DOCUMENT RESUME

ED 289 352 FL 017 066

AUTHOR	Holt, Daniel D.; And Others
TITLE	English for Teachers.
INSTITUTION	Peace Corps, Seoul (South Korea).
PUB DATE	74
NOTE	112p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Classroom Communication; *Daily Living Skills; Dialogs (Language); *English (Second Language); Foreign Countries; Grammar; Health Education; Interpersonal Communication; Proverbs; *Reading Materials; Second Language Instruction; Teacher Student Relationship; Teaching Guides
IDENTIFIERS	*Peace Corps; *South Korea

ABSTRACT

The text for English as a second language is designed to help Peace Corps volunteers and Korean teachers of English improve English language instruction in South Korea. It is not a complete course, but a review of basic English grammar for use in classroom communication, designed as a basis for curriculum and materials development. Topics covered in the units include the environment, contemporary living, careers, health, adventure and travel, and interpersonal communication. Each unit contains a reading selection, notes on grammatical points, sample conversational exchanges, songs or quotations, and writing exercises. (MSE)

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PREFACE

English for Teachers was designed to aid Peace Corps Volunteers and Korean teachers of English in their effort to improve the quality of English language instruction in Korea. In cooperation with the Korean Ministry of Education, Peace Corps Korea participates in retraining workshops which presently involve 2,500 Korean teachers of English per year. This text was developed in an effort to standardize the workshop curricula throughout the provinces and to increase the effectiveness of the program.

What follows is not a complete course in English nor was it intended to be. It is an ordered review of the main grammar points of English and a sample of the variety of ways these may be incorporated into the classroom. As such, it is a framework from which all participants in the program can develop English language materials. It should also serve as an instrument of evaluation.

The principal author of English for Teachers is Daniel D. Holt, Teacher Training Program Advisor for Peace Corps Korea. He was responsible for the design and development of these materials. He depended heavily upon a group of Peace Corps Volunteers who contributed much time and talent to this text. They were Philip and Sandra DeAngelis, Mary Davidson, Charles and Norma Shelan, and Robert Snyder.

We are grateful to Paul Hoff for the attractive cover design and for tedious long hours of proofreading. Appreciation is also due to Lou Spaventa for his advice on the original manuscript and to Kim Joung Sook for her typing and her patience.

We wish also to express our gratitude for the continual support of Korean Ministry of Education officials Messrs. Rhee Choon Ji and Kim Duk Ki, of the Superintendents of the Provincial Boards of Education, and of the English Supervisors, Messrs. Ju Heung Sup, Yoo Jae Sin, Lee Yang Woo, Choi Ip Kee, Choe Jong Keun, Hong Tae Hyu, Chi Hee June, Kim Yong Ho, Chung Chan Young, Hwang Woo Suk, and Lee Hyuk Sun.

William P. Reich
Education Officer, Peace Corps Korea
Seoul, June 29, 1974

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DESCRIPTION OF THE FORMAT

Most of the grammar points in English can be found in the forty Chapters that follow. These points have been grouped into eight Units in terms of structural and/or semantic similarity. Each of the first seven *Units contains:

1. a Comprehensive Reading that encompasses all of the grammar points included in that Unit. It may be seen as a PREVIEW of the Unit.

2. five Chapters, each of which was written to include a limited number of the grammar points of that Unit. Together they may be seen as an IN DEPTH VIEW of the Unit.

3. A Review Reading in Chapter 5 that encompasses all of the grammar points included in that Unit. It may be seen as a REVIEW of the Unit.

*Unit 8 contains only one set of new grammar points and only one Comprehensive Reading. The last four Chapters of it contain reading selections and activities that include grammar points from the first thirty-six Chapters.

In any one of the forty Chapters, the grammar point(s) around which that Chapter was developed can be found in at least four or more of the following:

1. Exchanges
2. Dialogues
3. Readings
4. Writing Exercises
5. Quotations
6. Proverbs
7. Songs
8. Riddles
9. Activities
10. Poems

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SUGGESTIONS FOR USING THIS MATERIAL

As learning plans are written for experiences which will exact more from the students and less from the teacher, the following approaches for each of the kinds of material included in the Units might be considered:

I. Comprehensive Reading

A. Before dealing with this in any way, the teacher should check the grammar boxes in each Chapter of the Unit. Wherever possible, page references from the Appendix of Language and Life in the U.S.A. are included to give the teacher a clear understanding of what the various grammar point(s) are.

B. This Comprehensive Reading may be seen as a PREVIEW of the Unit. The teacher might use part or all of this reading in assisting the students with:

1) RECOGNIZING what grammar points will be developed in the Chapters of that Unit and

2) GENERATING the grammar points before/after they are dealt with in each of the Chapters.

C. While many parts of the Chapter will refer to this reading, the teacher should make every effort to use it at any time to indicate or develop the grammar point(s) in listening, speaking, reading, and writing exercises.

D. A process that may be useful for students in dealing with the Comprehensive Reading (as well as the other Readings) to develop reading ability is reprinted here from Interactions in English with the permission of Cynthia Choy-ong, Dale A. Enger, and Park Myong-seok.

1) Read each selection all the way through without stopping to decode and decipher or translate sentences that are difficult to understand. In this first reading, try to get a general idea of the content of the selection.

2) Read the selection a second time without stopping, but this time underline words and expression you do not understand

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3) Go back and look at each underlined word or expression and try to guess its meaning. In some cases, your guess will be very imprecise and vague. You may know that a word means "something good" or "something bad" or "some kind of machine" or "an action". In other cases, especially when the word is used several times in the passage you may be able to arrive at a very precise meaning.

*To see how this process is applied to one of the Readings, see Unit 4, Chapter 4.

II. Grammar Points

A. The grammar points around which each Chapter was developed can be found in the box at the beginning of the Chapter.

B. The importance of researching the grammar point(s) with the reference pages given cannot be stressed enough. Through investigation of the grammar points in Language and Life in the U.S.A., as well as in other grammar books and textbooks, the teacher can develop a clear understanding of what the grammar points are and how they can be inter-related.

C. The knowledge achieved by the teacher and students about the grammar points should NOT result in extended discussions about the language. It should result in learning plans that give the students every opportunity to generate and use the language intensively and competently.

III. Review Reading

A. This may be seen as a REVIEW of the Unit. It contains most of the grammar points included in the Comprehensive Reading and in the Unit.

B. This reading should give the students a chance to see that the competency they achieved during their experiences in the Unit has allowed them to read, comprehend, and discuss this reading with ease.

C. The teacher could also use this reading to give the students further experience with grammar points that were troublesome for them during study of the Unit.

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IV. Exchanges

In a number of Chapters, Exchanges are included to show how the grammar points work in natural, short conversation. The teacher should allow the students to expand each of these two or three line Exchanges by:

1) substituting other vocabulary in them at every opportunity,

2) letting the students make sentences similar in meaning but different in form than those in the Exchanges,

3) adding sentences to the Exchanges that contain grammar points from previous chapters,

4) developing situations and visuals to add "reality" to the practice involved, (As with all work in the classroom, then Exchanges should be practiced in "real" situations or with pictures.)

5) writing more Exchanges and re-writing those included here,

6) having the students write Exchanges around the grammar points of one chapter or all chapters studied to that point.

V. Remaining Parts of the Chapter

The Dialogues, Activities, Proverbs, etc. represent further development of the grammar point(s) and/or topic in each Unit. The teacher should consult other TESOL materials for suggestions that will make the greatest use of these parts of the Chapter.

With all of the parts of the Chapter the teacher should remember that any text (including this one) must be adapted to fit the needs of a particular moment in the classroom. The teacher must continually strive to use the text to develop special activities that exact more and more from the students and less and less from the teacher. Perhaps the best way for the teacher to create such activities is to make every effort to focus on what the students are and/or could be thinking and doing.

Regarding the students as primary in the learning situation will create situations in which their interests, aspirations, likes, and dislikes will come alive, allowing them to discover things about their world, themselves, and the language they are trying to master.

- d.h.

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Unit 1

ENVIRONMENT

Comprehensive Reading

The People Crisis

Contrary to popular opinion, there is no "energy crisis." The earth's resources are abundant. There is a problem only when man's demands exceed nature's limits. When the birth rate exceeds the mortality rate, scarcity of resources inevitably results. Man now faces a "people crisis."

Korea is already overcrowded. There are presently more than 300 people for every square kilometer of land in Korea. Take a look around you. Buses are packed and the streets are crowded. However, population growth continues rapidly. One Korean baby is born every 41 seconds, while there is only one death every four minutes. In one hour, 90 Koreans are born.

Usually war, famine, and disease limit the growth rate. The achievements of modern medicine, however, upset this balance of nature. According to one scientist, "The future is in our hands. Plan for it!" Fortunately there is a solution to the problems of overpopulation. As the Korean New Community Movement says, "Don't have a baby this year."

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Unit 1

Chapter 1

'be' verb, Present Tense (p. 428)

Korea is already overcrowded.
The earth's resources are abundant.

Simple Present Tense (p. 438)

Man now faces a "people crisis."

I. Dialogue

A: What time is it?
B: It's.... Oh no!
A: What's the matter?
B: This crazy watch never works.
A: Really?
B: Yes. And it's brand new.

II. Exchanges

A: Is he an American?
B: No, he's a Canadian.

A: Whose English text is this?
B: It's Mr. Kim's, but go ahead and use it.

A: Australia's a prosperous country, isn't it?
B: Yes, and the population is small.

A: Doesn't he live in Inchon?
B: No. He works in Inchon, but he lives in Seoul.

III. Quotations

You are what you eat.

- N.O. Brown, Love's Body

An educated woman ceases to be the slave of man and nature.
Education is, in the fullest sense of the word, emancipation.

- Population Explosion

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Unit 1

Chapter 1

IV. Activity: Let's get acquainted!

What's your name?
Where do you teach?
Where is your hometown?
How many children do you have?
Are you married?
What does Mr. Kim do?
Where's he from?
etc.

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Adverbs (p. 464)

Korea is already overcrowded.
Fortunately, there is a solution.
Population growth continues rapidly.

Frequency Words (p. 466)

never/seldom/occasionally/often/usually/always

The Connective 'when' (p. 470)

When I have time, I usually play pingpong.

I. Exchanges

A: How often does he speak English?
B: Only when he meets an American.

A: Do you ever play tennis?
B: Sure, when it's not too hot.

A: Ms. Park isn't here yet, is she?
B: No, this is strange. She's always on time.

A: Isn't he here yet?
B: He's usually late when it rains.

II. Quotations

The accumulation of knowledge is the source of all wealth.

- Population Explosion

Austerity is elegance.

- Ahn Pil Jae

III. Activity

A. Name something that you often do on Sundays.

always
usually
never
seldom
sometimes

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Unit 1

Chapter 2

III. Activity

B. Practice the following exchange with the cues listed below.

ex. letters in English

A: Do you ever (write letters in English)?
B: Yes, I (often) do.

1. coffee without sugar
2. classical music
3. to school by taxi
4. tea without cream
5. to the beach in the winter
6. raw fish
7. to school on time
8. visual aids in the classroom

IV. Riddle

I am very unhappy lately. I live in a river but my home is not clean or comfortable. Lately my eyes burn and I am short of breath. Most of my friends are dead now. People seldom catch and eat us any more.

What am I?
What's the problem?

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Unit 1

Chapter 3

Commands (p. 454)

Take a look around you.

Direct Quotations

"The future is in our hands," the scientist says.

I. Some common classroom commands:

Open your books.
Be quiet.
Stand up.
Sit down.
Come to the blackboard.
Sit up straight.

Attention. Bow.
Pay attention.
Open the door/window/your books.
Close the door/window/your books.
Put your books in your desk.
Look at page _____.

*Practice giving these commands politely with "please" or with proper intonation and stress.

II. Exchanges

A: She's upset about something.
B: Just leave her alone.

A: Brush off your coat.
B: Is something on it?
A: Yes. I think it's chalk dust.

A: Please sit up straight.
B: I'm sorry. I'm tired.

III. Proverbs

Practice what you preach.
Never put off until tomorrow what you can do today.
Speak softly but carry a big stick.
Don't look a gift horse in the mouth.

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Unit 1

Chapter 3

IV. Reading

The Japanese have a big problem. The air in their cities is often heavily polluted. It is increasingly difficult to find a breath of fresh air anywhere in Japan.

When residents of Tokyo want some clean air, they sometimes look for special oxygen machines along the sidewalks. A sign on the machine says, "Fresh Country Air. Please deposit 100 yen." The Tokyoite deposits his money, places a mask over his face, and breathes deeply.

This situation is unusual. However, pollution-free environments are disappearing rapidly. Says a well-known scientist, "Dirty air is the number one health hazard in our cities today."

Writing

With the cues given below, making sentences that include a command and a direct quotation.

ex. policeman/stop/car
"Stop the car," says the policeman.

1. teacher/study/hard
2. mother/cry/don't
3. teacher/look/books
4. host/here/sit
5. taxi driver/100 won/give
6. doctor/every two hours/take
7. principal/come/7:00/school
8. policeman/I.D. card/show
9. Mr. Kim/look/monkey
10. child/candy/give
11. Miss Lee/where/going
12. customer/how much/cost

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Unit 1

Chapter 4

Time and Place (p. 464)

He always eats lunch at noon in that restaurant.

The Connective however' (p. 483)

The achievements of modern medicine, however, upset the balance of nature.

He likes his work. However, the pay is not good.

I. Riddle

Usually I am round. My face is pale, but sometimes it glows at night. When I'm all wound up, I work night and day. I also have two busy hands. People depend on me a lot. However, they're always staring at me. I don't talk, but I'm certainly not silent. I'm a verteran traveller and usually a trustworthy companion. In fact, I'm probably with you right now.

What am I?

II. Exchanges

A: What does your brother do?
B: He works at a bank.
A: Does he work late?
B: He gets off at six.

A: He's not in the office very often, is he?
B: No, but he's always there on pay day.

III. Writing

A. Using "however," expand the sentences below.

ex. Mr. Lee is often late.

a. However, he is a fine teacher.
b. Mr. Park, however, is never late.

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Unit 1

Chapter 4

III. Writing (continued)

1. Mr. Park saves his money.
2. America is prosperous.
3. The earth's resources are abundant.
4. Cigarettes are hazardous to our health.
5. Ms. Cho enjoys her work.
6. Myong Suk is a poor student.

B. Divide the class into two groups and compose riddles of your own.

IV. Dialogue

A: Pardon me, is this the bus to Chonju?
B: No, that bus left at two.
A: When does the next bus leave? I'm in a hurry.
B: Not until four.
A: Well, I'd better take a cab.

V. Activity: Guided conversation

1. When and where does the special express from Seoul arrive?
2. When and where do you usually meet your friends?
3. Where do you buy bus tickets?
4. When do you quit work each day?
5. Where do you eat lunch?
etc.

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Unit 1

Chapter 5

'because' and 'since' (p. 472)

He doesn't eat kimchi because it's hot.
Since he doesn't eat kimchi, he is always hungry.

The expletive 'there' (p. 426)

There's a book on the desk.

I. Quotation

Some fish and seaweed off the coast of Pusan is unfit to eat because it contains excessive amounts of mercury.

- The Korea Times, 1974

II. Exchanges

A: Is there a phone here?
B: Yes, it's in the other room.

A: Why not drink some beer with me tonight?
B: Because I have school tomorrow.
A: That's no excuse.

A: Since you speak English so well, what does this word mean?
B: I don't know. Look it up.

III. Dialogue

A: There's a beer hall around here, isn't there?
B: Yes. There it is across the street.
A: How about a couple of quick ones?
B: But what'll our vice-principal say?
A: Don't worry about him. All work and no play makes Jack a dull boy.

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Unit 1

Chapter 5

IV. Review Reading

There are usually two points of view to any problem. While most people agree that a healthy, clean environment is important, they disagree on the means to this end. After all, pollution control is often bad for business. It cuts profits.

One short-sighted scientist, Dr. Herman Kahn, says, "We must continually develop our industry. When we are all rich, then worry about the environment." On the other hand, Buckminster Fuller, another scientist, says, "Our earth is a spaceship. It's air and water supplies are limited. We must plan for our children and grandchildren."

A Chinese proverb asks, "How long can 10 worms eat one apple?"

There is only one sane rule of business, "Provide for the future."

V. Activity

The Review Reading states that "there are usually two points of view to any problem." Using "because" or "since", give two points of view regarding the following problems:

1. pollution control
2. birth control
3. higher teachers' salaries
4. corporal punishment
5. adoption

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Unit 2

CONTEMPORARY LIVING

Comprehensive Reading

A Typical Day in Sam's Life

Sam usually gets up at 7:00. This morning Sam's alarm clock rang at seven o'clock and he got up at once. Sam seldom does physical exercises, but this morning he got out of bed and did physical exercises for ten minutes. Then he was ready for a quick cold shower. After he took his shower, he plugged in his electric razor and shaved. Then he plugged in his electric toothbrush and brushed his teeth. Next, he washed his face, combed his hair, and put on after-shave lotion. After that, Sam picked out his suit, shirt, and tie. He got dressed and then ate breakfast. For breakfast he had orange juice, scrambled eggs, toast, and coffee. After breakfast, he smoked a cigarette and listened to the news on the radio. At 8:00 A.M., he put on his coat and left for school.

Sam went to school by subway. The subway was crowded and he didn't get a seat. In the subway, on his way to school, he looked at the signs on the walls of the car, watched the faces of the other passengers, and read the newspaper headlines over someone's shoulder. It took him about half an hour to get to school. Sam's first class began at nine o'clock and his last class ended at three. After school, he went to a coffee house with his friends for an hour or so. Afterwards, he went home. As soon as he got home from school, he sat down and prepared his lessons for the next day. At seven o'clock he ate dinner with his brother. Sam often eats dinner with his brother.

Occasionally Sam watches television for an hour or two but he always studies first. Sometimes he takes a walk in the evening, or visits a friend. When he goes out on a date, he usually gets home before midnight, because by twelve o'clock he is generally tired. He takes off his clothes, gets into bed, and falls asleep immediately. He sleeps until the alarm goes off again the next morning.

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Unit 2

Chapter 1

Regular Past (p. 439)
She answered me.
Possessives (p. 437)
Where is John's book? my
Past Tense of 'do'
'before' and 'after' (p.472&470)

I. Exchanges

A: Which one of the animals barked?
B: The dog barked.

A: Did you enjoy the vacation?
B: Yes, but I'm really tired.

A: Didn't you mail my letter?
B: No. I'm sorry, I didn't.

A: Didn't you study last night?
B: Yes, I did. I studied for two hours.

II. Tongue Twister

Peter Piper picked a peck of pickled peppers;
A peck of pickled peppers Peter Piper picked;
If Peter Piper picked a peck of pickled peppers;
Where's the peck of pickled peppers Peter Piper picked?

III. Writing

Rewrite the following sentences using the correct possessive and the correct form of the past tense.

1. Sam _____(jump) out of bed and _____(do) physical exercises.
2. He _____(shower) before he _____(shave).
3. After _____ shower, Sam _____(plug) in _____ electric razor and _____(shave).
4. Then he _____(plug) in _____ electric toothbrush and _____(brush) _____ teeth, _____(wash) _____ face, and _____(comb) _____ hair.

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Unit 2

Chapter 1

IV. Oral practice

Make sentences from the groups of words listed below using "before" or "after".

1. Sam goes to school - gets dressed
2. has breakfast - comes to class
3. eats breakfast - gets up
4. dries them - washes his hands

V. Dialogue

Complete the following dialogue between two people. One woman can't find her pen and the other woman is trying to help her find it.

A: _____ my _____?
B: Isn't _____ _____ _____ desk?
A: No, _____ _____ put _____ there.
B: _____ _____ use _____ _____ morning?
A: Oh yes, _____ loaned _____ _____ Ms. Lee.

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Unit 2

Chapter 2

Past Tense of 'be' (p.443, group 14)
I was here yesterday.
Cardinal Numbers one (1)
Sam has one brother
Ordinal Numbers first (1st)
What was the first thing Sam did?

I. Poetry

There goes our lord the King,
His word no man relies on;
He never said a foolish thing,
And never did a wise one.

II. Exchanges

A: Weren't Mr. and Mrs. Hong at the market last night?
B: No, they weren't. They were at the movies.

A: Was Sam at the coffee house yesterday?
B: Yes, he was there for an hour or so.

A: Were you at Frank's house this morning?
B: No, I wasn't. I was at home.

III. Activity

A. Read the following sentences aloud. Concentrate on reading the cardinal numbers properly.

1. He thought he said "15," but he said "50."
2. About 15,000 people live in Yangyang township.
3. In Seong Il Middle School there are 3,150 students.
4. Are there 40 or 14 books in this box?
5. The population of Seoul is more than 6,000,000.
6. The population of Chunchon is nearly 200,000.

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Unit 2

Chapter 2

III. Activity (continued)

B. Read aloud the following sentences with ordinal numbers.

1. He finished 11th in the race.
2. She was here on the 23rd.
3. They work on the 110th floor of the World Trade Center.
4. Which horse finished 32nd in the race?
5. The 15th is fine, but I'm busy on the 16th.
6. Is your office on the 80th or the 18th floor?

IV. Writing

A. Write the following dates in cardinal numbers.

ex. 1/2/37 - January 2, 1937

1. 1/7/79	3. 3/4/39	5. 5/28/65
2. 2/13/28	4. 4/5/40	6. 6/15/56

B. Write the following dates in ordinal numbers.

ex. 6/15 = June 15th

1. 7/12	3. 9/3	5. 11/14
2. 8/1	4. 10/22	6. 12/10

C. Write a sentence giving last year's dates for:

ex. Korean Independence Day (8/15)
Korean Independence Day was on August 15th.

1. Buddha's Birthday (4/8)
2. Chusok (8/15)
3. Arbor Day (4/5)
4. Memorial Day (6/6)
5. Parent's Day (5/8)

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Unit 2

Chapter 3

The Definite Article (pp.433-436)

Take the 4:00 bus.

Indefinite Articles (pp.433-436)

A friend took an apple.

'one' 'the other'

You take this one. I'll take the other.

Compound Nouns (p. 458)

Sam has an electric toothbrush.

I. Activity

As your teacher reads the following passage at normal speed fill in the articles "a" or "the" where appropriate. In some blanks no article is required.

Mr. Jeong never eats in _____ restaurant, but last night he went to _____ best restaurant in _____ town. He ordered _____ bottle of _____ beer but _____ waitress was very slow. When she finally brought _____ beer, it didn't taste good. Mr. Jeong also ordered bulgogi. When _____ food came, Mr. Jeong saw _____ friend. He came to _____ table for _____ moment and then left. Now Mr. Jeong could finally eat! Then he tasted _____ bulgogi. It was terrible! He left _____ restaurant at once. Mr. Jeong never wants to eat _____ meal in _____ restaurant again.

II. Exchanges

A: What kind of electric appliance is that?
B: Which one do you mean? This one?
A: No, not that one, the other one.

A: Did you eat?
B: Yeah, I had an egg and a piece of toast.

A: Where is John's book?
B: Why don't you ask John?

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Unit 2

Chapter 3

III. Dialogue

Two people near a white house.

A: Who lives in the white house?
B: President Nixon lives in the White House.
A: No, not that white house.
B: Which white house do you mean?
A: That white house over there.
B: Oh, the Browns live in that white house.

IV. Activity

Make the following phrases into a compound noun.

ex. People brush their teeth with this - It's a toothbrush.

1. This man brings the mail every day. He's the _____.
2. This paper has news printed in it. It's a _____.
3. This boy brings the paper every day. He's the _____.
4. This teacher teaches English. She's the _____.
5. This man collects the garbage. He's the _____.

V. Writing

Write sentences with the following words that reveal the difference the stress makes:

1. gréen hòuse	green hóuse	2. smóking ròom	smoking róom
3. Frénch teàcher	French teácher	4. rácing hòrse	racing hórse

VI. Proverb

"All that glitters is not gold."

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Count and Noncount Nouns (pp.433-435)

Give me a few bananas.
Give me a little butter.

Object Pronouns (pp.424 & 436)

He told us a joke, and we laughed at it.

I. Exchanges

A: Do you want some coffee?
B: Yes, I want a cup of coffee.
C: No, I don't want any.

A: Do you speak English?
B: I speak a little.

A: Did he tell a story to you?
B: Yes, he told us about his hometown.

A: Did you give him any money?
B: No, but he gave some to me.

II. Activity

Put the appropriate noncount noun with the following counters.

1. a loaf of
2. a pack of
3. a sheet of
4. a jar of
5. a tube of
6. a bunch of
7. a glass of
8. a cup of
9. a bowl of
10. a pair of
11. a bag of
12. a deck of

III. Activity

Use a little and a few with the following noncount and count nouns.

ex. Do you need any ink? Yes, just a little, please.
Do you need any eggs? Yes, just a few, please.

1. butter
2. pencils
3. stamps
4. bananas
5. water
6. money
7. bread
8. chairs
9. sugar
10. time
11. gasoline
12. information
13. envelopes
14. eggs
15. help

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Unit 2

Chapter 4

IV. Activity

Practice the use of the object pronoun with the following groups of words.

ex. wrote/he/letter/her - He wrote her a letter.
or
He wrote a letter to her.

1. did/letter/Jim/him/send?
2. question/he/ask/her?
3. them/likes/she
4. need/they/it

V. Story

Choi Yeong-suk went to the market yesterday. First she went to a fruit stand, but because the prices were expensive she went to another stand nearby. She bought a few apples and a lot of cherries. After she left the fruit stand, she went to the meat shop. However, the quality of the meat was not very good, so she didn't buy any meat. While at the market, Choi Yeong-suk bought some rice and some fruit. There were several other things in the market, but she didn't buy any of them. She didn't buy any baked goods or dairy products. She didn't spend much money.

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Unit 2

Chapter 5

Irregualr Past (p. 439)
He sang a song. She sold her car.

I. Exchanges

A: Did you buy a new pen?
B: No, Sam lent it to me.

A: Did Sam take a shower this morning?
B: He took one before he came to school.

A: Didn't you watch TV last night?
B: No, I went to the movies.

A: Where did you get that new sweater?
B: I bought it at the market.

II. Review Reading

Jack's Embarrassing Experience

One of the things Jack likes to do is go to the movies. Usually he likes to go with someone else.

Last Saturday night, I saw Jack with a pretty girl at the movies. Yesterday, I spoke with him and he told me he had a date with her. Her name was Barbara. Jack said he had an embarrassing experience that night.

Before Jack met Barbara he went home and wrote some letters. Then he took a shower, changed his clothes and ate dinner. He left home and met Barbara at the theater. After they met, they got in line for their tickets. At the ticket window, Jack reached for his wallet, but it wasn't there. He was very embarrassed He said, "Barbara, I'm sorry. I forgot my wallet. May I borrow some money from you?" Barbara lent him two dollars and he bought the tickets.

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III. Activity

Use the past forms of see, speak, tell, etc. in answering the following questions.

ex. Was Jack with his roomate at the movie?
No, he was with Barbara.

1. Did I see Jack at the movies with Barbara last Saturday night?
2. Did I speak with Jack yesterday?
3. Did Jack tell me he had a date with Barbara?
4. Who did Jack meet Saturday?
5. What did they do?
6. Did Jack have a good experience at the movies?
7. What did Jack write?
8. When did he write them?
9. Did Jack take a bath?
10. Did he eat lunch?
11. When did he leave home?
12. Did Barbara get in line at the theater?
13. What did Jack forget?
14. What did he say to Barbara?
15. What did Jack borrow from Barbara?
16. How much money did Barbara lend him?
17. What did he buy with the money?

IV. Writing

A. Complete the following sentences with the past tense.

ex. I met a student and.....
I met a student and told him to study hard.

1. When I was embarrassed.....
2. I forgot my watch and.....
3. He got up late and.....
4. When the principal called him...
5. After she hit me.....
6. Before I had a date.....

B. List 5 things you did last night at home.

ex. I drank a glass of water.

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Unit 2

Chapter 5

V. Song

Hang down your head, Tom Dooley,
Hang down your head and cry
Hang down your head, Tom Dooley,
Poor Boy, you're bound to die

Met her on the mountain
There you took her life,
Met her on the mountain
Stabbed her with your knife.

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Unit 3

CAREERS

Comprehensive Reading

Careers for the Future

Choosing a career is difficult. Everyone wants a doctor, lawyer, or other professional in the family. Unskilled laborers, such as ditch-diggers, do not have popular jobs. New careers, however, are being created as society industrializes. These are technical careers.

Machines are being used more and more. Repairmen for these machines are going to be needed. T.V., automobile, and computer repairmen are already in demand in Korea. People in technical careers are going to have high-paying and interesting jobs.

Professional careers are now overcrowded. In the future, professional people will be needed but competition for the few jobs is going to be rougher. We do not know the future. However, new professional jobs are going to be created. Teaching technical skills, for example, is going to be one of them.

Society is always going to need skilled and unskilled manual laborers for factory and construction work. In the United States some skilled laborers earn more money than teachers. This is because manual labor is unpopular. The U.S. has a manual labor shortage while it has much unemployment in other jobs.

Manual labor, too is undergoing change. It is changing from unskilled to skilled labor. Automation replaces men with machines, but it also creates new jobs. For example, ditch-diggers are unnecessary in an industrialized society. This is because bulldozers do more work much faster. The bulldozer driver was trained at a technical school and often earns more money than a teacher.

While you are choosing a career, think about these questions: Is your job going to be needed in the future? Is it going to be replaced by a machine? Is a professional career really for you?

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Unit 3

Chapter 1

Present Continuous (p. 444)
His father is working as a teacher. He is eating apple pie.
'Be' + going to + Verb (p. 448)
He is not going to work. All the work is going to be done by machines.

I. Dialogue

A: What's your brother-in-law do?
B: He's a diplomat.
A: What do diplomats do?
B: They travel a lot, meet government people, and make important decisions.
A: Is he enjoying his work?
B: Yes, of course.

II. Writing

A: Find the present continuous forms in the Comprehensive Reading.
B: Find the "be+going to+verb" forms in the Comprehensive Reading.
C: Find the words which are made from the following verbs and nouns.
1. profess
2. industry
3. technique
4. repair
5. dig
6. labor
7. employ
8. construct
9. automate
10. compete

D: Change the following to future tense.
1. He is competing.
2. Manual labor is undergoing change.
3. The U.S. has a labor shortage.
4. Automation is changing jobs.
5. Automation is creating new jobs.
6. New careers are being created.

E: Change to present continuous.
1. He _____ a ditch. (dig)
2. He _____ an operation. (undergo)
3. He _____ in a technical high school. (teach)

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Unit 3

Chapter 1

II. Writing (continued)

E. Change to present continuous.

4. Society _____ rapidly. (industrialize)
5. She _____ your question. (consider)
6. She _____ my car. (drive)
7. He _____ factory workers. (train)
8. Life _____ fast in Korea. (change)
9. Computers _____ many new jobs. (create)
10. He _____ my broken watch. (repair)

F. Number the sentences in the first paragraph of the reading and tell whether they are fact or opinion.

G. Read the third paragraph. Write five sentences of your own agreeing or disagreeing with the sentences in the reading.

H. Put your sentences from ex. G in a paragraph using the connectives "however, because, since" where possible.

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Unit 3

Chapter 2

Present Perfect Tense (pp.445-446)

I have seen her three times.

Passive (p. 430)

He is respected by everyone.
They were married by a priest.
This letter has been opened.

Passive with 'get'

They got married.
He gets forgotten all the time.

I. Exchanges

A: Have you been to the movie "Love Story"?
B: No, not yet, but I'm going to go tomorrow.

A: Have they opened the new library yet?
B: I think it was opened last week.

A: Why does he try so hard?
B: Oh, he wants to be liked by everybody.

A: Don't you want any strawberries?
B: No, I always get sick when I eat them.

A: I'll change the yontan for you.
B: Careful! Don't get burned.

II. Reading

Dear Abby,

My husband is a doctor. He has always been respected by the people in our town. People frequently tell me that he is patient and understanding. On the other hand, since he is so busy taking care of other people, he doesn't spend time with his own family. Sometimes I don't see him for days. Our children have missed their father a lot. He has missed their birthday parties, school programs and special events. During the most important events of our lives, patients have called and he has gone. When I have complained, he has said, "Don't be selfish!" What am I going to do?

Sincerely,
"Alone"

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II. Reading (continued)

Dear "Alone",

You are not "alone" because doctors' families everywhere share your problem. One solution: many doctors have formed groups. Patients call a doctors' group and one doctor is always available. There is another solution. Don't eat apples. After all, "an apple a day keeps the doctor away."

Yours truly,
Abby

III. Writing

A. Write five "Wh" questions about the "Dear Abby" letter using five of the following phrases or words.

1. spend time
2. miss
3. Don't be selfish
4. husband
5. patient and understanding
6. busy taking care of other people
7. alone

B. Pretend you are a doctor and you are making a telephone call to your wife. You are going to be late and have to make excuses. Make up a telephone dialogue for the following excuses:

1. Many patients have come to the hospital today.
2. A patient has asked me to go to dinner with him.
3. My car has broken down.
4. My watch has stopped.
5. A salesman has come.

IV. Activity

A. Follow the example and transform the following statements.

ex. You can't do it.
It can't be done.

1. We need four men.
2. Is she going to mail the letter tomorrow?
3. The students don't listen to their teachers.
4. We warned them not to expect any favors.
5. They looked into the matter.

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Unit 3

Chapter 2

IV. Activity (continued)

B. Question/Answer. Follow the example.

ex. Some food's been eaten.
A: Who ate it?
B: It was eaten by (me).

1. Some money's been stolen.
2. The decision is being made.
3. English is going to be taught.
4. A meeting is being held.
5. The application's been filled out.

C. Question/Answer. Follow the example.

ex. He says he isn't busy.
Why doesn't he get busy?

1. He says he isn't married yet.
2. He says he isn't ready yet.
3. She says she isn't dressed yet.
4. They say they aren't used to it yet.
5. He says he isn't organized yet.

D. Question/Answer. Follow the example.

ex. Do you ever get lost?
Yes. Sometimes when... (I travel I get lost.)

1. Do you ever beat your students?
2. Do you ever get drunk?
3. Do you ever get hungry in the middle of the night?
4. Do you ever think you're getting old?
5. Do you ever get wet?

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Unit 3

Chapter 3

Past Continuous (p. 445)
What language were they speaking? He was carrying a back pack.
While (p. 470)
While he is busy, I am home alone. While I was studying, Mr. Kim came.

I. Exchanges

A: They were speaking English, weren't they?
B: At first they were, but now they are speaking French.

A: What were you doing while I was talking?
B: I was taking notes.

A: Were you going to the movies, too?
B: I was, but now I'm going shopping.

II. Riddle

A man was lying on the desert. He was dead. He was carrying a back pack, and on his finger there was a small ring. There was food and water in the pack, and no footprints or tracks were visible. No one killed the man. How did he die? What was his profession?

Sam and Charlie were lying on the floor of a room, while Tom was sitting on a chair. Sam and Charlie were both dead. Bits of glass and small pools of water were on the floor. Tom was smiling broadly, obviously very pleased and happy. How come?

III. Writing

A. Fill in the blanks using the correct form of the verb.

1. When they _____ (call), we _____(listen) to the radio.
2. He _____(like, negative) her looks because she _____ (use, negative) much make-up.
3. Mary _____(cough) while the doctor _____(look) in her mouth.
4. The train _____(leave) the station while I _____(buy) the tickets.
5. He _____(sing) a song while he was _____(take) a shower.

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Unit 3

Chapter 3

III. Writing (continued)

B. Connect the pairs of sentences using "while".

1. It rained heavily. I drove to work.
2. I did the homework. I watched television.
3. The boss arrived. She typed the letter.
4. He came downstairs. I had breakfast.
5. The tudent slept. The teacher lectured.

C. Do part B again, but this time use only the first sentence and make up the second part yourself.

D. Observe different people in your class. Write about their actions in the past continuous using "while".
ex. While Mr. Lee was writing, Mr. Kim was speaking.

IV. Song

"I've Been Working on the Railroad"

I've been working on the railroad
All the live-long day,
I've been working on the railroad
Just to pass the time away,
Don't you hear the whistle blowing?
Rise up so early in the morn,
Don't you hear the captain shouting
"O Dinah, blow your horn!"

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Object followed by Description Words

I want the fence white.
I want the fence painted.
I want the fence painted white.

Note: The compliment in this pattern can consist of 1.an adjective 2.a past participle 3.a past participle + adjective.

Past Participle as Adjective (p. 459)

I am not surprised.

Present Participle as Adjective

I found the test surprising.

Exchanges

A: You like your food hot, don't you?
B: Yes, but not too hot.

A: Do you want the fence painted?
B: No, I'm going to do it tomorrow.

A: Do you want cream in your coffee?
B: No, I'll take it black, please.

A: Was that book given to you?
B: No, I bought it.

II. Reading

Tom Sawyer

Aunt Polly wanted the front fence painted white, and when Aunt Polly wanted something done it had to be done right away.

"But Aunt Polly, why not have it painted by somebody else? I've already decided to go fishing."

"Tom Sawyer, you get out there this minute, or I'll have you strung up on the nearest tree!" she said.

Reluctantly, Tom picked up the paint bucket and brushes and walked to the old fence. Soon, everyone was saying that Tom was actually working.

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Unit 3

Chapter 4

II. Reading (continued)

"Hey, Tom. I thought you never worked," one of Tom's friends teased.

"Oh, this isn't work--it's fun! This paint job was my idea." Tom said. "Now stay away from here," he warned. "I don't want this fine paint job ruined."

"All right, Tom. Have it your way!" his friends laughed. "You're not fooling us!"

III. Writing

A. Answer the following questions using an adjective complement.

ex. How do you like your milk - hot or cold?
I like my milk hot.

1. How do you have your windows at night - open or closed?
2. Do you prefer girls who wear their hair long or short?
3. How do you like apples - cooked or raw?
4. How do you like your coffee - black or with cream?
5. How do you prefer potatoes - baked, fried or mashed?

B. Complete the sentence with a description word using "it" or "them" as object.

ex. Park Chol Su took his bicycle to the shop for repairs.
He wanted it fixed.

1. Mary did not understand the lesson.
She found...
2. She does not like cream in her coffee.
She likes...
3. Sue took her T.V. to a repair shop.
She wanted...
4. Frank does not like cooked tomatoes.
He prefers...
5. Pete just hates cold soup.
He likes...

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Unit 3

Chapter 4

III. Writing (continued)

C. Give sentences. Use past or present participles.

ex. The story interested Bob.
(Describe the story.) The story was interesting.
(Describe Bob.) Bob was interested.

1. Mrs. Cho broke the glass.
   (Describe the glass.)
2. Mr. Choi was watching some children. They amused him.
   (Describe the children.) (Describe Mr. Choi.)
3. The good news excited Bob.
   (Describe the news.) (Describe Bob.)
4. The long answer confused Mr. Miller.
   (Describe the answer.) (Describe Mr. Miller.)
5. The tiger frightened the little boy.
   (Describe the tiger.) (Describe the little boy.)

IV. Activity

Using one of the words below in its participle or past participle form, answer the following questions.

ex. How were the exam results?
They were surprising.
How did the teacher feel?
She was surprised.

disappoint	bore	please
amuse	surprise	frighten
interest	disturb	disgust
excite	confuse	upset

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Unit 3

Chapter 5

I. Review Reading

Sungho the Shoeshine Boy

Once there was a boy named Sungho. He was 14 years old and had been a shoeshine boy for seven years. He always said that when he grew up he was going to be the boss of many shoeshine boys. He was going to make a lot of money.

One day, while he was working very hard, a stranger gave him a white envelope. When he opened the envelope, he found two million won. "Why was this money given to me?" he asked, hoping it hadn't been a mistake.

For a month he thought only of the money. He worried that someone was going to steal it from him. Since this was the first time he had ever seen so much money, he was worried that he was going to spend it unwisely. To solve this problem, he began asking people, "What are you going to do when you get rich?" First he asked a teacher. "I'm going to start my own school," said the teacher. That was not interesting because Sungho had never been to school. Then he asked a student. "I'm going to buy many books and be the smartest student in my class," he replied. Since no one had taught Sungho to read, books were a useless investment. Finally when he asked a laborer, he replied, "I'm going to buy a big house for all my family." This was not the answer either because Sungho had no family.

Everyday, Sungho was sick with worry. He remembered his happy days before he received the money. Suddenly he thought of an answer! Sungho put the envelope on the street and soon another man found it. Sungho's worries were over.

II. Writing

A. Based on the Review Reading make sentences from the following:

1. put/sidewalk/money
2. stranger/envelope/handed
3. had been/seven/years/shoeshine/boy
4. Sungho/worried/was/money
5. opened/envelope/million/won/two
6. asked/what/to do/money with
7. didn't/know/to do/what

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Unit 3

Chapter 5

II. Writing (continued)

B. Place the sentences you have made in chronological order.

C. Connect the sentences where possible. Use: "while", "since", "because", "when"

D. Pretend you have been given 10 million won. Write a short paragraph about what you are going to do and why.
Some suggestions: Are you going to quit your job?
What are you going to buy?
Where are you going to go?

III. Proverbs/Quotation

The greatest wealth is contentment with a little.

- Ray, 1670

Wealth is not without its advantages and the case to the contrary, although it has often been made, has never proved widely persuasive.

- John Kenneth Galbraith,
The Affluent Society

IV. Activity

A. Paraphrase the above proverb and quotation. Which one do you agree with? Why? Are they contradictory?

B. Take the proverb and/or the quotation and make a list of questions that you would ask someone to get them to accept it.

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Unit 4

HEALTH

Comprehensive Reading

Health: A National Resource

"There is no finer investment for any community than to put milk into babies. Healthy Citizens are the greatest asset any country can have."
Winston Churchill, 1943

Winston Churchil must have been a courageous man. During World War II, while bombs were dropping on London, he would still say, "Public health is our greatest wealth." Can we say the same? Even in a time of relative peace, would we be willing to admit health must come first? Let's take a look at the facts, shall we?

Poor health is expensive, Recently, the Korea Herald reported that TB control alone would cost Korean taxpayers billions of won next year. Certain specific diseases like TB, as well as poor health in general, limit the GNP. And we shouldn't forget those minor diseases, such as colds and flu. They cost the nation valuable man-hours of work.

Poor diet and lack of sleep will often contribute to the spread of common infections. Frequently we infect each other in schools, offices, and other public places. Very often, however, we would rather risk the health of others than miss a day of work; when one man in a group gets sick, others will, too. Until we make up our minds to improve our personal health, we cannot have a healthy economy.

To achieve good health, we will have to begin with basic preventive medicine. Simple common sense just might be the solution. For example, well-fed babies will become healthy, intelligent adults. Won't you care? I would like to suggest that the time to begin is now. Tomorrow may be too late.

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Expressions of Future Time (p.448)

I will meet you at the Pung Rim Tearoom. (emphatic)
I am going to meet Mr. Han today. (unemphatic)
I will have to get there early.
I was going to, but I didn't. (action planned, but not completed.)

Requests (p. 448)

Will you do this for me?
Won't you come with me?

I. Activity

A. Substitute one word from the Comprehensive Reading for the underlined word or words below.

1. Our greatest wealth is our forests.
2. For a Peace Corps Volunteer, he speaks Korean comparatively well.
3. He puts his life in danger everytime he tries to cross the highway.
4. Do you have an answer to the problem?
5. Rat control is a matter of community concern.
6. That shouldn't be a major worry.
7. We should give freely to the Korean National Tuberculosis Association.
8. Responsible members of a nation work for the common good.
9. Vitamins reduce the chance of disease.
10. "Safety First" is a safe-guard against accidents.

B. Discover and underline the uses of "will" in the Comprehensive Reading. Take the sentence and expand it with "because".

ex. "General poor health and specific diseases will cost Korea billions of dollars this year because many people will not be able to work."

C. Discuss what the above exercise tells you about "will". Clue: Does "will" suggest fact or opinion?

II. Reading

A. Mr. Park Kuk Jo is going on a trip soon. A doctor is going to give him a shot.
"Will it hurt?" Mr. Park asks.
"No, don't worry. It won't hurt at all. You won't even feel it," the doctor is saying.

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Unit 4

Chapter 1

II. Reading (continued)

B. 1. What is the doctor going to do?
2. What exactly is Mr. Park's question?
3. What is the exact answer?
4. Ask the questions with "will". Give short answers.
a) hurt very much
b) be very pleasant
c) Mr. Park feel it

III. Dialogue

Mr. Lee: Why isn't it done? Who was going to do it?
Mrs. Kim: I thought your brother was going to do it.
Mr. Lee: Didn't you say you were going to do it?
Mrs. Kim: Me? No, I didn't.
Mr. Lee: Well, who's going to do it?
Mrs. Kim: We'll all do it.

Answer the following questions about the Dialogue:

1. What is Mr. Lee talking about in the first line?
2. Whom did Mrs. Kim think was responsible?
3. Whom did Mr. Lee think was responsible?
4. Who was going to be responsible?
5. Who will be responsible?

IV. Writing

Construct a situation for the above Dialogue. Write 2 or 3 sentences (as in II, A) inventing a reference for "it" in the dialogue. Discuss whether your situations will work; then ask and answer the questions again, giving specific answers.

V. Activity

Use the following commands to make a polite request, using "won't".

1. Bring two or three friends.
2. Try one of these.
3. Stay a few minutes.
4. Drop me a line.
5. Have a bite to eat.
6. Sit over here.
7. Step into the principal's office.
8. Pick a number.
9. Stop in for a drink.
10. Take this money.
11. Wait a minute.
12. Come home with me.

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Unit 4

Chapter 2

Uses of Would (p. 449)

1. I would like to go to California. (desire)
2. I would rather have a cup of tea. (preference)
3. He said he would go. (indirect speech)
4. When I lived on Cheju, I would often go to the beach. (repeated action in the past.)
5. Would you please be quiet? (requests)
6. I would have come sooner, but I missed the bus. (action planned but not completed.)
7. I would help you if I could. (see Unit 6) (conditional)

Idiom - "used to"

Long ago, when tigers used to smoke pipes....

I. Activity

Identify which use of "would" (2,4 or etc.) is used in the Comprehensive Reading.

II. Exchanges

A: I don't feel well.
B: Would you like to rest awhile?
A: I think I will.

A: Can I help you?
B: No, thank you. I would rather do it.

A: My tooth still hurts.
B: What did the dentist say?
A: He said the pain would stop soon.

A: You're not drinking anymore these days?
B: No, I've quit. When I used to drink, I would get dizzy.

A: What's the matter? You don't look well.
B: I feel faint. Would you open a window?

A: Didn't your father come last week?
B: He would have, but he was ill.

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Unit 4

Chapter 2

III. Activity

A. Do Reading II, B., question 2,3,4 of Chapter 1 again, but this time use indirect speech.

ex. Mrs. Kim: We'll all do it.
She said we would all do it.

B. Change commands of Unit 1, Chapter 3 and/or Unit 4, Chapter 1, Activity V, to polite requests, using "Would you...?" or "Would you please...?"

C. Follow the cue word and pattern in creating dialogues.

ex. "go" A: (Where) would you like to (go)?
B: I'd like to go to (Thailand).
A: Would you like to go to (Japan)?
B: No, I'd rather go to Thailand.

1. drink	5. see	9. talk about
2. study	6. go home	10. listen to
3. live	7. read	11. begin studying
4. meet	8. sit	12. be like

D. "Health is not valued till sickness comes."
"An ounce of prevention is worth a pound of cure."

Poor personal health is often the result of carelessness. We would rather excuse ourselves than learn good habits. Practice your excuses here, using the pattern.

ex. Didn't you take your medicine?
I would have, but it tasted terrible.

1. Didn't you see a doctor?
2. Didn't you get a TB X-ray?
3. Didn't you wash your dishes with soap?
4. Didn't you watch your step?
5. Didn't you get a cholera shot?
6. Didn't you take your vitamins?
7. Didn't you get a vaccination?
8. Didn't you stay home when you were sick?
9. Wasn't your kitchen clean?
10. Weren't you careful about germs?

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Unit 4

Chapter 2

IV. Writing

A. Complete the following sentences using "would", writing only the second half of the sentence on a separate sheet of paper.
B. Close your books and exchange papers.
C. Write your own first half of the sentence, using "When... used to.."

ex. When I used to live in Chon-ju, ... (I would eat Pibinpab.)
(When I used to get hungry)... I would eat Pibinpab.

1. When I used to feel lonely...
2. When she used to be a teacher...
3. When there used to be many different middle school English texts...
4. When my grandfather used to tell jokes...
5. When Lee Hae Sun used to study English...
6. When you used to be children...
7. When an American used to come to our school...
8. When I used to be younger...
9. When we used to have time...
10. When the prices used to be lower...
11. When he used to come here often...
12. When we used to be poorer...

V. Activity

Go back to the Comprehensive Reading and decide which statements are statements of opinion and which are statements of fact.

Show where opinions are supported by another opinion or a fact.

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Unit 4

Chapter 3

Modals (p. 447)		
Will ----------	future	I will see you there.
Can ----------	ability	I can do anything.
----------	permission	Can I see you soon?
May ----------	"	May I see your I.D. card?
----------	possibility	She may not live long.
Might ----------	"	I might come visit you.
Should ----------	obligation	We should study hard.
Must ----------	probability.....	He must be a fool.
----------	necessity	You must stop here.

I. Activity

Identify modals and their meanings in the Comprehensive Reading.

II. Exchanges

A: May I borrow your lighter? I must have lost mine.
B: Sure. But you might lose mine.
A: Never. I'll give it back in a minute.

A: Can anyone buy pencillin?
B: No. You must have a doctor's prescription.

A: Should we have another cigarette?
B: Why not? One more won't hurt.

A: Can I see you for a minute, sir?
B: Yes, come in. But I may have to leave soon.

III. Reading

The Last One?

After reading an article titled "Cigarette Smoking Can Be Dangerous To Your Health," I lit a cigarette to calm my nerves. "I really should stop smoking," I thought, "And I can." I smoked with pleasure since I was sure this would be my last. For a whole week I did not smoke at all, and I could not have suffered more. I was so hungry that I ate all the time. I had such a bad temper that my wife couldn't stand me. My friends might have been more help, but they weren't. They would offer me cigarettes and fill the room with smoke. I thought they should be more considerate because when they would smoke, I wanted to. It seemed that everywhere I went, everyone was smoking.

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Unit 4

Chapter 3

III. Reading (continued)

After seven days of this, I went to a party. Everyone around me was smoking. I might have been healthy, but I felt miserable. My old friend Nick held out his cigarettes and said, "You must try at least to be sociable," and I gave in. I took one, lit it, and smoked with satisfaction. My wife must have been delighted, because she was smiling. But I may quit again. As Nick says, "Anyone can stop smoking. I've done it lots of times."

IV. Writing

A. Many unstated facts may be inferred or reasonably supposed from stated ones. Make reasonable suppositions from the following.

MUST ex. Mr. Lee Man Hee is a Korean.
He must speak Korean.

1. For a Peace Corps Volunteer, he speaks Korean relatively well.
2. There is smoke in this room.
3. Mr. Park's hair is wet.
4. Recently, the Korea Herald reported that TB control alone would cost Korean taxpayers billions of won next year.

MIGHT ex. His mother is very sick.
She might die.

5. The doctor is going to give him a shot.
6. She doesn't feel well.
7. Mr. Graber has a lot of time on his hands.
8. Frequently we infect each other in schools, offices, and other public places.

SHOULD ex. Smoking is bad for your health.
You should stop smoking.

9. He didn't get a vaccination yet.
10. Rat control is a matter of public concern.
11. "Safety First" is prevention against accidents.
12. Healthy citizens are the greatest asset any country can have.

ERIC

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Unit 4

Chapter 3

IV. Writing (continued)

B. Answer the questions, basing them on inferences from the Reading III.

1. How could his friends have been of more help?
2. Why weren't they?
3. Why did he think that everyone was smoking?
4. Is smoking a social habit?
5. Can anyone stop smoking?

C. Write 4 reasons, using a modal and "because" discussing
1. why you might quit smoking
or
2. if you don't smoke, why your friend should quit smoking.

ex. I might quit smoking because it is a dirty habit.

V. Proverbs

Early to bed, early to rise
Makes a man healthy, wealthy and wise.

- Clark, 1639

Early to rise and early to bed
Makes a male healthy, wealthy and dead.

- Thurber, 1940

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Unit 4

Chapter 4

The Prepositive (p. 449)
Shall we try to help him? Let's do that.

I. Activity

A. Go back to Unit 4, Chapter 1, Activity V. Using "Shall" and "Let's", do the exercise again, making verb and pronoun changes where necessary.

B. Follow the example.

ex. Shall we open a window?
Let's not. Let's open (the door) instead.

1. Shall we speak English?
2. Shall we meet at noon?
3. Shall we ask Mr. Yoon?
4. Shall we go to a movie?
5. Shall we invite Jack?
6. Shall we go to a Chinese restaurant tonight?
7. Shall we play a little poker?
8. Shall we go to the Ulsan wine house this time?
9. Shall we try lesson planning together?
10. Shall we study tonight?

C. Use "Shall" and "Let's" or "Would" from Chapter 2 to make a proposal, cued from the question.

ex. Is that drawer stuck?
Yes, it is. Would you help me with it?

Is this the right door?
Yes, it is. Shall we go in?

1. Is it lunch time?
2. Are those people friends of yours?
3. Is the bus crowded at this time?
4. Is this dirt on the floor?
5. Is the sun out now?
6. That tire's flat, isn't it?
7. Are you busy right now?
8. Is smoking permitted here?
9. Is the makkoli good here?
10. Isn't English hard?

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Unit 4

Chapter 4

II. Reading

A. Read the following selection all the way through without stopping to look up the words, or to figure out or translate sentences that are difficult to understand. The first time you read it, try to get a general idea of the content of the selection.

In a determined effort to eradicate tuberculosis, the Korean Ministry of Health and Social Affairs and the Korean National Tuberculosis Association began a TB Control Program in 1965. In five years, the rate of TB infection dropped from 5.1% to 4.2%, a tremendous achievement. The 192 health centers are staffed by TB Control workers who supervise approximately ten village workers in each county. These village workers contact people with symptoms of TB and ask them to the county office for X-ray and sputum examinations.

Though initially the program concentrated on patient discovery, it has gradually moved towards more sophisticated aspects of TB control, including vaccination of children, health education, more effective patient treatment and follow-up of patient contacts.

B. Read the selection a second time without stopping, but this time underline words and expressions you do not understand.

C. Go back and look at each underlined word or expression and try to guess its meaning.

Try to figure out:
1) what part of speech the word is.
2) if it is basic to the meaning of the sentence or not.

D. As a last resort, look up the words that you can't figure out in your dictionary. Do not depend heavily on the dictionary; it is a limited resource.

E. Write troublesome words in your vocabulary notebook, together with the context in which they appear.

WORD	CONTEXT
contact	workers contact people with symptoms

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Unit 4

Chapter 4

III. Writing

A. Much "difficult" reading is easier than we think. Long sentences often have simple structures. In the above reading:

1. Draw a circle around groups of nouns that go together and put a pronoun in their place. Reread.
2. Circle the verb.
3. Cross out phrases, adjectives, and adverbs.

B. Now you should have 5 simple sentences. Write them below.

1.
2.
3.
4.
5.

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Unit 4

Chapter 5

Be + noun or adjective + infinitive (p.462) He was a fool to say that. I am glad to meet you. Until/By (p. 468) I won't be home until 5 o'clock. I will be home by 5 o'clock.

I. Quotation

"Wisdom is nothing more than the candid recognition of what one is able to do and what one is permitted to do."

- Caleb Gattegno, What We Owe Children

Can you find the grammar point in the above quote?
Can you find the grammar point in the quote by Winston Churchill?

II. Exchanges

A: How long are you going to be in your office?
B: I'll be there until 2:30.

A: When will you be able to finish this?
B: By next week, I think.

A: I can't be there until 6:00.
B: But they said we should be there by 4:45.
A: OK. Go ahead and I'll see you there.

A: Shall I go to your place when this is over?
B: Sure. I should be there by then.

A: I don't get this.
B: Well, study it until you do.

III. Activity

A. Answer the following questions.

ex. What kind of books are good to read?
Biographies are good to read.

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III. Activity (continued)

A. 1. What language is easiest to speak?
2. What sports are exciting to watch?
3. What sounds in English are the hardest to make?
4. What are some nice songs to sing?
5. What kinds of government are possible?
6. What kind of drill is the most fun to do?
7. What kind of news is always disturbing to hear?
8. Which kind of teaching aids are most interesting?
9. What is important to teach children?
10. Which kinds of food are good for you to eat?

B. Garbled Speech. Follow the example.

ex. It is hard to understand shrdlu.
Who/What is hard to understand?

1. You were foolish to shrdlu.
2. Shrdlu's a good person to know.
3. I was happy to see shrdlu again.
4. Shrdlu was clever to think of that.
5. Nick was very easy to shrdlu.
6. A shrdlu is nice to have after a hard day's work.
7. Do you think it's wrong to shrdlu?
8. Shrdlu was careless to forget his vitamins.
9. Shrdlu was usually fun to go to.
10. Pete wasn't very polite to shrdlu.
11. I've always wanted to go to shrdlu.
12. We saw Deric near the shrdlu.

IV. Review Reading

Many people might think that man is the cleverest and most dangerous animal in the world, but rats just may be more dangerous. Men have killed millions of their brothers, but rats have killed hundreds of millions of men.

Would you rather not face such a fact? We would like to say that most men recognize the rat as a public enemy, but most people can't see the danger of an occasional rat in their kitchen. We must look carefully at the problem or else these small dangerous animals could cause even more trouble.

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IV. Review Reading (continued)

What facts should we know? You are not going to find them pleasant. Rats almost always carry disease, including bubonic plague and typhus. Outbreaks of bubonic plague are still easy to find in Asia, and typhus killed thousands every year until a vaccine was developed.

Rats often eat men's food, too. Reports at the U.N. said rats would eat 33 million tons of grain next year, food that was going to feed 200 million people. Rats would have died long ago, but they've eaten men's food.

Shall we ignore these facts? We must not. We cannot delay too long. By next year the problem will be worse. Let's begin today and eradicate the rat!

V. Writing

A. Many arguments go from the general to the specific. Often the generalization is an opinion and the specific a fact. In each of the above paragraphs of the Review Reading, decide whether or not each clause or sentence is a generalization(G) or a specific(S). Write a diagram of the argument in each paragraph, using the symbols G and S.

ex. In the second paragraph of the Comprehensive Reading, the argument is G.
S.
S,G,G.
G,S,S.

B. But often in our own daily experience, we take a fact or specific and generalize from it, the reverse procedure of formal arguments. Write ten generalizations from the following.

ex. Our American teacher, Miss Sabina Wilder, smokes cigarettes. All American women smoke cigarettes.

1. Mr. Kim Tae Ho is short and Mr. Baker is tall.
2. The Chinese restaurant on the corner is dirty.
3. Prince Philip is a gentleman.
4. Tanaka only thinks about money.
5. Mr. Lee is smarter than Mrs. Lee.

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Unit 4

Chapter 5

V. Writing (continued)

B. 6. Mr. Shin from Iri spits on the highway bus.
7. My friend was killed in a taxi.
8. Miss Park knows more than her students.
9. He looks good in a blue shirt.
10. Mrs. Brown was divorced and remarried.

C. Often these generalizations are false. Exchange papers and judge whether the opinions there are true or false.

VI. Quotations

"Nor is the Peoples Judgment always true:
The Most may err as grossly as the Few."

- Dryden

"If you from crimes would pardoned be
Let your indulgence set me free."

- Shakespeare

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Unit 5

EDUCATION

Comprehensive Reading

Education in Korea and America

In order to study the patterns of comparison, I would like to compare some aspects of education in Korea and America. Let's begin by comparing teachers. Mr. Baker, an American junior high school teacher, is about the same age as Mr. Kim, a Korean middle school English teacher. They are both much younger than their principals. In fact, Mr. Kim's principal is the oldest member of his school's staff. He wants to retire next year. Mr. Baker and Mr. Kim are both good teachers and in that respect they are alike. But the similarities end here. Mr. Kim is much busier with paperwork than Mr. Baker. He has to work long hours without complaining. Because of his many responsibilities, Mr. Kim is probably the most overworked teacher in his school.

Mr. Baker, on the other hand, is able to devote more time to the individual needs of his students. His classes are smaller and his schedule more relaxed than Mr. Kim's. Mr. Baker likes to encourage learning by doing. In his classroom, the emphasis is on discussion and self-expression. His classes often sound noisy and appear undisciplined by Mr. Kim's standards.

Similarly, their students, Bill and Changho, differ from each other in many ways besides appearance. Although their grades are about the same, Changho has to work much faster and get more things done more quickly than Bill. Bill is less busy than Changho because he doesn't have to clean his school or study for entrance exams. As a result, Bill gets more involved in extracurricular activities, such as sports and student government.

There is no doubt that the American student is not as well disciplined as the Korean student, nor is he able to conform as well as the Korean. American schools often seem chaotic and poorly organized to the Korean visitor. No one can easily say which system is best. However both the Korean system and the American system need to learn from each other.

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Unit 5

Chapter 1.

Expressions of Comparison (p.456)
--er --est more/the most + adj. like, the same...as as...as different/differ from less...than NOTE: "so...as" usage restricted to formal writing after negatives only.

I. Recognition

Identify all expressions of comparison in the Comprehensive Reading.

II. Quotations/Proverbs/Idioms

Heaven has no rage like love to hatred turned,
Nor hell a fury like a woman scorned.

My love is like a red, red rose.

Like father, like son.

sweet as sugar
fit as a fiddle
sharp as a razor
old as the hills
light as a feather
solid as a rock
good as gold

tough as nails
happy as a lark
cool as a cucumber
high as a kite
dry as a bone
right as rain
black as coal

leaks like a sieve
drinks like a fish
eats like a horse
smokes like a chimney
walks like a man
quick like a bunny

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II. Quotations/Proverbs/Idioms (continued)

Americans are the most materialistic of peoples, and, on the other hand, they are the most idealistic; the most revolutionary and, conversely, the most conservative; the most rampantly individualistic, and, simultaneously, the most gregarious and herd-like; the most irreverent toward their elders, and contrariwise, the most abject worshippers of "Mom."

- What's American about America
by J.A. Kouwenhoven

My love is deeper than the deepest ocean,
Wider than the sky;
Warmer than the warmest sunshine,
Softer than a sigh.

- From an American folksong

III. Exchanges

A: Are Korean schools very different from American schools?
B: Yes, I think so.

A: How does Korean education compare with American education?
B: Korean education is better than American education.

A: Are American students more independent than Korean students?
B: I don't know. What do you think?
A: In my opinion, yes.

IV. Writing

A. Here is a list of items which represent American schools. Make a similar list of items which you feel represent Korean schools. Explain any differences. Are there any common elements?

American schools	Korean schools
1. noisy	
2. co-educational	_____
3. 6 hour schoolday	_____
4. mostly public	_____
5. mandatory to age 16	_____
6. impolite, disrespectful students	_____
7. physical punishment rare	_____
8. 20-30 students in a class	_____
9. free tuition and books	_____
10. no uniforms	_____
	_____

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Unit 5

Chapter 1

IV. Writing (continued)

B. Connect the following pairs of sentences using:

as + much / many + as

1. American schools have a lot of problems. So do Korean schools.
   Korean schools have as many problems as American schools.
2. Korean classrooms have a lot of students.
   American classrooms don't. _____
3. American students have a lot of freedom. Korean students
   don't. _____
4. Korean students have a lot of respect for their elders.
   American children don't. _____
5. Korean students have a lot of classes. American students
   don't. _____
6. Korean students have a lot of ability. So do American
   students. _____
7. America has a lot of public schools. So does Korea.
   _____

ERIC

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Unit 5

Chapter 2

Adverbials (pp.464-469)
He went to Suwon quickly.
very quickly
by bus
for strawberries
to buy strawberries
in order to buy strawberries

I. Recognition

Find the adverbials in the Comprehensive Reading and tell whether they answer the question 'how' or 'why'.

II. Dialogue

Identify all adverb modifiers.

A: Do you think our English teacher speaks too fast?
B: Yeah. Sometimes.
A: Well, I can hardly understand that guy at all.
B: If you listen very carefully, perhaps you'll understand.
A: Maybe, but in my opinion that's easier said than done.

III. Exchanges

A: Why did you go to the bank?
B: In order to pay my bills.

A: Why did you go to Chinhae?
B: To see the cherry trees.

A: Where are you going?
B: I'm going to the store for some milk.

IV. Poem

What did you learn in school today,
Dear little boy of mine?
What did you learn in school today,
Dear little boy of mine?
I learned our government must be strong,

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IV. Poem (continued)

It's always right and never wrong,
Our leaders are the finest men,
And we elect them again and again,
And that's what I learned in school today,
That's what I learned in school.

- Teaching as a Subversive Activity

V. Writing

Complete the following sentences with adverbials as indicated. (Note: "because" is a conjunction, not an adverb.)

1. Peace Corps volunteers come to Korea... (Why?)
2. Most students go to school ... (How?)
3. We must save money every month ... (Why?)
4. Changho gets good grades ... (How?)
5. We study diligently in workshop ... (Why?)

VI. Vocabulary (from the Comprehensive Reading)

aspects	self-expression
junior high school	undisciplined
similarities	extracurricular
paperwork	student government
overworked	standards
individual	conform
relaxed	chaotic
learning by doing	system

VII. Writing

Write a paragraph by answering the following questions. Discuss your use of adverbials.

How do you get a good teaching job in Korea? Do you succeed by playing politics or by getting an education? With a good education can you advance very fast? How does a young man make a good impression on his principal? How can he express his ideas?

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Unit 5

Chapter 3

Linking Verbs (p. 425)
Subject + linking verb + adjective
appear, seem, look become, get, grow, remain feel, smell, taste, sound

I. Recognition

Identify the linking verbs in the Comprehensive Reading.

II. Quotation

Koreans studying American education observed that American students lack idealism and a sense of mission. They seem generally satisfied and conservative. While they rebel against the older generation, they have not forsaken ambition, acquisition, and their desire for financial adventure.

- Kim Hyung Chan, A Korean's View of America

III. Exchanges

A: Does it taste good?
B: It's not bad at all.

A: You really look good today.
B: Well, I don't feel good.

A: Which one do you think is more expensive?
B: This one looks more expensive to me.

A: What do you do when you feel angry?
B: I usually take a walk.

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Unit 5

Chapter 3

IV. Reading

Mr. Pak bought a new shirt last week. The material is synthetic, but it looks and feels natural. Mr. Pak felt uncomfortable wearing the shirt at first because it's very loud. He grew shy and didn't want to wear it on the street. Gradually, however, he became more daring, and now he wears it almost everyday. When he wears it, he feels like a new person. Although Mr. Pak is an old man, his new shirt makes him look and feel young.

V. Dialogue

A: Mr. Kim, when did you become a fancy dresser?
B: Why? What do you mean?
A: That suit really looks good.
B: Why, thanks. You seem pretty happy today.
A: That's because I became a grandfather last night.
B: Congratulations!

VI. Activity

Students blindfold each other and identify tastes, sounds, smells, and textures. i.e. It feels soft.
It tastes bitter.

VII. Writing

A. Change the verbs to linking verbs.

1. That material is very natural-looking.
2. When he was forty-three, John F. Kennedy was President.
3. Wool is very coarse.
4. That food has a foul odor.
5. His voice is hoarse.

B. Using linking verbs, write one sentence describing each of your classmates. i.e. Mr. Kim is growing old, getting bald, etc.

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Unit 5

Chapter 4

Verb + to Verb (pp.453,475-476)
They want to sing. have need like

I. Recognition

Identify the verb + to verb patterns in the Comprehensive Reading.

II. Quotations

When any of the four pillars of government are shaken or weakened (which are religion, justice, counsel, and treasure), men need pray for fair weather.

- Bacon

It takes all the running you can do to keep in the same place. If you want to get somewhere else, you have to run twice as fast as that.

- Alice In Wonderland

I do like to be beside the seaside.

- Popular Song

III. Dialogue

A: Would you like to go downtown with me after dinner this evening?
B: Why? What's happening?
A: Nothing much, but I have to buy a ticket for the soccer game tomorrow.
B: No, thanks. I need to catch up on my rest.

IV. Exchanges

A: Do they like to complain a lot?
B: Not as much as you do.

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Unit 5

Chapter 4

IV. Exchanges (continued)

A: Do you have to do that?
B: Not really. Why do you ask?
A: It bothers me.

A: I have to ask him something.
B: He looks busy.

V. Writing

Write responses as indicated using "want", "have", "need", and "like".

1. My tooth hurts. I have to see the dentist.
2. His stomach is upset. _____ the doctor.
3. She enjoys music. _____ concerts.
4. She likes music. _____ the concert.
5. I failed history. _____ harder.
6. He has bad eyesight. _____ glasses.
7. I'm going to teach a class. _____ lesson plan.
8. We finished the lesson. _____ test.
9. I'm going to buy a car. _____ driver's license.

VI. Writing

A. Make sentences out of the following groups of words.

1. Young Taik wanted/continue his study/sociology.
2. They decided/go/graduate school/University/California.
3. Summer vacation/Su Bok/Changho/like/visit/homes/friends.
4. Cho Su Bok needs/study/pass/English course this semester.
5. I have/do/two years/advanced study/my Ph.D.

B. Write a paragraph based on the following questions:

1. Do all teachers have to graduate from college in Korea?
2. Do teachers need to receive a degree in education?
3. How many years do you have to study?
4. Does Korea need to have better teachers?

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Unit 5

Chapter 5

I. Review Reading

Higher education in America today appears to be quite different from the traditional idea of a four year "liberal arts" education. More people than ever before are going to college and, in order to accomodate them, colleges are changing rapidly.

To enter most colleges, the American no longer needs to take an entrance exam. Everyone is judged on the basis of his high school grades. If they are not high enough, one may even get into college on a probationary basis. This means one has to pass all courses with at least a "C" average.

The American student does not have to compete in the same manner as the Korean for entrance into a good school. Also, he may drop out at any time without losing face. As a result the American student seems more relaxed and open-minded.

In a democratic society, there are few social or economic restrictions on higher education. In America, many housewives and businessmen are part-time college students as well. Therefore college education must be open-ended. It has to offer the student the variety of skills necessary for his goals, whatever they may be.

II. Activity

A. Number the sentences in the reading and label them with an "F" if they are FACT and an "O" if they are OPINION.
B. Write five facts and five opinions about higher education in Korea.
C. Using patterns you have studied, write one paragraph comparing and one paragraph contrasting some of the facts and opinions in (A.) and (B.)

III. Vocabulary

higher education	open-minded
traditional	restrictions
liberal arts	housewives
accomodate	open-ended
probationary	variety
face	

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Unit 5

Chapter 5

IV. Writing

Choose the bad sentences and rewrite them.

1. Most American students do not feel to work hard.
2. American students often appear undisciplined and disrespectful.
3. We must work hard for to succeed.
4. Most children go to school by foot.
5. Changho is not so tall as his brother.
6. This perfume smells nicely.
7. How does Pusan differ to Seoul?
8. He studied hard in order to pass the exam.
9. To grow healthily, we need playing as well as working.
10. Bill looks as his father.
11. We usually don't say like that.
12. He came to work as high as a cucumber.

V. Quotation

Examinations are formidable even to the best prepared, for the greatest fool may ask more than the wisest man can answer.

- Colton

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Unit 6

ADVENTURE and TRAVEL

Comprehensive Reading

A South Seas Adventure

Everyone wishes he were an adventurer. Deep-sea diving, sailing, and exploring are all adventurous pastimes that we ourselves cannot usually experience. For this reason we like to read adventure books.

The following real-life adventure took place in 1947. Thor Heyerdahl, a Norweigan, decided to try sailing from Peru to Polynesia. He believed Polynesia was settled by Peruvian Indian tribesmen. The trip would test his theory. If he was successful, his theory would be believed. But if he failed, he would probably die.

He and seven friends built a balsa wood raft by themselves. It was a replica of the ancient Indian ones. Once off the coast, ocean currents and trade winds swept the raft away into the Pacific. Living on the raft was dangerous. High waves pummelled the tiny raft and could wash a man away if he was not careful. If someone went overboard, he would be lost since the raft could not turn around.

Turning back was impossible. They sent out and received radio messages, but saw no other humans during their voyage. After ninety-seven days, the raft was blown onto a coral reef. It was almost destroyed by the pounding waves but the men get across the reef to land. The island was part of Polynesia. Soon natives came over to the island and took them back to their village for a feast. All night long the men celebrated their success.

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Unit 6

Chapter 1

Reflexives

He bought himself a book. (indirect object)
He cut himself. (direct object)
We ourselves can't travel. (emphasis)
I travel by myself. (Idiomatic=alone)

I. Exchanges

A: Can I help you?
B: No, thanks. I'll do it myself.

A: Did you make this yourself?
B: Sure. It was easy.
A: Nice job.

A: Didn't you help him?
B: No, he did it all by himself.

II. Song

I'll face the unknown,
I'll build a world of my own,
No one knows better than I myself,
I'm by myself, alone.

- American Popular Song (1950s)

III. Writing

Fill in the blanks with the correct reflexive forms.

Thor Heyerdahl taught _____ how to sail. He and his friends versed _____ in the techniques of navagation. He _____ was not a sailor but he was able to learn. You _____ can do many things too.

IV. Writing

Write a response using the cue word and the correct form of the reflexive.

1. Why is Mr. Kim's finger bleeding? (cut)
2. Why is the baby crying? (hurt)
3. Why is he working alone? (do)
4. Why is she sitting alone? (wants to be)
5. Did you make this? (made)

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Unit 6

Chapter 2

Two-Word Verbs or Verb + Particle (p.463)

Two word verbs are also called "verb plus particle." The particle is part of the verb. Compare "call" and "call up" or "sweep" and "sweep away".

Verb + particle (Transitive) has three forms.
1. I called Duane up.
2. I called up Duane.
3. I called him up.

Verb + particle (Intransitive) has only one form.
I came over last week.
She's going to stand up.

I. Writing

1. Identify the eight two word verbs in the Comprehensive Reading.
2. Use these verbs to fill in the blanks in the following sentences.

a. We _____ a call for help.
b. Please _____ the car _____.
c. The men _____ the bridge safely.
d. She _____ the boy _____ home.
e. The ocean is constantly _____ the sand on the beach.
f. The road was impassable. We had to _____.
g. He _____ last week to see me.
h. The storm _____ everything in its path.

II. Exchanges

A: She's going to drive back today.
B: Oh, maybe I can go along.

A: Can I call you up sometime?
B: Sure. Here's my number.

A: You aren't going to turn around, are you?
B: Yes, I think I will.

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Unit 6

Chapter 2

III. Writing

In the sentences below there are two-word verbs. If the word order can be changed, make the change.

1. She put her new dress on.
2. Will you bring back my umbrella?
3. Call me back in about an hour.
4. Hang the phone up for me, please.
5. She likes to show off her talent.
6. I can't figure out the answer.
7. I can't figure it out.
8. Come back when you are finished.
9. Come right back.
10. We had to look up the answer.
11. Can you help me out?
12. He was glad to help the students out.
13. Take off your hat and stay awhile.
14. Don't throw away good material.

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Unit 6

Chapter 3

Gerunds (pp.476-478)

Gerunds in English look similar to present participles (V+ing). Gerunds, however, are always used as nouns - as subjects or objects, i.e. : Swimming is good exercise.
I like swimming.

The following verbs are always followed by gerunds, not infinitives: enjoy, mind, stop, avoid, consider, appreciate, finish, deny, admit, risk, dislike.

The following verbs are followed by either gerunds or infinitives: start, begin, continue, like, neglect, hate, cease, love, prefer, intend.

I. Writing

1. Find the seven gerunds in the Comprehensive Readi .
2. Tell whether they are in subject or object positions.

II. Exchanges

A: Do you like flying?
B: Well, I like landings but not take-offs.

A: Doesn't that guy do a lot of travelling?
B: Sure. It's part of his job.

A: Sailing is a great sport, isn't it?
B: Yeah, but I've never tried it.

III. Quotations

All travelling becomes dull in direct proportion to its rapidity.

- John Ruskin

I travelled among unknown men,
In lands beyond the sea,
Nor, England! did I know till then,
What love I bore to thee.

- Wordsworth

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Unit 6

Chapter 3

III. Quotations (continued)

The fool wanders, the wise man travels.

- Fuller 1732

Travels far, he that knows much.

- Clarke 1639

IV. Writing

Make sentences out of the following groups of words.

1. educational/is/travelling
2. to/crash/make/landing/had/he/a
3. not/is/profitable/wandering/often/foreign/through/countries
4. rapidly/travelling/place/the/look/makes/every/same
5. country/appreciate/makes/own/us/our/travelling

V. Writing

Write five things that:

1. are educational
2. are not profitable
3. make us appreciate our own country

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Unit 6

Chapter 4

Conditional (pp.470-471)

The conditional has three forms.

1. future-possible (if+present tense+future tense)
   If I go, I will take you along.
2. present-unreal (if+past tense+might+verb)
   would
   could
   If he bought it, we could use it.
3. past-unreal (if+past perfect+might+have+verb)
   would
   could
   If I had gone, I might have learned something.

Note: The order of clauses may be reversed.
If reversed, the comma is dropped.

I. Writing

1. Find the conditional statements in the Comprehensive Reading.
2. Identify which of the above three types they are.
3. Rewrite, reversing the clauses.
4. Change into the other two forms.
5. Discuss the changes in meaning that occurred when #4 was done.

II. Dialogue

Jim: Where's Jack? Isn't he going mountain climbing with us?
Ted: He said he would go if he finished his work.
Jim: I guess he isn't finished yet.
Ted: If he had started earlier, he would have been done by now.

III. Exchanges

A: Why don't you help me?
B: I would if I could.
A: Why don't you go to Europe?
B: I would if I had the money.

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Unit 6

Chapter 4

IV. Writing

Using the conditional form, tell when you might do the following things.

1. Learn another language.
2. Make a public speech.
3. Have written a book.
4. Have become a middle school principal.
5. Loan me some money.

V. Reading

Swim for Your Life

In August 1970, William Honeywell was a passenger on an ocean liner. At four o'clock one morning, he fell overboard. No one saw him. As he swam for his life, he watched the ship fade out of sight. Usually if someone falls overboard, they will panic and soon drown. But William remained calm. He was young and strong. He swam for eleven hours until the ship returned to pick him up.

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Unit 6

Chapter 5

The Subjunctive (p. 449)

If John were here, he could help us.
was
I wish I was in Polynesia.
were

Present-unreal conditional sentences and "wish + complement" sentences use the subjunctive form "were" for all three persons, singular and plural. But this usage is rapidly changing. Now even educated people use "was" instead of "were".

I. Exchanges

A: What would you do if you were a millionaire?
B: I'd buy a Rolls Royce.

A: I wish I was in Cheju-do.
B: Boy, that would be nice.

A: He wishes he were president.
B: Oh really? Why?
A: He likes power.

II. Song

I wish I were an apple,
Hanging on a tree,
And everytime my sweetheart passed,
She'd take a bite of me.

"Cindy, Cindy"

- American Folk Song

III. Writing

Make short negative responses, using "I wish he _____"
wasn't
wouldn't
didn't
couldn't

1. Mr. Kim lives far away.
2. This student chews gum in class.
3. My neighbor plays violin.
4. He has a noisy dog.
5. Korean is difficult.

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Unit 6

Chapter 5

IV. Writing

Write a paragraph about your lost ambitions.
Answer the following questions:

What do you wish you were?
What would you do if you were that?
Why?
Why aren't you that?

V. Review Reading

Adventure on the Moon

Perhaps the greatest adventure of our era was man's landing on the moon. On July 16th, 1969, the spaceship Apollo II blasted off on its 385,000 kilometer journey into space. It was a dangerous trip. If there were any problems, there could be no turning back. The astronauts themselves were ordinary men. But they were trained to survive in space and to perform many scientific experiments. Their names were Armstrong and Aldrin.

After three days, the ship touched down on the moon. Armstrong climbed down the ladder and stepped onto the moon. He said, "A small step for man. A giant leap for mankind." It was a historic moment. Man was on the moon. Aldrin followed and the two men walked and drove over the moon's barren surface. They picked up rocks to bring back to earth. They drove scientific instruments beneath the moon surface to test the soil. They planted the American flag. Then the ship took off for earth.

VI. Writing

Complete the Review Reading by writing a last paragraph.

1. Pacific ocean/splashed down
2. nearby/aircraft carrier
3. families/friends/reunited
4. happy/proud/heroes/welcome

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Unit 6

Chapter 5

VII. Writing

Pretend that you have all the money and free time that you want.
What kind of adventure would you like to have?
Some suggestions for things to write about:

1. Describe where you would like to go.
2. Tell what kinds of preparations you would make.
3. Tell who you would like to travel with.
4. State your purpose and how you would achieve it.
5. Tell what you would do upon returning home.

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Unit 7

THE COMMUNICATIVE POWERS OF MAN

Comprehensive Reading

Signals Without Words

It is fascinating to think about how we learn about the people around us. People depend a great deal on conversation to help them learn about others. If businessmen or teachers get together, for example, we can often predict their topics of conversation. Once two people have gotten acquainted, it is easy for them to say that they learned about each other through their conversations. If we think carefully about it, however, we can discover other kinds of language.

Whenever we observe two people talking, we notice their language of course. But if we look deeply enough, we will no[illegible] other things too. Whether the two people notice it or not, they are using other forms of communication.

Neither sentences nor words by themselves entirely convey meaning. To help others understand our words more clearly, we move parts of our bodies. Raising our eyebrows, smiling at the right time, nodding our heads, sighing, and moving our hands are examples of another kind of language. Adults do these things and children do, too. They are such an important part of communication that they have been called "body language." Sometimes we enjoy watching others' use of body language. At other times, watching someone bite his nails, drum his fingers on the table, or rub his hands together may be irritating enough to make us uncomfortable.

Our body language is so familiar to us that we may not be conscious of it. Such aspects of communication, however, are too important to ignore. While it is not easy to control either our speech patterns or our body language, awareness of them can help us develop insights into ourselves and others.

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Unit 7

Chapter 1

Sentences with 'It is.'

It is fascinating to learn.
It is fascinating for them to learn.
It is fascinating that they could learn it.

I. Exchanges

A: This game is really good.
B: Yes, it's too bad that John couldn't be here.

A: Everyone missed you at the meeting.
B: I'm sorry, but it was impossible for me to come.

A: Someone should have told President Nixon to be more careful.
B: It's strange that he didn't think of it himself.

A: Why does he keep scratching his head?
B: It's common for people to do such things.

II. Writing

A. Based on your own experiences, complete the following:

1. It's difficult to
2. It's easy to
3. It's dangerous to
4. It's impossible to
5. It's polite to
6. It's simple to
7. It's unusual to
8. It's important to
9. It's nice to
10. It's necessary to

B. After reading and discussing your answers, orally change them to the negative by preceding them with an 'if' clause.

ex. If someone gave me ten million won, it would not be necessary for me to teach everyday.

III. Quotations

It is a miserable state of mind to have few things to desire and many things to fear.

- Of Empire

Men of few words are the best men.

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Unit 7

Chapter 1

IV. Reading

Today it is not uncommon for students to spend a great deal of time in front of the TV. It is unfortunate that there are not more good TV programs. TV programs usually overemphasize violence and cheap thrills. It is rare for a student to turn off the TV and feel like he has learned something. Perhaps someday TV programs will provide insight rather than poor sight.

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so, too, either, neither (p. 484)

John likes coffee and so does Jim.
John likes coffee and Jim does, too.

Frank doesn't like coffee, and neither does Jack.
Frank doesn't like coffee, and Jack doesn't, either.

Neither Frank nor Jack like coffee.
Either John or Jim like coffee.

I. Activity

The Comprehensive Reading in this Unit states that:

"Neither sentences nor words by themselves entirely convey meaning."

If you had to teach your students to read and understand the English word "cough", give at least five ways that you could do it.

II. Exchanges

A: The meeting is only for PTA members?
B: Yes. Teachers don't have to come and principals don't either.
A: But I think we should go anyway.
B: So do I.

A: Serving coffee would be nice.
B: But neither Ms. Park nor Ms. Shin like coffee.

A: The students don't like the book and neither do the teachers.
B: Then why are you using it?
A: It's all we've got.

A: Students like school picnics and so do the teachers.
B: Really. They give everyone a chance to play together.

III. Quotations

If we taught children to speak, they'd never learn.

- William Hull

When I use a word, it means just what I want it to mean - neither more nor less.

- Alice in Wonderland

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Unit 7

Chapter 2

IV. Writing

A. Based only on the first paragraph of the Comprehensive Reading, circle the following inferences that are ACCURATE and cross out the ones that are INACCURATE.

1. Businessmen talk about predictable things and teachers do, too.
2. Neither thinking nor learning is fascinating.
3. For learning about each other, Koreans depend on language and Americans do, too.
4. It is interesting to think about how we learn about others.
5. Topics of conversation aren't predictable and neither are people.
6. Businessmen get together and so do teachers.
7. Talking to people is a good way to learn about them.
8. For learning about others, Americans don't depend on language and Koreans don't either.

B. After you have decided which sentences should be circled and which ones should be crossed out, arrange the circled ones in an order that corresponds with the order in the first paragraph of the Comprehensive Reading.

ERIC

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Unit 7

Chapter 3

Qualifiers of Adjectives (p. 457)

He is too sick to leave the hospital.
He is so sick that he can't leave the hospital.
He is such a sick man that he can't leave the hospital.
He is well enough to leave the hospital.

I. Exchanges

A: How was the movie?
B: It was so good that I want to see it again.

A: Should we buy used books or old ones?
B: Used books are good enough.

A: Did you buy new shoes?
B: Yes, but they're so small that I can't wear them.

A: It was such a boring lecture that I fell asleep.
B: Didn't the teacher use visual aids?
A: No, I wish he had.

II. Reading

Park, Jae Min used to be a bus driver but he is not any more. He drove so badly that he had three accidents in one month. In the last accident he ran into a police car. He lost his job after that.

III. Quotation

We have modified our environment so radically that we must now modify ourselves in order to exist in this new environment.

- Norbert Wiener, The Human Use of Human Beings

V. Activity

A. Write the following vocabulary items from the Comprehensive Reading in the proper blanks in the sentences below.

fascinating	relationship	communication
conscious	ignore	convey
restless	rub	predict

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Unit 7

Chapter 3

1. The audience was too _____ to enjoy the concert.
2. _____ is an important part of anyone's life.
3. He was thinking so hard that he was not _____ of the noise.
4. The explanation was clear enough to _____ the meaning.
5. It was such a _____ class that all students enjoyed it.
6. The music was so loud that no one could _____ it.
7. If he had thought about his _____ with others, he could have been successful.
8. The weather is too difficult to _____.

B. List five things that:

1. are fascinating
2. are not easy to predict
3. are so hard to ignore that you become uncomfortable
4. are such important factors in forming relationships that they can't be ignored

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Unit 7

Chapter 4

Complements* (pp. 476-478)

They wanted us to go.
The teacher persuaded the children to help her.
He admitted taking the money.
He enjoyed hearing the story.
I heard him opening the door.
I helped him open the box.

*The important element in this construction is the main verb. Check the reference above for other verbs that work in this construction.

I. Exchanges

A: Why did she make him wait?
B: Because she wanted him to help her.

A: Didn't you do it yourself?
B: No, I asked someone else to do it.

A: Are you going out tonight or not?
B: I can't. Someone wants me to do something.

A: Neither you nor I want to grade these papers.
B: Right. Let's get a student to do it.

A: You haven't seen Mr. Shin, have you?
B: Yeah. I saw him going to the theater.

II. Writing

After practicing and discussing the sentences in the Comprehensive Reading that are similar to the ones in the box above, complete the following:

A. Make sentences out of the following sets of words:

ex. my wife/at home more often
My wife wants me to stay at home more often.

1. the vice-principal/extra work
2. my students/interesting lessons
3. my children/to the movies
4. my students' parents/less homework
5. an old friend/in a tearoom

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Unit 7

Chapter 4

II. Writing (continued)

B. If you were a student in class, write three that things you would enjoy doing, avoid doing, and hate doing. As a result of these ideas, write three things that you would expect the teacher to do, tell the teacher to do, and force the teacher to do.

III. Quotation

[Students expect teachers to discover the] meaning of living: the exchange of time for experience.

- Caleb Gattegno, What We Owe Children

IV. Reading

Fred is marching. He is not really ill but he wants the sergeant to think he is.

"Let me sit here for a minute, sergeant. I feel terrible!" he says.

Unfortunately the sergeant does not believe him. He is going to make him march with the others.

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Unit 7

Chapter 5

Connectors (p. 470)

I go swimming whenever the weather is nice.
I sometimes wear a raincoat whether or not it is raining.
it is raining or not.

Once he saw his wife, he was all right.
Unless we know why we know something, we don't know anything.

I. Exchanges

A: You can go with us, can't you?
B: Well, I can go unless my wife is still sick.

A: Are you still tired from the trip?
B: No. Once I took a bath I was OK.

A: I'm ready to go whenever you are.
B: Unless it's raining, let's go now.

A: If you tell her, she won't like it.
B: I'm going to tell her whether she likes it or not.

II. Review Reading

The Value of Silence

Everyone likes to travel, and Connie was no exception. Whenever she had a chance, she would go to some fascinating place. She was young enough and free enough to go from one exciting place to another. Once she came back from a trip, she would tell others all about her adventure, whether they were interested or not.

She was so fascinated with her travels that she would start every conversation with a description of her most recent trip. She wanted everyone to know as much about other places as she did. She was too excited about her own experiences to think about others and their experiences.

Soon people began to avoid meeting Connie. It was not fun for others to be around her. This was such a shock to Connie that she began to think. She had been thinking about herself so much that she neglected others.

The next time Connie met a group of her friends she avoided talking about herself and her travels. She wouldn't talk about herself unless someone asked her something. She asked her friends to talk about themselves and their experiences. Neither Connie nor

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II. Review Reading (continued)

her friends could believe the change. Conversations became so interesting that no one was restless or bored. Once Connie rediscovered the value of silence, she discovered the value of others.

III. Writing

A. After you have read and discussed the reading in this chapter, put the underlined words in the grammar box in the appropriate blanks below.

1. _____ Connie learned to think of others, she was happier.
2. Connie travelled _____ she could.
3. _____ someone asked her something, Connie avoided telling others about herself.
4. She liked to talk about herself _____ anyone was interested _____.
5. _____ her friends avoided meeting her, she decided to change.

B. Once you have discussed the above completed sentences, put them into chronological order in paragraph form.

C. Write a short paragraph about one thing you used to do, whenever you could, whether you considered others or not, that you stopped doing, and are happier for it.

IV. Quotation

Education isn't only books and music,
it's asking questions all the time.

- Beatie Bryant

ERIC

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*Chapter 1 in this Unit focuses on the grammar points that are central in the Comprehensive Reading that follows. The remaining Chapters in the Unit can be seen as a review of those grammar points isolated in Units 1-8.

The Hoax

A student recently saw two workmen drilling on the road that was in front of his dormitory. They were workmen who were hired by the university. But the student telephoned the police. He informed them that two students who were dressed up as workmen were tearing up the road.

After he telephoned the police, the student went out where the men were working. He told them that a student who liked to play tricks on people might come dressed like a policeman and order them to leave. The workmen laughed and thanked the student for the information and continued to work.

A policeman soon arrived at the dormitory. He walked over to where the men were working. He explained that what they were doing was illegal and that they should leave immediately. When the workmen began to laugh, the situation, which was already bad, became worse. When the policeman became angry, one of the workmen lost his temper and threatened to call the police. The policeman pointed out, however, that this was unnecessary since they were already under arrest. When one of the workmen actually called the police, however, they all realized what had happened. They were victims of a hoax.

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Unit 8

Chapter 1

Relative Pronouns (p. 460)

I read the book which was on the table.
I saw the man who gave you the book.
I see the place where the book was.
I was there at the time when the book was taken.
I saw the man whose book was on the table.

Relative Word in Clauses as Complements (p.470)

I know who writes poetry.

Relative Word in Clauses as Subjects (p.479)

What he wanted is difficult to say.

Nonrestrictive Clauses (p. 474)

John, who had never tried skating, fell on the ice.

I. Exchanges

A: It's easy for me to speak English.
B: Well, what is easy for you may not be easy for someone else.

A: Do you know what this is?
B: No, but I think we can find someone who can tell us.

A: What's an employment agency?
B: It's a place where people go when they need a job.

A: I don't know how often to take this medicine.
B: Isn't that written on the package?
A: Yes, but I can't read what the pharmacist wrote.

II. Proverbs

A doctor who treats himself has a fool for a patient.

Practice what you preach.

ERIC

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Unit 8

Chapter 1

III. Writing

A. Complete the following with relative clauses.

ex. I don't like men.
I don't like men who think women are stupid.

1. I don't like policemen.
2. Students respect teachers.
3. I like places.
4. Principals get angry at teachers.
5. I don't do well on examinations.

B. Following the guidelines given below, write a different ending to the Comprehensive Reading in this Unit. Do not use more than 250 words.

Title	: Arrest the Police!
Introduction	: The worker who telephoned the police returned -- the other workman still quarreling with policeman -- resisting arrest
Development	: More police arrived -- workmen told them that the first policeman was a student -- new policemen threatened to arrest the first one -- asked for his identity card -- the first policeman said that workers were students -- workers had to prove identity
Conclusion	: Discovered the truth -- they were victims of a hoax.

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Unit 8

Chapter 1

IV. Reading

Old Age Assistance

Old age can be a difficult time, especially for one who lives alone. Often an old person is trapped in a big city apartment, and doesn't know where to turn for help.

Take Mr. Tomkins, for example. He is an 82 year old man who lives alone in an old neighborhood in San Francisco. He has no close relatives, and his friends have long since moved away. His only income is a small social security check, which barely covers the rent. He is entitled to additional welfare money, but doesn't know who to talk to about signing up. He is entitled to free medical care, but doesn't know where or how to fill out an application.

What Mr. Tomkins needs is a visiting social worker who can show him how to get assistance. He should be visited periodically to make sure that he is getting all he is entitled to.

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Unit 8

Chapter 2

I. Reading

The Premature Delight

There was once a teacher who made a meager living by teaching five pupils in a very small village. The school was located between a carpenter's shop and a blacksmith's shop. While the carpenter sawed and nailed noisily, the blacksmith's hammer against his anvil could be heard clearly in the schoolroom. Because of the noise, it was extremely difficult for the students to learn and the teacher to teach.

One day the carpenter and the blacksmith called on the teacher to announce their decision to move. The teacher was so delighted by the news that he gave a farewell party for both the blacksmith and the carpenter. During the lavish party the teacher said, "I've been wondering where the two of you are planning to move." "Oh, I'm just going to change shops with the carpenter," the blacksmith replied. "Well," the teacher said unhappily, "my hopes for peace and quiet have just gone up in smoke." The teacher, who had just lost his hopes for peace and quiet, began to lose his savings for the year, too, as the party continued on into the night.

II. Writing

Following the guidelines given below, write about what the teacher did after the party. Do not use more than 250 words.

Title:	Return to Peace and Quiet
Introduction:	Teacher started a store -- since not many stores in the village, business good -- sold food and supplies -- made a lot of money
Development:	Teacher decided to build a new school -- quietest place in the country -- bought land -- most beautiful school
Conclusion:	New school quiet enough -- blacksmith and carpenter -- far away as possible -- peace and quiet became a reality.

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Unit 8

Chapter 2

III. Reading

Funny or Not

People everywhere enjoy hearing a good joke. What people laugh at, however, depends on such things as age, personality, mood, and culture.

One kind of humor is called "sick humor." While some people enjoy it, others wonder how anyone could laugh at it. The following example is here for you to judge.

Two weeks before Christmas a man who had broken his leg lay suffering in a hospital. He was not looking forward to spending Christmas in the hospital, but the break was too serious for him to be released.

The Christmas holidays passed, but on New Year's Eve the patient wanted to go to his friend's house where there was a party going on. After he convinced the doctor to let him go, he caught a cab and took off. He got out of the cab in front of his friend's house and tried to get to the door as fast as he could. In the process, however, he slipped on a piece of ice and broke his other leg.

IV. Activity

The above reading might lead to the discussion of questions like the following:

1) What is sick humor?
2) Is some of Korean humor sick?
3) What kinds of topics or people do Koreans joke about?
4) Why do people enjoy funny stories?
5) How is humor useful?

V. Quotation

No mind is thoroughly well organized that is deficient in a sense of humor.

- Table Talk

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Unit 8

Chapter 3

I. Reading

Keep a Sharp Eye

The good old summertime is a great season for touring America. Here are some hints for the foreign visitor.

Medical expenses in America are astronomical. One lady from Austria slipped and broke her arm in California and ended up with a $300 doctor and hospital bill. Make sure your medical insurance covers you while abroad.

Most cowboys and Indians laid down their guns long ago, Al Capone no longer roams the streets of Chicago, and reports that you cannot walk outside in New York City after dark without a karate expert by your side are somewhat exaggerated. But there is a high crime rate in America's larger cities and you should keep that in mind. Don't stroll through large parks at night; stay in the well-lit busy sections of the city; and if you want to visit the "inner city," do it by day and in organized tours. America's cities are also full of con men. Be leery of sidewalk vendors offering you cheap watches--probably hot--i.e., stolen--and of volunteer porters who say they will take you to a nice cheap hotel.

Prostitution is illegal everywhere in the U.S., except Nevada. And in many places the "John" (client) is considered as guilty as the "hooker" (prostitute). The legal hazard, moreover, is by no means the only one: many a tourist who has succumbed to the charms of a state-side lady of the night has wound up without his wallet--and with assorted bruises.

Don't put your shoes outside your hotel door at night. No one will polish them for you, and you may never see them again.

- Newsweek

II. Writing

A. Make a list of the topics that the above reading talks about. If you feel that things have been left out that a foreign visitor should know about, add these to your list.

B. Write a letter to a friend of yours in America who has never been to Seoul, but is coming in a few weeks. Discuss the topics that you listed above as you try to prepare him for his visit.

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Unit 8

Chapter 3

III. Reading

The Founding Streakers

So far, it is not a scheduled part of the nation's bicentennial celebration, but "streaking," as it turns out, is as old as the Republic.

In the spring of 1776, a group of Continental Army soldiers camping near a pond in Brooklyn, N.Y., would "come out of the water and run to the houses naked with a design to insult and wound female decency," according to papers recently unearthed by the Rhode Island Historical Society.

Public outrage at such brazen behavior prompted an anti-streaking lecture from Gen. Nathanael Greene, the Revolutionary Army's youngest general. Greene scolded two Rhode Island regiments for their "scandalous conduct," noting that "our enemies have sought to fix a stigma on the New England people as being rude and barbarous . . . for heaven's sake don't let your behavior serve as an example to confirm these observations." At one point in his reprimand, the general asked: "Is there no ambition left alive but that of being scandalous?" Two centuries later, the answer still seems to be "nay".

- Newsweek

IV. Quotation

Scandal is gossip made tedious by morality.

- Lady Windermere's Fan

V. Activity

Discuss the relationship between:

1) streaking and scandal
2) scandal and gossip
3) gossip and streaking
4) streaking and morality
5) gossip and morality

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Unit 8

Chapter 4

I. Reading

from Motherland Should be a Dirty Word

I don't care a fig about women's rights. Women's rights, however, are directly tied to the number of babies which are born. The biggest argument in favor of the women's liberation movement is not that women should have more opportunities, be happier, or live fuller lives. The biggest argument is that they should stop thinking of motherhood as the highest career to which they can aspire.

Two children per family is considered about right in terms of the country's ability to adjust to its growing population. If the U.S. population reaches 280 million by the year 2,000--which it is expected to do at the present rates--this will be like adding nearly 4 billion Indians to the world's population. This idea was expressed well by Dr. Reid A. Bryson. According to him, the United States averages about sixty people per square mile. But when you consider how many cars, washing machines, and electric lights each of these people uses, it is as if each person had 150 slaves. Each gadget requires food--in the form of fuel--and each throws off metabolic wastes.

- Henry W. Pierce

II. Activity

Apply to the above reading the following exercises from Unit 4, Chapter 4:

1) Vocabulary Exercises A, B, C, D, and E
2) Writing Exercises A and B

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III. Poetry

Richard Cory

Whenever Richard Cory went downtown,
  We people on the pavement looked at him:
He was a gentleman from sole to crown,
  Clean favored and imperially slim.

And he was always quietly arrayed,
  And he was always human when he talked;
But still he fluttered pulses when he said,
  "Good morning," and he glittered when he walked.

And he was rich--yes, richer than a king
  And admirably schooled in every grace:
In fine, we thought that he was everything
  To make us wish that we were in his place.

So on we worked, and waited for the light,
  And went without the meat, and cursed the bread;
And Richard Cory, one calm summer night,
  Went home and put a bullet through his head.

- Edwin A. Robinson

IV. Activities

A. Poetry, even more than prose, requires drawing inferences. Draw inferences to list reasons why "we" of the poem admired Richard Cory.

B. List five reasons why you admire someone.

C. Compare the differences and similarities between your two lists using techniques learned in Unit 5.

D. What does the last line say about Richard Cory? Write two or three of your opinions of Richard Cory. Exchange papers and agree or disagree with each of the opinions.

ERIC

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Unit 8

Chapter 4

V. Proverb/Quotation

Death is the grand leveler.

- Fuller 1732

For within the hollow crown
That rounds the mortal temples of a king
Keeps Death his court.

- Shakespeare, Richard II

VI. Activities

A. Restate the above proverb or quotation in your own words.

B. What do your restatements say about death? Write three sentences giving an opinion of death drawn from your restatements.

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Unit 8

Chapter 5

I. Reading

Why Don't You Understand?

I read something some time ago by a man who had spent World War II in a German concentration camp. This man and his fellow prisoners tried both to save their lives and their human dignity, and to resist the demands of their jailors. To do this, they adopted an air of amiable dull wittedness, of smiling foolishness, of cooperative and willing incompetence. Told to do something, they listened attentively and nodded their heads eagerly. Then they asked questions that showed they had not understood a word of what had been said. As far as possible they did the opposite of what they had been told to do. If they did do something, they would do it as badly as possible. They realized that this would not stop the war or even the administration of the camp. However, it gave them a way of preserving a small part of their integrity in a hopeless situation.

Does this not happen often in school? Children are prisoners. School for them is a kind of jail. Do they not, to some extent, escape and frustrate the relentless pressure of their elders by withdrawing the most intelligent and creative parts of their minds from the scene? Is this not at least a partial explanation of the extraordinary stupidity that otherwise bright children so often show in school? The stubborn and dogged "I don't get it" with which they meet the instructions and explanations of their teachers -- may it not be a statement of resistence as well as one of panic and flight?

- John Holt, How Children Fail

II. Quotation

I have been studying how I may compare
This prison where I live unto the world.

- Shakespeare, Richard II

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Unit 8

Chapter 5

III. Reading

I Don't Believe You

"I don't believe you," said Guy to his friend, who was telling him an incredible story about himself.

"Why? Have you never heard of these things?" replied Jimmy, who loved to pull people's legs.

"How could you expect me to believe that?" said Guy heatedly, "I'm not a fool you know."

"Well, let's forget it and find a place to sit down."

Guy was ready to forget what Jimmy had told him but was not ready to forgive him for the insult of thinking that he was stupid, or that he was easily fooled.

Jimmy knew very well that he might have hurt Guy's feelings and his pride, but his sense of humor was such that he continued as if his story was true and he was prepared to stand by it, pretending he thought whoever would not believe it was a fool. In fact, Jimmy's apparent pity for the poor fellow beside him infuriated Guy, who wanted to hold Jimmy responsible. The more Jimmy seemed to sneer, the more Guy became upset and unable to find the right words to say.

So Jimmy said, "Do you see that path over there? It must lead to a picnicking spot near the river. Let's go there and rest for a bit. When we finish our sandwiches, I'll tell you another story like the one you are still thinking about."

Guy could not control himself any longer. "I am not thinking of your story. . . I don't want you to tell me another one . . . I think you are vulgar and inconsiderate. . . that you tell lies to show off. . . that you . . . " Guy turned around and strode quickly away from Jimmy who, though pleased with the effect on his friend, was sorry to be left to eat his lunch by himself.

He watched Guy disappear around a bend some distance away and said to himself, "How can mere words have such power to make people angry and unhappy?"

- Short Passages
Educational Solutions

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Unit 8

Chapter 5

IV. Poetry

So many gods, so many creeds,
So many paths that wind and wind,
When just the art of being kind
Is all this sad world needs.

- Ella Wheeler Wilcox

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