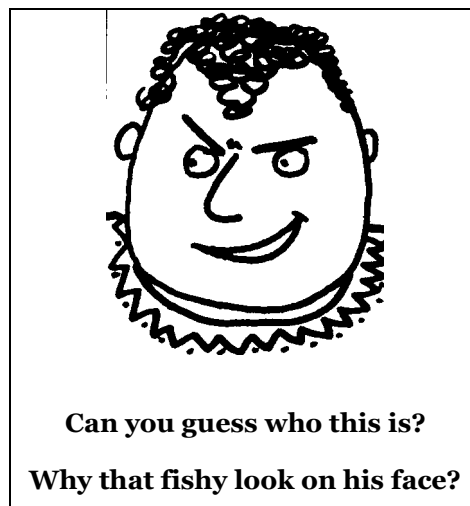
It is grammatically illogical to use *used to do* with present perfect. It is used only when talking about something that happened in the past. Therefore, use it with simple past tense.

It is semantically illogical to use *be used to doing* with words like *wonder, have interest in, ask*. Logically, a person wouldn't become familiar with wondering about something.

General questions

Be brief but complete in your answers. Use the lexicals and structures from the dialog in explaining your answers. Consider the entire dialog, not just one passage. Also consider what happened before this dialog.

1. Is Prof. Daniels a basically cooperative or uncooperative person?
2. Does he have a lot of time to spare? (Cite at least three references.)
3. What do you think the audience will see when his interview is aired on TV?
4. Why do you suppose David suggested meeting at Prof. Daniels' office, instead of going there together?
5. Do you think David's suggestion annoyed Marsha a little?
6. Do you think that David will keep the appointment? Explain.
7. As far as David is concerned, do you have any idea what will happen in the preparations for the feature on space exploration? Draw a scenario for the interview with Professor Daniels, beginning at 10:00 Friday morning.



Summary

Write in paragraph form (indentation, margins) a five-sentence summary of Dialog 3 by making complete sentences out of each groups of words below. Do not change the order of the words.

1. Marsha / telephone / Prof. Daniels / set up / time / interview / space exploration.
2. agree / go / interview / his office / Friday / 2 o'clock.
3. Marsha / want / keep / interview / informal / as possible / and / tell / not prepare / anything.
4. Finally / phone / David / tell / when / interview / set for.
5. They / decide / meet / office.

Try your own summary:

Reread Dialog 2 and try writing your own summary. Include in your summary:

- Grace's reason for having a short meeting with Marsha, Margaret, and David,
- David's failure to show up for it,
- David's excuse to Marsha, and
- Marsha's reaction to what David did.

Phrasals Phun

Complete the following sentences with the appropriate phrase. Some must have the pronoun in the middle, others don't have it that way. If we don't split the phrase with a pronoun, write X in the blank.

hang up	call (up)	set up
hold on	find / find out?	

- Marsha _____ Prof. Daniels to make an appointment.
She _____ him _____ to make an appointment.
- Prof. Daniels told Marsha to _____ for a moment so he could get his appointment book.
- Marsha asked Prof. Daniels if they could _____ the interview for 2:00.
She asked him if they could _____ it _____ for 2:00.
- Will Marsha have to call Prof. Daniels' secretary to _____ where his office is?
Will she have to _____ it _____ from his secretary?
- Prof. Daniels asked Marsha if she would be able to _____ his office.
He asked her if she could _____ it _____.
- When she finished talking to Prof. Daniels, she _____ (the phone).
When she finished talking, she _____ (it) _____.

Grammar and lexicals mix

One ask the question, and have your partner answer. Pay attention to tenses. Ask and answer as if Marsha is on the phone right now.

Here's an example:

Professor Daniels - ever - speak - Marsha - before now?
(speak - two weeks - ago)

You could ask... Has Professor Daniels ever spoken with Marsha before now?

and your partner

might answer: Yes. Marsha spoke to him about two weeks ago.

Note the difference in tenses.

- Why - Marsha - telephone - Prof. Daniels? (He - ask - call - this week - arrange interview)
- Since - speak - last time - Professor Daniels - busy? (involve - two other projects)
- Marsha - used to - get around - campus? *present (used to - courses - university) *past
- What - Marsha - prepare - interview? (prepare - couple - questions - ask - him)
- BONU\$\$\$: What day - will Marsha - tell - David - interview - set? (interview - set - Friday - university)
- What time - suppose - meet - Professor Daniels' office? (suppose - meet - 2:00 sharp)

Grammar and lexicals review of the dialog

Can you make questions which will use the following cues in the answer? Get your classmate to answer them. (The person asking the question should look at the book and is responsible for the correctness of the answer.) Make sure you try to exercise, in both the question and the answer, both the grammar and the lexicals we have been studying.

The whole team should make sure that the questions are also correct. Do this same exercise from Units 1 and 2 for a good test review.

Take 5 minutes to prepare your questions. By the way, the base time is present.

- special / space exploration
- arrange / definite time / interview
- since / last time / involved / two other projects
- hold / minute
- Friday / perfect
- catch / 6:00 / Chicago
- leave / around 4:00
- How / be / set / 2:00
- take courses / university
- keep / informal / possible
- supposed / 2:00 sharp

Modals: should, would, or have to?

Use the appropriate modal in answering these questions. Do you think you can use the correct one without looking at the dialog? Try, then check the dialog after you answer. Then, if you made a mistake, answer again. Here's a *free example!*

What did Marsha say after she confirmed that she had the right number? ("like – speak – Prof. Daniels")

Answer: She said, "I would like to speak to Professor Daniels."

1. Why does Marsha want to do the interview at the university? (important – record – program – there)
2. What does Marsha think about doing the interview on Friday? (perfect)
3. How did Marsha ask Prof. Daniels his opinion about her suggestion for an interview time? (How – we – set – 2:00?)
4. Is Marsha absolutely certain about how long the interview will take? (It – not take – more than – hour – or so)
5. Is Professor Daniels insisting on preparing a lecture? (He asked – Marsha – whether – prepare – short lecture)
6. Is the interview going to be very formal? (Marsha told – like – keep it – informal – possible)
7. What does Marsha think about David's idea of meeting at Prof. Daniel's office? (She – think – best)

Lexicals exercise

ask *smn* to *V*

hold on

in that case

just one thing

1. Let's stop this exercise and go out.
2. Will you loan me some money?
3. It's only a small amount that I want you to loan me.
4. What did I just do?

catch a time flight/train/bus

how would it be if...?

or so

take courses

5. What do you suggest we do after we finish this exercise?
6. Do you know anything about English literature?
7. If, at 4:45, you saw a man running madly toward Seoul Station, what would you suspect?
8. How many days have passed since this semester began?

keep *sth* adj

hang up

be set for

X o'clock sharp

9. What would you do if I telephoned you and then started cursing at you?
10. What is the wisest way to treat a spouse?
11. What time are we supposed to be at first period class?
12. What time is your next appointment?

Possible answers

1. Hold on! We haven't even begun!
2. There's just one thing—you have to pay it back in a week.
3. Well, in that case, I'll loan you the money.
4. You asked me to loan you some money.
5. How would it be if we went...?
6. Of course. I take courses in English.
7. I would suspect he was trying to catch a 5:00 train.
8. Forty days or so.
9. I would hang up on you.
10. The wisest way to treat a spouse is to keep the spouse happy.
11. We're supposed to be there at 9:00 sharp.
12. My next appointment is set for *n:nn*.

Can you answer this question with lexicals from this unit?

First, try to answer this question by yourself, using lexicals from the WNYN story. Then compare your answer with the answer below.

The question: Will they do the interview at 6:00 Friday?

Here's a good answer:

They won't do the interview at 6:00, but they will do it on Friday. When they agreed to do it Friday, Professor Daniels said there was just one thing--it would have to be fairly early because he would be catching a 6:00 flight to Chicago. Marsha asked professor Daniels how it would be if they set up the interview for 2:00, since it wouldn't take more than an hours or so. Professor Daniels agreed, so the appointment is set for 2:00 Friday.

Lexicals Essay Preparation

Answering a lexicals essay. (These questions and lexicals cover Units 1 and 2.)

There will be 1 lexicals essay question on the mid-term exam. Plan to spend about 10 minutes on it.

1. Analyze the question. Exactly what does the tester want to know?
2. Plan for a minute or two:
 - What's my central idea (my answer), for the first sentence?
 - What content should I include in the answer?
 - Which lexicals should I use?
 - In what order should the lexicals appear?
 - Can I show other things that I learned this semester?
3. Write your answer.
4. After you're finished writing, go over your answer once more to catch language mistakes (articles, subject-verb agreement, noun number, punctuation, etc.).

A: Bob's opinion of David

1. With your partner, analyze the question and then plan (steps 1 and 2 above) your answer. Using at least 6 lexicals in the table below and indirect speech, answer this question: "After Bob interviewed David, did he think that David would do well at WNYN as a cameraman?" 5 minutes for discussion (but you should take only 1 minute during the exam).

- so	mind -ing	with...should	all the time
- ahead -	confine	go - sth	first - all
- point	get - touch -	time -	be - set
- together	- speak	set - up	come up - sth
not - good -	might - well	adj -est - ever	just - thing
catch - -	how would - - -	good chance	campus

2. Answer the question orally. Then individually write your answer. When your teacher tells you, go to page 201.

B: David's excuse

What was David's excuse for not attending the meeting? In your answer, use the required number of lexicals that are cued in the table above. When you finish, check page 202.

Let's hear your opinion about Dialogs 1 through 3

Select the correct choice. But first, before looking at the choices, tell your opinion, and support it with references to the dialogs.

- Imagine that David is waiting in WNYN's reception lounge for his interview with Bob Russo. What is his general feeling about the interview? (Consider everything you know about him.)
 - He's nervous.
 - He's supremely confident.
 - He's got no hope of getting hired.
 - He's confident in getting hired, but doesn't think he'll like the job much.
- If I interviewed David Denton for a position in my company (a TV station), I would consider him...
 - promising, as far as ability goes.
 - cheap labor, at least for the first year or so.
 - a very cooperative and compatible person.
 - potentially unreliable as far as performing his duties is concerned.
- David probably regards Marsha
 - with respect.
 - as a nobody.
 - as someone who will get in his way.
 - with passionate love.
- Prof. Daniels' interview with WNYN will probably
 - be changed to another time (earlier or later).
 - be conducted by only one of either Marsha or David.
 - not happen.
 - end up in a fist fight.

New planets discovered that could support life

SAN ANTONIO, Texas (Reuter) — U.S. space scientists said on Wednesday they had discovered two new planets whose environments might be able to support life.

The giant planets, 35 light-years away from Earth, are thought to have surface conditions that would allow the formation of water in liquid form, and therefore, life.

"Life is now possible. There is a harbor,

a site, on which life might form," Geoffrey Marcy, the San Francisco State University astrophysicist who made the discovery, told Reuters after a presentation at the annual meeting of the American Astronomical Society.

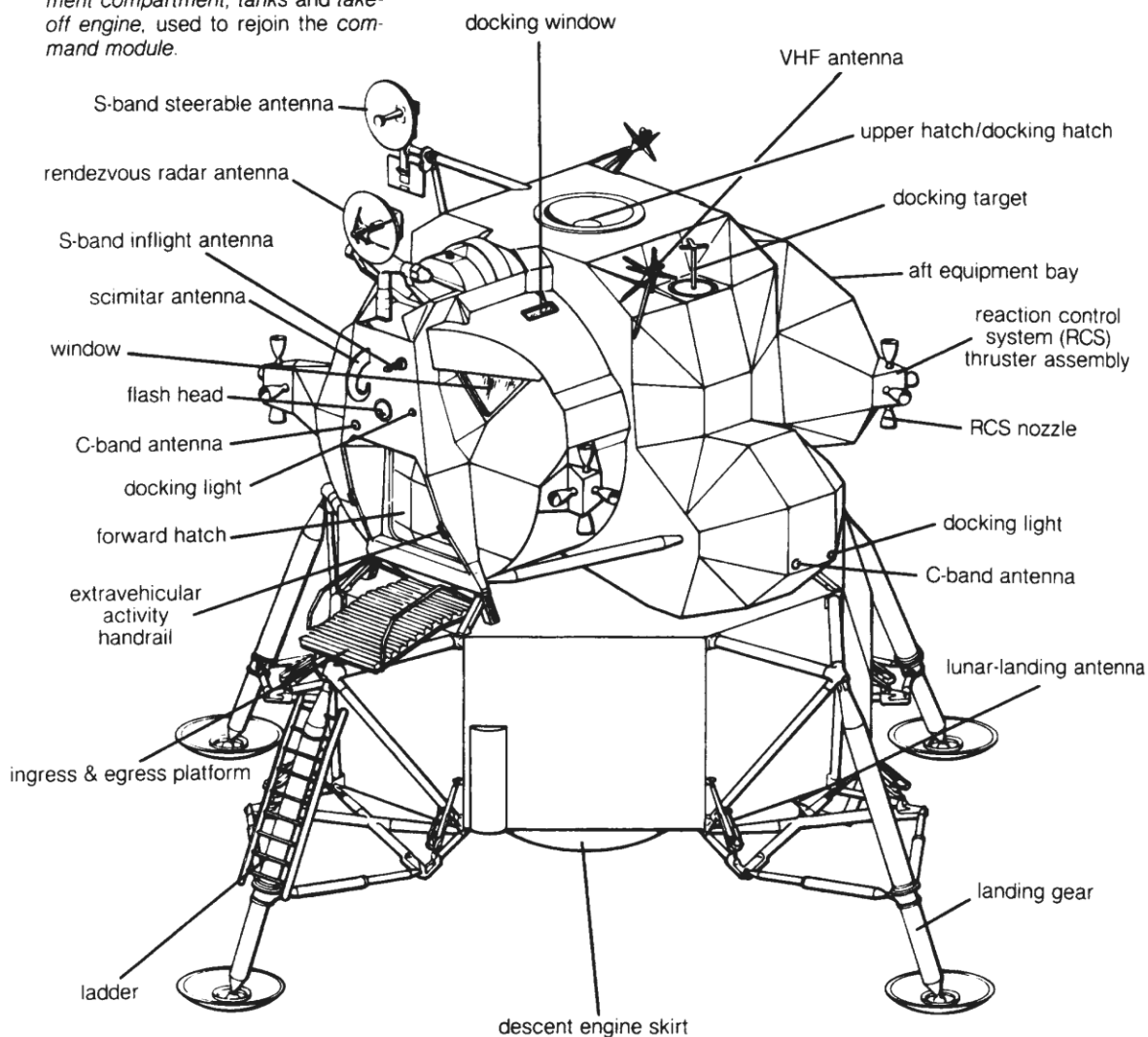
"We watched 'Star Wars.' We watched 'Star Trek.' And ('Star Trek' captain) Jean-Luc Picard had no trouble finding planets, but we professionals did," he

said. "And now, finally, there's a site for Jean-Luc and for extraterrestrial life."

Using the 120-inch (305-cm) telescope at the University of California's Lick Observatory near San Jose, Marcy and fellow researcher Paul Butler discovered the new planets in the Virgo and Ursa Major constellations. Both are bigger than Jupiter and visible to the naked eye.

Lunar Lander

The *lunar module* consists of a lower *descent stage* which houses the *landing engine*, *exploration equipment*, *secondary tanks* and *landing gear*. The *ascent stage* contains *crew compartment* and *controls*, *equipment compartment*, *tanks* and *take-off engine*, used to rejoin the *command module*.



∞ The Reading ∞

Listen closely to the taped version of the reading. Try to find which of the following points differ on the tape and in the text. But first, discuss with your partner what the text said about each point. After that, try to hear where the tape differs.

1. their attitude towards space travel
2. why they were there
3. what caught who first
4. how the surviving astronaut got back to the space ship
5. how the astronaut felt when he got back to the space ship



"Dear ~~Perry~~ Where were you? We waited and waited but finally decided that . . ."

∞ Functions ∞

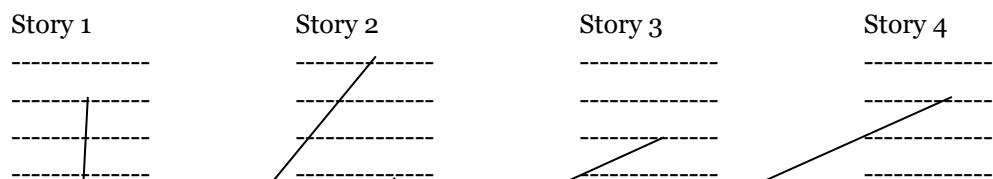
Offering and Accepting

Self-discovery mini-strips

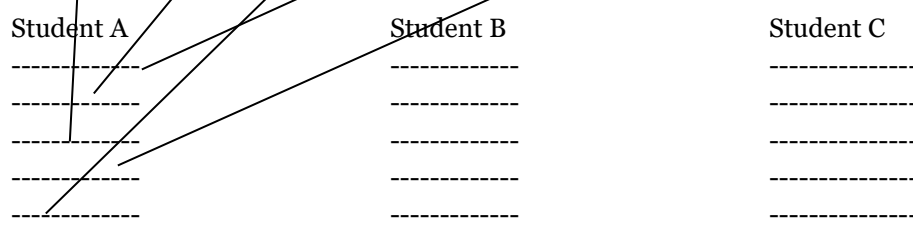
Your team is going to 1) do four two-person dialog strip stories, then 2) identify the four-step pattern common to all four strip stories, and then 3) use that pattern and the strip stories' lexicals to create a new strip story.

- Well then, that would be very thoughtful of you. Thanks very much.
- Let me get you a cup of coffee.
- Oh no, it's really no trouble at all.
- Please don't. I don't want to put you to any trouble.]

We have 4 strip stories. Each strip story has 4 sentences:



We have 3 students on a team. Each student will have at least one sentence for each strip story (one of you will have two). You will each find your sentences on a different page.



Procedure

1. Select a leader. The leader is also Student A.
2. Find your sentences. (Your teacher will tell you which page your sentences are on.)
3. Student A, start off the first strip story with a sentence that includes an offer to do something.
4. Everybody contribute one sentence to logically complete that one story.
5. Leader only: Check "Mini-strips Answers" on page 200 to see whether your team has assembled the story correctly.
6. Repeat steps 3 through 5 (student B starts, after you finish 3-5, student C starts the new round).
7. After you have done all four of the strip stories, identify the four-step pattern that is *common to all of them*. A hint: in the first sentence (first step), A makes an offer.
8. Make a new strip story for a new situation. Use the pattern that you identified in the completed strip stories. Just select an appropriate expression for each step in the pattern, then change the words to fit the new situation.

Here's an example of how you could do the first sentence:

Original strip story sentence: Please let me treat you to lunch.

Pattern: Please let me *do sth*.

Your new strip story sentence: Please let me do your homework for you.

Expressions used in offering and accepting

In our practice this unit, use the *new* expressions. Don't use expressions that you learned in middle school (like "May I help you?").

Offering

- Can I offer you a drink? Can I get you a glass of water?
- Let me get you a cup of coffee.
- Would you like (to have) a coke?
- Why don't you let me help you with that?
- You look hungry. + Offer expression above.

Accepting

- Thank you, that would be nice.
- Thank you, I'd enjoy one. / I'd like that.
- Thanks very much.
- Why, that would be very nice / kind / thoughtful of you.
- Well, if you really don't mind... / if it's not too much trouble / if you're sure you can afford it.
- That's really very kind of you.
- Oh, thank you! I really appreciate it.

Declining

Preface with "Thanks very much, but..." or "Thank you for offering, but..." or end with "But thanks anyway."

- I'm fine.
- Not just now.
- Oh no, please don't bother.
- Oh no. You don't have to do that.
- I wouldn't want you to go out of your way. (Used when the act would involve going somewhere.)
- I wouldn't want to put you to any trouble. (Often this hints at final acceptance.)
- I'm afraid it would be too much of a bother. (Often this hints at final acceptance.)

Insisting (counter-declining)

- Really, /No, please! / Please, / But + I insist.
- It's really no bother/trouble at all.
- But it would be a pleasure.
- But you really must.... (accept *sth* / let me *do sth*)

Final acceptance

- Well then, thank you, if you insist.
- Well, if it's really not too much trouble.
- Well then, thank you very much.
- Thank you then, but please don't go out of your way.
- All right then, if you really don't mind.

Notes

- "Do you want..." sounds a bit blunt, as if the person offering doesn't really want to offer.
- If you actually want it, don't decline more than once.
- For both declining and final acceptance: add an expression of gratitude. (Final acceptance: finish with an expression from "Accepting.")

The Freeloader

A student is visiting his English teacher's palatial mansion. One of you be the student ("You" below), the other be the teacher. In as indirect a method as possible, express your need or desire based on the points presented below, in a way that will get the teacher to offer.

When you decline or insist, be sure that what you say logically follows the preceding statement. For example, if the teacher offers you bus fare it is illogical to say, "Oh no, I don't want to put you to any trouble," because there is no trouble involved in giving bus fare.

Only the Monitor looks at the situation.

Monitor	Tell the student and teacher a situation. (Monitor every utterance closely, and help your team mate when you hear a mistake.)
Student	Express your need. Be dramatic; don't just say "I am thirsty."
Teacher	Offer.
Student	Decline.
Teacher	Insist (counter-decline).
Student	Accept. (Use expressions from "Accepting" or "Acceptance of counter.") And then thank the person.

Example

Monitor	You have been wandering around for a half hour, but still can't find your teacher's house. You wish your teacher would come out and get you. You phone him.
Student	Good afternoon, Mr. MacStein. This is Chu-sa.
Teacher	Good afternoon, Chu-sa. Are you having trouble finding my house?
Student	Yes, sir. And I don't think I'll ever be able to find it by myself. Not in a million years!
Teacher	Well, then, let me come and get you.
Student	No, you don't do that...
Monitor	... you don't <i>have to</i> do that.
Student	Oh no, sir, you don't have to do that. I don't want to put you to any trouble.
Teacher	Oh, it's no bother at all. Now, where exactly are you?
Student	I'm at...
Monitor	How about thanking and accepting?
Student	Well then, thank you, if it's not too much trouble. I'm at...

- Use this pattern for every item.
 - offer ("Offering")
 - decline ("Declining")
 - insist ("Counter to declining")
 - accept ("Accepting" and "Acceptance of counter")
- Today and on the test, use newly learned expressions, not expressions that you learned in middle school and high school. If you used something like "Thank you very much," it must be combined with a newly learned expression."

3. Expressions must be relevant to the situation and to the previous statement.
Don't say "bother" or "trouble" if the favor doesn't include difficulty (like lending bus fare). For example, if one person says, "Why don't you let me give you the bus fare?" instead of declining with "Oh no, thank you, I wouldn't want you to put you to any trouble," say something relevant like "Oh no, thank you. You don't have to do that."
4. Adapt part of expressions to new situations. For bus fare, instead of saying "I wouldn't want to put you to any trouble," you could use the first part and say, "Oh no, I wouldn't want to take your money."
5. Correction: Counter to declining: separate Don't combine "Really" or "Please" with "But.." (Don't say, "Really, but I insist.")

If your team finishes before the rest of the class, continue the story. Use your imagination!

1. You have just arrived. The weather is very hot, and you are thirsty.
2. You notice a cigar on the coffee table. You have never tried one before.
3. You see what looks like a very interesting book in his bookcase.
4. Your English essay (for the *Sungkyun Times*) needs to be corrected.
5. You're starving, but the teacher hasn't said anything about dinner.
6. After dinner, you're dying for a cigarette, but in front of your teacher...? On top of that, you don't have any.
7. You discover that you didn't bring any bus fare to get back home.
8. You discover that it's actually too late to get the bus or the subway.
9. You return to the teacher's home after finding that there are no taxis in this neighborhood at this late hour.

You shameless freeloader, you!

Mid-term Exam Preview

Grammar

Every grammar tool that we have studied: questions, verb tenses, how much/many, adjective + infinitive pattern, passive, present continuous extended meaning

Many students still don't know the grammar for used to vs. used to.

Why do you sometimes hesitate when you speak English? (I'm not used to speaking it.)

Three years ago did you sleep late in the morning on weekdays? (I used to get up early.)

Was it easy for you to get up early? (*not used to* or *didn't use to*)

Functions

1. **Discussing a developing situation** lexicals and grammar.
2. **Offering:** On the test you will be asked to write a mini-dialog that shows you know both the method and the patterns. Practice mini-dialogs with your partner. (Change the situations.)
3. **Getting and giving information**
 - You will be given a map and asked to direct someone from one place to another. Practice the 7-step method on the Myeongryundong map with your partner.
 - You will also be tested on location phrases. (The "Directions" section in Baseball.)

Lexicals and Phrasals: Be able to write a good paragraph in answer to a question about WNYN or daily life.

The Lexicals Essay: More practice questions

For Units 1~3

- ahead -	started	go – sth	first - all
manage	get - touch -	time -	be - set
- together	- tied -	set – up	come up - sth
not - good -	might – well	adj -est – ever	just - thing
catch - -	how would - - -	- so	

1. What do you think Grace Lee decided to do when David Denton failed to show up for the meeting in her office?
2. Did Marsha Nelson say that she had completely finished her special on space exploration?
3. Will Marsha and Professor Daniels do the interview at 6:00 Friday?

Possible replies

Note:

- Answers use paragraph format (indentation, margins).
 - The language of the question is in the first sentence.
 - Reported speech is used.
1. What do you think Grace Lee decided to do when David Denton failed to show up for the meeting in her office?
 When David Denton failed to show up for the meeting which Grace had set up, she decided to go ahead with it without him. She wanted to get started as soon as possible because she had another meeting after that one. Besides, she thought that because Marsha and Margaret were already present, they might as well start going over plans for specials the following month. After all, David was only a cameraman, so they could manage to set things up without him.
 2. Did Marsha Nelson say that she had completely finished her special on space exploration?
 Marsha Nelson did not say that she had completely finished her special on space exploration. She said she had managed to do quite a bit so far and that she even managed to get in touch with Professor Daniels and set things up with him for the special. And she told Grace that she would be able to go ahead with her interview when she and Professor Daniels got together sometime before the twenty-third. This special could be the biggest special Marsha has ever done at WNYN.
 3. Will Marsha and Professor Daniels do the interview at 6:00 Friday?
 They will do the interview on Friday, but it won't be at 6:00. When they agreed to do it Friday, Professor Daniels told Marsha there was just one thing—it would have to be fairly early because he would be catching a 6:00 flight to Chicago that day. Marsha asked Professor Daniels how it would be if they set the interview up for 2:00, since it wouldn't take more than an hour or so. Professor Daniels agreed, so the appointment is set for 2:00 Friday.

Suggesting, Accepting and Declining

The difference between a suggestion and advice: A suggestion is usually made when two or more people are involved in a situation. Advice is usually made when only the listener is involved in a situation, and the speaker (the one giving the advice) is not. Sometimes the language used for both is the same. When offering advice, it is usually better to make it sound like a suggestion.

In most situations that you will encounter over the next few years (that is, when you're talking with someone you don't know so well), it will not be good to use the modals *have to*, *must*, *should* or *ought to* when giving a suggestion or advice. Don't use the phrase *had better*, either. All of these make your expression sound arrogant.

A situation with a suggestion will start off with either a request for or an offer of a suggestion. This can be followed by several more steps, depending on what is going on between the two speakers. For example, the offer of a suggestion might be followed by a request ("Yes, thank you. What do you think...?"), or it might be followed by declining ("No, thanks. I don't want...")

You can find common expressions for this function on another page.

Mini-strip A

Start with an offer.

Be sure to identify and repeat the pattern in each sentence.

Check off each one you use.

- I have to do some shopping. Can I get you some more milk from the store?
- Can I get you a cup of coffee?
- I'm new around here, and yes, I'm afraid I've lost my way. But you look like you're in a hurry.
- Don't worry. A little more won't hurt. And it's no bother, really.
- You look hot. Would you like me to run some water so you can freshen up?

Common expressions used in suggesting, accepting and declining

<p>Asking</p> <p>Could I ask for a suggestion here? ...? What do you think about (NP) What do you think <i>smn</i> should/ought to (<i>do</i>) <i>Wh-</i> do you think <i>smn</i> ought to...(do)? <i>Wh-</i> do you suggest <i>smn</i>...(do...)? Do you think <i>smn</i> ought to... (<i>do</i>)? Do you think it'd be all right to... (<i>do</i>)?</p>	<p>Offering</p> <p>I wonder if I might offer a suggestion. It's none of my business, but could I make a suggestion? Can I offer/make a suggestion? I don't want to interfere, but maybe I can offer a suggestion.</p>
<p>Suggesting</p> <p>Do/Don't you think it might be a good idea (for <i>smn</i>) to...? What would you think about (<i>doing</i>)? I think it might be a good idea to...(do). Perhaps <i>smn</i> could/might...(do) <i>Smn</i> could always...(do)</p> <p>What would you think if <i>smn</i>...(did) How would it be if <i>smn</i>...(do, did) I was wondering if you'd ever thought of... Have you ever thought of/considered v-ing...? How about if <i>smn</i>...(do)?</p>	
<p>Declining</p> <p>Thanks for your concern, but I don't want to bother you with this. I appreciate your interest, but I want to handle this myself. It's very kind of you to offer, but please don't concern yourself about it.</p>	<p>Rejecting politely</p> <p>That's a good idea. We could also...(your counter suggestion) That might be all right. Or what if...? I see what you mean. I'll think about it a little more. We could do that, I suppose, but... Thanks, I'll certainly consider that. You've got a good point there. Yes, well, let's think about it some more.</p>
<p>Accepting</p> <p>Yes, that's what I'll do. That should work just fine. Of course! Why didn't <i>I</i> think of that! That would be a great idea! That's a marvelous idea! That sounds terrific / wonderful!</p> <p>And remember to express your appreciation with "Thank you."</p>	

Going on a trip

Improving a plan

Warm-up

A	B
Ask	Offer
Suggest	Suggest
Reject / counter	Reject / counter
Accept	Accept

Refer to the expressions on a previous page.

Classwide: how to get our teacher to stop giving so much homework.

Partners: I wonder how we can get out of taking the final exam.

Example

Our teacher is giving us too much homework. I was wondering, what do you think we could do to get him to stop?

Now let's improve the plan

There are several problems with A's plan to visit Chicago. Can your team find all the problems? Can your team solve all these problems with their suggestions? (The "Improvements" are on another page. We'll look there *after* we finish the game.)

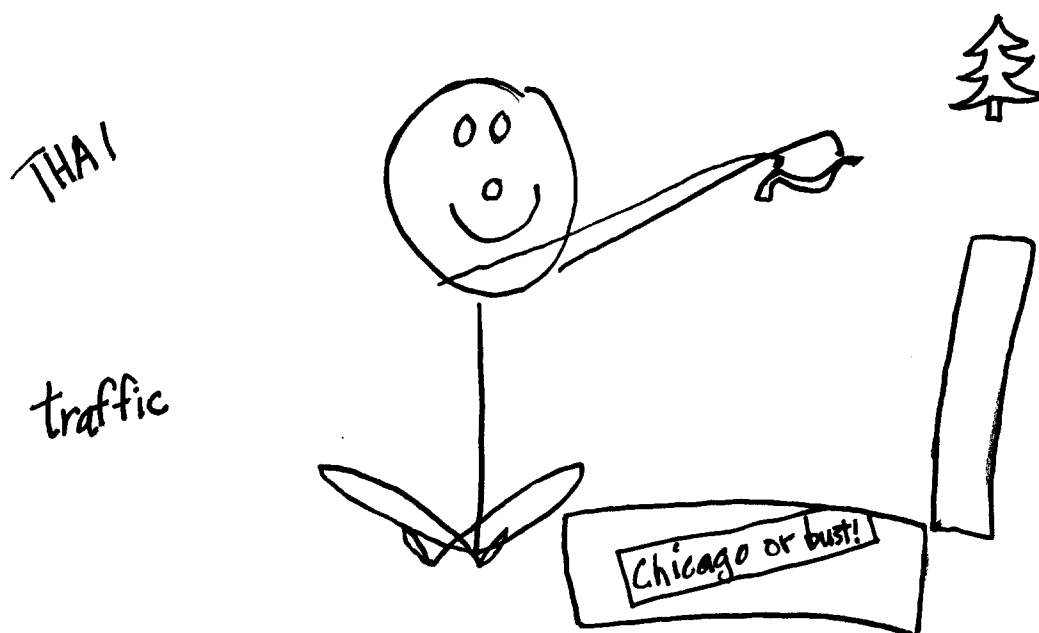
1. Only A looks at the plan. Tell B and C one item.
2. Write the item in the Problem column, and your final solution in the Solution column. *Write only phrases, not complete sentences.*
3. After the team discusses one item, go on to the next item.

Problem	Solution
Dec. 24	a week earlier or later

Continued on the next page.

Example

- A (*Tell one item*) I'm going to take a trip to Chicago, and I'm going on December 24. (*If no one makes a suggestion*: I'm going to take a trip to Chicago, and I was wondering, what do you think about my going on December 24.)
- B (*Polite suggestion*) Don't you think it might be a good idea to go either earlier or later? December 24th is the day before Christmas, and the planes will probably be packed.
- A (*Rejecting a suggestion politely*) You're probably right, but I want to surprise my friend on Christmas eve.
- C (*Strong suggestion*) I suggest you go a week before. The ticket will cost more around Christmas.
- B (*Making a counter suggestion*) You've got a good point there, but what if everyone else thinks the same way? Then the flights will still be too crowded, and you won't be able to get a seat at any price. Perhaps you could go a week later.
- A (*Rejecting a suggestion politely*) I see what you mean. That should work just fine. (*Rejecting a suggestion politely*) But I'll think about it a little more. (*Asking for a suggestion*) Now, what do you think about the clothes I'm thinking of packing...?

**Here's the plan**

I'm going to take a trip to Chicago December 24. I plan to travel light: I'll pack a few short-sleeve shirts, a couple pair of Bermuda shorts, and my sexy swimming suit. I'll phone Thai Airlines for a plane reservation on December 23. On the 24th I'll get a taxi in front of the Lotte Hotel around 2:00 so I get to the airport at 2:30 for the 3:00 flight. When I arrive in Chicago I'll call my American friend (who lives in Chicago) and surprise her. I wonder how she's doing; I haven't communicated with her for about 10 years. Anyway, I'm sure she'll be really happy to see me, and she'll probably ask me to stay with her. She certainly had better ask me, because I am bringing only \$100.

I'd like to suggest a strip story.

Methods and expressions for SUGGESTIONS

1. Mark your passage for intonation and rhythm.
2. Read your passage to the others on your team. Discuss: Identify 1) what step in the suggestion process is this, and 2) what is the basic pattern used?
Here are the steps in a suggestion process: 1) Asking 2) Suggesting 3) Rejecting politely 4) Countering, and 5) Accepting.
3. Put the passages in a logical order.
4. Use the 5-step method and the basic pattern for each step to make a conversation for this situation: You want to get your teacher to stop giving so much homework.

Example

Our teacher is giving us too much homework. I was wondering, what do you think we could do to get him to stop?

Sound advice

from *Advanced Communication Games*

Language objective

Controlled exercise to practice the expressions used in each step of the process of suggesting, from offering to final acceptance.

During this game you will hear some lexicals with which you are not familiar. Use expressions for coping with incomprehension to find out the meaning of these lexicals. Also remember to use real and unreal conditional patterns.

Game objective

Collect as many cards as possible; the player with the most cards at the end of the game is the winner.

Teams of 3 or 4.

Place the cards face down in a pile on the table in the center of your group.

1. The first player is the advice seeker. Take the card from the top of the pile and describe the situation on the card to the other players. Then ask for advice (*Asking*).
2. Another player offers advice (*Offering*) and then makes the suggestion (*Suggesting*).
3. The advice seeker rejects politely (*Rejecting politely*) and appoints (*Asking*) another player.
4. The appointed player gives a suggestion (*Countering, Suggesting*).
5. The advice seeker performs step 3 again, and the newly appointed player performs step 4; do this until all players on the team have offered advice.
6. The advice seeker selects the best advice, thanks (*Accepting*) the player who gave the advice, and awards that player the card.

Sunghak's getting married!

Groups of 3. Divide the cards equally.

Situation: Sunghak, your classmate, is getting married, and you're all trying to figure out a plan to celebrate the wedding. Sunghak is broke and you want to help.

Use as many suggestion expressions as possible—from asking for a suggestion to making a counter suggestion—to discuss the idea on each card.

Here's how you might use a card:

reserve and pay for
nice hotel room

tape recorder under
bed in hotel room

Asking for a suggestion:

What do you think about reserving a nice hotel room for him?

Accepting a suggestion, Polite suggestion:

That sounds terrific! And we could pay for it too.

*Rejecting a suggestion politely,
Making a counter suggestion:*

Yes, I suppose that might be good, but you know, they haven't told us where they're going on their honeymoon yet. Do you think we ought to find out first?

Accepting a suggestion:

Of course! Why didn't I think of that!

Chain

Start off with a situation, and have one ask for a suggestion, then one offer a suggestion, then one decline and counter with another suggestion, which starts the next link. Note that the counter suggestion includes both rejection and another suggestion.

Situation: You are brothers and sisters. Your parents are trying to get one of you to marry a candidate they like but you don't like.

- | | | |
|---------|-----------------------------------|--|
| A | Ask | What do you suggest we do about this? |
| B | Suggest | What would you think if we just told them we're old enough to decide by ourselves? |
| C | Make a counter suggestion | That might be all right, but what if they say we're not old enough since we're still in college? We could also try calling the mother and telling her you died last night. |
| A, B, C | Make counter suggestions in turn. | |

Getting people to change

One of the most difficult functions in any language is getting people to change their behavior. The grammar and function books tell us to use such advice terms as *should*, *ought to* or *had better* (and their different grammar forms, e.g. *should have*) when we want to give advice or get someone to change. What the books don't tell us is that these words are best used when a person has asked for advice, not when we are offering the advice. One communication expert says, "Giving advice when it is solicited is so different a process from giving unsolicited advice that they ought hardly to be called by the same name."¹ Another problem: advice often sounds like admonishment.

These terms are loaded with risk. When the giver of the advice is a close friend or someone whom we accept as a guide, we will usually appreciate unsolicited advice—*if* the matter is not a sensitive one. On the other hand, when the speaker is someone who has no business telling us what we should or shouldn't do, we may be offended—*unless* the matter is not so sensitive. In some situations we may feel that it is our business to advise the person and that the matter is not sensitive. For example, out of affection and sincere concern for our teacher we might tell her, "You shouldn't drink so much coffee." However, even this expression of concern might annoy the teacher, because, depending on the teacher's mood, it can be taken as admonishment. We "walk on thin ice" when we give unsolicited advice, and tread on a person's self-esteem when we do it wrong. Correct use of advice terms is not only a matter of language, it's very much a matter of human relations.

Advice terms are not dangerous, however, when the listener's pride is not involved. For instance, telling an acquaintance at the office who looks tired, "You shouldn't work so hard," will probably make the person feel good because it will be accepted as praise for being diligent. These words can also be used when we are speaking about ourselves—"I ought to study harder." And they are usually not dangerous when the speaker is referring to someone other than the listener (unless the listener has a good relationship with that person): "She shouldn't talk that way."

Imagine: Bob, an acquaintance of yours, criticizes everyone and everything. You think he ought to change his attitude and way of speaking.

These are bound to offend Bob:

- You had better not be so critical of everything. (*Had better* often sounds like a warning or a threat.)
- You should/ought to have a more positive and understanding attitude. (*Should* and *ought to* make it sound as if the speaker is preaching.)

Some linguistic alternatives; better but still inadequate

There are some alternative patterns for *should*, *had better*, and *ought to*. We can use a conditional pattern, and modals which are "milder" than the advice terms usually taught to English learners. However, even these patterns might not help, because the word *you* personalizes the advice.

- *It would sound a lot nicer if you praised people once in a while.*
- *You could try to appreciate the good side more often.*
- *You might want to try to be a little more understanding.*

And the following patterns are a little less likely to offend, because they are not so clearly directed at Bob. However, these patterns can still sound "preachy" even though the word *you* is not used.

- I like it when people have a more balanced perspective.
- Speaking about the good side of things now and then would make everyone feel better.
- A positive outlook makes life a lot more pleasant.
- This report should be corrected for careless mistakes. (modal + passive)

The central role of tone of voice

No matter what linguistic method is used, the listener will probably take offense if the speaker's tone of voice is instructional, and offense certainly will be taken if the speaker's tone is accusing. (Most language mistakes, in fact, will be forgiven if the speaker's tone is pleasant; on the other hand, even the most accurate language can be offensive if the speaker's tone is superior, condescending, arrogant, hostile or pushy. Perceived attitude is one of the most important elements in any communication.)

Supra-linguistic methods

Here are some suggestions of supra-linguistic methods which might be useful in different situations. Several of these suggestions are actually combinations of methods. (In the situations below, the one given the advice is from another country.)

- Make an impersonal generalization.
If Bob (above) doesn't associate himself directly with the suggestion, he is less likely to be offended.

Right. There are lots of bad things around us. Lots of good things, too.

- Say "we" instead of "you."
To Bob (above). Add this to the comment directly above:
...but we don't see them so easily, do we?
- Focus on the object requiring change, rather than on the agent of change. Use "need" and the passive voice; depersonalize by omitting "you."
A report has several mistakes in it.

This report needs to be checked again for mistakes.

- Use humor.
To someone driving recklessly...
If I get killed the way we're going now, you can have my gold teeth.

My mother would be horrified if she heard how I'm putting my life in danger now.

Note the avoidance of *you* in the suggestion. Often just a mention of the problem will get the other to respond as you want.

- Make an 1) impersonal 2) cross-cultural observation, 3) using mild words.
To an American acquaintance who blows his nose in a restaurant.

Isn't it interesting how manners differ from culture to culture? For instance, in America they hate spitting in public, while we don't get so excited about it here. But we think nose blowing in public is a problem, while Americans don't think it's so bad.

Note the milder "a problem" instead of the stronger "rude," which could cause bad feelings.

- 1) Praise what can be praised, then 2) slip in the suggestion 3) with positive or innocuous transitions.
Even a person who is in a superior position will want to be careful not to offend a subordinate. Here, the director of a department wants his subordinate to improve a report.

That report was really nice! I like the way you presented every aspect of the project, and your conclusion was particularly well done. Oh, and by the way, do you think you could look again at the explanation about the third phase, maybe give a few more details?

Note that he used the positive transition "And" instead of the negative transition "But" in order to hide the contrast between the satisfactory and the unsatisfactory parts, and the innocuous transi-

tion “Oh...by the way” to allow the listener to think that this unsatisfactory part is not the most important thing he wanted to say (though in the director’s mind it is).

- Camouflage the suggestion as praise.

Change the third sentence in the example above to make it more positive.

...And a few more details in the explanation about the third phase would make the whole report an absolute masterpiece!

- 1) Make a request instead of a suggestion; 2) be positive about the matter at hand.

Your teacher is giving you too much homework.

We know homework helps a lot. Many of our teachers are giving us lots of homework, and it would be nice if we had more time to do it well. Could we have less homework, so we can do it better?

Actually, we have two positive statements here: appreciation of the usefulness of homework, and the desire to do it better.

- 1) Pretend fellow feeling; 2) don’t point out the wrongness; 3) lie.

A male acquaintance in your office is bothering a female colleague.

Miss Kim’s really nice, isn’t she? But people might misunderstand your friendly intentions.

“Misunderstand” and “friendly intentions” are both lies.

- 1) Later, 2) mention a fact which relates to the problem.

An office colleague uses low register in Korean when he should use high register. A few days later, you bring up the subject of language.

In English I’m confused sometimes whether to use formal or informal language. It *seems* that you sometimes use informal language in a formal relationship. Maybe that’s because in Korean, when a Korean speaks to someone in a formal relationship, it’s easy—it’s always in high register.

Or the colleague might have a pronunciation problem.

I have a problem with the pronunciation of English Z. It reminds me of the problems Americans sometimes have with the pronunciation of *ji-ot*.

- 1) Later, 2) mention a comparative incident which will get the other to reflect.

Someone is constantly making requests, and uses offensive language in making the requests. A few days later, you mention the following to that person.

You know what happened this morning? I may have told you how busy I am these days. Well, someone called and asked me to do a translation. Instead of asking nicely, she just presumed I exist to serve her, and said, “I would like you to do this translation, please,” like a politely worded but absolute command. And then when I told her I was sorry but I was too busy, she said, “Oh, it won’t take you too long.”

- Pretend agreement or say something positive but noncommittal, 2) then offer an alternative in a positive way.

Pretending agreement: Your teacher thinks that memorizing everything is the best and only way to learn English, but you think that practice is just as important.

Oh, yes, memorizing is essential in learning a foreign language. And practice after memorizing is very helpful.

Say something positive but noncommittal: A colleague on your sales team wants to lie to the customer, and you think that “honesty is the best policy.”

That is often an effective way to get a sale, and lots of salespeople do that. And another way is to be honest so that the customer will come back to us again and again.

In summary, when you want to get someone to change, remember these principles:

- Avoid advice terms such as should, had better, ought to and “If I were you...”
- Avoid personalizing your statement.
- Avoid “instructional” language.
- Accentuate the positive.
- Express the problem indirectly.
- Use mild words and phrases.
- Use a pleasant tone of voice.

Shall we try it out?

At home, try using one or a combination of these methods in two or three of the following situations. In class we will compare what we have done at home. If you know of other methods that can be used in dealing with people you know (maybe some method which you use when you’re dealing with others in Korean), try them—and please share them with us.

Here’s an example.

Situation	Methods
During class, the teacher shows anger when the students don’t perform or behave according to his expectations. He did it again today when a student came in late, and you want him to stop getting upset and making the class feel bad. You go up to him after class and say, “Mr. Baker, ...”	Pretend fellow feeling. + Praise what can be praised. + Use words and phrases which will not offend. + Use humor.

Your advice:

“...could I have a word with you?” “Of course. What is it?” “Well, I just wanted to express my appreciation. It bothers me too when students come late to class, and I like the way you keep trying to get us to be on time, since it will be a good habit to have once we get a job. And I wanted to tell you a funny story from high school. I used to come late to class. Finally, one day my math teacher waited till the end of class—he didn’t want to disturb the whole class because of one student—called me to him and told me that I would turn into a pumpkin if I came late again. Then he winked. And somehow, I never came late again.

Now, what would you say in these situations?

- A colleague in your office forgets appointments, and this harms the company. You think it would be good for him to keep an appointment book.
- Your teacher uses low register when speaking Korean to her students, thinking it will help establish a closer relationship.
- A friend shows too much anger when people cut in line.
- An acquaintance uses low register in formal situations when she speaks in Korean.
- An office colleague declines too many invitations to weddings of business acquaintances.
- You have invited an American client out for dinner, and he wants to go to a place which you feel is much too expensive.
- You are an English teacher and you want your students to speak only English in the classroom. One student, however, almost always speaks in Korean.

¹Nirenberg, Jesse S. (1963). *Getting Through to People* (p. 168). Englewood Cliffs: Prentice Hall.

Review

A frustrating review of AKL:A Units 1-3

Grammar elements

- simple present vs. present continuous tenses
- dual-sense verbs (e.g., *think, feel*)
- simple past vs. present perfect
- present perfect vs. present perfect continuous
- count vs. non-count nouns
- *be* adj to V-inf
- modal + passive voice
- *be* vs. *become* vs. *get*
- *be/become/get used to doing* vs. *used to do*

Lexicals

Make your leads about either WNYN or real life.

be a good chance

I'm afraid

be confined to:

- A good lead: Do you think David will show up for the appointment with Professor Daniels?
- A good answer: There's a good chance he won't, because he didn't show up for Grace Lee's meeting.
- Another good answer: I'm afraid he won't. He doesn't have a strong sense of responsibility.
- An incorrect lead: Is there a good chance that David will show up for the appointment with Professor Daniels? (Don't use the square's item in the lead.)

In another square, dual-sense verbs:

feel

smell

need

- A good lead: You don't look very good today. (Note that this is not a question.)
- A good answer: I've got a cold, so I don't feel well.
- A good lead: (You put your hand on your forehead.) Describe this action.
- A good answer: You're feeling your forehead.
- An incorrect answer: You feel your forehead.

Pro or Con? Is the space program worthwhile?

have ever / have just

used to do / be used to doing

1. Divide the sentences up among the members on your team. Read your sentence(s) carefully. Prepare to say it with helpful intonation and rhythm.
 2. Each say your sentence.
 3. After all have said your sentence, define the central issue.
 4. Say your sentence again. Sentence by sentence, decide which sentence is pro (in favor), which sentence is con (against).
 5. Add any additional pro or con statements that you can think of.
 6. State your personal opinion.
- A. Scientists are used to spending too much money on space exploration. It is a useless luxury.
 - B. The Columbia cost more than 20 billion dollars and no one has ever benefited directly from this huge investment.
 - C. The benefits of space exploration are all maybes in the future.
 - D. By building laboratories in space, we can develop new medicines for diseases that we used to consider untreatable.
 - E. Has the space program ever provided food, shelter, jobs and education for the people who need these basics?
 - F. Investing in the space program too heavily is forgetting the needs of today's society.
 - G. The space program has just proven that man can live in space. Have you ever imagined colonizing space to help solve the overpopulation problem?
 - H. We have to get used to the fact that the earth is running out of energy sources. So space exploration might allow us to find new sources of energy for use on earth.
 - I. Have you ever considered the importance of the space program for national defense?
 - J. Space exploration has just begun, and represents an investment in the future.

Mini-strip: B

Start with an offer.

Be sure to identify and repeat the pattern in each sentence.

Check off each one you use.

- In that case, thank you very much. Would you get two big ones?
- That's very nice of you, but I wouldn't want you to go out of your way.
- Oh no, please don't bother. I'm already starting to cool off. But thanks anyway.
- Well then, thank you, if you insist. I guess I am a little sleepy right now.
- Oh no, thank you. I've had so much today I won't be able to sleep tonight.

• Idioms Practice •

Drill 20

1. Why did Marsha phone Professor Daniels? (get in touch)
 2. Marsha got in touch with Professor Daniels, but the first time she phoned, her secretary answered and told her he wasn't there. How did Marsha get him to return her call?
 3. Do you think David is perfectly clear about the distinction between the duties of a reporter and a cameraman?
 4. David doesn't have an office of his own. He's working with Marsha as a team, so what do you think Marsha ought to do?
 5. Is it all right for David to come to work in his shorts? What would Marsha tell him if he did?
 6. David said the reason he didn't show up for the meeting was because he got tied up. What's another excuse he could use?
-
1. Why doesn't Marsha just talk about space exploration herself, instead of asking Professor Daniels for an interview? (first thing)
 2. Was David really just passing by the hospital that morning, or did he intend to go there? (purpose)
 3. Marsha warned David not to get mixed up in his responsibilities; now she's a little worried. What do you think she might be worried about? (attention)
 4. Do you think David will be satisfied with doing only the video? (part)
 5. Marsha made room for David in her office. If you want to send a letter to David, what will you have to do? (care)
 6. What did Marsha tell David when she scolded him about getting his responsibilities mixed up? (now)

Matching idioms with people we know

Is your imagination working well today? Let's see how imaginatively you can match the idiom on the left with the point on the right. Take turns.

from now on	Marsha → David
not know the first thing about	Marsha → video equipment
take part in	David → story writing
pay attention to	David → Marsha
on purpose	David → hospital
in care of	letter → David → WNYN
leave word with	Bob Russo → Grace Lee
lose one's way	good excuse (David)
dress up (get dressed up)	Marsha → interview
make room for	WNYN → David
get mixed up	David → duties of a camera man

get in touch with	David → Professor Daniels
be in keeping with	David's experience in college
as far as one is concerned	Marsha → David, David → Marsha
tell apart	Professor Daniels → Peggy, Marsha
go in for <i>sth</i>	Prof. Daniels → astrology
as a rule	reporter → cameraman
go Dutch	David → Marsha

Answers

AKL Unit 3: Text Questions

Text 1

1. What is this a picture of?
2. Where was it taken from?
3. How many people have seen the earth from the moon?
4. How many of us have seen photographs like this one?
5. What do the photographs show us?
6. How do we think of the Earth when we look at the photographs from the moon?

Text 2

1. What was an important development in the space age?
2. What can the Columbia do?
3. What always happened to earlier space vehicles?
4. How many more shuttles are planned?
5. How will the shuttles affect space travel and research?
6. What may eventually happen?

Text 3

1. What is this a picture of?
2. What happened shortly after this picture was taken?
3. What did an astronomer do 100 years ago?
4. What have people been wondering since he did that?
5. What do scientists hope to do in the future?
6. Will many human visitors go there?

Test your classmates

Question formation

AKL:A Unit 3, Texts 1-4

PROBLEM	CORRECTION
<p>What have you just seen in photograph 1? <i>Don't use present perfect tense when you don't have to.</i></p>	<p>What do you see in photograph 1?</p>
<p>What did earlier space-going vehicles use to burn up falling back into? <i>Falling back into <u>what</u>?</i></p>	<p>What did earlier space-going vehicles use to burn up falling back into the earth's atmosphere?</p>
<p>Which question have people ever asked? 1. 'Ever' is used with the present perfect tense to mean 'at any time up to now,' but it is not used with a <i>wh-</i> question. 2. This question is too vague to answer. It would be clear if you specify what the question is about.</p>	<p>Which question have people asked about life in space?</p>
<p>What has ever fascinated people for many years? <i>Same explanation as immediately above.</i></p>	<p>What has fascinated people for many years?</p>
<p>Where are we used to thinking about that intelligent life may exist? <i>I can't figure out what this question means. It doesn't seem logical to say that we <u>are used to thinking</u> that intelligent life exists somewhere.</i></p>	<p>?Where do we think that intelligent life exists?</p>
<p>What problem are we used to having when we visit the stars. <i>This question doesn't make logical sense. If we have never visited the stars, how can we be used to having a problem? And one doesn't get used to having a problem, anyway. It seems that the writer was determined to use the pattern 'be used to doing' and didn't think of meaning.</i></p>	<p>?What problem would we have if we visited the stars?</p>
<p>What has just been done about the moon's horizon? <i>Apparently, wrong use of the lexical 'do something about something.'</i></p>	<p>?What has just happened over the moon's horizon?</p>
<p>What are we used to the idea?</p>	<p>What idea are we used to?</p>
<p>What have people been wondering since he did that? <i>'That' is not clear. Don't use pronouns when they are separated from the noun which they refer to.</i></p>	<p>?What have people been wondering since the Italian astronomer looked through his telescope and reported that he could see canals on Mars?</p>
<p>What Columbia is the name of? <i>***Word order:</i></p>	<p>What is Columbia the name of?</p>
<p>Do you think is there any life on Mars? <i>When you add phrases like 'Do you think' to a question, the word order of the question becomes the same as in a statement.</i></p>	<p>Do you think there is any life on Mars?</p>
<p>If you meet ET what do you do? <i>'Do' is simple present tense, and is used when we talk about a habitual action. We don't meet ET, so we would use the "unreal conditional" pattern.</i></p>	<p>If you met ET what would you do?</p>

PROBLEM	CORRECTION
Where has the Earth risen in this picture? <i>The student's question is not really incorrect, but I would prefer that the modifying phrase "in this picture" not be put at the end of the sentence because it is too close to the verb 'risen' and might be thought to modify 'risen' instead of the whole sentence.</i>	In this picture, where has the Earth just risen?
How did we use to think of the Earth before had not seen this photograph?	How did we use to think of the Earth before we saw this photograph?
How are we used to think of space now?	How are we used to thinking about space now?
What have we been thinking of the Earth usually before seeing the photograph of the Earth in book?	What did we use to think about the Earth before seeing photographs of the Earth in books?
What makes people have been asking the question, "Is there life on Mars?"	What has made people ask the question, "Is there life on Mars?"
What does it mean by 'a light year away'?	What does 'a light year away' mean? <u>or</u> What does the book mean by 'a light year away'?
Where do you think this picture taken from?	Where do you think this picture was taken from?
What kind of aircraft is this picture shows?	What kind of aircraft does this picture show? <u>or</u> What kind of aircraft is shown in this picture?
How long humen can breath in this shuttle? <i>Notice the spelling of <u>humans</u> and <u>breathe</u>.</i>	How long can a human (or humans) breathe in this shuttle?
Where do you think? Which is the picture shows?	What do you think the picture is of?
How far between earth and this planet?	How far is it between Earth and this planet?
If we take rocket to travel to the star, how long we will take to this star?	How long would it take to travel by rocket to the nearest star?
What makes us be used to think of colonies in space? <i>But are we used to it?</i>	What makes us used to thinking of colonies in space?
What has just been taken before Viking Lander 1 landed? <i>This is an ego-centric question, because the listener would have no idea what 'what' could refer to.</i>	???
What did we used to think of the earth? <i>The lexical is 'think of something <u>as</u>'.</i>	What did we used to think of the Earth as?
What has been known about the nearest planet?	What have we known about the nearest planet for many years?
What question did people use to ask ever since an Italian astronomer reported Mars?	What question have people asked ever since an Italian astronomer reported the existence of Mars?

PROBLEM	CORRECTION
	<i>'Used to do' means that it's not happening anymore.</i>
What knowledge are we used to about Mars now?	???
<i>The concept of being used to knowledge seems strange.</i>	
What supposing are we used to about the stars?	???
<i>Same problem as being used to knowledge. To be safe, I would restrict my usage of 'be used to' to actions.</i>	
How have we thought about the figure of the earth before we looked it from the moon?	How did we think about the appearance of the Earth before we saw it from the moon?
<i>'Before' means not now, and makes a definite break between then and now. We do use the present perfect tense when we talk about an event completely in the past, but that event has a relation to the present.</i>	
What used to the people dream about when they think about the space?	?What are people used to dreaming about when they think about space? ?What did people used to dream about when they thought about space?
<i>'Be used to doing' means not only that one does it habitually, but also that it is easy for the person to do because he or she has done it often. So the first question here doesn't make sense.</i>	
How long does it take for us to get to the nearest star?	How long would it take for us to get to the nearest star?
<i>We haven't tried yet to get to the nearest star?</i>	
What do we used to think of the Earth?	???
What question did we used to have on Mars?	What question do we have about Mars? <u>Or</u> What question have we been asking about Mars?
<i>Again, 'used to' is wrong here because we still have the question.</i>	
Who used to look through the telescope about 100 years ago?	Who looked through a telescope about 100 years ago?
<i>The text doesn't tell us that he did this regularly. Also, note the article.</i>	
What did Viking Lander 1 do after Viking Orbiter 1 had just taken this picture?	What did Viking Lander 1 do after Viking Orbiter 1 took this picture?
<i>Use past perfect tense when you need to make clear that one event happened before another event. When it is already clear (it is clear here because of the word 'after'), don't use it.</i>	
What has Viking Orbiter 1 ever taken a picture of?	What did Viking Orbiter 1 take a picture of?
<i>'Ever' is used with the present perfect tense to mean 'at any time up to now,' but it is not used with a wh- question.</i>	
What have people ever interested in since they first looked up into the sky?	What have people been interested in ever since they first looked up into the sky?
<i>The 'ever' in 'ever since' is a different thing. Don't separate the phrase 'ever since.'</i>	
Why did people used to ask the same question about Mars?	Why have people been asking the same question about Mars?

PROBLEM

CORRECTION

Again, 'used to' is wrong here because we are still asking the question.

used to vs. used to (?!)

You might argue that your answer, though it disagrees with an answer below, is also correct. That's possible. Considering the context, however, these are the best answers.

David Denton 1) used to be a college student, but now he's working at WNYN-TV. At first, the work was a little strange to him, but now he is 2) getting used to it, little by little. He still has 3) not gotten used to working as an assistant to someone else, though, because, when he was in college, he 4) used to serve as the chief of the camera crew. So in college he 5) was used to having a lot of responsibility. Of course, this meant that, before he came to WNYN-TV, he 6) was not used to following orders.

Marsha Nelson has been working at WNYN-TV for at least a couple years, so she 7) is used to doing the work of a reporter. At first, it wasn't easy. One reason is because she 8) used to live in a city smaller than New York, and when she first came to New York she 9) wasn't used to all the noise and the traffic and the high cost of housing.

Mini-strip C

Start with an offer.

Be sure to identify and repeat the pattern in each sentence.

Check off each one you use.

- Well, if it's really not too much trouble, I'd appreciate it. I guess I still am rather hot.
- Excuse me, but are you lost? Can I offer you some help?
- Not at all. I just got fired yesterday. Please let me help.
- It's no bother at all. All I have to do is turn on the faucet.
- Well, if you're absolutely sure you've got nothing else to do, it's really very kind of you.
- The grocery is right on my way. It wouldn't be any trouble at all.

Mini-strips Answers: For the TEAM LEADER ONLY

Refer to this only if there is irreconcilable disagreement.

Group 1

- Can I get you a cup of coffee?
- Oh no, thank you. I've had so much today I won't be able to sleep tonight.
- Don't worry. A little more won't hurt. And it's no bother, really.
- Well then, thank you, if you insist. I guess I am a little sleepy right now.

Group 2

- You look hot. Would you like me to run some water so you can freshen up?
- Oh no, please don't bother. I'm already starting to cool off. But thanks anyway.
- It's no bother at all. All I have to do is turn on the tap (faucet).
- Well, if it's really not too much trouble, I'd appreciate it. I guess I still am rather hot.

Group 3

- Excuse me, but are you lost? Can I offer you some help?
- I'm new around here and, yes, I'm afraid I've lost my way. But you look like you're in a hurry.
- Not at all. I just got fired yesterday. Please let me help.
- Well, if you're absolutely sure you've got nothing else to do, it's really very kind of you.

Group 4

- I have to do some shopping. Can I get you some more milk from the store?
- That's very nice of you, but I wouldn't want you to go out of your way.
- The grocery is right on my way. It wouldn't be any trouble at all.
- In that case, thank you very much. Would you get two big ones?

A Heavenly Grammar Mix

1. How can we tell that this book was written before the year 2003?

Text 2 says that the Columbia can travel into space and then return to earth for the next trip into space. It can't, though, because in 2003 it burned up falling back into the earth's atmosphere. Text 3 says that scientists hope to send robots to explore the surface and collect samples of the soil. Scientists have already done that. Robots have been exploring the surface of Mars since early 2004.

2. Have all of the predictions in the texts come true?

Three of the predictions have come true and one hasn't. Text 2 predicted that three more shuttles would be built, and that has come true. That text also predicted that the shuttles would carry material for space stations and factories into space to establish industry and even colonies in space, but that hasn't come true yet. Text 3 predicted that we might send a robot to Mars, and that has

come true. Text 4 predicted that nobody from Earth would ever visit the nearest star, and, sure enough, nobody has yet.

3. How long has Mars fascinated us, and why?

We've been fascinated in Mars ever since an Italian astronomer looked through his telescope over a hundred years ago and reported that he could see canals on Mars. Ever since he did that, people have been asking whether or not there is life on Mars.

4. Do you think Cleopatra ever thought about Mars?

Yes, she probably thought about Mars, but she probably didn't know it. People have been interested in the stars ever since they first looked up into the sky. A planet looks like a star. If we are interested in something, we think about it. Cleopatra might have seen Mars and might have thought about it.

Be used to doing or become /get used to doing? Possible answers

1. He missed Grace's meeting because he's gotten used to doing things all by himself, and he wanted to do the hospital story by himself.

Here you could also say "he is used to," which means that he is in that state. *Get* + present perfect tense, however, expresses a bit more, because it shows both the state AND the relationship between past and present. Another possible answer is "he was used to," but this isn't so good because it focuses too narrowly only on the past (the time of the meeting).

2. He might have a problem with it because, though he handled video equipment in college, WNYN's equipment is probably more advanced. So, though he's getting used to it little by little, he hasn't gotten used to handling all of it yet.

Here, too, you could say that he *isn't* used to it, but *hasn't gotten* is preferable because it expresses more than *isn't*. On the test, you will be expected to use the preferred form.

3. He won't have any difficulty finding the university. He is used to finding his way around New York. A native speaker probably wouldn't use 'get' here because he would regard David's life and familiarity with New York as a whole thing—therefore a state—not as a gradual accumulation of individual events.

4. Little by little he's getting used to finding his way around WNYN.

Bob's opinion of David

1. **Whose is better, yours or your teacher's?**

Discuss this with your partner.

David said to Bob that he was chief of camera crew on campus. He wasn't confine his work to studio production. at first, David didn't understand the point that Bob try to make about responsible. Bob said to David that he will work as assistant to reporter, and reporter is boss, so to speak. Then David said to Bob that he didn't mind working with other people. David went field assignment all the time. When David asked Bob whether he was going to get the job, Bob told him there a good chance. He thought that with the camera experience David had, he Should be fine at WNYN.

2. **Compare the answer above with this one.**

Which one is better, the one above or this one? Explain why you think so, item by item.

After the interview Bob probably thought that David would do well at WNYN as a cameraman, because David showed lots of potential. Bob thought that with the camera experience David had, he should be fine. David told him that he used to be chief of the

camera crew on campus. His work wasn't confined to studio productions; he went out on field assignments all the time. And Bob thought that David would work well with other people at WNYN. At first, David didn't understand the point that Bob was trying to make about responsibility; he thought that Bob meant he would have a lot of responsibility. But Bob meant that he would work as an assistant to a reporter, and that the reporter was the boss, so to speak. Then David understood, and told Bob that he didn't mind working with other people. So, when David asked Bob whether he was going to get the job, Bob told him there was a good chance.

Did you notice...?

In the paragraph on the bottom...

- The paragraph is indented.
- The first sentence uses the language of the question.
- The first sentence is a good topic sentence. It presents the answer to the question (the paragraph's central idea) and the general reason for the answer.
- The use of "potential" and "used to be" are evidence that the writer can use other things that we studied.
- The paragraph has better coherence (the ideas are arranged in a logical order).
- There are no indirect speech errors (in the upper paragraph: "David said to Bob")
- There are no other language or technical features errors (like "at first," "Should").

David's excuse - 1

Which one is a better answer for "What was David's excuse for not attending the meeting?" After you discuss this with your team mates, check page 203.

A. He was passing by the hospital and thought he might as well set things up for the hospital special feature. He thought that Marsha would like the story angle that he came up with. Therefore, David's excuse for not attending the meeting was that he had gotten tied up that morning.

B. David's excuse for not attending the meeting was that he had gotten tied up that morning. He planned the whole thing on the hospital. He was passing by the hospital and thought he might as well set things up for the hospital special feature. He thought that Marsha would like the story angle that he came up with.

Now, about yourself... Good answers

Before you came to Sungkyunkwan, did you speak English a lot?

No, I didn't use to speak English a lot before I came to Sungkyunkwan. In high school, English study was* confined mainly to preparing for the college entrance exam. We used to memorize a lot of expressions and read a lot.

Why couldn't you speak English well before you came to Sungkyunkwan?

I couldn't speak English well before I came to Sungkyunkwan because, as I said above, we didn't use to speak English. We used to speak only Korean in the classroom and never spoke English. Also, I wasn't used to approaching native speakers of English to get practice. So I never got used to speaking English.

Questions 1, 2: Some students wrote that they didn't use to speak English because they used to do homework in writing, or because they were used to speaking in Korean. That's not completely logical;

the fact that they were used to speaking in Korean doesn't exclude being used to speaking in English. THINK, BE AWARE of how the reader understands what you say; don't just do your homework mechanically. "I used to study English to prepare the entrance exam. So, I didn't have the chance to speak English." You can make this logical by adding "only to prepare" and explain that the entrance exam didn't test spoken English.

How is your English language fluency these days?

My English is getting better these days. I'm finally starting to get used to speaking it. One thing that is helping my English is that I'm getting used to thinking directly in English, instead of translating from Korean to English. This is because in the classroom we work in teams. We never used to think directly in English in high school—we always translated.

Do you ever have any trouble finding your classroom now?

No, I never have trouble finding my classroom. I used to, though. When I first came to SKKU, I used to wander the halls a lot, looking for my classroom, because I wasn't used to the layout of the campus or the individual buildings. But, little by little, I got used to finding my classroom, so that now I don't have any trouble.

Before college, did you know how to take the city buses?

Student A: I didn't know how to take the city buses before I began attending college, because I didn't use to take the bus in Seoul. I was born and grew up in Daegu. Of course, I was used to taking the buses there—I got used to it at a very early age, because I had to take the bus to kindergarten. Now, even after living in Seoul a year-and-a-half, I'm still not used to the bus system, but these days I'm getting used to it and will soon have no trouble taking the bus wherever in the city I want to go.

Student B: Though I was born and raised in Seoul, I'm still not used to taking the bus here. You see, early in my life I used to be driven to school by my chauffeur (for you commoners, that's French for driver). I've led a pampered and spoiled life, and I've never gotten used to doing anything by myself. (Recently, my father hired a native speaker of English to be my new chauffeur because I told him I wasn't used to doing homework in English.)

*We should not say *used to be* because English is still confined to preparing for the college entrance exam, even after you left high school.

David's excuse - 2

What was David's excuse for not attending the meeting (in Unit 2)?

A [WRONG]

He was passing by the hospital and thought he might as well set things up for the hospital special feature. (*The first sentence doesn't answer the question; and the question's language isn't in the answer, so the answer isn't clear.*) He thought that Marsha would like the story angle that he came up with. Therefore, David's excuse for not attending the meeting was that he had got tied up that morning.

B [RIGHT]

[David's excuse for not attending the meeting (note "the question in the answer" in the first sentence) was that he had gotten tied up that morning (←*This is the answer*). (*This is the general reason*→) He planned the whole thing on the hospital. (*And this is the specific explanation*→) He was passing by the hospital and thought he might as well set things up for the hospital special feature. He thought that Marsha would like the story angle that he came up with.

Going on a trip

Improvements

Problem	Solution
Dec. 24	a week earlier or later
clothes	winter clothing
2:00	11:30 or 12
2:30	1:00
surprise	write now!
invitation to stay	arrange beforehand
\$100	\$1,000

Baseball pitches for AKL 1~3

Don't rely only on this review when you study for the exam. For example, you will be asked to write a dialog that shows that you know how to politely ask for and offer information. There is also the lexicals essay question.

General: If you say the right answer, go to first base. If you say the whole sentence exactly as it is here, go to an extra base. The number after the sentence is the number of extra bases; so, if you're on first base and you get "2" extra bases, go to third base.

Catch the Error. If there is an error, correct the error. If there is no error, just say there is no error.

1. What are our cities being died by? (killed) 1

Complete the blanks. Say the correct word for the blank. If the blank requires no word, just say it requires none.

1. How _____ change do you have in your pocket? (much) 1

Wh-questions. Pitcher, mumble the underlined words so that the batter can't understand them.

Batter, ask the pitcher.

Here's an example.

Pitcher: I'm a student. (The pitcher should say, "I'm a shkdnfouwt.")

Batter: What are you?

Pitcher: I used to study at SKKU in Seoul. (The pitcher should say, "I used to wksnghs jkst slkhas in Seoul.")

Batter: What did you use to do in Seoul?

Directions. Open to the map on w113. Describe the location of the place the pitcher asks you about, using the place that the pitcher tells you after the question. (The batter only has to say the location phrase accurately.)

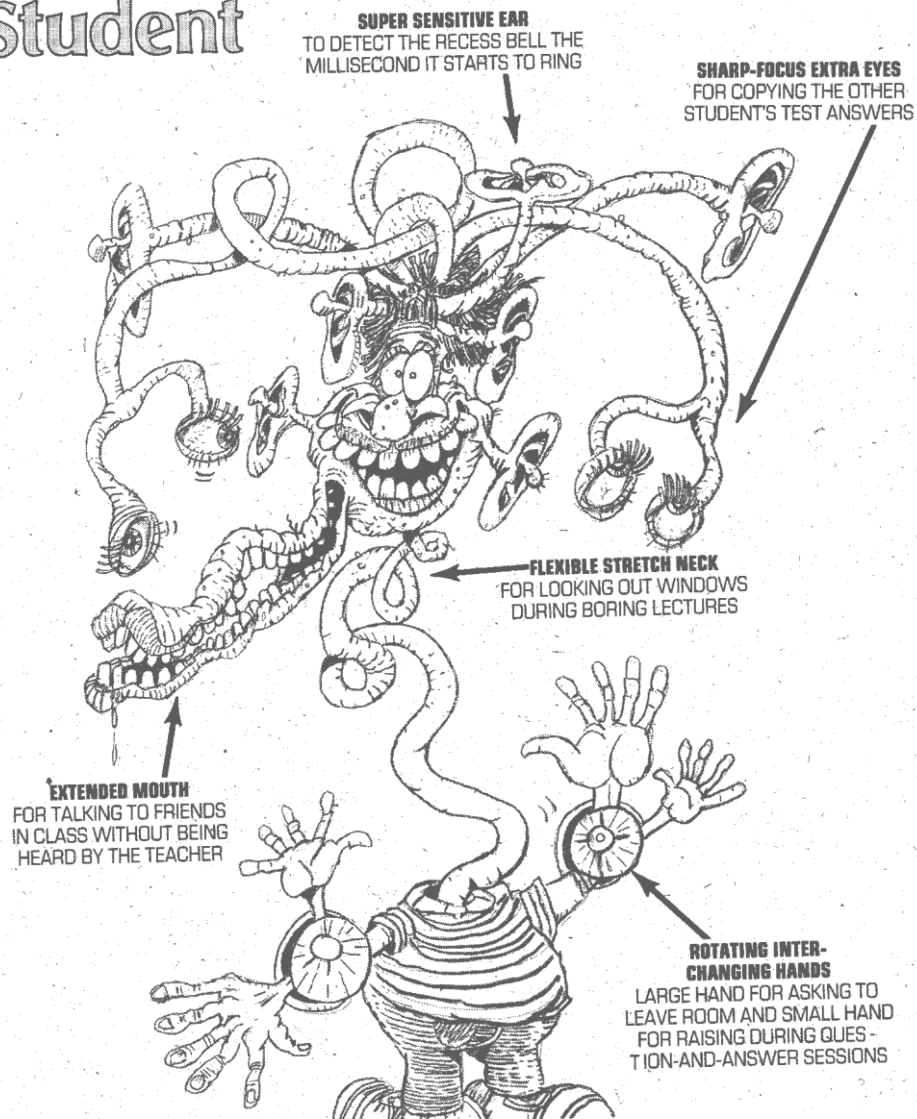
Here's an example.

Pitcher: Could you please tell me where the flower shop is? (the noodle shop)

Batter: The flower shop is to the left of the noodle shop. Or: The flower shop is next to the noodle shop. Or: The flower shop is kitty-corner from the electric shop.

Unit 4: Education

The Perfect Student



∞ The Texts ∞

A closer look at Texts 1 and 2

1. Partner A, read the text to Partner B. To help comprehension, say it in phrases, and use appropriate intonation. ("Could you say that again, please?" when you can't understand.)
2. Question the answers.
 - 1) Partner A, tell Partner B an answer (which you'll find under the text).
 - 2) Partner B, without looking at the text, try to make a question for that answer.
 - 3) Partner A, check the Question Key below, then read the question to Partner B.
3. When you finish, switch. Do step 2 again, to see how well you both concentrated.
4. Do Text 2 according to steps 1 through 3.

Question Key

Text 1

1. How soon (or When) does formal education often end?
2. How many men and women are going back to school?
3. What is the man in the picture learning?
4. Is the young woman talking to him learning to read and write?
5. Isn't she a student?
6. Well then, is she older than he is?

Text 2

1. How long can people go on learning?
2. Is there any age limit (to how long people can go on learning)?
3. How old is the woman in the picture? (or: How old must the woman in the picture be?)
4. What is she learning?
5. Are people ever too old to learn?
6. Can we go on learning until the day we die?

When the subject is in question: Don't use the *do* helping verb. → wh- + adjective + subject + verb

How many men and women are going back to school?

When the verb is in question: wh- + adverb + *be/do* + subject + verb

How soon does formal education often end?

A very useful tool

Simple Search of BNC-World

Please enter your query:

Read about it in "Lexical Choice and Usage" at our web site.

∞ Some useful tools ∞

1. *by* and *until*

Two basic rules

1. Time factor

by: Do something (or something happens) at or before a certain time.

until (or till:) From one time to another time.

2. Verb sense

When you are in a *by-or-until* situation, identify the meaning (sense) of the verb in that situation.

by: momentary (We have to turn in a 20-page report by next class...)

till: continuous (...so I will have to work on the report from now until tomorrow morning.)

But there are additional considerations.

1. Negation

Not doing something is a continuous state, not a momentary event. So, an event that was momentary becomes a continuous state when we negate it.

You must have heard the teacher wrong. We don't have to turn in that report until next Friday.

(Also see the related "3. Echoing," below.)

2. Two or more senses of the same word.

Many words have more than one sense (can be used in more than one way). Is the word 'meet', for example, continuous or momentary? It can be either, depending on the context that it is used in.

A: What time shall we meet? (momentary)

B: We have a lot of work to do. We'll have to meet by 3:00 so that we can finish by dinner time.

A: How long did they meet? (continuous)

B: They had lots of work to do, so they met until 6. (The verb is considered limited, and the form is limited, but the sense in this context is unlimited.)

A: When will you need this money that you are lending me? (momentary; means *begin* to need.)

B: I will need it by next Monday to pay my water bill. *or*: I won't need it till next Monday.

A: How long will you need this money that I am lending you? (continuous)

B: I will need it until next week Friday because I have a few things to buy during that week.

Multi-sense lexicals are hard to see:

She thought she'd starve to death ___ payday.

(continuous sense of not eating: *till*; momentary sense of dying: *by*)

Since we're focusing on the act of dying, the right word for this situation is **by**.

I will study this book ___ next week.

(continuous sense: *till*; momentary sense 'complete the study': *by*)

If we focus on continuous studying, the right word is **until**. But if we focus on completing my study of the whole book, the right word is **by**.

3. Echoing

A: I can't go drinking with you tonight. I have to turn in a composition by tomorrow.

B: No, you don't have to turn it in by tomorrow. We don't have to turn it in until next week.

In the first sentence B used *by*, but in the next sentence B used *until*—for the same verb, and the same negative form of the verb. We learned that if a momentary verb is negated, we use *until*, so why isn't *until* used in B's first sentence? That's because B merely echoed what A said; he said the same time element ("by tomorrow") that A said. In the second sentence, he didn't echo; he initiated, with another time element.

Negating:

A: Can you give it back this evening?

B: No, I won't be able to give it back to you till tomorrow.

Echoing:

A: Please give it back to me by tomorrow.

B: I'm afraid I won't be able to give it back to you by then. ("Then" is the same as "tomorrow.")

Conditional situations are similar to echoing.

If you don't submit your application until Friday, you won't get the job. (= X before Friday)

If you don't submit your application by Friday, you won't get the job. (= X on or before Friday)

What would you do if...?

For each question below, try different possibilities. (Some of the questions can use only one or two of these words.) Take the first one, for example:

- When will you bring it back?
- I'll bring it back as soon as I finish it.
- I'll bring it back by next Monday, at the latest.
- I'll bring it back by the time you finish the book that you're reading.
- I won't be able to bring it back until Sunday, at the earliest.

As soon as indicates when an action starts.

For *by* and *until*, make a habit of asking *both* of these questions:

1. Is the focal verb (in your answer) momentary (*by*) or continuous (*until*), and
2. will it happen at or before (*by*) or from one point to another point (*until*)?

You can find the reply that first came to the teacher's mind on page 246.

1. Situation: You are going to borrow a novel from me for casual reading.
 - a. When will you bring it back?
 - b. How long will you keep it?
 - c. When will you finish reading the novel?
 - d. Can't you give it back to me by tomorrow?
2. Situation: You are going to try to get a driver's license.
 - a. Will you have it by tomorrow?
 - b. How soon can I have a ride in your car?
 - c. Will you practice for a long time?
 - d. If you start learning now, how soon will you have your license?
3. Situation: You are going to loan me W10,000.
 - a. How long do I have to pay it back? (See the note* at the end of this activity.)

- b. When should I pay it back?
c. Do you need the money back soon?
4. Situation: You are going to take a trip to Pusan.
a. When do you think you'll return to Seoul?
b. If I get lonely for you, can I go to Pusan and meet you?
c. When will I be able to see you again in Seoul?
d. Will you be in Pusan very long?
5. Situation: You must give your teacher a ten-page report in English.
a. When do you have to hand it in?
b. When can I meet you again for a beer?
c. What if you make a lot of grammar mistakes?
d. Did your teacher give you much time to write it?
6. Situation: You're going on a date tonight.
a. Can your date stay out all night with you?
b. How long will you be holding hands in Samcheong Park?
c. What time does your mother expect you back?
d. When will you see your date again?
e. Will your mother wait up for you?

*How long do I *have to study*?

- obligation: You have to study 3 hours (and then you can go out and meet your friends).
- allowance: You have 3 hours to study (and then you must stop and take the exam).

Playing around with *by* and *till*

A note about *until* when it refers to a period, not a moment:

Situation: Two friends want to get together, but one friend is busy. He says, "I'll be busy until Friday."

Question: When is the earliest that they can meet, on Friday or on Saturday?

Answer: The second element (Friday) stops the first element (be busy). In a situation where the second element is a period of time (a duration and not a momentary thing, like "Friday" or "next week"), the first element (like "be busy") can stop at any point inside that period. But even this is not always clear; most people (even native speakers) will think that the earliest they can meet is later on Friday, but some might think that Saturday is the earliest. Therefore, **follow this rule:** make sure of the day, and ask at what point during that day the first element stops:

"I'll be busy till Friday."

"So, can we get together Friday evening?"

Use *by* or *till* and the phrases below the situation to say more about the following statements. **For all of the items below**, today is Monday morning, December 10. Say the new day or the date after you say *by* or *till*. After each item, compare your answer with the answer on page 248.

Example

Situation: I can't go to the store for 10 days.

- will be closed...
You can say: It will be closed till the 19th of December. (From the 10th to the 19th is 10 days.)
- won't open again...
You can say: It won't open again till the 20th of December. (It won't open again until the morning of December 20.)
- finish all my Christmas shopping (at the earliest)...
You can say: I'll be able to finish all my Christmas shopping by the 20th, at the earliest. (by the evening of the 20th)

1. Situation: I am reading a murder mystery. I have to return it to the friend I borrowed it from. It will take me two full days (December 10, 11) to read it. I...
 - won't finish it...
 - will finish it...
 - will return the book...
 - won't be able to return it...
2. Situation: I want to meet my friend, but I'll be busy Monday, Tuesday and Wednesday. I...
 - will be busy...
 - be through with my work...
 - won't be able to meet...
3. Situation: I am going to promise the credit card company to pay back some money that I borrowed. I will pay it back on January 1 of the following year. I...
 - will not have the money...
 - will have enough money...
 - Company: "Will you be able to pay it back by December 31?" "No, I won't be able to repay it..."
 - Company: "Then how long will we have to wait?" "Sorry, but I won't be able to pay it back..."
4. Situation: You are sick, and will probably be sick for three more days (today December 10, plus 11, 12, 13). Your teacher wants to know when he will have the pleasure of seeing you again in class.
 - I will feel good enough to attend class...
 - My teacher won't see me again...
 - Teacher: "Will you get better by the 12th?" "No, I won't recover completely..."
 - Teacher: "Well then, when will you be able to return to class?" "I'll be able to return to class..."



2. The manipulators: *make, get, let, and have*

Make	to cause to happen or change, often by force
Let	to allow to happen or do; not prevent
Get	to cause to do, often by persuasion or prodding
Have	to cause to do, through directive or arrangement, because of explicit or understood agreement

The “NEED and POWER Test” for *make, get, have*

Need: Do you have to make the person do it? Can't you have him do it? And if that doesn't work, isn't it enough to get him to do it?

Power: Do you really have the power to make the person do it, or have him do it? Maybe you can only try to get him to do it.

have

This is used when what you want the person to do is natural (당연하다) for that person to do. For example, it's natural for your teacher to correct your homework for you (because it's the teacher's job), but it wouldn't be natural for the teacher to correct your letter to a friend (so you'd have to use *get*).

The screenshot shows the BBC Learning English website. At the top, there's a navigation menu with 'Home', 'News', 'Sport', 'Radio', 'TV', 'Weather', and 'Languages'. Below that is the 'BBC LEARNING ENGLISH' logo and a search bar. The main content area is divided into several sections:

- Learning English**: A sidebar menu with options like 'News English', 'Business English', 'Watch & Listen', 'Grammar & Vocabulary', 'Communicate', 'Quizzes', 'The Flatmates', 'Talk about English', 'For teachers', 'Downloads', 'FAQs', 'Contact us', 'Meet us', and 'What is RSS?'. There are also 'RELATED SITES' like 'BBC World Service', 'BBC China ELT', 'BBC Arabic ELT', 'BBC Weather', and 'BBC Sport'.
- The Crossword: English History**: A featured article with the subtext 'Talk about English: Who are we?' and 'Face up to phrasals: Amanda and Daisy'.
- For teachers**: A section featuring a woman pointing at a whiteboard.
- NEWS ENGLISH >>**: A section titled 'Vocabulary from the news' with links to 'Words in the news', 'Truckers strike worldwide', 'News about Britain', and 'London's new Mayor'.
- WATCH AND LISTEN >>**: A section titled 'Music, pictures, stories' with links to '6 minute English', 'Dieting', 'The Teacher', and 'Head idioms'.
- LEARNER OF THE WEEK >>**: A section titled 'Learner of the week: Kelly Tiet'.
- QUIZZES AND EXAMS >>**: A section titled 'Test your English' with links to 'Crossword History' and 'Quiznet: Love and Marriage'.
- GRAMMAR & VOCABULARY >>**: A section titled 'English as it's used today' with links to 'NEW Face up to Phrasals Amanda & Daisy: Part 1' and 'Ask about English: "What happened?" or "What did happen?"'.
- COMMUNICATE >>**: A section with links to 'Learning English Blog', 'Message boards', and 'Learning English Newsletter'.
- TALK ABOUT ENGLISH >>**: A section titled 'Who on Earth'.
- THE FLATMATES >>**: A section with a cartoon illustration of people.

Bob's kid brother the sophomore

Complete the dialog with *make*, *let*, *have*, or *get*, as appropriate. Remember: we use *to* only with *get*. In the sentences below, no blank is provided for *to*; you should supply it when it is required. Also, supply object pronouns when they are required.

- Bob I'm thirsty. Hot weather like this _____ thirsty.
- John _____ get you a coke.
- Bob Thanks a lot. Hey, what should I do about my little brother? He's not studying at all.
- John Maybe you can _____ study by explaining why it's important.
- Bob What if that doesn't _____ study?
- John Then you have to _____. Tell him you won't _____ watch TV for a week if he doesn't study.
- Bob That's what my parents did with me when I didn't want to practice the piano. If I practiced they _____ have some ice cream. And if I didn't, they _____ wash the dishes.
- John My parents were just the opposite. If I didn't wash the dishes they _____ practice the piano for punishment.
- Bob Well, no matter how often my parents _____ wash the dishes, they never _____ like practicing the piano.
- John That's interesting. My parents _____ like playing the piano because I hated so much washing the dishes.

How to be a Machiavellian Manipulator

After answering a question, compare your answer with the answer on page 248.

What if...?

- 1**
- your friend wanted to borrow your radio for a while?
 - you asked your friend to return your radio, but he absolutely refused to give it back?
 - you finally got your radio back, but it was broke? How would you get it fixed if your friend wouldn't get it fixed for you?

- 2**
- you wanted some ramyon, and your boarding house room mate was a freshman in your department at Sungdae?
 - when you asked him to go out and get the ramyon, he said impertinently, "I don't feel like going out—get it yourself!"
 - you saw he was actually too sick to go out, and he should stay in?

- 3**
- you didn't want to do your homework, and your classmate wasn't especially busy?
 - you forgot to bring your homework to class, so you couldn't turn it in on time?
 - you gave the teacher an ingenious excuse? What would the teacher do?

- 4
- you had a fantastic dream, in which you were the president of a company, and you wanted a cup of coffee but didn't want to leave your office?
 - your secretary wanted to get your coffee for you, but had to finish typing an important letter?
 - your company needed 20 million dollars for a new factory, but you had only 19 million?

- 5
- you saw a shoe-shine boy, and your shoes needed a shine, and you had just gotten your monthly allowance that day?
 - the shoe-shine boy did one shoe, but then remembered he had a date and told you he didn't have enough time to do your second shoe?
 - he gave you a "special" shine, which cost ₩4,900, but you had only a 5,000-won bill and he had no 100-won coins?

- 6
- you were at a street-side wine stall, with a friend, and you wanted one more bottle of soju?
 - you didn't have any money to pay for all that soju and all those snacks you had?
 - your friend didn't have any money, either?

Now, you make the story.

Imagine that you're a team of teachers for one class, and you want your students to perform better. Discuss points like homework, review, attendance, punctuality, attention. Add the element of *by / until / as soon as*.

Here's an example.

"We have to get them to study more. How about having them study until midnight every night?"
"You'll never get them to do that. They date every day from 5 till midnight."

3. Logical probability modals

Your chance for a fantastic prize and life-long glory!

The one who guesses the correct answers to the most questions will win the prize of a lifetime. Use *must V* or *must be V-ing* in your answers.

1. She's a Caucasian, but her face is black. What kind of work does she do?
2. He keeps winking at me. Why?
3. She's packing a heavy coat, boots, ear muffs, mittens... Where's she going?
4. His fingers always have chalk dust on them. What kind of work does he do?
5. This beef tastes very strange. What could be the reason?

What on earth's happening in Apartment 1-B?

Practicing the grammar of present conjecture modals

Enhanced Exercise 1.C

All look at the directions and the example in AKL.

1. Partner A, tell your team the situation. (Only Partner A looks at the book.) Use one of these forms:
 There *is/are verb + preposition* Apartment 1-B.
Smn/Sth is/are verb-ing + preposition Apartment 1-B.
2. Partner B: Either...
 - 1) conjecture what the cause is. (Use *could, might, or probably*)
 - 2) or ask what the cause is. (Use *could, might, or probably*.)
3. Partner C:
 - 1) Present your evidence.
 - 2) Reply in the negative. (Use the negative form of *could, might or probably*.)
4. Anyone:
 - 1) Present your evidence.
 - 2) Say your conjecture.

Here's an example for 2a:

- Partner A: Smoke and the smell of food are coming from Apartment 1-B.
 Partner B: They must be having a barbecue.
 Partner C: They don't have barbecue equipment. They couldn't be having a barbecue.
 Anyone: The husband doesn't know how to cook. But he is probably cooking dinner and burning their meal.

Here's an example for 2b:

- Partner A: Smoke and the smell of food are coming from Apartment 1-B.
 Partner B: Might they be having a barbecue?
 Partner C: They don't have barbecue equipment. They couldn't be having a barbecue.
 Anyone: The husband likes to cook, but he doesn't know how to very well. He may be cooking dinner and burning their meal.

The function and grammar of Modals

Why do we use modals?

Fact: the verb by itself. **Opinion:** modal + the verb.

Modals express the speaker's attitude about an action or state. One attitude that we express with modals is logical probability. Logical probability modals *qualify* the speaker's attitude about the likelihood of an action or state. Korean language has a similar grammar feature for expressing logical probability, but this attitude seems (in your teacher's opinion) to be more frequently expressed in English than in Korean.

(From *The Grammar Book*, by Celce-Murcia and Larsen-Freeman)

The logical use of some modals deals with a conjecture or prediction.

Wilbur: Someone's at the door.
 (inference) Gertrude: It may be Sydney.

We can establish a hierarchy for the logical use, according to the degree of certainty regarding our conjecture:

Modals	Periphrastic Modals
<i>could, might</i>	possibly, possible
<i>may</i>	perhaps, quite possible (<i>or possibly</i>)
<i>should</i>	probably, probable
<i>must</i>	most probably, quite probable
<i>will</i>	certain

Here are the same modals, according to the degree of probability regarding a prediction:

It	<i>could, might</i>	rain tomorrow.		<i>possible</i>	that it will rain tomorrow.
	<i>may</i>			<i>quite possible</i>	
	<i>should</i>			<i>probable</i>	
	<i>will</i>			<i>certain</i>	

MacStein's notes from experience

Strength of the "weak" modals (*can/could, may/might*)

Grammar books disagree among themselves on the degree of possibility that a speaker is expressing with the different weak modals. One book says that *might* expresses stronger certainty than *may* and *could*, and another book says that *could* expresses stronger certainty than *might*. This disagreement may be caused by the subjective nature of modals. In English 1, focus on the three main distinctions (strong, middle and weak), and don't be concerned about the different strengths of possibility among the "weak" group.

Weak *may, might, can and could*

Middle *should, probably*

It's safer to use *probably*. See the explanation for *should* below.

Strong *must*

For future guessing, though, use *most probably* or a similar phrase—see the explanation for *must* below.

Logical probability vs. logical certainty

"Logical probability" is an attitude that is expressed by the strong, middle and weak modals (above).

"Logical certainty" is an attitude of certainty; the speaker thinks that his guess about a state or event is certainly correct, as if it were a fact, even if it isn't a fact. When we want to express this attitude, we use *will* or sometimes *would*. The negative form is *won't* or *wouldn't*.

Logical certainty: Our teacher will be in the classroom now. (I didn't just see him in the classroom, but I'm sure that he's in the classroom now because he told me a minute ago that he was going to be in class at this time.)

Peculiarities of individual modals

must in the future

When we express logical probability about the future we can use the simple present and present continuous forms of the verb with weak (*could, might, may*) modals and *probably*, but we usually don't use *must* in those forms for the future. When we use the simple present form of a verb with *must*, the obligation sense of *must* dominates the logical probability sense. If the non-native speaker wants to express strong logical probability, it is best to combine *probably* or *likely* with *very* or *most*:

He'll very probably be in Chicago tomorrow.

Margaret will most likely let Bob know what John tells her.

should

Should is usually used when we base our opinion on "prior arrangement." The subject of our opinion has done or said something that gives us this opinion. Because this modal has another sense — the sense of obligation — using this modal incorrectly will mislead or confuse. Be sure that the context makes it clear that you are not using the obligation sense of *should*. When there is a possibility of sense domination confusion, use *probably*. (See the tip box "Don't be insensitive," in this unit.)

In Exercise 1.c. there is the item "Apt. 4R—smoke and the smell of food cooking." With this evidence we would not infer: "So they should be cooking dinner." (Instead, we could say that they *are probably* or *might be* cooking dinner.) On the other hand, if someone said, "Hmm, it's 6:00," and if we knew they usually ate at this time, then we could infer, "They should be cooking dinner now in Apartment 4R." Habitually doing something at a certain time or place can be regarded as "prior arrangement."

Should is used safely only when there is a feature of prior arrangement.

- He told me yesterday that he booked a 6:00 flight to Chicago, so he should be on his way to the airport now.
- I'm not sure where he is right now. But he did tell me a couple days ago that he would be working all day today on budget figures, so he should be in his office.
- I didn't see her come in, but last week Bob told me that she was coming to the party, so she should be here. She may be in the rest room powdering her nose.

You will avoid the risk of using *should* incorrectly if you use *probably*. Note the difference in grammar: He should be in his room now / He is probably in his room now.

probably

This word doesn't follow the same grammar rules that the "real" modals do. Note how the auxiliary verbs change positions around *probably*:

Affirmative	Negative
is probably	probably isn't (contraction) is probably not (no contraction)
probably does	probably doesn't do probably does not do

Grammar

Tense and person: The first verbal word (auxiliary) immediately following a modal has no ending (no grammar marker) at all. (He must **be** studying; He must **have** been studying.)

Question forms for modals of logical probability

- Ordinarily, we don't use *must*, *should* or *may*, or the periphrastic modals *perhaps* and *probably*, in a question. *May* in a question is grammatically awkward; *must* and *should* are almost never used in questions because in most situations it would be illogical to ask this way. (Incorrect: "Must he be in the office now?") *Might* is not uncommon ("Might he be in the office now?").
- In the unusual case that we do use a modal in a question: In both *yes-no* questions and *wh-* questions, the logical probability modal follows the same grammar rules as *will* (which is also a modal). The modal is at the beginning of the sentence, followed by the subject, and then the verb.

Usual

Might he be studying?
 What might he be studying?
 Could he be studying?
 Where could he be studying?

Unusual

Must he be studying?
 Should he be studying?
 May he be studying?

Question forms: modal vs. *probably*. (Note that *might* and *probably* don't have the same meaning.)

Yes/No

Might the president be in his office now?
 Is the president probably in his office now?
 Might the president be visiting England now?
 Is the president probably visiting England now?

Wh-

Where might he sleep? (usually)
 Where might he be sleeping? (now)
 Where does he probably sleep? (not the same meaning as *might*)
 What country might he be visiting?
 What country is he probably visiting?

Negative

- Strangely, the negative of *must* is often *couldn't*. We less frequently use *mustn't*.
- We don't ordinarily use *should* in a negative sentence.
- There is not one method of expressing the negative of *could*. Use any of the other modals, according to degree of probability.

Here are some examples of how we can use the modals for conjecture.

Where is your mother now?

[If she's home at this time every day:] She must be at home.
 [If she's usually home at this time:] She should be at home.
 [If every day is different:] She might be at home(, but she might not). But she could be at her friend's.
 [If she runs a shop:] She should be at her shop.
 [If she never leaves her shop:] She must be at her shop.

What's she doing now?

[If she "must" be at home, and if she does the same thing every day at this time:] She must be getting lunch ready for my little brother and sister.
 [If she "must" be at home, and she often does the same thing every day at this time:] She's probably cleaning the house.
 [If she "must" be at home, but she doesn't do the same thing every day at this time:] She might be working out in the yard, because yesterday she said it needed weeding. But she might also be cleaning.

Could she be talking with someone on the phone now?

No, she couldn't be. [We haven't paid our phone bill for a year and the phone company finally cut our service.]

She probably isn't. [She doesn't like to talk on the phone.]

She might be. [Her friend calls her occasionally to gossip.]

Now let's try it out.

One of you ask the others about these different people. The others, answer these questions according to the degree of possibility. Give an explanation, so that your team mate can determine if the modal you use is correct. Then, one team mate give your own opinion (modal and explanation).

Example: the President: sleep?

A: It's 10 a.m. Do you think the President is sleeping now?

B: No, he couldn't be. It's too late in the day.

C: He might be visiting some government office. He has been doing that pretty frequently recently.

Example: the President: what kind of work?

A: What kind of work is he probably doing?

B: Well, he might be working on his speech. He's giving a press conference tomorrow.

C: He's probably discussing strategy for the elections. They still haven't nominated anyone to run for their party, and the election is coming close.

Don't be insensitive!

One sense of a modal often dominates the other senses of that same modal, and stubbornly uses that sense even when the context doesn't want it.

For example:

"Grandpa's so sick! What's wrong with him?"

"He should have cancer."

Here, the obligation sense dominates, even though the intended sense was the probability sense. Poor unloved Grandpa!

Warm-up

1. Mr. P teaches class every day at this time, so he ____ teaching now.
2. He shouts at his students for about 75% of the class period, and so he ____ shouting at one now.
3. He has a cold, so he ____ coughing now.
4. He hates to sing and he has a voice like a sick toad, so he ____ singing now.

You'll find the answers on the next page.

Now try these. Answer realistically.

The President

- visit a foreign country?
- play with his grandchild?
- talk with his secretary?
- think about the coming elections?

Prof. X (whoever you want)

- the bath house?
- read a book?
- teach a class?
- talk with her husband?

Pusan

- rain today?
- traffic jams downtown?
- the students demonstrate at Pusan National?
- riots between blacks and whites?

at home

- grandparents visit?
- very cold inside?
- quiet?
- someone talk on the phone?

absent student

- sick?
- who with?
- worry about cutting class?

What a difference an article and an *s* can make!

Every time we discuss the order of the sentences in this strip story, some students say "the dance" instead of "dances" in the sentence, "You can go to dances as soon as you become 16..."

Saying "the dance" would change the meaning of the sentence entirely. The mother would be saying that the girl can go to this one dance (that they are speaking of) on Friday night, when she becomes 16, which would be impossible because the dance would have been long over.

In Korean language we don't rely on articles and number to convey meaning; the meaning is conveyed through context. In English we do rely on these "little" things, and therefore if you use the wrong "little" thing, or don't use it at all, you are changing the meaning *and* the context.

Remember: A *chagun gochu* is also "little."

Answers for "Warm-up"

1. must be
2. is probably, (?) should be
3. might/may/could be
4. couldn't/mustn't be

Can you tell me where this is?



Where is this?

Is that person here on business?

What's the weather like?

Was this photo taken at night?

What time is it?

Is that a man or a woman?

What's the person doing?

What's this person thinking about?

Is that the only tree on the beach?

Where are they?

What are they doing? Worshipping Satan?

Do they know each other?

How's the weather?

What time is it?



Are you a dragon's head with a snake's tail?

We hope that this doesn't describe your experience with the lab drills and reconstruction. Learning English well requires a dragon-tail finish to your college years.

...until death us do part.

Use the tools we studied in this unit (manipulators, time tools, conjecture tools) to answer these questions.

What's the weather like?

How long will the weather be like this?

How old is he? How about the woman?

What are they doing in this place? (Why are they here?)

What is his job? How about the woman?

Do they know each other?

Do they like each other?

Do they have any children?

If they have children, how old are they?

Why is she standing at the edge of the cliff?

Does he know what she's thinking?

What is she trying to do?

Is she going to leave right now?

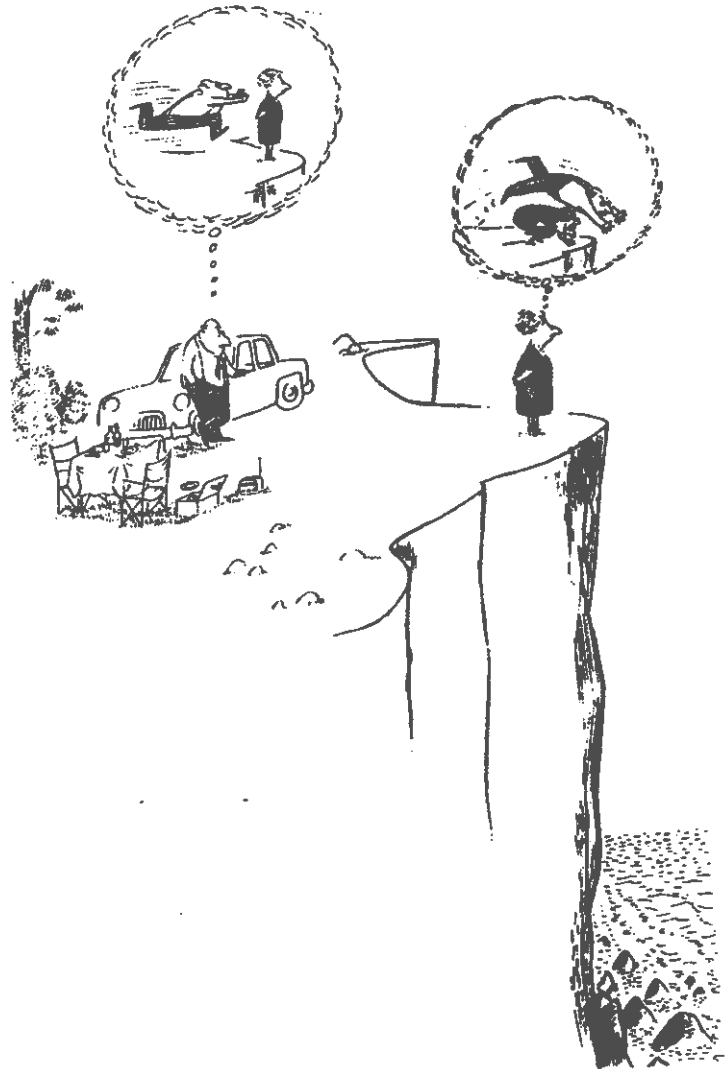
Will he be able to carry out his plan successfully right now?

Which one is smarter?

How long will they be here?

Will they leave together?

Will the successful one go down and get the other one's corpse by him or herself?



Betting on the future

Predict the answers to the following questions. Your teacher knows the answers, and will tell you after the game is over. Keep a record of your guess, and your prediction's degree of certainty (the modal that you use). After you predict the answers, your teacher will tell you the correct answers. Your score will depend on the accuracy of your prediction *and* your prediction's degree of certainty.

- For each question, the one who has made the prediction that is closest to the answer gets the points that he/she bet; the others lose the points that they bet.
- If more than one guess the correct answer, the first one to guess correctly gets the point(s).

Your guess	Correct	Incorrect
<i>will almost certainly be/do; will most likely be/do (negative: will most certainly not be/do; almost certainly won't)</i> <i>must</i> (use only with <i>be going to</i>)	+3	-3
<i>will probably be/do (will probably not be/do; probably won't; use also with be going to do)</i>	+2	-2
<i>may, might do (may, might not), could do</i> (Use also with <i>be going to do</i>)	+1	-1

Example

1. What will our teacher show us in his pocket?

A: He must be going to show us his mobile phone.

Record your prediction: 1. mobile phone, must (You're betting 3 points on your prediction.)

B: He may show us his keys.

Record your prediction: 1. keys, may (You're betting 1 point on your prediction.)

C: He is probably not going to show us anything.

Record your prediction: 1. nothing, probably (You're betting 2 points on your prediction.)

The correct answer: his keys.

So, player A has minus 3 points, player B has +2 points, and player C has minus 1 point.

Here are the questions

1. How many coins does our teacher have in his pocket?
2. What time are we going to finish this game?
3. What prize is the winner of this game going to get?
4. Where is our teacher going to be 30 minutes after this class ends?
5. Where is Marsha going to be in Unit 5?
6. When we ask our teacher how many children he has, what will he answer?
7. What are we going to study next class?
8. What day are we going to take the final exam?
9. What units will the final exam cover?

English Communication Skills 1

During the game, write your prediction and the degree of certainty that you expressed. When your teacher tells you the answers, for each prediction write how many points you got or lost.

	My prediction	Degree of certainty	Points won/lost
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTAL POINTS			

The questions:

Want accurate and natural English? Want a big, effective vocabulary?

The answer:

Reconstruction. (In *On Your Own*.)

Most admirable in the class: *by, until or as soon as?*

Use *by, until* or *as soon as* in your reply. In the “Most Admirable” column, write the name of your team mate who gives the most admirable answer (according to your team’s vote). You may exaggerate and lie if you want, but after you answer you are not allowed to change your answer. After your team decides who is most admirable for an item, just for fun compare that most admirable team mate’s answer with the answer on page 243.

	Most Admirable
1. When did you start working on your English 1 homework yesterday?	Jin-SUK
Jin-suk (the most admirable answer): “I started on it as soon as class finished.”	
2. How long did you spend on your English 1 homework yesterday?	
3. What time do you usually go to bed?	
4. When do you stop studying on Saturday?	
5. How long will it take you to learn English well enough to use as a professional in an international setting?	
6. If you promise to meet your friend at 6:00 p.m. at the cafe, when will you get there?	
7. When do you stop working on a homework assignment?	
8. How soon will you get a job?	
9. How long will you keep in touch with your loving English 1 teacher?	
10. What are you going to do at the end of this class?	
11. What time do you get up in the morning?	
12. Do you stay in bed even after your alarm clock rings?	
13. When you get married, how long are you going to stay with your spouse?	
14. Do you ever come to class late?	
15. Do you ever fall asleep in any class?	
16. Do you always pay back your debts by the next day? (Use “Contradiction.”)	

∞ The WNYN Story ∞

Listening for major points

This is a summary outline of this unit's dialog. Listen to the dialog once for its major points; then, individually, see how much of it you can complete. Don't write in minor details. Listen again, and do as much as possible with your partner. Finalize orally before you write anything.

Margaret came to Bob's office and found him _____. He had _____ but the controller's office _____ because _____. Margaret asked him if he could do it, and Bob explained in detail _____. Then Margaret asked Bob _____. She told him that John _____. So Bob asked her _____, and she promised _____.

Listening for details

As you listen to the dialog, underline the incorrect information in the sentences below. Listen once more, and try to supply the correct information. On the second listening, the teacher will pause the tape briefly after the information related to each sentence, to give you time to write in your correction.

1. Margaret interrupted Bob.
2. Bob hadn't finished the budget.
3. The controller's office was satisfied with the budget.
4. Bob figured out how to cut the budget by 20%.
5. They can cut editorial but they don't dare cut out any of the specials.
6. Cutting salaries can make the budget come out right.
7. Margaret has been employed by WNYN for a year now.
8. Ratings have been going down, but the last three reports have been encouraging.
9. John has good news: they won't have to cut back the budget.
10. Margaret talked about something else with Bob.

Summary completion

Complete this summary by filling in the blanks with the appropriate phrases. Pay attention to your grammar. Don't write anything till you and your partner finalize it orally.

Margaret _____ something with Bob, and so she _____ office. She never got _____, however, because they talked about _____ instead. Bob was busy _____ figures, which _____ him. He had to figure out _____ 20%. They also wondered _____ might be that John _____ phone to Margaret.

True or false?

Present your answer (your main point) in the first sentence, using the language in the question.

Then, give a general reason for your answer.

And then, use content and language from the dialog to explain your general reason.

1. Margaret is very impatient.
2. Bob must be pretty lazy, because the controller's office is still waiting for the budget.
3. Margaret thinks the people in the controller's office are being unreasonable.
4. Bob will probably have to cut down on specials to balance the budget.
5. Margaret is typical of many WNYN employees.
6. Margaret knows the basic budget problem at WNYN.
7. Everyone at WNYN appreciates John very much.
8. Margaret is going to see John soon.
9. If WNYN's audience goes up 25%, they will get rid of a budget problem.
10. Margaret thinks her problem is more urgent than the budget problem.

Let's hear your opinion

Be brief but complete in your answers. Use the lexicals and structures from the dialog in explaining your answers. Consider the entire dialog, not just one passage. Also consider what happened before this dialog.

1. Exactly where is Margaret when she first speaks to Bob?
2. What kind of mood do you think Bob is in?
3. Does his mood change by the end of the dialog?
4. Is Bob concerned about his co-workers?
5. What do you think Margaret really wanted to talk about?

Now how about writing your own summary paragraph?

Reread Dialog 3 and try writing your own summary. Be sure to indent and to leave margins. Include in your summary...

- why Marsha phoned Prof. Daniels,
- when and where the interview was set for,
- what kind of format the interview was to have,
- and what the arrangement was between Marsha and David.

Phrasals phun

cut back*	cut down on*	turn in
send back	cut out*	come out
get back to	build up	figure out

*See the article "Cut" on page 229.

Complete the following sentences with the appropriate phrase. If we don't split the phrase with a pronoun, write X in the blank.

1. The controller's office told Bob that they had to reverse the growth in the budget, so Bob had to _____ the budget by 20%.

He had to _____ it _____ by 20%.

2. Bob says he has to decrease the budget for one or more programs, but he can't _____ their daily news programs.

He says he can't _____ them _____ .

3. Bob has to eliminate some things too, but he feels he couldn't _____ any specials _____ the budget.

He couldn't _____ them _____ .

4. Bob can't make the budget _____ _____ right even if he cuts salaries.

He can't make _____ it _____ .

5. Bob _____ the budget on Friday.

He _____ it _____ on Friday.

6. The controller _____ the budget for another cut.

He _____ it _____ .

7. At first, Margaret couldn't _____ _____ the reason that they have to cut the budget.

But Bob said it wasn't hard to _____ it _____ .

8. If they could _____ the ratings, a cut wouldn't be necessary.

If they could _____ them _____, a cut wouldn't be necessary.

9. John promised to _____ Margaret in a few days.

He promised to _____ her _____ in a few days.

Cut

These are the *cut*-derived lexicals in WNYN Episode 4.

The basics: Note that *cut* means either a) reduce or b) remove. Which meaning it is depends on the preposition, the presence or absence of an object, and context. Be sure that you make the meaning clear when you write.

Cut sth: 1) reduce (*The first priority is to cut costs.*) If you cut a text, broadcast, or performance, you shorten or reduce it. *Branagh has cut the play judiciously... / Bob was instructed to cut the budget by 20 percent. / Bob says they can't cut editorial (=can't reduce the budget for Editorial Department).*

Noun: *Bob said it would be pretty rough for Margaret and the others to have a 25% salary cut.*

Cut sth: 2) remove completely. If you cut a part of a text, broadcast, or performance, you do not publish, broadcast, or perform that part. *The audience wants more music and less drama, so we've cut some scenes. / WNYN: See 'cut out.'*

Cut (sth) out (of a larger sth): remove completely. *I listened to the program and found they've cut out all the interesting stuff. / Bob told Margaret he didn't dare cut out any of the specials (from their programming) because they would lose a lot of viewers if they did. / Bob doesn't dare cut specials out of their programming.*

Idiom: "Cut it out!" = Stop it!

Cut back: reduce

Cut back: *We're losing money and are going to have to cut back. / Bob told Margaret that the reason the controller's office was making them cut back was that the previous three viewer survey reports were terrible.*

Cut back on sth (such as an expenditure): *The government has cut back on defense spending. / The reason the controller's office was making them cut back on expenditures was that the previous three viewer survey reports were terrible.*

Cut down: 1) use or do less of sth; 2) physically knock over by cutting

Cut down on sth: *He cut down on coffee and cigarettes, and ate a balanced diet. / Bob can't very well cut down on their daily news programs.*

Cut down: *If you spend more than your income, can you try to cut down?* (We don't use the preposition *on* if there is no object.)

Cut down sth (without the preposition *on*): *We're going to cut down that tree because it interferes with our view. // The Romans cut down the barbarians mercilessly.* (Note that the object of *cut down sth* is only physical things.)

Lexicals exercise

a long wait

must be kidding!

figure out

can't very well

1. Please loan me a hundred thousand dollars—right now!
2. I got straight A's last semester.
3. Strotantus callifone vertuitus est!
4. I want to see the day that our teacher treats the whole class to beer.

don't dare

I'd sure

take *smn's* case

come out right

in the first place

5. What would you say to encourage your friend just before a big exam?
6. How would you feel if I gave you ₩100,000 right now?
7. Do you have the courage to tell your teacher right now what you really think of him?
8. Does anyone ever do this exercise?
9. What question could you ask a Christian minister who commits a big sin or breaks the law?

it would help

have some good news

V + *smn* + back

as adj as

have something adj to V-inf

10. What would you tell your parents if you won a full scholarship?
11. How much is a full scholarship worth?
12. What would you do if someone hit you, and you wanted revenge?
13. What would you tell your friend who never studies but complains that he isn't learning anything?
14. (Try #10 again for another lexical.)

Possible replies

1. I can't very well give you what I don't have.
2. You must be kidding!
3. I can't figure out what you're saying.
4. You'll have a long wait.
5. Everything will come out all right.
6. I would sure appreciate it.
7. I don't dare tell him.
8. Sure! Take our case—we're doing it.
9. Why did you become a minister in the first place?
10. Hey, Mom and Dad! I have some good news to tell you.
11. It's worth as much as ₩700,000.
12. I would hit him back.
13. It would help if you studied.
14. I have something really good to tell you.

Prove it!

Use *by*, *till*, or *as soon as*, as appropriate, in your reply to the following questions. Refer to the script, and use script language to prove that your answer is correct. You'll get better practice if you use *indirect* speech. Also try to use modals of probability if required. (First consider the strength of the evidence.)

1. Is Margaret "the pushy type"? (A *pushy* person is one who habitually pushes people so he can get what he wants, and won't wait.)
2. Did Bob turn in the budget figures on Saturday?
3. If they do have to cut the budget, how long will they have a reduced budget?
4. Right after Margaret leaves his office will Bob tell the controller they don't have to cut the budget?
5. Is Margaret a cooperative person? When do you think she will contact John?
6. When Margaret finds out something definite, will she wait a long time to tell Bob what she found out?
7. Will Margaret have to wait a while to talk with Bob about what's on her mind?

The WNYN manipulators

Use one or more of these words in constructing one or two sentences using the following cues. The subject of the sentence is in front of the arrow, and the object follows the arrow. Use the appropriate tense for the sentence you make.

First, tell your team mates the background or context ("When Bob told Margaret to come in, she told him that she didn't want to interrupt him and that she could wait until he was finished...") and then tell them how the subject influenced the object ("...so we can say that Margaret was going to let Bob keep on working.").

After your team defines the relationship, compare your answer with the sample answers on page 249. You can see common errors on page 249.

Here's an example.

Margaret ⇒ Bob

You could say Margaret was going to let Bob keep on working.

or Margaret tried to get Bob to keep on working.

or Margaret didn't want to make Bob stop working.

- Bob ⇒ Margaret
- recent ratings ⇒ Bob
- controller's office ⇒ Bob
- John's viewer survey report ⇒ Bob
- Margaret ⇒ John
- If good report from John, Bob ⇒ the controller's office

Are you sure?

Use the correct modal, or no modal, in combination with the parenthesized verbs, to complete the statements below. Remember: we don't use a modal which indicates conjecture when we have direct knowledge. (TIME: Let's regard this as generally in the present, though a couple statements are about the future.) Explain your evidence for each item.

1. Bob and Margaret _____ in Bob's office; they _____ in WNYN's swimming pool. (be – be)
2. Bob _____ on budget figures. (work)
3. Margaret _____ something serious to talk about. She _____ there just for a chat. (have – be)
4. Margaret _____ to talk about David, or about Marsha. (want)
5. When Bob sees John's report, it _____ Bob a very happy man. (make)
6. Margaret _____ the pushy type. (be)
7. Margaret and everyone else's salary _____ if more people don't start watching WNYN. (cut)
8. Margaret _____ Bob know what he asked for as soon as she finds out something from John. (let)

In the first place : 2 usages

from the British National Corpus (linked at our web site)

1. Genetrix, Inc. accidentally produced a dangerous virus. "Decisions about who has access to the gene should not be in private hands in the first place," he said.
2. He found the books that we couldn't find—and we were the ones who put them up there in the first place.
3. He's having a stomach operation. It would have been much simpler, cheaper and healthier to try and eat a high-fibre diet in the first place.
4. This section of the book is designed to help you understand your deepest emotions and the people or events which may have caused those emotions in the first place.
5. I realise from his point of view his company would have \$250,000 more now if they could prove that the amount should never have been paid in the first place.
6. "In the first place," said my old man, "I don't know you... in the second place, I don't want to know you..."
7. Meanwhile, it looks likely that most of the official aid to the repatriation process will be channelled through Guatemalan government agencies, given to the very people responsible for the refugee crisis in the first place.
8. In the first place, it is founded on a number of assumptions that many holists would reject.

∞ The Reading ∞

Indicators [Before telling them to open to the reading]

Previously we learned how to use indicators.

- Which indicators should we look for?
- What can we expect that reading them can do for us?

Take one minute to check out the indicators.

Then, discuss with your partner whether these statements are true or false.

1. This article will describe the administrative structure of the US education system.
2. Most US citizens graduate from high school.
3. In the US too many people don't know how to read and write.
4. We still haven't found a satisfactory solution to the education problem.
5. The situation is not hopeless.

Organization of the article:

With your partner, write 1) the main idea in a sentence, and 2) a one-level functional outline for the article. (A functional outline is one in which each section is identified by its function, not its content.)

Finding the main idea in the paragraph (so, finding major ideas)

In our writing class, how do we express the main idea? We learned the surest and clearest way. But professional writers know how to let the reader know the main idea in other ways.

- Topic sentence
- Last sentence (climax order)
- Preceding subheading
- Most of the details (The first sentence is a transitional or introductory sentence, not topic sentence, and most of the details in the paragraph are about one thing.)

One way to focus your attention on the major ideas (main idea of each paragraph): As you read the paragraph, look for the main idea. Then, when you get to the end of the paragraph, go back and underline the key words which express the main idea.

The physical act of doing this will force you to focus on major points...

which will lead to better understanding of major points...

which will lead to better understanding and remembering of details.

Now, let's read.

Take 8 minutes to read the article in AKL. As you read, look for and underline the main idea of each paragraph.

Vocabulary: Guessing meaning through context

What does "functionally illiterate" mean? How could you find out in this reading?

Often the writer will explain a new term very close to where he first uses the term, between dashes, between commas, or in the following sentence. Which method did he use here?

Literature looks at education

Read the two works below (passage and poem) and try to catch exactly what their authors intended to say. Then discuss the questions following the works.

Passage from Andre Gide

“I lean with a fearful attraction over the depths of each creature’s possibilities, and weep for all that lies atrophied under the heavy lid of custom and morality.”

Poem

by a Canadian high school senior

He always wanted to explain things.
But no one cared.
He would lie out on the grass and look up in
the sky.
And it would be only him and the sky and the
things inside him that needed saying.
And it was after that he drew the picture.
It was a beautiful picture.
He kept it under his pillow and would let no
one see it.
And he would look at it every night and think
about it.
And when it was dark, and his eyes were
closed, he could still see it.
And it was all of him.
And he loved it.
When he started school he brought it with
him.
Not to show anyone, but just to have with
him like a friend.
It was funny about school.
He sat in a square, brown desk
like all the other square brown desks and he
thought it should be red.
And his room was a square brown room.
Like all the other rooms.
And it was tight and close.
And stiff.
He hated to hold the pencil and chalk,
with his arm stiff and his feet flat on the
floor.
Stiff.
With the teacher watching and watching.

The teacher came and spoke to him.
She told him to wear a tie like all the other boys.
He said he didn’t like them.
And she said it didn’t matter!
After that they drew.
And he drew all yellow and it was the way he
felt about morning.
And it was beautiful.
The teacher came and smiled at him.
“What’s this?” she said. “Why don’t you draw
something like Ken’s drawing? Isn’t that beauti-
ful?”
After that his mother bought him a tie.
And he always drew airplanes and rocket ships
like everyone else.
And he threw the old picture away.
And when he lay alone looking at the sky,
It was big and blue and all of everything,
but he wasn’t anymore.
He was square inside
and brown.
and his hands were stiff.
And he was like everyone else.
And the things inside him that needed saying
didn’t need it anymore.
It had stopped pushing.
It was crushed.
Stiff.
Like everything else.

Discussion

On the passage from Gide:

1. Does Gide think humans have great potential?
2. Would Gide ever consider being a church minister or priest?
3. What would Gide think about the poem below his passage?
4. Would you like to have Gide teach your children?

On the poem:

1. How old is the main character in this poem?
2. Would the author of this poem like or dislike Gide? How about the main character?
3. The students in the texts at the beginning of Unit 4 each have a certain type of teacher (in Texts 2 and 4, also, though we can't see a teacher, there must be one). Which of these teachers would the author of this poem probably like most, and which would the author probably dislike most?
4. Practically speaking, who would be a better teacher in modern day Korea - the poem's author or its main character?
5. Compare your secondary school education with the experience of the poem's main character.
6. Write or say ("ad lib") a four- or five-sentence summary of this poem.
7. What does funny mean? (Use context.)

∞ Extras ∞

Disco Daughter

Some blanks need more than one word. Remember to provide object pronouns.

- Daughter: Mom, are you going to _____ me go to the dance tonight, or aren't you?
Please don't _____ stay home another Saturday night.
- Mom: Darling, you can go to dances _____ you _____ 16.
_____ then, no.
- Daughter: But Mom, _____ time I become 16, all the boys will have their steady
girls, and I'll be an old maid.
- Mom: If you think you need a steady boy _____ such a tender age, I
_____ you wrong.
- Daughter: You _____. If you were, the boys wouldn't all be trying to
_____ go out with them.
- Mom: Oh, all right. But I want _____ back home
_____ the dance _____ over.
- Daughter: Great! I'll _____ Jimmy _____ me back home
_____ 9, _____ latest.

You'll find some questions on page 251. But first try your own.

Extra practice for *make, get, let* and *have*

Make sure to review the meaning of each word (on page 243) before doing this. Look in each sentence for clues about the attitude of the subject and the object, their social relationship, etc. In a few of these blanks, more than one of the words is proper, because not enough context information is presented to show very specific meaning. Use the *most* proper verb in the appropriate tense to fill in the blanks. If *get* is your choice, remember to use *to*. A separate blank has not been provided.

1. Sam really wanted a dog, but his parents wouldn't ____ him have a pet.
2. I can't believe she ____ you look at her boring vacation photos again last night. We have to look at those stupid pictures every time we go to her house.
3. I don't know how you convince your children to clean up their rooms. I couldn't ____ my children clean up their rooms if my life depended on it.
4. Professor Yu ____ each of her students write an essay describing their future goals in life.
5. Professor Yu ____ her students use a dictionary while they were taking the test.
6. Debbie's husband hates the opera. But after days of nagging, she finally ____ him go see the new production of *La Boheme*.
7. Sally ____ me take off my shoes before I went into her house. She said she wanted to keep the carpet clean.
8. Rebecca Smith requested a copy of that expense report, so I ____ the courier take one over to her last week.
9. Diane thinks television is a waste of time, so she won't ____ her children watch TV.
10. Susie ____ her son take out the trash before he went to the park to play soccer.
11. Marcus ____ me drive his new BMW. I couldn't believe how quickly it picked up speed.
12. How did you ____ the doctor make a house call? I haven't heard of a doctor actually going to a patient's house in years.
13. My boss ____ me get him coffee, pick up his dry cleaning and buy presents for his wife. He can't do anything by himself!
14. Tommy didn't want to go to his cousin's birthday party, but his mom ____ him go.
15. I can't believe the zoo keeper ____ you feed the snake. That was so cool!
16. The contract was very detailed, and it was essential that the wording be absolutely correct. Therefore, I ____ the translator recheck his work several times to make sure there would be no misunderstandings.
17. Cheryl didn't want to wash her car, so with a little smooth talk she ____ her boyfriend wash it for her.
18. If you ask me nicely, I'll ____ you lick the bowl after I make the cookies.
19. Jack found a fly floating in his coffee, so he ____ the waiter bring him a new cup.
20. The news coverage of the recent tornado was incredibly moving. The interview with the little boy who lost his family in the tragedy ____ everyone cry.

from EnglishPage.com at <http://www.englishpage.com/minitutorials/let.html>

What should schools teach?

Listening and matching

Listening practice

You'll hear some people on a forum panel discussing education. Listen closely to what each person thinks about the goals of education, and try to match the person (numbered 1 through 9) with his or her description (to the right of the numbers).

1. First listening

Listen once to the entire discussion for a general view. (The first speaker is a woman.) Identify the issue. Write it here after you listen.

2. Second listening

This time, we will pause briefly after each speaker, so that you can write down key words (clues) and draw a line from a number in 'Speaker Sequence' to a person under 'Description.' Key words will be used later in your discussion with your team mates.

3. Match discussion

Compare your matches with your team mates. Use conjecture tools.

4. Third listening

Confirm your opinions.

5. Complete the blanks with your team.

Look at the "Script" on page 242.

1. Read the script.
2. Turn back to the original page, and listen once more. Write down more key words.
3. Go back to the script, and discuss your guesses. In each box, write 1) the appropriate modal and 2) the description. Appoint one person to write.

6. Who's the winner?

Now, look at the answers on another page. Which team mate got the most correct?

When you get time, look more closely at the teacher's answers, to see how modals were used.

Speaker sequence

Description

- | | |
|----|--------------------------------|
| 1. | a church minister |
| 2. | a traditional teacher |
| 3. | the forum leader |
| 4. | a businessman or businesswoman |
| 5. | a civics teacher |
| 6. | a non-traditional teacher |
| 7. | a female doctor |
| 8. | a politician |
| 9. | |

What should schools teach?

General discussion questions

Useful grammar tools in this discussion

- Obligation modals: must (non-modal have to in speech), should (non-modal ought to)
 - Make/get/let/have
 - some by/till/as soon
1. Can school teach a student how to be a “good” citizen?
 2. If you had to make a choice, who should teach “right and wrong,” school or the family?
 3. Would the businessman think the high school you graduated from suited the needs of industry? Which of these panelists would like your alma mater most?
 4. Do you think that schools should use class time to educate students for leisure?
 5. Suppose you had the authority to drop one school subject and add one other one. What would you drop, and what would you add?
 6. Until what age should we make students stay in school (when should we let them leave school)?

Ann Landers

Dilemma in education

Dear Ann Landers: Something is haywire in our school system. I type resumes and term papers and am appalled at what goes through my hands.

Seventy percent of the students can't spell. They can't write, and they have no idea what punctuation marks are supposed to do.

I am not blaming the students. I simply cannot understand why they were promoted when they have failed to master the fundamentals.

If we want top-notch teachers, we should pay them what they are worth. We need better facilities, smaller classes and parental participation. The world is becoming increasingly competitive and our position as a leader hangs in the balance. Our children will make the difference.

Parents should keep an eye on their children's work from first grade on. If the children keep repeating the same mistakes, the parents should take a good look at the teacher. I speak from experience. I insisted that one of my sons remain in third grade until he could master the basics. His teacher said she hated to embarrass him by holding him back. I told her he'd be a lot more embarrassed in later years if he didn't know how to speak and write properly.

Please, Ann, urge parents to become involved. If they want their children to do well in school, they have to show they care. —Madison, Wis.

Dear Wis.: Thanks for hitting on a point that is too often overlooked. The teachers can't do it all.

If we value our children, we must put our money where our mouth is. We need to put more dollars into education: pay more for better teachers.

By and until — from another perspective

In a *by/until* sentence, there are two events.

	Event 1 (E1)		Event 2 (E2)
1.	I will continue studying	<i>until</i>	I learn how to use <i>by</i> and <i>until</i> .
2.	I will learn this	<i>by</i>	next Friday.
3.	I will have my driver's license	<i>by the time</i>	you get yours.

Shall I say “*by*” or shall I say “*until*”? Three things to consider.

Consideration 1. The time aspect

Until means that E1 “stops at the specified time.” *By* means that E1 happens “at or before” the specified time; if “can’t” happens on (at) “tomorrow,” use *by*. (Therefore, the person won’t be able to give it back tomorrow.)

Consideration 2. What is the nature of Event #1?

If Event #1 is something that continues, use *until*. If it is momentary, use *by*.

Consideration 3. Verb aspect

Is the verb *limited* or *unlimited*? (Make sure that you understand “Limited and Unlimited Verbs,” in Unit 1, before you continue reading here.) The negative aspect changes a limited verb into an unlimited verb. The progressive aspect (*-ing*) also does this. So, “give back,” which is ordinarily a limited verb, can be an unlimited verb if the situation is “can’t give back,” and it can therefore be used with *until*. (But this doesn’t necessarily mean that we *can’t* use *by*; we must also consider #1 and #2 above). Also note that ‘unlimited’ includes actions that continue for some time (#2 above). (CAUTION: Some verbs, like ‘have,’ seem to be unlimited but actually have a limited, momentary nature; e.g., ‘have’ can mean ‘obtain,’ as in example 3 above.)

	time aspect	verb aspect
<i>by</i>	at or before a certain moment	limited (momentary)
<i>until</i>	indicates a time when a situation stops	unlimited (continuous)

In the table below, U = unlimited; L = limited. E1 = first event, E2 = second event.

E1 U	<i>until</i>	E2 L, U
---------	--------------	------------

Until always answers the question “How long?” *By* often answers the question “When?”

The “*Until*-elimination test”

If you can answer both of these questions with “Yes,” use *until*. Otherwise, use *by*. CAUTION: Use this *in combination* with the other “considerations” above.

1. Is the verb’s meaning unlimited? (Caution: verb meaning, not form.)
2. Does E1 end with E2? (Does E2 stop E1?)

Let's try it out.

I can bring my homework to your office ____ tomorrow.

Step 1: Is the verb unlimited? No. Use *by*.

Try it again.

I'm sick now, and I will be sick ____ tomorrow.

Step 1: Is the verb unlimited? Yes. Go to step 2.

Step 2: Does E1 end with E2? Yes. Use *until*. (The person could continue being sick, but here it is implied that the speaker will be getting better tomorrow.)

Let's try it once more.

I feel all right now, but I'm going to work all night, so I may be exhausted ____ tomorrow.

Step 1: Is the verb unlimited? Yes. Go to step 2.

Step 2: Does E1 end with E2? No. Use *by*.

A reminder

Keep in mind that many verbs have two senses (one continuous and one momentary), such as *have* in "I have some food" and "I am having some food."

Here's one from the exam.

She thought she'd starve to death _____ payday.

Starve by itself is not a limited verb (it doesn't happen in a momentary way), so initially we might choose *until*. But if we consider the time aspect, we will see that this sentence requires that we use *by*, because she is not going to stop starving to death at payday and she will be dead at or before payday. The key word here is 'death,' not 'starve,' and the border between life and death is a momentary thing.

Here's another interesting case.

I will study this book by next week.

This seems to violate step #2 (Does E1 end with E2?) of the *Until* Elimination Test, because "study" has a continuous, unlimited nature (for good students, anyway!), but here the speaker used *by*. Under the surface the speaker means "I will *finish* studying..." and "finish" is a limited verb. The same goes for *read* in "I will read this book by tomorrow."

And another:

I won't have it until tomorrow.

What does this mean? Is it the simple negative of "I will have (keep in my possession) it until tomorrow?" Or does it mean that I don't have it now but will acquire it tomorrow? It could mean either, and the listener would understand through context.

"Frustration!" for Unit 4

There are 3 or 4 players on a board.

- In each square there are two or more tasks, at least one grammar task (upper) and one lexical task (lower). The student to the left of the PLAYER tells the PLAYER which task to perform.
- Bonuses ("Free jump!" and "Free Ride!") and penalties ("Go back!" "So sorry!" and "Greedy! Go back!") apply whenever you land on that square, even when you are advancing after a correct answer or after correcting an answer. (This is why the game is called Frustration!.)

Procedure

1. The PLAYER rolls the dice. The number on the dice tells you how many squares to advance.
2. The team follows these directions for the square that the PLAYER lands on:
 - If the PLAYER performs the task correctly, the PLAYER advances the number on the dice. Go to Step 3.
 - If ANYONE catches the PLAYER's mistake and corrects it, the PLAYER retreats the number on the dice and the one who corrected the mistake advances that same number. (Two examples below have examples of someone correcting a player's mistake.) Go to Step 3.
3. The one to the right of the PLAYER becomes the next PLAYER.

Squares

lexicals and phrasals

The player uses the lexical or phrasal to make a sentence about the dialog. The content of the sentence must follow the dialog.

Board: *cut sth from/out of*

Player: Bob doesn't want to cut editorials out of the schedule.

make/get/let/have

Anyone gives the player a "What if...?" question, and the player tells what he or she would do (as we did in Machiavellian Manipulator).

Anyone: What would you do if you wanted help on your homework?

Player: I would try to get our teacher to help me.

used to do / be used to doing

Anyone gives the player a real-life "Why" question that requires one of these patterns in the answer, and the player uses one of the expressions in the answer.

Anyone: Why did Chun Du-hwan go to jail?

Player: He used to collect bribes. OR: He got so used to collecting bribes that he couldn't stop.

modal

Anyone asks a question, and the player 1) tells evidence and then 2) replies (with a modal).

Anyone: What is the President doing right now?

Player: Well, it's 10:30 right now, so he must be talking with his secretary.

Anyone: Sorry, but the evidence is not strong enough for you to use "must." A president doesn't talk with his secretary more than 75 percent of the time. You should use "might." Move back 4, and I'll move ahead 4.

Q

The PLAYER makes a *Wh*-question about the underlined item in the statement on the board. The goal of this square is to include the modifying phrase correctly in the question, and to put it in the right place in the sentence.

Board: A few students in my class had a picnic in the park. (The modifying phrase is "in my class.")

Player: Who in your class had a picnic?

by/till

Anyone asks a question that can use *by* or *until* in the reply, and the player answers with *by* or *until*.

Anyone: How long are you going to be on campus today?

Player: I'll be here till midnight.

adjective + infinitive

Anyone asks a question that can use *adjective + infinitive* in the answer, and the player responds with an *adjective + infinitive*.

Anyone: Why don't you like to do the homework that the teacher assigns?

Player: I am too difficult to do it.

Anyone: Wrong! You should say "That teacher's homework is too difficult (for me) to do." So you can retreat 3 squares and I will advance 3 squares.

What should schools teach?

Script

In each box, write 1) the appropriate modal and 2) the description. (Appoint only one person to write.)

	This month our panel looks at education. Everyone seems to want more schools. But what <i>kind</i> of schools do we want?
	Good ones, of course. My party believes that good schools make good citizens.
	I prefer to talk about good <i>people</i> . In my school we aim to develop character. We try to teach students about right and wrong, and...
	But that's the family's job! Schools should prepare children for their future careers.
	I agree. Teach useful subjects and help students pass exams.
	In my company we'd be happy if schools taught their students how to read, write and count properly! But teachers don't seem to care about the needs of industry.
	Work is only one part of life. We feel we must educate students for leisure too. I'd like more art, music and physical education in the schedule.
	There's too much of that already. What about academic work? Schools should pass on knowledge from one generation to another.
	Well, we can't agree. I wonder what the students think.

Answers

Most admirable in the class: Possible Replies

1. I started working on it as soon as I left class.
2. I worked on it till midnight.
3. I don't go to bed till 3 a.m., because I study so much.
4. I study until 6 p.m. // I don't stop studying until 6 p.m.
5. I'll learn it that well by the time I graduate.
6. I'll get there by 5:45.
7. I don't stop until it's perfect.
8. I'll get one by the time I graduate.
9. I'll keep in touch until the day he kicks the bucket.
10. As soon as this class finishes I'll go to the library to do my homework.
11. I get up by 6:00.
12. No, I get up as soon as it rings.
13. I'll stay with him/her until the day I die.
14. No, I always get to class by the time it begins / by the beginning of class / by 9:30/5:30. // by 30 minutes before it begins.
15. No, I stay awake until class is over.
16. No, I don't pay them back by the next day. I don't pay a debt back till the lender needs the money.
This is admirable because if the lender gets his money too soon he might spend it unwisely.

You can use ↓		questions
by by the time until neg until as soon as	in reply to →	6, 11, 14, 16 5, 8, 14 2, 9, 13, 16 3, 4, 7, 16 1, 10, 12

Extra practice for make, get, let and have

1. let
2. made
3. get – to clean
4. had
5. let
6. got – to go
7. had (The strongest hint here is that she is the owner and I'm the guest; we have an arrangement.)
8. had
9. let
10. made (There's a hint of pressure — subtle force — here. She seems to have told him that he couldn't go to the park until he took out the trash.)

11. let
12. get – to make
13. has
14. made
15. let
16. had (You might imagine that the translator resisted, but such a clue isn't in the sentence.)
17. got – to wash
18. let
19. had
20. made

"Prove it!" suggested answers

Some of these answers are not 100% complete. Can you make better answers?

1. She **probably** isn't the pushy type. Margaret wanted to talk with Bob about something. But when she saw that he was working on something at the time, 1) she told him she would like to talk with him as soon as he finished. Also, even though he said it was okay, she 2) said she didn't want to interrupt him and could wait **until** he finished.
2. No he didn't wait *till* Saturday, he turned it in by Friday. (No modal required because Bob *said* it, so it's a fact.)
3. They'll probably have a reduced budget *until* their ratings stop going down (or start going up) and return to their previous level. (We don't really need the word *probably* here, because the statement is logically necessary. *Must* would be good in this case, but we don't use *must* when talking about something in the future, except when we can use *must be V-ing*.)
4. Although Margaret told Bob that John said he had some good news for them, Bob will have to wait to talk to the controller *until* he gets something definite from John.
5. Yes, she probably is. When Bob asked her if she would mind calling John back right away, she promised she go call him right away. So she'll probably contact him *as soon as* she gets back to her office.
6. She probably won't, because when Bob asked her to let him know as soon as she found out anything, she promised that she would.
7. Yes, she will. Bob asked her to tell him what she wanted to talk about, but she said it could wait till later.

That morning...



Yemen Coffee Shop,
at 12:00. Great!... Of
course! I absolutely
promise I'll be there
- 12:00... Yes, on my
word of honor!

But then look what happened!



What should schools teach?

Suggested answers

Note the two other phrases (underlined) for expressing strong probability.

Forum leader	She <u>must</u> be the leader because she is introducing the forum and posing the question.
Politician:	He <u>must</u> be the politician because he says “my party.”
Civics teacher:	He could be either the civics teacher or the church minister. He is probably the civics teacher because he says “in my school,” but might not be, because he doesn’t talk about civic duties but individual character. He could be a minister because he talks about individual character and right and wrong, but probably isn’t because ministers don’t usually teach in school.
Businesswoman? Female doctor?	She could be either the businesswoman or the female doctor, because she mentions “future careers” and both of them have a career.
Traditional teacher? Non-traditional teacher?	He may be the traditional teacher, since he thinks that passing exams is so important. On the other hand, he could be a non-traditional teacher, if the term “useful subjects” means life-skills subjects like personal banking, home management and such things.
Businessman	He <u>must</u> be the businessman, since he said “my company” and mentions “the needs of industry.”
Non-traditional teacher	He is probably a teacher, because his line doesn’t have a close relationship with any of the other participants on the panel. He couldn’t be the traditional teacher, because a traditional teacher wouldn’t say that we should “educate students for leisure too” and wouldn’t want more “physical education in the schedule.” So <u>it’s very likely that</u> he is the non-traditional teacher.
Traditional teacher?	This is probably the traditional teacher, because he says there are too many of the non-traditional courses in the schedule, like courses for leisure and physical education, and we should concentrate on academic work.
Forum leader	She <u>has got to be</u> the forum leader, since she spoke last and concluded the discussion.

What would you do if...?

Possible answers

Focal word determine whether you should use *by*, *until*, or *as soon as*. For *by* and *as soon as*, the focal word would be a momentary sense, not form; for *until*, it would be a continuous sense. Below, the focal words are underlined.

1. Situation: You are going to borrow a novel from me for casual reading.
 - a. When will you bring it back? I'll bring it back as soon as I finish reading it.
By next Wednesday, at the latest.
 - b. How long will you keep it? I'll keep it until I finish reading it.
 - c. When will you finish reading the novel? I'll finish it by the end of the week.
 - d. Can you give it back to me by tomorrow? I'm sorry, I can't give it back by tomorrow.
Please be patient.

2. Situation: You are going to try to get a driver's license.
 - a. Will you have it by tomorrow? How can I have it by tomorrow? I'll have to practice first.
 - b. How soon can I have a ride in your car? You can have a ride as soon as I get my license. (Here, *have's* sense is the sense of 'obtain possession, like get.)
You'll be able to have a ride by August.
 - c. Will you practice for a long time? I'll practice till I learn how to drive.
 - d. If you start learning now, how soon will you have your license? I'll probably have it by August. (Same sense as get.)

3. Situation: You are going to loan me W10,000.
 - a. How long do I have to pay it back? You have till Wednesday next week to pay it back.
 - b. When should I pay it back? I hope you can pay it back by next Wednesday.
Please pay it back as soon as you get the money.
You don't have to pay it back till Wednesday.
 - c. Do you need the money back soon? I won't need it till next Wednesday.
I'll need it by next Wednesday. (Here, Wednesday is considered the starting point of *need*.)

4. Situation: You are going to take a trip to Pusan.
 - a. When do you think you'll return to Seoul? I'll return / be back by Sunday. (From the starting point of this state of *be*.)
I'll return as soon as my sweetheart lets me.
I won't return till my sweetheart lets me.
 - b. If I get lonely for you, can I go to Pusan and meet you? Yes, but don't come till Saturday. I'll be busy.
Don't be so emotional! Wait till I get back to Seoul.
 - c. When will I be able to see you again in Seoul? You can see me as soon as I finish my business in Pusan.
You'll be able to see me by Sunday.
 - d. Will you be in Pusan very long? I'll be there until Sunday / until my sweetheart lets me come back to Seoul. (Here, the entire period of the *be* state.)

5. Situation: You must give your teacher a ten-page report in English.

- a. When do you have to hand it in? We have to hand it in by the end of the semester.
We don't have to hand it in till the end of the semester.
- b. When can I meet you again for a beer? We can meet as soon as I finish the paper.
We won't be able to meet till I finish the paper.
- c. What if you make a lot of grammar mistakes? I won't hand it in till I correct them all. If there are too many I won't be able to meet you till next week or so.
- d. Did your teacher give you much time to write it? Yes. He gave us till the end of the semester. (...gave us a period of time from now till...)
Yes. We don't have to turn it in till the end of the semester.
No. We have to turn it in by Monday.
6. Situation: You're going on a date tonight.
- a. Can your date stay out all night with you? No. She has to be home by 10. (*Be = arrive*)
- b. How long will you be holding hands in Samcheong Park? We'll be holding hands until our hands start sweating too much. ...until she has to go home.
- c. What time does your mother expect you back? She expects me back by 12. (The focal word is the omitted come in come back.)
She doesn't expect me back until I say goodnight to my sweetheart.
- d. When will you see your date again? I won't be able to see her till the following evening.
I'll see her again by the time she gets lonely for me again.
I'll see her as soon as I finish class tomorrow.
- e. Will your mother wait up for you? Yes. She'll wait up till I come back, because if she doesn't give me supper I'll start crying.
No. She'll be in bed by the time I get back. (*Be = will have gone to*)

Playing around with *by* and *until* : Answers

Situation 1

- I won't finish it till Tuesday evening.
- I will finish it by Tuesday evening.
- I will return the book by Tuesday evening or Wednesday morning.
- I won't be able to return the book till Tuesday evening or Wednesday morning.

Situation 3

- I will not have the money till January 1.
- I will have enough money by January 1.
- (Responding:) No, I won't be able to repay it by December 31.
- (Initiating:) Sorry, but I won't be able to pay it back until January 1.

Situation 2

- I will be busy till Wednesday.
- I will be through with my work by Wednesday.
- I won't be able to meet till Thursday.

Situation 4

- I will feel good enough to attend class by December 14.
- My teacher won't see me again till the 14th.
- (Responding:) No, I won't recover completely by the 12th. (Initiating:) I won't recover completely till the 14th.
- I'll be able to return to class by the 14th.

How to be a Machiavellian Manipulator

Suggested replies

Section 1.

I would let him borrow it.
I would make him give it back.
I would have the repairman fix it.

Section 2.

I would have my room mate get it.
I would make him get it.
I would let him stay in.

Section 3.

I would get my classmate to do it.
I would try to get my teacher to let me turn it in later.
He would let me turn it in later.

Section 4.

I would have my secretary bring me some coffee.
I would graciously let her finish.
I would get the bank to loan me one million.

Section 5.

I would have him shine my shoes.
I would make him shine it.
I would let him keep the change.

Section 6.

I would have the owner give me another bottle.
I would get my friend to pay for it.
I would make him stay there as hostage.

The WNYN manipulators

Sample answers

Bob → Margaret

When Margaret wanted to talk to Bob she saw that he was busy working on the budget. She hesitated and told him she could wait till he finished, but Bob told her that she might have a long wait. So Bob finally got her to come in.

Or: When Margaret told Bob that John had some very good news for them, he wanted to know more about it. So Bob got Margaret to call John back right away. (*or:* Bob had Margaret get John to tell them...)

Recent ratings → Bob

When Margaret asked why Bob had to cut the budget, he told her that it was because their recent ratings were going down. So these recent ratings are making Bob cut the budget.

Controller's office → Bob

When Bob turned in the budget on Friday, the controller's office sent it back to him. They are having him cut the budget by 20%.

John's viewer survey report → Bob

When Bob told Margaret that the last three reports had been terrible, she told him about John's viewer survey report. So John's report may let Bob avoid cutting the budget.

Margaret → John

When Margaret told Bob that John had some very good news for them about the viewer survey report, Bob wanted to know more about it. So Margaret is going to get John to give them the report.

Or: Margaret is going to have John give them...

Bob → controller's office

When the controller's office had Bob cut the budget by 20% they didn't know about the new viewer survey report. Now Bob may be able to get them to change their mind.

The WNYN Manipulators

Common errors

The dual objective of this exercise was 1) exercise of manipulators and 2) exercise of Dialog 4 language.

- John's viewer survey report let Bob just might help. (This has nothing to do with the functions of the manipulators.)
- The controller's office made Bob cut the budget by 20%. (Consider the "Need and Power test" and the arrangement feature of *have*.)
- The recent ratings made Bob to cut the budget. (*made Bob cut*. We use *to + verb* only with *get*.)
- The controller's office let Bob cut everybody's salary. (He doesn't want to. Use *have*.)
- John's viewer survey report might get Bob not to cut down on the budget. (It's not necessary to get Bob to do it. He wants to already.)
- The viewer survey report got Bob to hope for a good turn. (It didn't have to persuade him. Use *let*.)
- Margaret is going to make John give them the report. (Need? Power?)
- John's viewer survey report made Bob put off cutting the budget. (We don't use *make* if someone wants to do something. Use *let*.)
- John's viewer survey report got Bob to have new hope. (Persuasion not needed. Use *let*. More natural: *gave Bob new hope*.)

- Bob is going to let Margaret see what she can find out. (She didn't originally have the intention. Use *have*, maybe *get*.)
- John's viewer survey report might let Bob not cut back the budget. (*let Bob avoid cutting*. Don't say *let/make/have smn not do sth*; but we do say *get smn not to do sth*.)
- Bob let Margaret to come in. (*let Margaret come*)
- Bob tried to get Margaret to have a long wait. (I can't see what the writer wanted to say. Be aware of what you say: will it convey to the reader what you intend it to?)

"Listening for Major Points"

Suggested Completion

Margaret came to Bob's office and found him *working on budget figures*. He had *turned in the budget* but the controller's office *sent it back* because *they wanted him to cut it by 20%*. Margaret asked him if he could do it, and Bob explained in detail *why he couldn't make it come out right*. Then Margaret asked Bob *whether it would help if they could show they had a big increase in number of viewers*. She told him that John *had some very good news for them*. So Bob asked her *to find out whether he really had something good to report*, and she promised *to call him right away and let Bob know as soon as she found out something*.

Why is Mama's poor little darling crying?

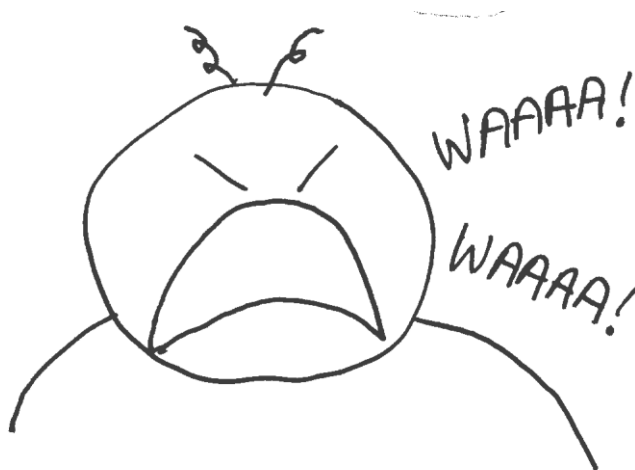
Manipulators

Question cue: How stop?

Answer cue: ice cream cone

Logical possibility, *by/till/as soon as*

How long do you think he'll keep on crying?



Disco Daughter

Questions

With answers in indirect speech

“Mom, are you going to let me go to the dance tonight, or aren’t you? Please don’t make me stay home another Saturday night.”

What does the girl want her mother to do?

She wants her mother to let her go to the dance. She asked her mother if she was going to let her go to the dance that night.

What doesn’t she want her to do?

She doesn’t want her mother to make her stay home another Saturday night. She asked her not to make her stay home another Saturday night.

“Darling, you can go to dances as soon as you become 16. Until then, no.”

When will the mother let her daughter go to dances?

She will let her go to dances as soon as she becomes 16. Until then, she won’t let her daughter go to dances. When her daughter asked her to let her go to the dance, she told her daughter that she could go to dances as soon as she became 16.

How long (Till what age) won’t the girl be able to go to dances?

The girl won’t be able to go to dances until she becomes 16.

“But Mom, by the time I become 16, all the boys will have their steady girls, and I’ll be an old maid.”

(By) When / How soon will all the boys have their steady girls?

All the boys will have their steady girls by the time she becomes 16. The girl told her mother that all the boys would have their steady girls by the time she became 16.

“If you think you need a steady boy by such a tender age, I must be raising you wrong.”

Does the mother think she is raising her daughter well?

No, she thinks she must be raising her daughter wrong.

Why does the mother think she is raising her daughter wrong?

The girl’s mother told her she must be raising her daughter wrong if her daughter thought she needed a steady boy by such a tender age.

“You couldn’t be raising me wrong.”

Does the daughter think her mother is raising her wrong?

No. She told her mother she couldn’t be (raising her wrong).

“If you were, the boys wouldn’t all be trying to get me to go out with them.”

What are the boys always trying to do?

Disco Daughter told her mother that the boys were all trying to get her to go out with them.

Unit 5: Rich and Poor



Some very useful tools

adj/adv *enough to do sth*

Can you learn how to use this pattern?

so adj/adv *that* [sentence]

Will you get a C in this class?

too adj/adv *to do sth*

Will you treat me to supper at the Shilla Hotel tonight?

too adj/adv *for smn to do sth*

You came late to class today; will you please jump out the window?

modal with passive

Your team mate insists that you marry her.
What could happen to you if you don't?

make smn/sth adj:

What would happen if you did marry her?

descriptive verb forms:

Are you bored or boring? Do I bore you, or do you bore me?

∞ The Texts ∞

Texts 1 and 2

Partner A is responsible for Text 1, and Partner B for Text 2.

1. Take 5 minutes to mentally prepare questions based on the cues (in your workbook) for the text you are responsible for. Consult the text.
2. Text 1:
 - a) Partner A, ask Partner B your first question. (Use the cues in "Partner A," below.)
 - b) Partner B
 - i) Is the question grammatical? (Compare your evaluation with the one on page 260.)
 - ii) Guess the answer.
 - c) Partner A
 - i) Check the text. Is Partner B's answer correct?
 - ii) Ask your next question.
3. Text 2: Switch, and do it the same way you did for Text 1.

Partner A (Text 1)

- how many parts can world divide? (passive voice)
- what difference two parts?
- be more specific?
- where more people?
- how well 80% world's population live?

Partner B (Text 2)

- how poorer countries refer? (passive voice)
- why people poorer countries often hungry?
- can land improve? (passive voice)
- what have to do to improve land? (passive voice)
- can these countries solve problems alone?
- what need? (passive voice)

You can find common mistakes and their corrections on page 261.

Text 3

Both study the text. Underline the lexicals. Partner A asks the first 5 questions, Partner B asks the remaining 4. (Only item 1 and 2 are Yes/No questions.)

1. Partner A ask a question.
2. Partner B, tell Partner A what you think of the question. Is the grammar right?
3. Partner B, tell Partner A the question that you will find in “Texts 1 -3 questions” on page 260.
4. Partner A repeat the question.
5. Both prepare an answer.
6. Compare your answer with the text.
7. Repeat the correct answer. Note the lexicals and grammar!

Notes on *too-to*, *enough-to*, *so-that*

too adj/adv to do/be

adj/adv enough to do/be

so adj/adv that (sentence)

“I’m too poor” doesn’t mean that I’m very poor. It means that my poverty prevents me from doing something, and comes from the *too adj/adv to do/be* pattern. So, don’t say “too” when you mean only “very.” Likewise, the exclamation “I’m so poor!” probably comes from the *so adj/adv that+sentence* pattern. “He’s smart enough” is probably also based on the pattern that we’re learning here.

Avoiding confusion

Remember to use *for smn* when the identity of the predicate subject is not obvious.

This book is too difficult to understand. (...difficult *for that 5-year-old child* to understand)

The movie isn’t violent enough to enjoy. (...violent enough *for teenagers* to enjoy)

Complex adjective or adverb

I had **too much on my mind to** pay attention in class.

I was **too busy talking with my friend to** pay attention.

I am **too busy trying to earn money to attend school to** come to class.

I **have studied that subject long enough to** understand it.

I am **so busy trying to make enough money to pay my tuition that** I can’t attend class.

Negative

- *too adj/adv to do*: The negative form is not commonly used. See “unusual” below.
- *neg verb adj/adv enough to do*: I didn’t have enough energy to attend class.
- *so adj/adv that + neg sentence*: I was so tired that I couldn’t attend class.

Here’s an unusual negative form: *too adj/adv not to verb*. Can you figure out what this means?

“Why do you meet her?”

“She’s too wonderful for me **not** to meet!” (=She’s so wonderful that I have to meet her.)

Practice using the negative.

After you answer one question, compare your sentence with the possible reply below.

1. *too adj/adv not to verb*: Why did you explode in anger at our teacher? (frustrated)
2. *neg verb adj/adv enough to do*: Why didn’t you finish the test on time? (write fast)
3. *so adj/adv that + neg sentence*: Why don’t you participate more actively in class? (fall asleep - easily)

How about the people at WNYN?

4. *too adj/adv not to do*: Why did Marsha scold David? (upset)
5. *neg verb + adj/adv enough to do*: Why did David come late to the interview with Bob? (leave home early)
6. *so adj/adv that + neg sentence*: Why doesn't Bob know about Marsha's problem with David? (busy with the budget) (Try using *enough-to* in the *that*- clause.)

Practice

1. One team mate pretend that you are the teacher; ask another on your team why he or she did or didn't do the bulleted items below.
2. Team mates, answer with any of the descriptive patterns that we have learned today.

<ul style="list-style-type: none"> • cut class • not pay attention to what the teacher was saying • not say hello to me in the hall • not answer the teacher's question 	<ul style="list-style-type: none"> • fall asleep • not speak only English • not give the teacher a bribe for a good grade • make so many careless mistakes
---	--

Possible replies for "Practice using the negative"

1. I was too frustrated at him not to explode.
2. I couldn't write fast enough to finish it.
3. I fall asleep so easily that I can't stay awake.
4. She was too upset not to scold him.
5. He didn't leave home early enough to come on time.
6. He's been so busy with the budget that he hasn't had enough presence of mind for anything else.

A bright future: Modals and passive voice

Leader, ask these questions. Others, use the passive voice to answer. Use *can*, *should*, *might* or *must*. And these words might be useful: *introduce*, *set up*, *implement*, *enforce*. Answer realistically. See sample answers on page 262.

1. Can we do something about Seoul's traffic problem?
2. Can we cut down on pollution here?
3. Can we convince our teacher to cancel next class?
4. Can you avoid making mistakes in English?

Lame excuses: Descriptive patterns

Make excuses to get yourself out of the jams below. Use the correct form of the parenthesized word(s) with **too + adj + to V-inf**. See sample answers on page 262.

1. Why do you cut class so often? (sick)
2. Why don't you ever buy me lunch? (poor)
3. Why do you always fall asleep in Shakespeare class? (long)
4. Why don't you ever answer our teacher's questions in class? (confuse)
5. Why is it so difficult for me to believe your lame excuses? (stupid – get through to)

2- and 3-word verbs

What's a phrasal verb?

"A phrasal verb is a verb + particle combination that functions as a single verb, both parts giving up meaning in order to form a new lexical item."

Ask your partner the question, then tell your partner the cue. Both of you answer. Then compare your answer with "Possible Replies" below. The answer will be different, but you should pay close attention to the grammar (subject, object, etc.). After each item, check the answer on page 263.

The antonym of 'give in to' is 'stand up to.' (While 'give in' doesn't always have a preposition and indirect object, 'stand up to' always does.)

Practice 1

get through to *smn* (that)

run into

look after *smn*

look up to *smn*

give in (to)

get rid of *sth/smn*

1. Have you accidentally met any of your high school classmates recently?
2. What does it mean when a person stubbornly refuses to agree with me?
3. When a teacher won't cancel class when you want him to, what is the best thing to do?
4. When your parents are old and unable to take care of themselves, what are you going to do about them?
5. What do the elderly often complain about younger people these days?
6. If you get into an argument with someone from Judo College (유도대학), and he makes threatening growls, will you keep on arguing?

Practice 2

get through to *smn* (that)

run into

look after *smn*

stand up to

look up to *smn*

give in (to)

get rid of *sth/smn*

put up with

7. If I tell you to jump out the window, will you do it?
8. What would you like to do with your English teacher sometimes?
9. Why does your girl friend keep on dating other boys?
10. What problem do many old people have these days in Korea?
11. What's one complaint that older people have these days?
12. Do you enjoy taking quizzes? ... If you don't enjoy it, do you take them?
13. Why do you look so happy today?
14. If you ask your parents again and again to buy you a new phone, what will they do?

Practice 3

get through to <i>smn</i> (that)	run into	look after <i>smn</i>	stand up to
look up to <i>smn</i>	give in (to)	get rid of <i>sth/smn</i>	put up with

15. When Park Jeong-heui told Kim Dae-jung to get out of politics, did Kim meekly do what Park told him to do?
16. What should you do with your bad habits?
17. Why does our teacher keep on giving quizzes even though we don't like them? (*Try using the 'it-that' combination in your answer.*)
18. If you had a pet, what would you have to do if you wanted to go on a two-week vacation to Guam?
19. Who is one person in your life that you admire and respect?
20. Our teacher makes so many dumb jokes! Why don't you stop him?
21. Why didn't you turn your homework in on time?
22. If your girl/boyfriend keeps pushing you to buy her/him an expensive present, will you do it?

Winston Churchill on preposition placement

"This is the sort of English up with which I will not put." (Sir Winston Churchill's marginal comment on state document, mocking the old school-marm proscription against sentence-final prepositions; quoted in Sir Ernest Gowers, *Plain Words*)

Strip story cloze

_____, our world can _____ divided _____ the "have-nots" and the "_____."

_____ "have-not" _____ are often _____ as _____ Third World, and _____ 80% _____ world's population. _____, grinding _____ makes all these people unable _____ proper food, _____ or medical _____. Their problems are _____ complex _____ solve without foreign money or _____.

_____ other 20% _____ world's people also suffer because the factories _____ make _____ pollute their _____. This situation is also _____ complex _____ easily because it _____ deciding _____ the quality of _____ or the standard of _____ is more important. Obviously, economics _____ both the "have-nots" and the "haves" _____ an endless cycle _____ escaping _____ and pursuing _____.

Looking up a word

When you look up a word in a dictionary, it's essential to carefully study definitions and examples closely. In the case of words that express feelings, pay attention to the subject and the object. For example, the subject for one word is the cause ("She angered me") of the feeling, and the subject of a similar word is the feeler ("I am angry"). The word hysterical might be either the cause of the feeling ("That movie was hysterical") or the feeler of the feeling ("Watch out! He's hysterical and he's got a gun!"). The point here is: BE AWARE of all the details in a definition, not just some of them.

Also see "What's a good word for..." in the composition section of the workbook to find out more about the *Longman's Language Activator*.

Environmental costs increase 10 percent annually

Korea Herald

Overall environmental costs in Korea have been increasing by more than 10 percent in recent years. They accounted for about 2.64 percent of the net national product (NNP) in 1992, according to a U.N.-sponsored study which estimated Korea's "Green GNP."

The overall environmental costs stemming from the depletion of resources in six categories, and social costs for environmental pollution amounted to an estimated 5.724 billion won (7.2 billion dollars)...

Overall environmental costs break down to costs for depletion of water resources, forests, fisheries, land, mineral resources and air, and social costs for pollution. Of total environmental costs, 37 percent came from water pollution.

Paving Paradise

Dear Ann Landers: Do you recall that Joni Mitchell song:

They took all the trees, put 'em in a tree museum,
And they charged the people a dollar and a half just to see 'em.
You don't know what you've got till it's gone.

Today on TV I saw a report that said industrialization has all but wiped out the butterflies. The government has built a special building so schoolchildren can come to see what a butterfly looks like. The children were amazed when the teacher told them that many years ago, butterflies flew all over the fields and people did not have to go to a special building to see one.

Some of the butterflies have become so rare that the cases are guarded by security officers to make sure no one steals them. Ann, what in the name of heaven is it going to take for the human race to wake up? We simply must recognize the fact that we are killing the environment.

When I tell my friends I am concerned about this, they look at me as if I was some kind of nut.

In West Virginia, miners used to take canaries down into the mines. When the birds keeled over, it was a clue that the mine held poisonous gases and was unsafe. How smart do you have to be to realize that when creatures in nature start to go belly-up, conditions might be hazardous for humans, too?

Even if we were immune to all these toxins (which we're not) I'm not sure I would want to live in a world where you have to go to a museum to see a butterfly. How about you? —
Beaumont, Tex.

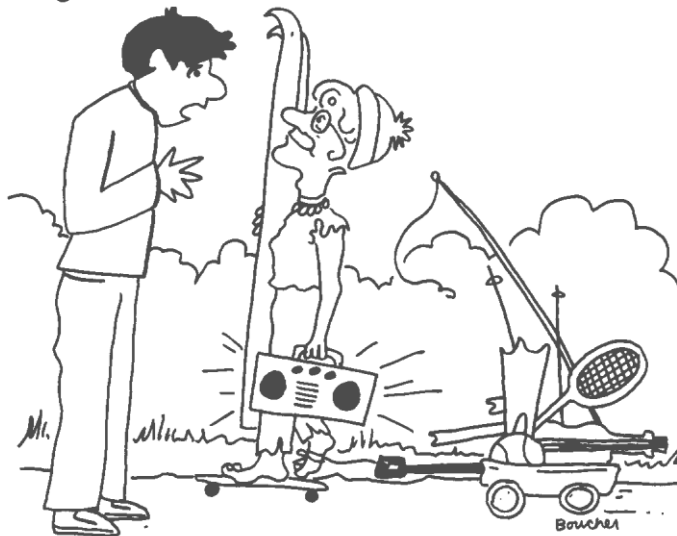
Dear Beaumont: You've hit on one of the most critical problems facing the civilized world. "Progress" has poisoned the atmosphere, polluted our rivers and lakes, depleted the forest and hatched a whole new set of problems that threatens our survival.

If we don't get some balance in our environment soon, life on this planet, as we know it, is finished. Yoo-hoo! Paging the Environmental Protection Agency. Where are you?

Causing to be a certain way

make + *smn* + adjective OR verb + *smn* ???

Little Things Mean a Lot



"Mom, won't you please come back home? You misunderstood me. I said, 'You must be bored,' not 'You must be boring.'"

Which pattern is used depends on the word used. If there is a transitive verb for the emotion, generally the **verb + *smn*** pattern is more natural (and seems like more educated speech). *Happy*, for example, has no transitive verb form, so we wouldn't say, "I happied him." But *confused* has a transitive form, so we would generally say "I confused him" rather than "I made him confused," even though the second pattern is grammatically correct and is sometimes used. If there is a transitive verb which is not often used, however, the **make + *smn* + adj** form will generally be used. In your text, for example, there is the phrase, "which makes them rich." We do have the transitive verb *enrich*, used in formal situations.

Try this 2-step test.	Step 1:	Transitive verb?	
		No:	<i>make-smn-adj</i>
		Yes:	Go to step 2.
	Step 2:	Common?	
		No:	<i>make-smn-adj</i>
		Yes:	<i>verb-smn</i>

But there are exceptions to this rule. The best way to learn the exceptions is to *read-read-read!*

Which pattern would these words best use?

Circle the words that can use the verb-*smn* pattern.

bored	excited	angry	delighted	sleepy
tired	sad	puzzled	mixed up	upset
anxious	nervous	frustrated	sick	rich
fat	slippery			

For adjectives which have a verb form, it's usually better to use the verb; but for some (like angry) both ways are used. You can't find the rule in the grammar books—you learn such things by lots of reading.

Let's practice with a few of these words. Use the better form to complete the sentences below. First, look at a couple examples:

Question: How did you feel when Santa Claus brought you that nice tricycle this year? (happy)

Answer: It made me happy.

Question: Do you enjoy horror movies? (scare)

Answer: I l-o-o-o-ve them—they scare me so much!

1. Do you enjoy it when someone insults you? (angry)
2. What do you think of people who bathe only once a year? (disgust)
3. Can you understand all of our teacher's ideas? (confuse)
4. Are you very active during the summer? (lazy)
5. I think our teacher is very handsome, intelligent, and interesting. (fascinate)
6. Lab drills are helpful, but they aren't a lot of fun. (bore)
7. How do you feel when you see someone picking his nose? (sick)

A U of Chicago student on preposition placement

The student from the University of Chicago was visiting Princeton, and he asked a Princeton student, "Where's the library at?" The Princeton student answered, "We students of Princeton do not end our sentences with a preposition." "Okay, where's the library at, asshole?"

Are you saying what you mean to say?

Here's an ad from the Pelton Funeral Home:

The fact that those we have served return once again, and recommend us to their friends, is a high endorsement of the service we render.

See "Misplaced Modifiers," at our Web site.

Interesting? Interested? Or to interest?

Interest

1. This is an _____ book.
2. I am _____ in this book.
3. This book is _____ to me.
4. She is _____ in me.
5. She is a very _____ woman.
6. This book _____ me.
7. I am _____ this book.
8. It is an _____ idea _____ me.
9. She is an _____ woman. I am _____ her.
10. She _____ me.

Excite

1. The movie was very _____, so the audience was _____.
2. We were _____ about going to the seashore.
3. Going to the seashore is an _____ plan.
4. They are all _____ graduating from college.
5. The thought of graduation is very _____ them.
6. Einstein's ideas have _____ possibilities.
7. All of mankind is _____ Einstein's ideas.
8. If I could understand Einstein's ideas, I'm sure they would _____ me.

Bore

1. Don't you think that life is _____ sometimes?
2. Occasionally, everyone becomes _____ life.
3. I wonder why this class is so _____.
4. Every student in the class is _____ the teacher, because the teacher is such a _____ person.
5. She's _____ her husband and kids, and wants to marry again for a more exciting life.
6. Her husband thinks she's pretty _____ too, because all she does is complain about how _____ he is.
7. Everyone in that family is _____ because everyone in the family is _____.
8. Please don't _____ me with these sentences about the word bore.

Please

1. Her hospitality was very _____.
2. We were very _____ with her hospitality.
3. This casserole has a very _____ taste.
4. We were quite _____ the dinner.
5. The king was _____ his youngest slave because she was both the most beautiful and the most cooperative.
6. In other words, the slave was _____ to her king.
7. This casserole has a very _____ taste to me.
8. In other words, it _____ me.
9. Yes, I certainly am _____ the taste of this casserole.

You'll find one more set on the next page.

Satisfy

1. The spicy chili was a _____ meal.
2. I was _____ the spicy chili.
3. Are you _____ your life?
4. Is your life _____?
5. There, you have your money now. Are you _____?
6. It is your own responsibility to be _____ your life.
7. You were not _____ Miss Gray's class, were you? You are still frowning!
8. Was Miss Gray's class not _____ you?
9. A strong person can be _____ anything.
10. Yes, anything can _____ a strong person.

Salad (Player A)

Partner A, stay on this page. Partner B, find your part on page 275, and read what it says by First Try. Don't show each other anything.

Partner A, ask Partner B a question from below, and then tell your partner what is in the parentheses. Listen to your partner's reply—is it correct? (After you judge, check your decision with the answer on page 262.)

- Will you take care of my cute little daughter for a couple weeks? (wild)
- Why is it so difficult for us to respect some politicians? (corrupt)
- Why don't proud people yield to others' reasonable demands? (hard)
- Why can't we make our parents understand sometimes? (way of thinking be old fashioned)
- I just moved into his neighborhood. Why do you say I won't meet him on the street by chance? (stays at home)

Okay, time to switch! Partner A becomes Partner B, and vice-versa. This time, Partner B go to Second Try and follow the instructions you find there.

- Some high school students stay out till late at night. Why do their parents worry so much? (easy)
- Why do some wives always order their husbands around? (rough and tough)
- Why did our teacher change the subject when we asked him why his nose is so big? (embarrass)
- Why don't you throw away those shoes? They're falling apart. (intimate with me)
- The weather is going to be getting very hot soon. Should we buy an air conditioner for the classroom? (Yes—uncomfortable)

Are your modifiers positioned correctly?

How do you like this ad?

WANTED: A boy who can take care of horses who can speak German.

And here's another:

A superb and inexpensive restaurant. Fine foods expertly served by waitresses in appetizing forms.

Tinkering with life: Modals and passives; too + to do

We are faced with many situations in life. Some of these situations should be fixed, and some needn't be fixed, and some shouldn't be fixed. Pollution, for example, is a situation that absolutely has to be fixed. Some problems can be fixed, and some can't because it is too difficult to fix them. We wonder, for example, whether the problem of pollution can actually be eliminated completely, because the owners of companies claim that they don't have enough money to do this. And how about the traffic situation? Traffic congestion has to be decreased, but if we accomplished this by cutting back on production of new autos, many workers in automobile factories would probably be laid off.

Think a couple minutes to yourself: What situations around us—at SKKU, in Seoul, throughout the world—are problems that must be addressed?

Next, tell your team one of these problems. See whether your team agrees with you. Here are some tools you can use.

Vocabulary	Necessity Modals (and other words) + passive voice	too + to do (or be done)
<ul style="list-style-type: none"> • (giving attention to a problem): attend to, address, do something about • leave <i>sth</i> alone, let <i>sth</i> be, ignore <i>sth</i> • fix, solve, change • decrease, reduce, alleviate, lessen • weaken • get rid of, eliminate • increase • strengthen, improve, enhance • provide, supply, give 	<ul style="list-style-type: none"> • must (has to, has got to, will have to, need to) be done • should (ought to) be done <hr/> <p data-bbox="580 1559 1046 1592">Present and future possibility + passive</p> <ul style="list-style-type: none"> • (fact:) is being, will • (opinion:) will certainly (<i>neg</i>: can't) be done • is/will probably be done • might / may be done 	<ul style="list-style-type: none"> • too + adj/adv (+for smn) + to do • adj/adv + enough + to do • so adj/adv that [sentence]

Here's an example of a discussion that your team could have:

- A: At SKKU too much money *is being spent* on landscaping. Our school *isn't wealthy enough (doesn't have enough money) to spend* so much on such superficial things. It's my opinion that the amount *being spent* on landscaping *should be cut* in half, and the remaining half *be spent* on scholarships for the students or books for the library.
- B: I agree that too much money *is being spent* on superficial things, but getting the administration to change their minds may actually be *too much to hope* for. They're *too set in their ways* to *give in* to us.
- C: My opinion is that even more money *ought to be spent* on landscaping. Our school *should be known* throughout the world for its beautiful campus...
- A: Why does our school *have to be known* throughout the world? And what do we have to boast about—the world's worst student-teacher ratio? An empty library?
- B: I doubt that anything *can be done about* this situation. People in authority are usually *so concerned* about superficial things *that we can't get through* to them. And the students aren't *concerned enough to do* anything about it because after a couple years they'll be out of here...

How are you feeling today?

(See the illustration on the next page.)

Verb + adjective

- Student A: What makes *smn* feel *adj*? (What makes you feel love-struck?)
- or: When (*sentence*), how do/did *smn* feel? (When you call our teacher “the four-eyed monster,” how do you feel?)
- or: If (*sentence*), how would *smn* feel? (If your friend's sweetheart confessed, “You're the only one for me,” how would you feel?)
- or: (How would you feel to be *passive verb*? (How would you feel to be told that you failed the final exam?)
- Student B: I feel *adj* when + *sentence*. (I feel smug when I get above 90 on an exam.)
- or: If (*sentence*), *smn* would feel *adj*. (If our teacher gave me one of his fantastic prizes, I would feel ecstatic.)

Verb + object

- Student A: Does *smn* ever *verb* + *smn*? (Does your mother ever embarrass you?)
- or: Does it *verb* + *smn* (for *smn* else) to + *verb*? (Does it embarrass you for your mother to scold you in front of others?)
- or: What does it do to you when + *sentence*? (What does it do to you when your teacher asks you something you don't know in class?)
- Student B: Yes, she does. She embarrasses me when, in front of other people, she treats me like a child.
- or: No, it doesn't disgust me to see someone eating worms. / ... me when I see
- or: It enrages me for my sweetheart to go out with other guys/girls.
- or: It frustrates me when I try to find a parking place in Seoul. / ...me to try to

How Are You Feeling Today?



EXHAUSTED



CONFUSED



ECSTATIC



GUILTY



SUSPICIOUS



ANGRY



HYSTERICAL



FRUSTRATED



SAD



CONFIDENT



EMBARRASSED



HAPPY



MISCHIEVOUS



DISGUSTED



FRIGHTENED



ENRAGED



ASHAMED



CAUTIOUS



SMUG



DEPRESSED



OVERWHELMED



HOPEFUL



LONELY



LOVESTRICK



JEALOUS



BORED



SURPRISED



ANXIOUS



SHOCKED



SHY

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∞ The WNYN Story ∞

Multi-time listening development exercise

1. First and second listenings: Listen for the setting, general topic, the main point, and major supporting points of discussion. After each listening, discuss this with your team mates.
2. Read the script.
3. Listen for sound-symbol correspondence. Close your eyes.

WNYN-TV's fortune teller

Identifying major points

SITUATION: Marsha has just arrived at Professor Daniel's office to do an interview with him on space exploration.

1. Marsha...
 - a) was a little late because she had trouble finding the office.
 - b) arrived on time for the appointment.
 - c) discovered something disturbing during this visit.
2. David...
 - a) was late again.
 - b) was there already.
 - c) performed very well.
3. Professor Daniels...
 - a) waited for Marsha and was a little upset because she was late.
 - b) broke his appointment with Marsha.
 - c) almost gave a disappointing interview, but David helped it turn out successfully.

Distinguishing between major and minor elements

Divide into groups of three. Listen carefully to the dialog several times. Write down what details you heard. Then, tell your group what you heard. Combine all these details so that you can reconstruct the dialog. Finally, list below what you consider to be the four main points of the dialog.

- 1.
- 2.
- 3.
- 4.

Predictions game

Listening for major points

The object of this game is to predict what will happen in Dialog 5 and to persuade all members of your group to agree on a prediction. Use your knowledge about the characters and events in the WNYN story to predict accurately. Use conjecture modals.

1. With your team, review what happened in Units 1 through 3. What's the general situation?
2. With your team, predict the answer to each question. Limit yourself to 5 minutes discussion for each.
3. Listen to the dialog, then make corrections with your team.
4. Listen once more to get the details.
5. Read the script.
6. Listen once more, this time for sound-symbol correspondence. And pick up as much of the language as you can.
7. Answer each question again, trying to use language from the dialog.

The situation

Marsha has gone to meet Prof. Daniels for the interview. But Professor Daniels isn't there...

1. Where is Prof. Daniels now?
2. Where is David?
3. Generally, when does Marsha interview Prof. Daniels?
4. How long have Professor Daniels' secretary and David known each other?
5. How will Marsha's opinion of David compare with Prof. Daniel's secretary's opinion of him?

Correct these statements

As you listen to the dialog, underline the incorrect information in the sentences below. Listen once more, and try to write in the correct information. On the second listening, the teacher will pause the tape briefly after the information related to each sentence, to give you time to write in your correction.

1. Marsha and David met at Prof. Daniels' a little before 2.
2. Prof. Daniels has gone to Chicago and won't be back until Thursday.
3. Marsha thought he was going to make a three o'clock flight.
4. As the secretary was talking to Marsha, Prof. Daniels was already in the air.
5. Prof. Daniels had planned to do the interview earlier so that he could leave for Chicago earlier.
6. The secretary found the interview process to be very boring.
7. She said the program will be shown on TV next week.
8. She offered to call Prof. Daniels at his Chicago number to let him know that Marsha had visited.
9. The secretary didn't really like David Denton.
10. She thought that he was incapable of doing both the camera work and the interview.
11. In fact, Prof. Daniels decided to do the interview at 11:00.

True or false?

Elements in a good True-False answer:

Sentence 1: Present your answer (your point; rephrase the T-F statement).

Sentence 2: Provide a general reason for your answer.

Sentences 3~?: Provide explanation and proof. Use language from the script to support your reason. Use reported/indirect speech.

Leader, use M-L-S.

1. The secretary had some good news for Marsha when Marsha walked into Prof. Daniels' office.
2. Marsha was planning on a three-hour interview.
3. Prof. Daniels got the ticket for his 3 o'clock flight the day before.
4. Prof. Daniels' secretary thinks that Marsha might have some problems.
5. David Denton is a more interesting person than Prof. Daniels.
6. Prof. Daniels is going to get a surprise when he gets back from Chicago and sits down at his desk.
7. David had a little trouble in doing the interview.
8. David got mixed up and came to the office at the wrong time.
9. The secretary knows David's ultimate intentions.
10. Marsha left the office as confused as when she first came in.
11. Either David or Marsha—or both—is going to get a broken nose.

General questions

Be brief but complete in your answers. Consider the entire dialog, not just one passage. Also consider what happened before this dialog.

1. Do you think the two women are of different ages?
2. Describe how Marsha felt at different times in her conversation with the secretary.
3. Do you think the secretary understands what happened?
4. Will Marsha interview Prof. Daniels later?
5. How do you think Marsha felt on the way back to her office?
6. What could happen to Marsha if David keeps on doing things like this?
7. What would you do about David if you were in Marsha's shoes? Make a specific plan .

Rainbows disappearing from Seoul (Korea Herald)

There hasn't been a rainbow in the skies of Seoul since October 1995, according to the Korea Meteorological Agency (KMA). A weatherman said the rarity of rainbows was due to the city's heavy pollution. Rainbows occur when sunlight is refracted off rain drops. "The bigger the raindrops, the more visible the rainbow is," said Prof. Yim Kyu-ho of Seoul National University. "It is difficult to see a rainbow in Seoul because raindrops have become smaller due to worsening air pollution," he added.

Summary

Be sure to finalize each answer orally before you write it down.

When Marsha _____ Prof. Daniels for _____, she was told _____ that the interview _____ that morning _____. David had called at 9:30 _____ they could _____ earlier. As a result, Prof. Daniels _____ and was on his way _____ to Chicago. Marsha was _____ at first, but began to _____ happened.

How about a summary paragraph for Dialog 4? Reread Dialog 4 and try writing your own summary. This time, you decide what the main points are before writing your summary. (Remember, a good summary gives just the major points.)

Lexicals for Unit 5's Dialog

be here to do	at the last minute	be on one's way to
hope X hasn't inconvenienced Y too much	leave a note/message <u>in/on [a place]</u> <u>or with smn</u> to let <i>smn</i> know (that)	around here

- May I ask what you are doing here?
- I'd warn Professor Kim that his students are going to revolt, but he's not in his office now.
- Good morning! Why are you wearing such a gloomy face? (*dentist*)
- I've been waiting for you for two hours!
- But why couldn't you let me know that you would be late?
- Is there a store nearby where I can buy an elephant?

A regular <i>n</i> [a virtual <i>n</i>]	You say . . . ?	(cannot) do without <i>smn/sth</i>
be with <i>organization</i>	the one who <i>vp</i>	need <i>smn/sth</i> to do

- Why are you always late turning in your homework?
- I would like to treat you to dinner at the Shilla Hotel. [*Confirm your understanding.*]
- Who is Chung Ju-yeong?
- What is Chung's eldest son doing these days?
- Do you think that Mr. Kim is contributing to our organization?
- How would you describe Lotte Department Store during a big sale?

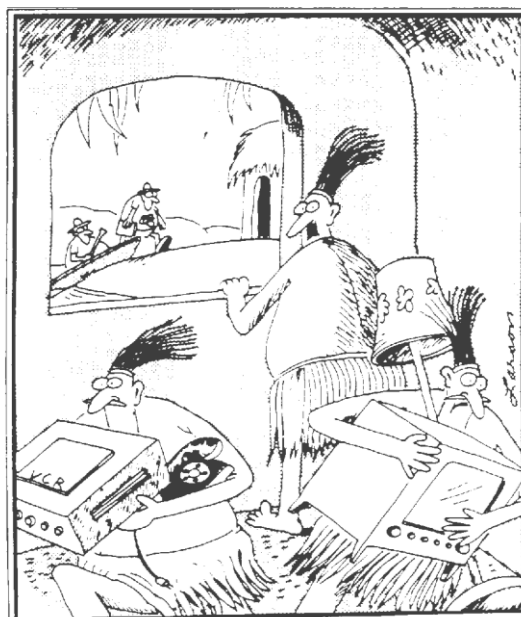
It's been nice <i>v-ing</i> with you.	set up <i>equipment</i>	later in the <i>period</i>
I'm awfully sorry about <i>sth</i>	be a mix-up in/over <i>n</i>	get back (to)

- My father is in the hospital.
- When do students and teachers start planning for the weekend?
- I heard that you arrived at the end-of-semester party late. What happened?

16. The party is going to start soon and the tables aren't ready yet. Would you be kind enough to give me a hand?
17. Why are you packing up your books now? Going somewhere?
18. All right, I'll get going too. It's been nice working with you.

Possible replies

1. I'm here to practice lexicals with you. What do you *think* I'm doing here?!
2. You could leave a message on his desk to let him know that his students are going to do that.
3. I'm on my way to my dentist.
4. I'm awfully sorry about that! I hope my being late hasn't inconvenienced you too much. (If you want to specify, you can say "...sorry for coming late.")
5. Well, I remembered only at the last minute that I had to do my laundry.
6. I'm afraid you won't find that kind of store around here.
7. I need an assistant to do my homework for me.
8. You say you'd like to treat me to dinner at the Shilla Hotel?!
9. He's the one who founded the Hyundai group.
10. He's with Hyundai Motors.
11. Absolutely! We couldn't do without him.
12. It's a regular battleground.
13. I'm awfully sorry about that. (*This is an expression of sympathy. Don't use "for" to express sympathy.*) (You can also say "I'm terribly sorry to hear that.")
14. They start planning later in the week.
15. There was a mix-up in arrangements over the time and place.
16. I'd be happy to. I'll set up the tables for you.
17. Yes. I have to get back to the library and finish my homework for Mr. Monster.
18. Yes, it's been nice working with you, too!



"Anthropologists! Anthropologists!"

Descriptive verbs and WNYN

Use these descriptive verbs to describe the different characters in WNYN. If it's not a fact, use a modal. If it's not possible to use all three forms for a word, write "Impossible" by the form.

Here's an example for **confuse**:

Verb-smn: Prof. Daniel's secretary confused Marsha when she told her that Prof. Daniels had already been interviewed.

Causative: What Prof. Daniel's secretary told Marsha was confusing.

Receptive: At the beginning of her visit, Marsha was confused. / Marsha was confused by what Prof. Daniels' secretary told her.

Here's an example for **angry**:

Verb-smn: David angered Marsha by interviewing Prof. Daniels by himself. (The more common pattern is "make her angry," but we are not focusing on that pattern here.)

Causative: Not possible: David's interviewing Prof. Daniels by himself was angering to Marsha.

Receptive: Marsha might have been angered by David's behavior.

frustrate

Verb-smn:

Causative:

Receptive:

surprise

Verb-smn:

Causative:

Receptive:

embarrass

Verb-smn:

Causative:

Receptive:

unhappy

Verb-smn:

Causative:

Receptive:

satisfy

Verb-smn:

Causative:

Receptive:

5 Clues review game

Groups of 3 or 4.

The PRESENTER uses Unit 4 and 5 tools to make clues that will help the other players guess a mystery item. If another player guesses correctly, the PRESENTER gets one point and the GUESSER gets one point; if no one guesses within 5 clues, the next PRESENTER starts a new item. The player who has the most points at the end of the game is the winner.

Listen very closely for mistakes. If either the PRESENTER or GUESSER uses a pattern incorrectly, challenge and say it correctly. If the CHALLENGER says it correctly, the CHALLENGER gets one point and the PRESENTER loses a point.

Procedure

Decide who the first PRESENTER will be.

1. The PRESENTER uses a unit tool to give a clue to someone else. *10 seconds time limit.*
Challenge: If the CHALLENGER corrects the mistake, the CHALLENGER gets 1 point and the PRESENTER loses a point. If the CHALLENGER makes a mistake, the CHALLENGER loses one point.
2. The PRESENTER appoints someone to guess what the item is. *10 seconds time limit.* If the appointed GUESSER cannot guess correctly, another player can guess. The GUESSER must use one of the patterns in the guess.
Correct guess: 1 point for both the PRESENTER and the GUESSER.
Incorrect guess: The PRESENTER gives another clue.
Challenge: If the CHALLENGER corrects a mistake, the CHALLENGER gets 1 point and the PRESENTER loses a point. If the CHALLENGER makes a mistake, the CHALLENGER loses a point.
3. Continue steps 1 and 2, up to 5 clues. If the others cannot guess within 5 clues, give up and another player becomes the PRESENTER. Start again at Step 1.

At the end of the game: The player that has the highest number of points wins the game.

Example (mistake)

The mystery item: a bear

- PRESENTER First try: This thing makes me frightened when I am walking in a Canadian forest. Jin-hak, you can guess.
- CHALLENGER Hold on a second! You said “makes me frightened,” but we agreed to say “frightens me” when the *verb-someone* pattern can be used. Give me one point, please. And deduct one point from your score.
- PRESENTER Oh, all right. Here’s the second clue...

Example (no mistake)

- PRESENTER First try: This thing frightens me when I am walking in a Canadian forest. Jin-hak, you can guess.
- GUESSER Is it a snake that frightens you?
- PRESENTER No, dummy. I hate you. Second try: This thing is big enough to eat a human being. Sun-ja, would you like to try?
- GUESSER Is a bear big enough to eat a human being?
- PRESENTER Right! I love you! We each get a point! Okay Jin-hak, now it’s your turn to be presenter.

Here are some tools from Unit 5

Tool	Example for the game
too adv/adj (for smn/sth) to do adv/adj enough to do so adv/adj that (sentence)	In this place the land is <u>too poor to</u> grow anything on. (mystery item: the Third World) ...the land is <u>not good enough to</u> grow anything on. ...the land is <u>so poor that</u> you can't grow anything on it.
inseparable 2- and 3-word verbs	I <u>look up to</u> this person. (mystery item: my father)
make + smn/sth + adj/adv verb + smn/sth be, become, get + participle be + -ing	This thing <u>makes me even more beautiful</u> . (item: lipstick) This thing <u>discourages me</u> . (item: an F) If this happened during class I would <u>get upset</u> . (quiz) This <u>is a stimulating</u> person. (Professor Kim XX)
modal + passive	In this place the land is so poor that nothing <u>can be grown</u> on it. (item: the Third World)

And here are Unit 4 tools

conjecture tools (modals + <i>be probably</i>) by, until, as soon as make, let, have, get	This person is probably at my home now. You can use this thing until its battery dies. Our teacher has us do too much of this.
--	--

Salad (Player B)

First try

Partner B, here are two forms of the pattern we learned earlier: **too + adj/adv + to-inf** or **too + adj/adv + for smn + to-inf**. Answer your partner's questions. Use one of these forms, plus the words your partner told you after each question, plus an appropriate two-part verb below. (Player A is on page 263.)

run into get through (to) give in (to)
look after look up to

Second try

Follow the directions for "First try."

stand up to go into get rid of
get into trouble put up with

Phrasals and verbals

Complete the following sentences with the appropriate phrase. Some must have the pronoun in the middle, others don't have it that way. If we don't split the phrase with a pronoun, write X in the blank.

get rid of	get through to	look up to	give up
run into	give in to	stand up to	do without
put up with	go into	look after	

1. At first, Prof. Daniels' secretary couldn't _____ Marsha why Prof. Daniels wasn't there in his office.
She couldn't _____ her _____ why Prof. Daniels wasn't there.
2. Marsha probably _____ Prof. Daniels because he's a scholar.
She probably _____ him _____ .
3. Prof. Daniels' secretary doesn't see how WNYN could ever _____ David.
She doesn't see how the station could ever _____ him _____ .
4. Perhaps David wants to _____ Marsha so that he can have her job.
Perhaps he wants to _____ her _____ .
5. With all the trouble he's causing Marsha, it's hard to understand why she _____ David.
Why does she _____ him _____ ?
6. Marsha should _____ David before she loses her job.
She should _____ him _____ .
7. If Marsha _____ David and quits, he can take her place at WNYN.
David hopes she will _____ him _____ and quit.
8. David is very ambitious and will not _____ his scheme easily. He will continue trying to get Marsha fired.
David will not _____ it _____ easily.
9. Marsha is quite upset. The next time she _____ David, there will probably be an argument.
There will probably be an argument next time she _____ him _____ .
10. Bob had better _____ this matter before it gets really serious.
He had better _____ it _____ soon.
11. It seems that Bob had better _____ Marsha, or David might hurt her.
If Bob doesn't _____ her _____, she could get into trouble.

WNYN lexicals review

1. *figure*: What was Bob doing when Margaret came to his office?
2. *wait*: Did Margaret wait till Bob was finished?
3. *well*: Will it be easy for Bob to cut the budget? ... Why will it be difficult? Give me an example.
4. *kid*: How did Margaret react when Bob told her that he had to cut the budget by 20%?
5. *dare*: Is Bob going to cut any specials from the budget?
6. *come-right*: Has Bob sent the budget to the controller's office yet?
7. *take-case*: Would it be easy to cut salaries?
8. *have sth adj. to do*: Will John be helpful to Bob?
9. *call smn back*: Is Margaret going to wait for John to call her?

Possible replies

1. He was trying to figure out how to cut the budget.
2. No, she didn't, because he told her she might have a long wait.
3. He can't very well cut down on daily news programs.
4. She said, "You must be kidding!"
5. He doesn't dare cut any specials.
6. No, he hasn't. He can't make it come out right.
7. No, it won't. Take Margaret's case. It'd be pretty rough to have a 25% salary cut.
8. It probably will, because it has something to do with improved ratings, which have something to do with the budget.
9. No, she's going to call him back.

A report from an ELP graduate

"Last December I got a job in the Overseas Marketing Department of a major company. Later I found that my high TOEIC score (865) was the main reason. The high score not only got me a job; it also got me the position I wanted (international sales and marketing) and an increase in my monthly pay check. I will also be considered first for overseas assignments and scholarships.

"The first time I took the TOEIC, in November, I got 730 points. The second time I got 865. What does this mean to you? It means that

1. you can get 730 points without special preparation for the test *if* you take every semester of our English Language Program. If you miss one semester or more, no amount of special preparation for the TOEIC is going to enable you to get a decent score. Almost all the questions on the test can be answered only if you have a broad, deep and solid foundation in English, built over four years of continuous study.
2. If you have a good foundation, special preparation will help you get a much higher score. But that is only if you already have a good foundation.

"Good luck to you!"

**Stick with the program.
Don't miss even one semester.**

Adjectives and verbs of emotion

Adjectives

Check the list of adjectives below the questions. See how many of them are helpful expressing your opinion. Would your feelings be different in a similar situation? Explain each answer fully.

Use *verb-smn* when it's natural to use it.

Example: How must Bob have felt when David came late to the interview?

It probably didn't upset him much, because he told David not to worry about it.

In Unit 2...

1. David was supposed to be at a meeting to coordinate special features. What might Marsha have felt when she didn't see David at the meeting?
2. How must Marsha have felt when David told her what he did?
3. How do you think David probably felt after Marsha corrected him?

In this Unit...

1. David came early to interview Professor Daniels. What do you think Marsha is feeling like right now?
2. Can you describe how Professor Daniels' secretary must have felt?
3. How might David be feeling now?
4. How do you think Bob Russo would feel if he heard about what David did?

satisfied	↔	dissatisfied, disappointed
good, happy, cheerful, up		down, gloomy, depressed
on top of the world, super, great		dejected, miserable, terrible
serene, content		upset, irritated, out of sorts
happy		cranky, grouchy
at ease, comfortable		anxious, nervous, ill at ease, on edge
appreciated		rejected, alienated, cut off
loved		unloved, lonely
invigorated, on top of it		weary
appreciative, grateful		offended, indignant
excited		listless
confident, ready for anything		lost, confused, at a loss
confident		doubtful, apprehensive
proud		humiliated, mortified
proud		ashamed
confident		confused, perplexed
trusting, confident		suspicious, wary
relieved		nervous, concerned
free, liberated, light		oppressed, weighed down
full		empty, barren
happy for <i>smn</i>		envious of <i>smn</i>

One can sometimes feel like...

laughing	←→	Crying
flying		jumping (off a bridge, into the river)
hugging someone		strangling someone

Build your vocabulary

Adjectives

Which adjectives would be best to describe the feelings you see in the sentences below?

1. Everything has gone wrong today. I just want to go home to bed. I'm _____.
2. She's going to be in a tennis tournament next week. She's really _____ about it.
3. He was giving a lecture from his notes, but his notes were in the wrong order, and he _____.
4. Because the lecturer became _____, he couldn't remember what he had to say. The students looked at him, waiting, and he _____.
5. Her father was disappointed in her because she got a bad report card at school. She was _____ of herself.
6. He was walking down the street when his zipper broke. People started pointing at him and giggling as they passed by. He was _____.
7. You have a big house, a nice car, and a handsome boyfriend. I'm _____ you.
8. She won't go near snakes. If she sees one she screams. She's _____ them.
9. I expected them to win the soccer game, but it was a tie. I was _____.
10. He won a gold medal in the swimming meet. His parents are _____ him.
11. She had a fight with her boyfriend. Now she's _____.

Verbs

Here are some things which we do and feel sometimes, in a negative way.

envy	swear at	regret	feels sorry for
insult	curse	bother	disappoint
disgust	anger	make someone mad (angry)	

1. He didn't pass the college admissions exam. He _____ his parents.
2. She _____ me. She said that I walk like a horse.
3. So I told her she walks like a camel, and she got terribly angry and _____ me. It was embarrassing to hear a woman use such strong language.
4. My aunt got married too young. Now she _____ it.
5. He has lots of free time to do what he wants, but I don't. I _____ him.
6. He _____ me _____ when he talks politics. I'd like to just get up and leave.
7. I think that long hair looks terrible. It really _____ me.
8. It _____ me when my younger brother plays his Kimera tape when I am trying to study.

Here are the root words for things we do and feel in a positive sense:

glad thrill interest excite satisfy
make *smn* adjective make *smn* feel adjective

Use the correct form of the appropriate words above to complete these sentences.

1. It _____ me to see you after such a long time.
2. I was hungry, but that double hamburger _____ me.
3. It makes a mother _____ to see her children graduate from college.
4. No, you're not boring me. Keep talking, you _____ me.
5. Any movie by Spielberg _____ me so much I can't stay in my seat.
6. Doesn't it make you _____ to see straight A's on your grades report?
7. Yong-sok can't study if Mi-a's in the classroom. She _____ him too much.



"Are they gaining, Huxley?"

∞ The Reading ∞

"A Classier Set of Problems"

True or False?

1. Few wealthy nations are facing very serious economic problems.
2. Wealth and power are the keys to solving a nation's problems.
3. American prestige has remained unchanged on the international economic scene.
4. The US is too wealthy and powerful to be dependent on other countries and is therefore unique in the world today.
5. Mr. O'Shea is optimistic about the future of international relations.
6. The term "a classy set of problems" implies that wealthy nations don't know how to use all their wealth and power.

Questions on the details

1. Does the interviewer think money can cure all problems?
2. What phrase best describes world economics?
3. What often happens in the mad scramble for wealth and power?
4. How has America lost a bit of its prestige on the international economic scene?
5. Why are Americans learning to cut back?
6. What is part of the problem about diminishing natural resources in America?
7. Why is any nation's dependence on another nation's resources (such as petroleum) a little scary?
8. Is it possible for any nation to be wholly independent?
9. How are resources related to survival?
10. What is meant by the title of this reading?

Discussion

- How does the illustration relate to the interview?
- Do you believe that money can buy happiness?

Interesting and beneficial summer reading? You can't beat

Reader's Digest.

Quality of Life

This summer acquire the critical skill of reading the English newspaper. It will help a lot to improve your English, and it will also make you a more informed member of society. Employers want both of those qualities. Occasionally pick up a Korea Herald and read one article a day.

Individually, outside of class: Steps for efficient and effective reading

1. Read the first and last paragraph. Can you tell what the story is about?
2. Read the whole article, without looking at a dictionary, without stopping for individual vocabulary items that are not necessary for understanding major points. As you read, try to recognize the major points.
3. After you read the article once, answer these questions: What is the main point? how did he develop his main point?
4. If you want to use the article for language development, study it with your dictionary.

Korea's Brain Drain

By Seo Jee-yeon, Staff reporter
The Korea Times

As more than 8,000 Korean educated professionals head for the U.S. with a working visa for professionals this year, a drain of talent is hitting Korea's intellectual pool.

According to the Samsung Economic Research Institute (SERI), more than 3,000 technology personnel from major conglomerates went overseas for job opportunities, which is a tenfold increase over the number that emigrated last year. The American Chamber of Commerce in Korea (AmCham) also said in its bimonthly journal that 15,000 Koreans emigrated last year to such countries as the U.S., Canada, Australia and New Zealand.

AmCham added that, compared to past emigrants—non-professionals who migrated mainly for economic survival—recent applicants are mostly in their late 30's or early 40's and are highly educated professionals who are planning to take up professional careers in their chosen country. The typical emigrant from Korea has 3 to 10 years career experience. Research personnel in semiconductors, communications equipment and the information and technology sectors who have on-the-job experience of 5 to 10 years are also serious candidates, the report said.

Choi Un-Hwa, an AmCham governor, said in the AmCham's journal that this increase in professional emigration is caused by expectations of

a higher quality of life and better education for their children. "Korea's quality of life is actually deteriorating as its standard of living rises. It's very frustrating for younger career people who are starting to raise families."

She added that if this brain drain keeps up, it will have a serious impact on Korea's intellectual pool in the future. This trend seems to be yet another warning that Korea must accelerate economic and social reform, she said.

SERI said that top executives and managers in local companies should consider their personnel as their key asset. It added that they could avoid a personnel crisis if they develop management techniques that will allow them to hold on to their employees. "If companies satisfy their employees financially and intellectually they will be more likely to stay. Employees aren't motivated."

AmCham's Choi agrees that companies need to keep their employees happy. She added that "Seoul's quality of life, however, must also improve. Why would anyone choose to keep on breathing dirty air and sit for hours in traffic when he can avoid it by moving away from it?"

jyseo@koreatimes.co.kr

With your team, in class: After you read the article once. . .

1. What is the main point of this article?
2. What points develop (explain and support) the main point?

Decoding

1. Lexicals: Consider context (in the same sentence or in the whole article), and paraphrase these lexicals. Write a synonym or paraphrase for each.
 - a. brain drain (title)
 - b. head for (paragraph 1)
 - c. an intellectual pool (paragraph 1)
 - d. emigrate (paragraph 2)
 - e. take up (paragraph 3)
2. Dictionary
 - a. What is the origin of the lexical 'brain drain'? See 'drain' in the dictionary excerpt below.
 - b. Can you find 'drain' used as a metaphor in another way?
 - c. How many forms does 'drain' have?
 - d. Does the verb 'drain' need to be used with any preposition? How can you find out?
 - e. Is 'drain' a change of state verb (is it used transitively *and* intransitively)?
3. Sentence-level
 - a. Does SERI's figure of 3,000 conflict with AmCham's figure of 15,000?
 - b. What is the function of the dashes in the third paragraph?
 - c. How is an emigrant different from an immigrant?
 - d. (Paragraph 3) Is an emigrant 48 years old an average emigrant?
 - e. (Paragraph 3) Can you figure out what a "serious candidate" means? How does an emigrant with over 3 years of career experience differ from a candidate with over 5 years of experience?

Discussion

- Do you think the countries receiving these immigrants will benefit?
- Which two groups in Korea have responsibility for stopping the brain drain?
- What can be done to slow or stop the brain drain?

<p><i>dragoon us all into her schemes.</i></p> <p>drain /drem/, drains, draining, drained. 1 If v+o you drain something, you make a liquid, especially empty water, gradually flow out of it until there is none left. † eg <i>It is important to drain the wound.</i></p> <p>2 If a liquid drains somewhere, it it flows there V+ERG+A gradually. eg <i>All the sewage drains off into the river... The seas drained away and the sea bed became dry... These veins drain the blood from the brain.</i></p> <p>3 If something drains, it becomes dry, because water v or other liquid is dripping or flowing off it. eg <i>Put † drip those plates on the rack to drain.</i></p> <p>4 If you drain wet land, you dry it by causing water v+o to gradually flow out of it, usually so that it can be = dry out used for agriculture. eg <i>It was marsh once, drained ≠ flood by Henry VIII for a deer park... The clay was drained and much of it turned into bricks.</i></p> <p>5 If you drain a glass, you empty it by drinking what v+o is in it. eg <i>Mary picked up the glass and drained it... He drained what was left of his drink.</i></p> <p>6 If the colour drains from your face, you become v+A (from) very pale. eg <i>Slowly the red drained from Jack's † fade cheeks. = ebb</i></p> <p>7 If a feeling drains away or drains out of you, it v+A gradually becomes less strong until you no longer † fade feel it. eg <i>He felt the tension drain out of him... = melt Gradually he feels his reluctance draining away.</i></p> <p>8 If something drains someone's strength, energy, or v+o resources, it gradually uses them up. eg <i>The project † use up is already draining the charity's funds. = exhaust</i></p> <p>9 If something drains you, it leaves you feeling v+o physically and emotionally exhausted. eg <i>This kind of † weaken work drains you. † drained. eg She looked tired and † ADJ QUALIT drained after visiting him in prison. = worn out</i></p>	<p>11 If something is a drain on your resources, it N SING : s + N + ON gradually uses them up. eg <i>The banks suddenly are facing a very large drain on their funds... a heavy drain on military manpower.</i> ● See also brain drain.</p> <p>12 A drain is 12.1 a pipe that carries water or sewage N COUNT away from a place. eg <i>...laying drains under fields.</i> 12.2 a metal grid set into the pavement or road N COUNT through which rainwater can collect into the drain- age system. eg <i>He dropped the keys down a large drain set into the pavement.</i></p> <p>13 If you say that something goes or is thrown down PHR : USED AS AN the drain, you mean that it is wasted. eg <i>That's just A money down the drain.</i> ● If a business is going down the drain, it is being ruined or is failing financially. ● PHR : VB eg <i>He wrote to tell me that his business had just gone INFLECTS down the drain. † fail = go bust, fold</i></p> <p>drainage /dreɪnɪdʒ/ is 1 the system of pipes, drains N UNCOUNT or ditches that are used for draining water or other liquids. eg <i>Massive big drainage ditches take the water away.</i> 2 the act or process of draining or the N UNCOUNT way in which something drains. eg <i>Good drainage doesn't mean dry soil... Bad drainage caused the land to be flooded.</i></p> <p>draining board, draining boards; also spelled N COUNT with a hyphen. A draining board is the place on a sink unit where things such as cups, plates, cutlery, etc are put to drain after the washing up.</p> <p>drainpipe /dreɪnpaɪp/, drainpipes; also spelled N COUNT as two words. A drainpipe is a large pipe through which unwanted water or sewage flows into a drain- age system. eg <i>There were several broken and leaking drainpipes and gutters.</i></p> <p>drake /dreɪk/, drakes. A drake is a male duck. N COUNT</p> <p>dram /dræm/, drams. A dram is a small measure N COUNT of an alcoholic drink such as whisky; used especially</p>
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Extras

Use your imagination: Review for Units 4 and 5

Groups of 3. Write your names on your score card.

Take turns being A, B and C.

- A: The one who gives the sentence.
- B: The one who replies.
- C: The referee.

1. Do “scissors, paper and stone” to determine who A is. B is to the left of A, and C is the other one.
2. A selects an item from the List (on page 256) and makes a sentence (statement or question) which will draw that item in B’s reply. Tell B the List’s number for that item, then tell B the sentence. (The item is not in the statement or question, it’s in the reply.)
3. C judges: Are both grammar and content correct? (Tell A the mistake, but don’t tell how to correct the mistake.)
 - First try:
 - Correct: Give A 1 point.
 - Incorrect: Take 1 point from A. Then A tries again.
 - Second try:
 - Correct: Give A the point which was taken away.
 - Incorrect: A gives the point to C.
4. B replies to A’s sentence, using the item.
5. Same as step #3.
6. Do steps 1–5.

(To keep track of points, fold and tear a piece of paper into several pieces; each piece is a point.)

	Reconstruction
+	Reading
+	Friends and fun
<hr/>	
=	A great summer vacation

Logical Probability Modals Review

The weight of evidence

As you learned in class, when we don't regard something as a fact. . .

- we use the modal *must* if we have evidence that gives us an attitude of near certainty,
- we use the periphrastic modal *be probably* for evidence that makes us think our guess is more than possible but less than certain,
- and we use *may, might, could* or *can* when the evidence is not very strong.

You will also remember that we use *be -ing* in regards to actions that are happening at present or are planned for the future.

Here is something to exercise your skill in weighing evidence for determining the proper modal. First, read this entire conversation. Then complete each sentence by using the lightweight *may* or *might*, or the heavyweight *must* with the word in parentheses. **(In this exercise, don't use the middle-weight *probably*.)** Be sure to use the correct verb tense (either *is/does* or *be -ing*), and use the negative form if the context requires it.

Remember to choose the modal only according to the weight of the evidence in this context (the words in this dialog). Don't add any weight from your own imagination or experience. And do not use the middleweight *probably*.

After you complete all of the items, check the answer key.

- | | | |
|---|-----------|---|
| | ASSISTANT | Good morning. Mr. MacStein's office. |
| | CALLER | Good morning. Can I speak with Mr. MacStein, please? |
| 1 | ASSISTANT | I'm sorry, but Mr. MacStein's not here right now. It's 11:59 so he _____ in the classroom still. (be) |
| | CALLER | No, he's not there. I just looked. |
| 2 | ASSISTANT | Well, he told me had to do some copying today. He _____ it right now in the Department office. (do) |
| | CALLER | I'm sorry to bother you, but could you tell me what his new book is about? I mean the one he's writing now. |
| 3 | ASSISTANT | What's his new book about? I have no idea! But it _____ about students' cruelty to teachers, because that's already been sent to the publisher. (be) |
| | CALLER | Do you mind if I ask when he will finish it? |
| 4 | ASSISTANT | When will he finish it? I certainly don't know. But he _____ it ready for next year's book fair in Germany. (get) |
| | CALLER | Well, you've been very kind. Thank you very much. I'll call back again later. |
| 5 | ASSISTANT | Oh, wait a minute! I think I hear his voice down the hall. He _____ right now! (come in) |
| | CALLER | That's wonderful. I'll just hold on a minute, if you don't mind. |
| 6 | ASSISTANT | . . . Oh, I'm sorry. It wasn't him. It's the Department assistant. She told me he left the office just a few minutes ago. He _____ out to lunch. (go) |
| | CALLER | Thank you so much. I'll call back in an hour or so. |

ANSWERS

As you see, the only item that has strong enough evidence for 'must' is #3. In the other items, the evidence *in the dialog* is not strong enough for 'must.'

1. might be
2. might be doing
3. mustn't be
4. might be getting
5. might be coming
6. might be going

Baseball review for the final exam (Units 4, 5)

First base, then extra bases

1. Correct answer: Go to first base.
2. Correct recitation of the entire sentence: Go to the base number in parentheses.

Catch the error. If there is an error, correct it. If there is no error, just say that there is no error.

1. I have first met my English teacher in March of last year. (I first met...) (2)

Complete the blank. Just say the word or words that go in the blank. If nothing should go in the blank, just say that nothing is needed.

A. by, till or as soon as

1. Friday? Sorry, but I can't do this ____ the Sunday after that. (till) (2)

B. make, let, get or have (You must supply the verb completer *to* if it's needed.)

1. Let's ____ our teacher give us a party. (get...to) (2)

Verb smn or make smn adj? Use the word in the parentheses and either 1) make + smn/sth + adj or 2) verb smn to answer these questions, according to the principle which we learned in class. You are the object in each answer.

Wasn't *Die Hard 4* a thrilling movie? (bore) (2)

It bored me.

All or nothing: Grammar Home Runs

A. too + to infinitive. Use this pattern and the adjective in parentheses to answer these questions. You must say the entire sentence correctly. Use the language of the question in your answer (but you may replace nouns with pronouns). Remember: When the sentence subject and the verb subject are different, add *for smn*.

Will you look after my daughter tonight? (wild)

She's too wild for me to look after.

B. modal with passive. Use this pattern to reply to these sentences. Use the modal which you hear in the sentence. Use either negative or affirmative, as you wish. Replace nouns with pronouns if you wish.

Should our teacher give us all A++?

Yes, we should all be given A++. / No, we shouldn't be given A++.

Guess the feeling

Language objective: To practice words and their patterns (questions and statements) that express state of mind.

Game objective: Guess the PLAYER's feeling. Get more points than the other players.

3 or 4 on a team.

During the game everyone looks at the vocabulary list.

In the list are single-word tools for expressing an emotion or a mental state. The PLAYER selects one emotion but doesn't tell the OTHERS.

1. **The PLAYER gives the OTHERS a clue.** The PLAYER uses one of the PATTERNS below to give the OTHERS a clue for guessing what emotion the PLAYER is thinking of.

2. **An OTHER tries to guess the emotion.** Use any appropriate pattern.

CORRECT GUESS? If someone guesses the emotion (and uses the correct language) the SCORE KEEPER gives one point to both the PLAYER and the OTHER who guessed correctly.

INCORRECT GUESS? The PLAYER gives another clue, using a different PATTERN. (If no one guesses within 5 clues, the PLAYER loses his or her turn.)

3. The person to the right of the PLAYER becomes the next PLAYER. Repeat steps 1 and 2 above.

ERRORS: While the PLAYER is giving clues and others are asking questions, if an OTHER hears an error and corrects it, the SCORE KEEPER gives the OTHER one point. Here are examples of mistakes:

- incorrect expression form: e.g., "I was confusing" when you mean "I was confused"
- not guessing in a complete sentence
- not using the VERB-SMN pattern when it is possible. (Don't use *make smn adj/adv*.)
- elementary grammar mistakes: "He are a student"
- using *happy, sad, or angry*.

HINT PATTERNS

General: any statement or a question that elicits a feeling expression

I got 10 on the last quiz!

Have you seen *Gone with the Wind*?

make smn (feel) + adjective

X would make me feel like this. (Not getting a good job would make me feel like this.)

X makes me feel this way. (A good movie makes me feel this way.)

feel / be -ed

I feel/felt this way when/if... (I felt this way when I took the last quiz.) (depressed)

I would feel like this if ...-ed. (I would feel like this if my sweetheart kissed me.) (exhilarated)

be -ing

X is this kind of thing. (My English teacher is this kind of person.) (boring)

Verb - someone

X does this to me. (My English teacher does this to me.) (infuriates me)

This is what X does to me. (This is what tests do to me.) (refresh me)

Example

- PLAYER: Books make me feel this way.
 OTHER (A): Do they make you feel exhaust?
 OTHER (B): You should say, "Do they make you feel exhausted?" Scorekeeper, give me one point, please.
 PLAYER: Second clue: Our teacher does this to us because he gives us so much homework.
 OTHER (C): Does he discourage you?
 PLAYER: No. Now pay attention, will you?! And use your heads. Here's the third clue: Homework is this kind of thing.
 OTHER (A): Homework makes me exhausted.
 PLAYER: You can't use that pattern if *verb-smn* is possible. Scorekeeper, give me one point, thank you. Here's my fourth clue: I get so tired when I do homework.
 OTHER (B): Homework exhausts you.
 PLAYER: Congratulations! You're right! Scorekeeper, please give each of us a point.

Scorecard

Player 1	Player 2	Player 3	Player 4

List for "Guess the Feeling"

Many of the words here are from the illustration "How are you feeling today?"

* in the list = Formal form

NEGATIVE

Verb form (verb + smn)	Causative (be + v-ing)	Receptive (make smn feel...)
discourage	discouraging	discouraged
Insult	insulting	insulted
Disturb	disturbing	disturbed
discomfit*	discomforting	uncomfortable
hurt	hurtful	hurt
offend	offensive	offended
trouble	troubling, troublesome	troubled
exhaust	exhausting	exhausted
disgust	disgusting	disgusted
confuse	confusing	confused
embarrass	embarrassing	embarrassed
irritate	irritating	irritated
distract	distracting	distracted
upset	upsetting	upset
frustrate	frustrating	frustrated
shock, surprise	shocking, surprising	shocked, surprised

x	x	nervous
depress	depressing	depressed
nauseate	nauseating	nauseous, nauseated*
overwhelm	overwhelming	overwhelmed
x	x	anxious
frighten	frightening	frightened
sadden*	saddening	sad
x	x	feel guilty
x	x	suspicious
anger*	x	angry
x	see the entry in "Positive"	hysterical (no control of emotion: person)
enrage*	x	enraged
x	x	ashamed
x	x	smug
mortify		

POSITIVE

encourage	encouraging	encouraged
comfort	comforting	comforted
challenge	challenging	challenged
exhilarate	exhilarating	exhilarated
refresh	refreshing	refreshed
please	pleasing	pleased
satisfy	satisfying	satisfied
delight	delightful	delighted
thrill	thrilling	thrilled
fascinate	fascinating	fascinated
stimulate	stimulating	stimulated
reward	rewarding	rewarded
shock, surprise	shocking, surprising	Shocked, surprised
x	x	Ecstatic
x	x	confident
x	hysterical (extremely funny: movie)	X

mischievous: A person or animal is mischievous when it causes or has the intention to cause trouble (humorous or slightly malicious).

nauseous or *nauseated*? Webster's: "Those who insist that *nauseous* can properly be used only in sense 1 and that in sense 2 it is an error for *nauseated* are mistaken. Current evidence shows these facts: *nauseous* is most frequently used to mean physically affected with nausea, usu. after a linking verb such as *feel* or *become*; figurative use is quite a bit less frequent."

Unit tools review

- Partner B, ask questions about WNYN-TV.
- Partner A, look for an appropriate phrase or structure here to answer Partner B's questions. The numbers correspond. Use the question's language in the answer.
Example:
What must Marsha think David's trying to do?
She must think he's trying to get rid of her.
- Partner B, what do you think a good answer is?
- Partner B, check the answer key on page 268. Next to the tool, write the partner whose answer is closest to the answer.
- Read the answer to Partner A. If Partner A tries to look at the answer, call the police.
- Partner A, try to repeat the answer which Partner B tells you.

Keep score. The one who is closest to the suggested reply gets one point.

Switch every five questions.

Partner A

- | | | |
|--|---------------------------------|--|
| 1. get rid of | 7. put up with | 13. stand up to |
| 2. look up to | 8. make <i>smn</i> adj or verb | 14. get into trouble |
| 3. look after | <i>smn?</i> (<i>interest</i>) | 15. too adj to v |
| 4. run into | 9. hold on | 16. -ing or -ed? (<i>fascinate</i>) |
| 5. get through to <i>smn</i>
(that) | 10. get back to | 17. make <i>smn</i> adj or verb <i>smn?</i> |
| 6. do without | 11. go into | 18. too adj for <i>smn</i> to v (<i>difficult</i>) |
| | 12. give in (to <i>smn</i>) | |

Partner B

Here are your questions, Partner B! Use M-L-S for more effective practice.

- What must Marsha think David's trying to do?
- Why does David want to take on so much responsibility?
- In the interest of WNYN, should David try to do more than his own job?
- What might David's excuse be for having interviewed Prof. Daniels earlier than they were supposed to?
- What is it very difficult for Marsha to do these days?
- Why is Bob so interested in the viewer survey report?
- How would Bob Russo react if he heard what David has just done to Marsha?
- Will WNYN's viewers probably enjoy the interview on space?
- Who said "hold on" to whom, and in what situation?
- When did John tell Margaret he would tell her the good news?
- Might David be eager to talk with Marsha about what happened at the university?
- David and Marsha are in a struggle now. Who do you think will back down?
- Should Marsha give in to David?
- What's going to happen to who if things keep going on like they are now?
- Why did Prof. Daniels' secretary say David needs an assistant?
- Did Prof. Daniels' secretary enjoy the interview?
- What did David do to Marsha by interviewing Prof. Daniels without her? (*angry* or *upset*)
- How long do you think Marsha will be able to endure David's tricks?

List for 'Use Your Imagination'

1. make / let / get / have
2. must / probably / should / may *or* might / could
3. too + (for *smn*) + to v.
4. Answer with the correct form of the word (interested, interesting, to interest *smn*, make *smn* interested).
 - a. confuse
 - b. anxious
 - c. dizzy
 - d. lazy
 - e. interest
 - f. excite
 - g. angry
 - h. upset
 - i. fascinate
 - j. disgust
 - k. sad
 - l. happy
 - m. bore
 - n. scare
 - o. sick
5. Use the lexical.
 - a. look after
 - b. run into
 - c. go into sth
 - d. put up with
 - e. stand up to
 - f. get rid of
 - g. get through to
 - h. look up to
 - i. give in (to)
 - j. turn in
 - k. send back
 - l. figure out
 - m. get back to
 - n. get into trouble
6. modal and passive
 - a. can/could be -ed
 - b. should be -ed
 - c. might/may be -ed
 - d. must be -ed
7. by / until / as soon as

Final Exam Lexicals Essay

You will be asked to write a short paragraph about Unit 4's or 5's dialog using the dialog's lexicals. Your score will be based on how well you follow the three points listed below, PLUS the principles of a good paragraph: topic sentence, focus, coherence, cohesion, closing sentence. In your topic sentence you will be asked to present the central idea, but you will not be asked to present the major supports.

- Grammar (tense, patterns, etc.)
- Technical features (punctuation, hyphens, spelling, paragraph format, etc.)
- Lexicals usage, grammar, and content accuracy.

If something you write doesn't make any sense or is ambiguous, you will lose one point. (Perfect grammar is useless if the message is nonsense.)

Essential

Plan your paragraph before you start writing; before you write the paragraph on paper, write it in your head. It is impossible to do it well if you write without planning.

Common problems

- Something that you write contradicts the story. Know all the details of the story before you take the test.
- Mistake in elementary grammar (subject-verb agreement, number)
- Incorrect verb tense
- Incorrect grammar tools
- Incorrect reported speech, use of say/tell
- Technical features violation
- Lexicals mis-use (*cut down on*: reduce consumption; *can't very well*: used to emphasize impossibility, used as an understatement)
- Lexicals grammar problems
- Composition skills: central idea not in TS; focus: irrelevant details; coherence: rambling; lack or mis-use of cohesion tools.

Example of how to lose several points (This sample is from a homework assignment.)

The budget will not be cut because 1) Bob 2) figures out why the controller's office 3) have him 4) to cut 5) down on it 6)

1. This sentence tells something that didn't happen in the story.
2. Tense
3. Tense, subject-verb agreement (should be third person, singular)
4. Lexical grammar
5. Lexical usage
6. Punctuation that is difficult to see
7. This was the student's first sentence, so it is the topic sentence. It is not a good topic sentence because the rest of the paragraph does not support the idea that Bob figured out why the controller's office had him cut the budget.

Here's an example of a question.

Will Bob have to cut the budget?

Here's an example of a good answer

Bob probably won't have to cut the budget because ratings seem to be going up. Margaret asked him if it would help if viewer ratings were up. She told him that John had some good news about the viewer survey report. Bob told her that if their audience was up by as much as 30% it just might help, and he asked her to call John back right away. He wanted Margaret to find out if John really had something good to report. If John tells them that ratings are up, nobody will have to worry about their salary being cut.

Note the topic sentence, focus on central idea, coherence, cohesion (pronouns), closing sentence. Also note that this writer did not include any lexicals in the topic or closing sentences because he was not able to. Not every sentence has to have a lexical.

Lexicals Essay Practice

1. Answer Unit 4's question.
2. Score one student's answer to Unit 4's question ("How do you like these answers," page 259).
3. Have you found all the problems? Compare what you found, and the score you gave, with "Problems in the answers" for Unit 4's question, on page 266. The superscript numbers in the answer correspond to the comments below the answer.
4. Do steps 1~ 3 for Unit 5's question.

UNIT 4

With your partner, answer each question orally. First, take a couple of minutes to plan.

long wait	figure	kid	can't very well	dare
would help	as - as	good news	v <i>sth/smn</i> back	have <i>sth adj v</i>
sure	take <i>smn's</i> case	come out	first place	

What role does John play in the WNYN story? Use at least six lexicals in your answer, and use indirect speech when you tell what someone said.

UNIT 5

here to	last minute	one's way to	leave <i>sth smw</i> to let...
be with <i>organization</i>	regular	need <i>smn/sth</i> to	mix-up
get back	set up	do without	one who
	inconvenience	later	

Does Marsha understand what happened at Prof. Daniels' office? Use at least six lexicals in your answer, and use indirect speech when you tell what someone said.

How do you like these answers?

Score them as your teacher would score them: 2 points for each lexical (1 point for grammar; 1 point for correct usage), 3 points for composition qualities, 5 points for general language and content accuracy. (Maximum: 20 points.) (The student has underlined the lexicals, according to test directions. The underlining doesn't mean that it's a mistake.)

UNIT 4: What role does John play in the WNYN story?

Bob has to cut the budget, and he hopes that he gets a good news from the latest viewer survey report. It would sure help. Take Bob's case. First place, John probably is working in the office that conducts the survey. If John tells bob that his audience is getting more bigger, Bob don't dare cut the budget. Then the budget can come out.

Lexicals: _____

Composition: _____

General language and content: _____

Score: 20 - _____ = _____

UNIT 5: Does Marsha understand what happened at Prof. Daniels' office?

Marsha probably understands what happened at Daniel's office. David came to Daniel's office at the last minute and interviewed Daniel instead of Marsha. He was supposed to come later and do the interview with Marsha. When Marsha told his secretary that she is here to interview Professor Daniel, his secretary said marsha that he was on his way to the airport to catch the flight to Chicago. Because someone had already interviewed with Daniel. And she said Marsha she hoped it didn't inconvenience her too much. Then, ironically, she told that the one who interviewed needed an assistant to do it the whole things for interviewing! When Marsha told she was with WNYN, the secretary told her that David is the one who did the interviewing. When the secretary said the mix-up could be explained somehow, Marsha said that she was beginning to understand.

Lexicals: _____

Composition: _____

General language and content: _____

Score: 20 - _____ = _____

Idioms

AKL:A Unit 5 — Drills 21-22

Ask your partner the following questions. Tell your partner the parenthesized cue only if your partner is unable to respond with the appropriate idiom.

1. Do you think David was planning for a long time to telephone Prof. Daniels and ask for an earlier interview? (spur)
2. What got Prof. Daniels to change his plans without even telling Marsha? (luck)
3. Was Marsha able to control her anger or did she lose her temper? (toes)
4. How did the secretary feel about David's talent as a reporter? (have)
5. In her opinion is it easy to find hard working people like David? (far)
6. Even though the secretary said that David was a very capable young man, why did she worry about him a little bit? (hand)
7. What assumption can you make about David because he did the interview without telling Marsha? (bent)
8. What do you assume will happen to Marsha? (run)
9. If you were in Marsha's shoes, what would you do? (mind)
10. When Bob Russo learns about David's behavior, will he be surprised? (Sense)

Answers

Texts 1 -3 questions

The partner asking the question should give a lexical cue if the one answering can't remember the content for the answer.

Text 1

1. How many parts can the world be divided into?
2. What is the difference between the two parts?
3. Can you be more specific?
4. Where are there more people?
5. How well do 80% of the world's population live?

Text 3

Only item 1 and 2 are Yes/No questions.

Partner A

1. Do rich countries have problems too?
2. Are they always pleasant places to live in?
3. What often makes them unpleasant?
4. What happens to the air and water in many places?
5. Why do most people put up with it?

Text 2

1. How can the poorer countries be referred to?
2. Why are people in the poorer countries often hungry?
3. Can the land be improved?
4. What has to be done to improve the land?
5. Can these countries solve their problems alone?
6. What is needed?

Partner B

6. Why do other people insist that the factories should get rid of the waste?
7. What would they rather do without?
8. What do they believe about the quality of life?
9. What do the factory managers say when they are asked to meet more rigid pollution standards?

Question structure problems

Corrections

Questions for Texts 1 through 3, Unit 5

Will these problems be able to solve alone?
 Will they be able to solve these problems alone?
 Can these problems be solved alone?
 How many people is it too hard to have proper food?
 For how many people is it too hard to have proper food?
 How many people find it too hard...
 What kind of problems make the poor countries difficult to develop?
 What kind of problems make it difficult for the poor countries to develop?
 What make the people in rich countries unpleasant?
 What makes it unpleasant for the people in rich countries?
 Why can't they grow anything on?
 Why can't they grow anything?
 What do you think about the things that make them rich?
 What do the things that make them rich also do?
 What does special problems have in the Third World?
 What special problems does the third world have?
 How can be improved the poorer countries?
 How can the poorer countries be improved?
 What should be needed for 80% of the world's population?
 What is needed for 80% of the world's population?
 What make the country rich also pollute the air and water in many places?
 In many places, what makes the country rich but also pollutes the air and water?
 How many parts can the world be divided economically?
 Economically, how many parts can the world be divided into?

What do people insist not to pollute the environment?
 What do people insist must be done to avoid polluting the environment?
 How much percent can the countries be estimated that cannot afford to have proper food?
 Approximately what percent of countries cannot afford to have proper food?
 Why many of these problems are too complex for one country to solve alone?
 Why are many of these problems too complex...?
 What is that also make them unpleasant?
 What is it that also makes them unpleasant to live in?
 What part can the world be divided economically?
 How can the world be divided economically?
 Into how many parts can the world be divided economically?
 Economically, how many parts can the world be divided into?
 How do the products make the country and the air and water?
 What do the products do to the country's air and water?
 Why outside help is needed to solve special problems?
 Why is outside help needed...?
 How the poorer countries are often referred to?
 How are the poorer countries...?
 Why do most people put up with the products that their environment is polluted?
 Why...the products that pollute their environment?
 Why approximately 80% of the world's population cannot afford to have proper food?
 Why can't approximately...?
 How can be improved the poorer countries?
 How can the poorer countries be improved?
 Why should be the factories got rid of the waste?
 Why should the factories get rid of the waste?

A bright future: Modals and passive voice

Sample Answers

1. We certainly can! For one thing, the traffic laws could be enforced consistently.
2. Absolutely! For instance, a better waste-management system should be set up.
3. That's a piece of cake! A plan to assassinate him could be set up.
4. Why not? A plan to practice every day might be implemented.

Lame excuses: Descriptive patterns

Sample Answers

1. I'm too sick to attend class regularly. I'm not well enough to attend class regularly. I'm so sickly that I can't attend class regularly.
2. I'm too poor to buy you lunch. I don't have enough money to buy you lunch. I'm so broke that I can't even buy lunch for myself.
3. Shakespeare class is too long for me to stay awake through the whole thing.
4. His questions are too confusing for me to answer.
5. It's because you're too stupid for me or anyone else to get through to.

Salad

Answers

Part A

1. Sorry. She's too wild for me to look after. (We don't use *her* because the object of *look after* is easily recognized to be the same as the subject of the sentence.)
2. Some of them are too corrupt for us to look up to.
3. It's too hard for proud people to give in.
4. Their way of thinking is too old fashioned for us to get through to them. (We use *them* because the object of *get through to* is different from the subject of the sentence.)
5. He stays at home too much for you to run into him. (We use *him* because the object of *run into* is not easily recognizable as the subject of the sentence.)

Part B

1. It's too easy for high school students to get into trouble.
2. Some wives are too rough and tough for their husbands to stand up to.
3. The subject is too embarrassing to go into.
4. They're too intimate with me to get rid of.
5. Yes. The heat will be too uncomfortable to put up with.

2- and 3-word verbs

Possible replies

1. Yes. I just ran into one yesterday on the street.
2. It means that he can't be gotten through to.
3. The ideal thing would be to get rid of him. But that's not realistic, so there's only one thing to do: give in.
4. I'm going to look after them—if they give everything to me in their will (유서). The elderly think that the young don't look up to them.
5. The elderly complain that younger people don't look up to them.

-
6. No. I'll give in. I'm not stupid.
 7. No, I'll stand up to you and refuse to jump.
 8. I'd like to get rid of him.
 9. I can't get it through to her that she should date only me.
 10. They have nobody to look after them. / Nobody's willing to look after them.
 11. Their complaint is that younger people don't look up to them.
 12. I have to put up with them if I want to pass this course.
 13. I ran into an old friend on my way to school today.
 14. They will/won't give in. They will/won't give in to me.

-
15. No. Kim stood up to Park and refused to quit.
 16. I should get rid of them. Or I should stop worrying about them and enjoy them!
 17. We can't get it through to him that we don't like quizzes.
 18. I'd have to get someone to look after him.
 19. I look up to X.
 20. We put up with his jokes and laugh at them because we pity him.
 21. I ran into some last-minute problems with grammar and word choice.
 22. Yes, I'll give in. No, I won't give in. / Yes, I'll give in to her.

Interest, interested, or interesting?

Answers

interest

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. This is an <u>interesting</u> book. 2. I am <u>interested</u> in this book. 3. This book is <u>interesting</u> to me. 4. She is <u>interested</u> in me. 5. She is a very <u>interesting</u> woman. 6. This book <u>interests</u> me. | <ol style="list-style-type: none"> 7. I am <u>interested in</u> this book. 8. It is an <u>interesting</u> idea <u>to</u> me. 9. She is an <u>interesting</u> woman. I am <u>interest-
ed in</u> her. 10. She <u>interests</u> me. |
|---|---|

Continued on the next page.

excite

1. The movie was very exciting, so the audience was excited.
2. We were excited about going to the seashore.
3. Going to the seashore is an exciting plan.
4. They are all excited about graduating from college.
5. The thought of graduation is very exciting to them.
6. Einstein's ideas have exciting possibilities.
7. All of mankind is excited about Einstein's ideas.
8. If I could understand Einstein's ideas, I'm sure they would excite me.

bore

1. Don't you think that life is boring sometimes?
2. Occasionally, everyone becomes bored with life.
3. I wonder why this class is so boring.
4. Every student in the class is bored with the teacher, because the teacher is such a boring person.
5. She's bored with her husband and kids, and wants to marry again for a more exciting life.
6. Her husband thinks she's pretty boring too, because all she does is complain about how boring he is.
7. Everyone in that family is bored because everyone in the family is boring.
8. Please don't bore me with these sentences about the word bore.

please

1. Her hospitality was very pleasant.
2. We were very pleased with her hospitality.
3. This casserole has a very pleasant taste.
4. We were quite pleased with the dinner.
5. The king was pleased with his youngest slave because she was both the most beautiful and the most cooperative.
6. In other words, the slave was pleasing to her king.
7. This casserole has a very pleasant taste to me.
8. In other words, it pleases me.
9. Yes, I certainly am pleased with the taste of this casserole.

satisfy

1. The spicy chili was a satisfying meal.
2. I was satisfied with the spicy chili.
3. Are you satisfied with your life?
4. Is your life satisfying?
5. There, you have your money now. Are you satisfied?
6. It is your own responsibility to be satisfied with your life.
7. You were not satisfied with Miss Gray's class, were you? You are still frowning!
8. Was Miss Gray's class not satisfying to you?
9. A strong person can be satisfied with anything.
10. Yes, anything can satisfy a strong person.

Descriptive Verbs and WNYN

Possible Replies

frustrate

David frustrates Marsha because he keeps on trying to do her job.

Working with David is frustrating for Marsha.

Marsha felt frustrated when she found that David had interviewed Prof. Daniels.

thrill

The interview thrilled Prof. Daniels' secretary

The interview was thrilling.

Prof. Daniels' secretary was thrilled.

surprise

What David did surprised Marsha.

David's interview of Prof. Daniels was surprising. (Not clear: in what way?)

When Marsha realized that David had done the interview she was surprised.

embarrass

Did David intend to embarrass Marsha by making her look like a scatter-brain?

Appearing as a scatter-brain to Professor Daniels' secretary must have been embarrassing.

Marsha might have been embarrassed appearing as a scatter-brain.

unhappy

The verb-smn form doesn't exist.

The causative form doesn't exist.

The receptive form doesn't exist.

All we can say is, "David's behavior made Marsha unhappy."

fascinate

The interview fascinated Prof. Daniels' secretary.

Prof. Daniels' secretary thought the interview was fascinating.

Prof. Daniels' secretary was fascinated.

satisfy

Getting the chance to interview satisfied David for meanwhile.

Interviewing Prof. Daniels was a satisfying experience for David.

David is probably satisfied with his performance.

Lexicals Essay Practice

Problems in the answers

UNIT 4: What role does John play in the WNYN story?

¹Bob has to cut the budget, and he hopes that he gets a ²good news from the latest viewer survey report. It³ would sure help⁴. Take Bob's case⁵. First place⁶, John probably⁷ is working in the office that conducts the survey.⁸ If John tells bob⁹ that his audience is getting more bigger¹⁰, Bob don't¹¹ dare¹² cut the budget. Then the budget can come out.^{13, 14}

Lexicals: — 3
Composition: — 2
General language and content: — 5

Score: 20 — 10 = 10

UNIT 5: Does Marsha understand what happened at Prof. Daniels' office?

Marsha probably understands what happened at Daniel's¹ office. David came to Daniel's office at the last minute² and interviewed Daniel instead of Marsha³. He was supposed to come later⁴ and do the interview with Marsha. When Marsha told his⁵ secretary that she is here⁶ to interview Professor Daniel⁷, his secretary said⁸ marsha⁹ that he was on his way to the airport to catch a flight to Chicago. Because¹⁰ someone had already interviewed with¹¹ Daniel. And she told Marsha she hoped it didn't inconvenience her too much.¹² Then, ironically, she told that¹³ the one who interviewed needed an assistant to do the whole things¹⁴ for interviewing! When Marsha told¹⁵ she was with WNYN, the secretary told her that David was the one who¹⁶ did the interviewing. When the secretary said the mix-up could be explained somehow, Marsha said that she was beginning to understand.

Lexicals: — 1
Composition: — 1
General language and content: — 5 (max)

Score: 20 — 7 = 13

UNIT 4

1. The first sentence should present the answer, and should use the language of the question.
2. "Good news" doesn't want an article.
3. What does "it" refer to?
4. The writer thinks that this counts for the "help" lexical, but this phrase is not the "help" lexical that we studied. Lucky for the writer, "would sure" is a lexical and it's used correctly here.
5. There is no apparent connection between this sentence and the sentence before and the sentence after.
6. Both form and usage are incorrect.
7. → is probably working
8. Ah, here's the central idea, our answer!
9. The lowercase b is bob is a Technical Feature violation.
10. "More bigger" is a grammar mistake.
11. Ouch! Another grammar mistake.
12. The grammar of this lexical is correct, and the usage is correct, but the content is incorrect.
13. "Come out" needs a complement adjective, like *right* or *wrong* or *well*.
14. This final sentence has little relevance to the central idea.

UNIT 5

1. It's *Professor Daniels*. And the apostrophe should be placed after the s.
2. Correct grammar and usage, but incorrect content.
3. This is a misplaced modifier. It leads the reader into believing that the one who was interviewed was not Marsha but Professor Daniels.
4. This isn't the complete lexical. The lexical that we studied is "later in a period." The writer should have written "later in the day."
5. David's secretary?
6. → was there
7. → Daniels.
8. → told
9. Give Marsha an uppercase M.
10. This is a Technical Features violation, the "one-clause because."
11. We interview someone, not interview with someone. (We can say, though, that "David had an interview with Professor Daniels.")
12. This idea/sentence is irrelevant and should be deleted.
13. → told Marsha that.
14. "the whole things" → everything.
15. → told the secretary that she
16. This doesn't count, since it has already been used.

Build your vocabulary**Possible Answers****Adjectives**

- | | |
|--|---|
| 1. depressed, down, weary | 6. mortified, humiliated |
| 2. up, happy, excited, on top of the world | 7. happy for you / envious of you (or I envy you) |
| 3. got lost / got confused, found himself at a loss | 8. terrified of |
| 4. got confused, was perplexed; became embarrassed, became ill at ease | 9. disappointed, dejected |
| 5. ashamed | 10. proud of |
| | 11. depressed, out of sorts, down, lonely |

Verbs

- | | |
|------------------------|-----------------|
| 1. disappointed | 5. envy |
| 2. insulted | 6. makes me mad |
| 3. swore at, cursed me | 7. disgusts |
| 4. regrets | 8. bothers |

Mix

- | | |
|------------------|-----------------|
| 1. thrills | 5. excites |
| 2. satisfied | 6. glad / happy |
| 3. happy / proud | 7. excites |
| 4. interest | |

Unit tools review

Suggested replies

Use this part of the activity to check on your *language awareness*. The first question has *must* and *present continuous tense*. If both of you said *get rid of* but only one of you used the modal and same tense, the one who used the modal and same tense is the closest to the right answer.

1. She must think he's trying to get rid of her.
2. He probably wants to take on so much responsibility because he is thinking that if he has a lot of responsibility people will look up to him.
3. No, he shouldn't try to do more than his own job. He should look after only his own work.
4. His excuse might be that he ran into Professor Daniels on the way to the station.
5. It's very difficult for her to get through to David that he should stick to his own work and stay out of hers.
6. He's so interested in it because, if they get good viewer acceptance, they won't have to cut the budget. They can't do without good viewer acceptance.
7. If he heard what David has just done to Marsha, he probably wouldn't put up with that kind of behavior.
8. It will probably interest them quite a bit.
9. Professor Daniels asked Marsha to hold on when she called to set up the interview; he wanted to get his appointment book.
10. He told her he would get back to her in a few days.
11. No, he might not be very eager to go into it.
12. Marsha will probably give in to David, because David is so aggressive.
13. No, she should stand up to him.
14. If things keep going on like they are now, both Marsha and David are going to get into trouble.
15. She said this because he's too busy to handle everything all by himself.
OR: She said there's too much to do for David to handle everything by himself.
16. Yes, she did. She told Marsha the interview was fascinating. *or*: She told Marsha she was fascinated.
17. He made/got her very angry.
OR (more formal): He angered her.
OR (common): He upset her.
18. It will probably be too difficult for her to put up with his tricks much longer.

Quality of Life: Korea's Brain Drain

Answers

"After you read the article once..." answers

1. *What is the main point of this article?* First paragraph: "...a drain of talent is hitting Korea's intellectual pool." And it is implied in last paragraph.
2. What points develop the main point?
 - a. tenfold increase over last year
 - b. increasing number of professionals
 - c. caused by
 - 1) desire for higher quality of life and
 - 2) employee management problems in companies

“Decoding” answers**1. Lexicals**

- a. emigration of skilled workers and professionals
- b. go to
- c. supply of skilled workers and professionals in a place

- d. move out of a country
- e. enter, begin

2. The dictionary

- a. definition #1. ...gradually flow out of

- b. definitions 8-11, 13

- c. drain (v), drained (dv), drain (n), drainage (n), draining n (adj)

- d. Look at the grammar column, sample sentences (off, from, into)
- e. Transitive: “drain something” (in definition)
Note from the sample sentences that you can drain two kinds of objects, the item and the place.
Intransitive: “All the sewage drains off...”

3. Sentence-level

- a. No. SERI’s figure is for technology personnel, and AmCham’s figure is the total number.
- b. They set off an explanation of “past emigrants.”
- c. In addition to spelling (1 m as opposed to 2 m’s,) there is a difference in meaning. An emigrant moves out of a country and an immigrant moves into a country.
- d. No. The article says “in their ... early 40’s.”
- e. This seems to mean that they have strong potential to emigrate. The one with 3 to 5 years experience is not necessarily skilled in technology.

類類相從

It seems that the people of one culture make many of the same mistakes. Your teacher has collected many of the common mistakes of Korean students and put them into one place. Check out this compendium in “Problems in Communication,” at our web site.

Strip Stories

- 2a-1 Either Seoulites will have to stop buying so many cars or the authorities will have to enforce the laws.
- 2b-1 Just go straight up this street two blocks, and you'll see it on your right, at the end of that block.
- 3a-1 I see what you mean. That should work just fine. I'll think about it a little more.
- 3b-1 These photographs show us the Earth as we've never seen it before.
- 4a-1 Oh, all right. But I want you back home as soon as the dance is over.
- 5a-1 The other 20% of the world's people also suffer because the factories that make them rich pollute their environment.
- 5b-1 Then he told me there was a fascinating movie downtown, and he asked me if I would like to go with him.
- 2a-2 And we have all been late for work and school and appointments many times.
- 2b-2 Think nothing of it. It was entirely my pleasure.
- 3a-2 I suggest you go a week before. The ticket will cost more so close to Christmas.
- 3b-2 Of course, few people have actually seen it from the moon, but most of us have seen photographs like this one.
- 4a-2 Darling, you can go to dances as soon as you become 16. Until then, no.
- 5a-2 The "have-not" countries are often referred to as the Third World, and contain 80% of the world's population.
- 5b-2 This thrilled the driver, and he hung up the phone and took off with a big smile. Joe smiled too. "An Itaewon Rolex for 10,000 won."
- 2a-3 How much time has to be lost, how many people have to get injured, before the authorities stop this slaughter on our roads?
- 2b-3 Excuse me, but you look lost. Can I help you find your way?
- 3a-3 I'm going to take a trip to Chicago, and I was wondering, what do you think about my going on December 24?
- 3b-3 The Earth has just risen above the moon's horizon.
- 4a-3 You can't be. If you were, the boys wouldn't all be trying to get me to go out with them.
- 5a-3 Economically, our world can be divided into the "have-nots" and the "haves."
- 5b-3 When we were getting out of the taxi, we were embarrassed to find that we didn't have enough to pay the fare.
- 2a-4 One of Seoul's biggest problems, heavy traffic, is getting worse and worse.
- 2b-4 That would certainly be very kind of you. I wonder if you could tell me how to find the post office.
- 3a-4 Now, one more thing. I wonder if I could get your opinion about the clothes I was thinking of packing...
- 3b-4 And they make us think of it in another way—not as a vast planet under our feet.
- 4a-4 Mom, are you going to let me go to the dance tonight, or aren't you?

- 5a-4 This situation is also too complex to be solved easily, because it requires deciding whether the quality of life or the standard of living is more important.
- 5b-4 His offer interested me, and I said I would be delighted to go. We decided to take a taxi, because it would be too confusing to get there by bus.
- 2a-5 They aren't doing anything about this problem, and it's starting to get out of control.
- 2b-5 Pardon me? Did you say I'll see it on my right?
- 3a-5 You've got a good point there, but what if everyone else is thinking the same way? Perhaps you could go a week later.
- 3b-5 Now it's a green and blue ball racing through space—just a large spaceship that we call home.
- 4a-5 Great! I'll have Jimmy bring me back home by 9, at the latest.
- 5a-5 Tragically, grinding poverty makes all these people unable to afford proper food, housing or medical care.
- 5b-5 This news upset the driver terribly, and he made some frightening threats.
- 2a-6 It's growing heavier year by year because more and more Seoulites are buying cars.
- 2b-6 Well then, thank you so much. You've been very helpful.
- 3a-6 You're probably right, but I want to surprise my friend on Christmas eve.
- 3b-6 This is a photograph of the planet Earth, taken from the moon.
- 4a-6 If you think you need a steady boy by such a tender age, I must be raising you wrong.
- 5a-6 Obviously, economics makes both the "have-nots" and the "haves" victims in an endless cycle of escaping poverty and pursuing wealth.
- 5b-6 I ran into my friend Joe the other day on the street, but I was too busy to notice him. He startled me when he slapped me on the back.
- 2a-7 It is also the reason for many accidents, which cause much damage to vehicles and pedestrians.
- 2b-7 That's right.
- 3a-7 Don't you think it might be a good idea to go earlier or later? On the day before Christmas the planes will probably be packed.
- 4a-7 Please don't make me stay home another Saturday night.
- 5a-7 Their problems are too complex for them to solve without foreign money or help.
- 5b-7 We told him we were terribly sorry, but he was so excited and shouting so loud that we couldn't get through to him.
- 2a-8 This causes lots of traffic jams, which make us spend lots of time on the roads.
- 2b-8 Sure. I'd be happy to.
- 4a-8 But Mom, by the time I become 16, all the boys will have their steady girls, and I'll be an old maid.
- 5b-8 Then he finally stopped that terrifying outburst, but only because he was calling the cops on his phone. This scared us even more, so Joe pulled off his Rolex and offered it to the driver.

