

Homework for Unit 6

NOTES

All reading assignments are subject to a quiz on the due date.
See “Homework for every unit” in the course introduction handout.

CODE

m = *Developing Reading Skills*

y = You're in Charge

E>G = Extras > General

w = the workbook *English Communication Skills*

E>4 = (at www.koreamosaic.net) Extras > English 3-4

Students who haven't taken English 3: Read “Catching Up” (E>G, Composition), and submit the assigned paragraph by Class 4, 9/10.

For Class 1: Tuesday 9/2

- Read “Good Readers Use Strategies,” at E>G, under Reading.
- Bring *Developing Reading Skills* (DRS) and *English Communication Skills 4* to class. If you don't bring your DRS book, you may not share another student's book (because everybody reads at a different speed).
- Students who didn't take English 3:
 - In the workbook (*English Communication Skills 4*), read “Welcome to English 4” on w4.
 - Download “Catching up” from E>G Composition today; do the assigned reading and submit the assigned paragraph before Tuesday 9/12.

For Class 2: Thursday 9/4

- Study the reading (m89~93) carefully. After you study it, do Exercise A in your book; this will help you to understand the reading better and will allow us to do the entire exercise together in one class period.
- Students who didn't take English 3:
 - Read ““Effective Discourse” on w4, “Some Useful Expressions for Group Study” on w6, “Doing Exercise A With Your Classmates” on w6.
 - Submit your photo card. On one side, paste a photo that is good for scanning; on the other side, write your name (in *hangeul*), student number, department, major(s), phone number, e-mail address, *and other information that you think Mr. H should know about you.*
- Mr. H will ask for questions about the reading at the beginning of class. If you don't have any questions, that means you haven't read the article with close attention.

For Class 3: Friday 9/5

- Do DRS exercises B through H (m95~102), excluding exercise F. Pay attention to articles and noun number! (You might photocopy the exercises before you write any answers, so that you can review later without the answers.) We'll have a quiz in class today, but before the quiz Mr. H will answer your questions.
- New students: Understand the principles, requirements and procedures presented “Lexicals Exercises” on w9-10, “Reconstruction” on w10-11.

For Class 4: Monday 9/8

Word Usage Exercise, items 6-20 (w20). Before you begin writing your answers, be sure to learn the requirements for written assignments in this course; carefully read “Doing a Word Usage Assignment” (w9), “Technical Features in Written Work” (w11), and “Standard Formatting in the ELP” (E>G, Composition).

Write brief answers. Before you write your answer, identify exactly what the question is asking, and in your mind form the content of your answer and then structure the content in order to focus on effectively answering the question. If you simply copy the language from the article, you will not answer the question satisfactorily. (See the note below the questions on w20.) Make sure that your answer is 1) complete and 2) clear.

For a yes/no or true/false question, never begin your answer with “Yes” or “No,” “True” or “False”; instead, present your point, using the language of the question.

Some answers require one sentence, but most require more than one sentence. When you answer a question that requires explanation (usually more than one sentence), you should always present your point before you present your explanation; therefore, your answer should be in the first sentence, and explanation should be provided after the answer. The answer (first sentence) should use the language of the question; this will help you 1) to keep your explanation sharply focused on the question and 2) to ensure easy understanding.

Also, no avoidable mistakes should appear in either your unit-specific language or your general language; and the word that you choose to use in any situation should be the most suitable that is available and should use accurate lexical grammar. Use your dictionary, thesaurus, and on-line resources. Read “Lexical Choice and Usage to learn how to use these resources.

For examples of the rhetorical requirements explained above, consider these answers:

1. At seeing Morita in his pin-strip suit and Italianate shoes, an American would say that he is over-dressed for a man who installs pipes in railcars for a living (or: for a man who works in a factory).
2. Some builders in Japan do have an appreciation of nature and history. If they didn't appreciate nature and history, the builders of Morita's housing complex wouldn't have taken care to preserve the statue of Jizo and the rock-filled brook.
3. The subway station isn't far from Morita's home. It's only a ten-minute walk away.

For Class 5: Tuesday 9/9

- Have you completed all of the Word Forms (there are 6) and Lexicals exercises? Are you ready for a quiz? Are you ready to win a fantastic prize in Word Forms Bingo?
- Recommended for development of your "critical reading skills": Read "Professor Helps Readers Sort Through Math Muddle in News" (w37). For effective reading, use the same method we used in Class 1 to read the DRS article. Make sure that you get the main and major points of this article. Also recommended: "Misleading Surveys and Polls" (E>4).

For Class 6: Thursday 9/11

- Read "Japan's Young Slackers" (w29-32). Your goal in this reading is to understand the attitude of Japanese young people towards work, not to learn a lot of new lexicals. Be sure to understand the content fully (even if you don't understand all of the lexicals), and be ready to discuss this article knowledgeably next class.
- Do the first three sentences ("The uncertain...with us.") in "Reconstruction" (Exercise J in DRS) *exactly* according to the guidelines presented in "Reconstruction" on w10. Submit this in class.

No class Friday 9/12 ~ Tuesday 9/16

For Class 7: Thursday 9/18

Students who have not taken English 1-3: You are required to read "Catching Up" (E>G, Composition) and do the reading assignment presented in "If you're joining English 4 or 5." Submit the assigned paragraph by September 18.

For Class 8: Friday 9/19

Do the remaining three sentences in "Reconstruction" (Exercise J in DRS) *exactly* according to the guidelines presented in "Reconstruction" on w10. Submit this in class.

For Writing Class 1: Monday 9/22

- Students who didn't take English 3: Read "Plagiarism" (E>G, under "Writing"). If you plagiarize in your essay, your essay score will be 0.
- Read section A in Unit 13: Comparison and Contrast. This covers y113 to 118. But don't start reading from y113. First, learn the different patterns that can be used to illustrate comparison and contrast (on y116~118). Then, do "Exercise 1" (y118), which requires you to read the essays on y113~116. Write your answers in your book; if Mr. H doesn't see them there, he will think you didn't do the assignment.
- Learn the linking words in "B. Linking Words" on y118~120.

For Writing Class 2: Tuesday 9/23

- Review the handout "A Comparison Essay."
- Look over the questions about the thesis statement in "Improving the thesis statement and outline." Consider these questions in writing your thesis statement.
- Bring a tentative thesis statement for your classification essay to class. Base your thesis statement on the principles that we have learned and on the instructions in the handout "A Comparison Essay." Bring one copy of your thesis statement for each of your team mates and one for Mr. H. (Each copy need not be on a full sheet of paper.)

No class Thursday 9/25

For Writing Class 3: Friday 9/26

- Read "Coherence and 'Content Schema'" at E>G, Composition.
- Revise your thesis statement, then write a 4-level outline for your essay (thesis statement and I, IA, IA1). Before you write your outline, show your revised thesis statement to a classmate and get an opinion and some help with it. Bring this outline to class. (If Mr. H sees anything less than a 4-level working outline, your homework gets a score of zero.)