

# Homework for Unit 1

## Students who have not had ELP training in writing a paragraph:

Read "Catching Up," at E>G, Composition. Submit your paragraph at the beginning of class on March 16.

### In general...

- Page numbers: "m" in front of page number means the main text, *Developing Reading Skills*; "w" means a page in the workbook (*English Communication Skills 3*); "y" means "You're In Charge." "E>3" means the Extras, English 3-4 page on our website; "E>G" means the Extras, General page.
- For every unit, complete the *Developing Reading Skills* exercises B through H by Class 3, and be ready for a quiz. Finish the Word Forms exercises and Lexicals exercises in the workbook by midway in the unit; this will also be quizzed. After each quiz, answers can be found in the answer key in E>3; answers for the Lexicals exercises are in the workbook. If you're not sure about an answer, ask Mr. H *before* the quiz.
- For every unit, be sure to do "J. Reading Reconstruction." Follow the guidelines in "Reconstruction," at E>G, Other Aids. Break this into units of three sentences each; do three sentences one day, three another day, and so on.
- Read "The Dictionary, the BNC, and Lexical Features" at E>3, Unit 1, as soon as possible. Try to finish it before Class 3, definitely finish it by Class 5.
- E-mail communication with Mr. H: Because Mr. H uses an English-base Windows OS, your *hangul* name shows up as "garble." To let Mr. H know who the message is from, in the "Subject" heading, please write "from E3 Surname Given-Name."  
Because you will eventually have a lot of international communication, you are strongly recommended to use an international mail server like Yahoo, Gmail or Hotmail from now on as your main mail server (the one that you usually use). Naver, Daum and Hanmail often have problems sending to and receiving from international servers, and they produce garble. (It is your responsibility if you don't receive an e-mail message that Mr. H has sent to the class.)  
If you want to be a cosmopolitan e-mail user, read "E-mail Tips" at E>G, Composition.
- Contact information  
If Mr. H already has your photo: By Friday March 6, whether or not you think your contact info is current, visit Mr. H to confirm that he has accurate contact info.  
If Mr. H doesn't have your photo: Get a blank photo card from Mr. H, then bring your completed photo card to class by March 6.  
SIDE A: your photo  
SIDE B: your name (in hangul), student number, school year (second year? third year?), the department that you belong to (English? Business?), e-mail address, and cell phone number.

### For CLASS 1: Tuesday 3/3

- Bring *English Communication Skills 3*, and *Developing Reading Skills* (DRS). You may not share your partner's DRS text in this class.
- Read and thoroughly understand the handout "Efficient Reading." (Keep this handout in your DRS text, for use throughout the entire semester.) We'll use this in class today.
- Read "Using Structure for Efficient Reading" (E>3).
- Don't read the DRS article for Unit 1.

### For CLASS 2: Thursday 3/5

- Read "Homework for every unit" (w9) and "The Main Goal of English 3: Getting your point across" (w11-12)," "Effective discourse in discussion and writing" (w12-13), and "Some useful expressions for group study" (w14).
- Read "Doing Exercise A with your classmates" (w10). Understand the procedure for doing this exercise with your teammates, so that we can do Exercise A in class without explanation from Mr. H. (Don't do Exercise A by yourself before class.)
- Be sure that you understand all of the language in "Two Billion More People by Century's End." If you have any questions, ask at the beginning of class. (If you don't have any questions, that probably means you're not reading carefully.) When you study the reading, learn all of the language (including prepositions, articles), not just the language in the exercises; every language element in the reading is potential subject matter for the mid-term. One good method for remembering lexicals is introduced in "Learning Lexicals," at E>G, Vocabulary. Another good way to remember lexicals and practice their grammar is "Reconstruction" (E>G, Other Aids).
- Read "Figurative Language: Metaphors" at E>G, Reading.

### For CLASS 3: Friday 3/6

- Submit your photo card. If Mr. H has your photo, update your contact information in Mr. H's office.
- Quiz on DRS exercises B (m6) through H, excluding F. The answer key for the exercises is in E>3, but it will not be available until *after* the quiz; if you have any questions about the exercises, be sure to have them ready at the beginning of class, when you can ask Mr. H. If you don't have any questions, you haven't studied mindfully.

- If you have extra time, do Exercise F, with a classmate. Follow the directions for this exercise on w28.

**For CLASS 4: Monday 3/9**

- If you haven't done lexical exercises before, read "Lexicals: What and How?" (E>G, Vocabulary). Then, *with a classmate*, do the lexical exercises on w26, 29. ("Lexical Exercises Suggested Replies" is on w34; the quiz requires that you memorize each possible reply word for word.)
- Have you done the Word Forms exercises throughout the workbook's Unit 1? They will also be quizzed.

**For CLASS 5: Tuesday 3/10**

- Read "The Dictionary, the BNC, and Lexical Features" at E>3, Unit 1, for use in this class.
- Read "Homework Evaluation" (w10); read "Word Usage Exercise Sample Answers" and "Word Usage Comments" in E>3 Unit 1. Write answers for items 6–11 in the Word Usage exercise (questions on w24, cues on w28). Your written homework must follow the guidelines in "Technical Features in Written Work" (E>G, Composition) and "Standard Formatting for the ELP" (E>G, Composition). Put your answers on the front desk *before* the beginning of class.

**For CLASS 6: Thursday 3/12**

Your homework for this class will be assigned later. If Mr. H doesn't say anything about homework, use this time to review the DRS exercises.

**For CLASS 7: Friday 3/13**

First read "Reconstruction," at E>G, Other Aids. Then reconstruct the abstract in "Two Billion More People by Century's End." Follow steps 2-11 in "Reconstruction" exactly. *Remember to take the grammar markers out of your key words.* Submit this at the beginning of class. (Write this in a way that indicates that you followed the steps in "Reconstruction.")

**For CLASS 8: Monday 3/16**

- Students who are required to do "Catching Up": Submit the assigned paragraph at the beginning of class.
- In this class your team is going to attempt to find methods to solve Korea's problem with the age imbalance in the population. You have been assigned the task of providing data on one of these points:
  1. Korea's birth rate: past, present, projections.
  2. The negative consequences of Korea's population imbalance, current and predicted.
  3. What solutions have been proposed to solve the imbalance? What solutions have been attempted? How are these solutions working out?

Before class, research and then write down the data for the point that you have been assigned. Be sure to collect data of good quality and in substantial quantity; but limit the data sheet to one page. You will submit this to Mr. H at the beginning of class; so, make a photocopy for yourself to use during your discussion.

In addition to data in the Korean media, there are several articles at E>3, Unit 1 that you can refer to.

**For WRITING CLASS 1: Tuesday 3/17**

- Know the content in *You're in Charge* Unit 6, "From Paragraph to Essay," section A (y47 -51); this is just to help you understand the nature of the academic essay.
- Know the content in *You're in Charge* Unit 10, "Body Paragraphs," section A (y75-77). ("Personal Examples" are points that the writer might develop further. For example, for Personal Example #1, in the essay the writer might tell an anecdote about a friend who received offers of a credit card that he already had.)

**For WRITING CLASS 2: Thursday 3/19**

- Read "Plagiarism" (w187 and "Plagiarism," at E>G, under Composition). Using someone else's language is absolutely forbidden, and will mean a serious penalty on your essay score.
- Bring a 4-level outline (topic sentence and 3 levels of supporting details) (refer to y75-77, and also consider expert testimony) for **one** of the paragraphs in the essay on y52 ("A Well-Structured Essay") that you started planning. Your audience is America college students. This will be scored as a homework assignment. Include all facts and figures that you intend to include in the paragraph; for example, instead of "rural population in 1975," write "rural population 1975: 18.3 million."

**For WRITING CLASS 3: Friday 3/20**

Bring the semi-final draft of your paragraph to class with you. Your editor will evaluate it and give you some comments. This must be a computer printout. Follow the guidelines in "Standard Formatting in the ELP." This will be scored as a homework assignment.

**For CLASS 1, UNIT 2: Monday 3/23**

- Submit a digital copy of the final draft of your paragraph to Mr. H by e-mail. Follow the instructions in the section entitled "Submitting Your Composition," in the article "Standard Formatting in the ELP," at E>G Composition. If you don't follow instructions accurately, both you and Mr. H will be wasting a lot of time.
- Submit a hard-copy "paragraph pack" in class. This includes the outline, the first draft, the editor's checklist and the final draft—in that order, from top to bottom.
- Bring your DRS text. You may not share your partner's text, because everybody reads at his or her own speed.