

## Homework for Unit 1

**General 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 E1 Surname Given-Name.” (The requirement is different for sending compositions.)

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.

**Try your best to be in the classroom and seated with your team 5 minutes before the beginning of class.**

**In Unit 2:** You will be asked to know the content in “Say and Tell” (w79) and “Reported Speech” (w86). You might want to start learning these in Unit 1, a little each day, before we start Unit 2.

**If you don't understand** the instructions for homework, or if you have difficulty with any of the material in the assignment, *don't hesitate to ask Mr. H*, either in the classroom or in his office.

### Required materials

- Purchase these textbooks at 유림복사, at SKKU's main gate:  
*American Kernel Lessons: Advanced (AKL)* (for English 1 and 2)  
*English Communication Skills 1*  
*Principles of Good Writing: The Paragraph* (for English 1 and 2)  
*English Communication Skills: On Your Own* (for English 1 and 2)
- A standard-size (not pocket-size) English-English dictionary (*Collins COBUILD* or *Longman*) for use at home or in the library.
- A loose-leaf notebook or “화일” case that is big enough for all handouts and returned assignments and quizzes that you will accumulate throughout the semester.
- Standard loose-leaf notebook paper (for written homework assignments). If you use the computer (which is recommended), use A4 paper.

**In homework handouts...** “m” = our main text, *American Kernel Lessons (AKL): Advanced*

“w” = the workbook *English Communication Skills 1*      “OYO” = *On Your Own*

“p” = our composition workbook *Principles of Good Writing: The Paragraph*      “m” = *American Kernel Lessons: Advance*

“y” = *You're in Charge*. This is the second part of *Principles of Good Writing: The Paragraph*.

The location of an article on our Web site ([www.koreamosaic.net/elp](http://www.koreamosaic.net/elp)) is indicated with “E>.” E>1 means that you should click “English 1,2.” E>G means click “General.”

### This unit's focus

In Unit 1 we will review different ways of talking about the present and the past. We will learn the differences between active and stative verbs, limited and unlimited aspects, and how to use the tenses simple present, present continuous, present perfect and simple past.

### Homework for Unit 1

**IMPORTANT:** Do not study anything in the main text (*American Kernel Lessons*) before Mr. H asks you to.

- Carefully read the *entire* homework schedule as soon as possible, so that you can pace yourself efficiently throughout the entire unit. (For example, though the “Self-introduction” is due in Class 6, you should start planning the content in your mind today.)
- Find a homework partner *as soon as possible*. Do the language exercise assignments together; doing these exercises by yourself is far less effective and much less interesting than doing them with a classmate. Make sure that your homework partner has a class schedule and a personal schedule that is compatible with yours.
- Mr. H is known as “Mr. QuizKrazy.” If he gives an exercise assignment or a reading assignment, he usually gives a quiz at the beginning of the class in which the assignment is due. Every time you do a homework assignment, do it with a quiz in mind — this will help you to concentrate. Keep in mind that assignments and quizzes make 50% of your final grade. In Korean universities' heartless and counter-productive 상대평가 grading system, 0.01 point can make the difference between an A and a B+.
- It is recommended that you do “Extra Practice” exercises (E>1), “Dialog Review” (OYO21), “Interviews” (OYO41), and “Lab Drills” (OYO85) every unit. Be sure to do these according to directions, step by step. The audio recordings are on our Web site (E>1, General, “MP3 listenings”).

- To improve your understanding of grammar, see “The Simple Present Tense: limited and unlimited verbs” (w73) and “Forming Questions” (w81).

**Start reading now. By March 12 (but sooner if possible), know the content in:**

- “Welcome to the English Language Program” (w4~6), “Homework: Why and How” (w13), “Grammar Exercises on Your Own” (w13), “Are You a 10?” (w17).

**for Class 1 (Tuesday 3/3)**

- Bring *English Communication Skills 1* and *On Your Own* to class.
- Study “A. Comment” in AKL grammar points 1 and 2 on m4 (you aren’t asked to do B for this class); then study “Verbs: Class and Aspect” (w31).
- Follow the instructions in “Verbs and Psychiatrists” (w37) — to do this well, you’ll have to use your dictionary to find the different meanings (senses). After you write sentences for the verbs in “Verbs and Psychiatrists,” read “Possible sentences for ‘Psychiatrists’ “ (w66). You don’t have to submit the sentences to Mr. H, but you should be ready for a quiz.

**for Class 2 (Thursday 3/5)**

- Bring your photo card to class (SIDE A: your photo; SIDE B: your name (in hangul), student number, school year (freshman? sophomore? junior?), the department that you belong to (English? Business?), e-mail address, and cell phone number. (If you change your e-mail address or phone number later, be sure to inform Mr. H about the change.)
- Orally do AKL exercises 1.b, 2b, 3a and b. (w30 and m45). Quiz?
- Recommended: “Tenses: What’s the difference?” (w34).

**for Class 3 (Friday 3/6)**

- Mr. H will ask you the name of your homework partner.
- Learn the guidelines in “Technical Features in Written Work” (w15-16). On homework assignments and quizzes and major exams, points will be deducted from your score for violations of these guidelines.
- Learn the guidelines in “Standard Formatting in the ELP” at E>G, Composition. Follow these guidelines when you do your written assignments.
- “David’s Tense Mix” (w40). Write complete sentences and submit this at the beginning of class. Your written work should show Mr. H that you have learned every point in “Technical Features...” and “Standard Formatting...” Points will be deducted from your homework score if requirements in these two guidelines are violated in your written homework.
- Recommended: Study “Change-of-state Verbs” (w39).

**for Class 4 (Monday 3/9)**

Unit 1 WNYN Lexicals

- Learn the content in “Lexicals” (w9~11) and “Lexicals exercises” (w11). Be sure to understand all of the points that are presented in these articles.
- For the lexicals that you see in the “Lexicals Exercise” on w48 (for example, *be a good chance*, *I’m afraid*), follow “Lexicals exercises” (w11) steps 1 and 2. With your homework partner, orally make a sentence for each lexical, to show how each lexical is used in the script for WNYN Dialog 1. Write each sentence. Memorize the content and language that is related to each lexical. (For example, this sentence’s content and language for *don’t mind V-ing* are correct: “When Bob told David that the reporter would tell him what to do, David told Bob that he didn’t mind working with other people.” This sentence’s content and language are both *incorrect*: “He doesn’t mind doing on each assignment.”)

**for Class 5 (Tuesday 3/10)**

- Orally, do the “Summary” (w47) with your homework partner. The “Summary phrases” list is on w49. Follow the instructions *exactly*. Then write it in paragraph format and submit it at the beginning of this class. Be sure to follow the “Technical Features” and “Standard Formatting” guidelines.
- With your homework partner, do “Lexicals exercises” (w11) steps 3 through 7 for the lexicals in the “Lexicals Exercise” on w48.
- Know the contents of these short articles:
  - “One of the best methods for language development” (OYO5)
  - “The monolingual dictionary” (OYO5)
  - and at E>G, Vocabulary: “Arguments Against Using the Monolingual Dictionary” and “The Monolingual or the Bilingual Dictionary?”
- Bring *On Your Own* to class.

**for Class 6 (Thursday 3/12)**

- Self Introduction. Write at least one page that tells Mr. H about yourself. This assignment has a dual objective: to familiarize Mr. H with you so that we can work together more effectively, and to practice ALL the tenses that we are studying in this unit (the score of this homework will be based on how well you use

all the tenses). Show Mr. H that you can apply all of the guidelines in “Standard Formatting in the ELP” (E>G, Composition) and “Technical Features” (w15-16).

**for Class 7 (Friday 3/13)**

- Learn the contents in “A Good Approach in a Formal Situation” (w24-25). Use the methods and language in these guidelines whenever you visit Mr. H in his office.
- Unit Review Quiz. Review the WNYN lexicals and the grammar tools that we’ve studied during this unit.

**Homework for the Writing Component**

Here’s a tip for homework reading: When you read an assigned article, write key words in the margin; after you read the entire article, review the article by explaining each key word to yourself. To help you focus, always think: “We’re going to have a quiz on this.”

**for Writing Class 1, Monday 3/16**

- Learn the content in y-xvii; y3, 4; (sections A~C) y7-9.
- Read the “Standard composition writing process” (p12)
- Learn the content in “Focus: Central idea, purpose and method” (p14~16).
- Learn the content in “The Outline” (p17~21). Do Exercises 1-3, then compare your answers with the provided answers (p90).

**for Writing Class 2, Tuesday 3/17**

- Learn about the topic sentence in *You’re in Charge* (y19- 20).
- Learn about “Focus: Central idea, purpose and method” (p14~16).
- Recommended: Read “Learning characteristics of good and poor ESL writers” on p11.
- Recommended: Compare the score characteristics for “5” and “2” in “How they score the TOEFL’s Test of Written English” (p173).

**for Writing Class 3, Thursday 3/19**

- Study (in “The Paragraph’s Essential Elements”) “A. The paragraph should contain one central idea only” (p166-167).
- Review the texts (m2, 3) and WNYN Dialog 1 (m122). You will write a paragraph on whether David will be a good employee for WNYN, so you will need to know the contents (all of the details) and language (lexicals and grammar).
- Bring a tentative outline for your individual paragraph. You can continue with what you started with your team, or you can start again with another weakness or strength. Your outline must contain all supporting details. If you bring an outline with only major supporting points, you will get a zero for this homework assignment. Make sure to use standard formatting in your outline; use the same formatting that is presented in “The Outline” (p17~21). It’s essential that you learn how to write a *standard* outline; in other classes, and later, when you get a job or attend graduate school, you’ll need this skill.

**for Writing Class 4, Friday 3/20**

- Be sure you understand and remember each point in “Technical features in written work” and “Standard Formatting for the ELP.”
- Write one expository paragraph (“expository” is explained on y9), on either David’s strengths for the job or his weaknesses for the job. This paragraph will be your “first draft.” Use language from the texts and dialog. First, on the back of your paper, write your topic sentence and the outline for this paragraph. On the front, write ONLY the body (the discussion) of your paragraph. You don’t need to write a closing (concluding) sentence, but you are welcome to if you want.

**Write your paragraph like this.**

Front page	Back page
NO: the outline NO: the first (topic) sentence of your paragraph YES: the body of your paragraph	NO: the body of your paragraph YES: the first (topic) sentence of your paragraph YES: the outline

**For Class 1, Unit 2 (Monday 3/23)**

- Read “Comments on previous Unit 1 Compositions” (p73).
- Consider your editor’s comments. If you need some help, ask your teacher. Then, write your “final draft.” Submit your final draft at the beginning of this class.
- Submission guidelines in addition to those in “Standard Formatting in the ELP”:
  - Submit all of your working papers (first draft on top, the checklist that your editor did for you under the first draft, and your final draft on the bottom) all together, stapled. If you substantially revised the structure of your final draft, you should include its outline.
  - Label each working paper (“First Draft,” “Editor’s Checklist,” “Final Draft”) at the top of each paper.