Unit 8

How Smart Are You?

Quiz

a. Do you remember the quiz program from the computer lesson. Answer the following questions about the program.

1. How does the title of the quiz program reflect the kinds of questions asked?

_____

2. How does the quizmaster ask the questions? Write the question words.

_____

3. Which questions did you know the answers to?

_____

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b. After the program, Rachel and Jason talked about their experience. Complete the conversation with appropriate words and phrases below.

technology • energy • population • recycling • rules • space • turn • winner

Rachel: So, tell me, Jason, how do you feel about the program?

Jason: Well, when Paula assumed that we both knew the (1) _____ at the beginning of the program, she wasn't entirely correct.

Rachel: What do you mean? You played correctly. In fact, your only mistake was when you didn't know the (2) _____ question.

Jason: That was the problem. I knew the technology question. I just didn't know there was a time limit. I was about to say the answer, but i lost my (3)_____.

Rachel: But you still did really well on the program. You answered the solar (4) _____ and garbage (5) _____ questions correctly.

Jason: And I knew your questions about outer (6) _____ and the country with the largest (7) _____ too.

Rachel: So what are you complaining about?

Jason: Isn't it obvious? I wanted to be the (8) _____!

c. Write five questions that could be used in the next broadcast of "Yesterday, Today, and Tomorrow". Have your classmates try to answer them.

Starting Young

a. What can we assume about Marina, Mrs. Smythe, her parents, and her classmates? Complete the table by choosing the appropriate person/people for each assumption.

Assumption	Person/People
1. They are very grateful for her help in the classroom.	_____
2. They left Russia less than two years ago.	_____
3. She likes to help people.	_____
4. She believes the new immigrant students will learn English quickly.	_____
5. They don't know English as well as their daughter does.	_____

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b. How do the teacher and the language specialist express their thoughts? Write the appropriate expressions and sentences.

1. How does Mrs. Smythe know which language is Marina's mother tongue?

_____

2. How does she compliment Marina's English? _____

3. How does she make a prediction? _____

4. How does Dr. Davis describe young children's language abilities?

_____

5. How does she generalize the point?

_____

c. Circle the word that does not collocate with the verbs in bold.

1. join	○ a class	○ a group	○ a decision	○ a company
2. translate	○ a telephone	○ schoolwork	○ a document	○ a language
3. pronounce	○ a sentence	○ words	○ a fact	○ a name
4. sign up	○ customers	○ kids	○ contestants	○ papers
5. practice	○ speaking	○ English	○ specialist	○ writing

d. Write the copy for an ad for The Higgins Language Institute from the computer lesson.

The Higgins Language Institute

There are currently seven Higgins Language Schools (1) _____
and by this time next year there will be (2) _____ .
We aim at teaching (3) _____ foreign languages.
We can teach them from a choice of languages, including
(4) _____ .
Now's your chance to take advantage of your child's abilities to pronounce
(5) _____ and to (6) _____ new words.
Sign your child up now!
E-m ail us at Higginslanguageinstitute@vector1.com

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Dance Posters

a. Do you remember the dialogue in the computer lesson. Mark who did what.

	The Manager	The Employee
1. makes a suggestion	○	○
2. agrees to the suggestion	○	○
3. gives an order	○	○
4. makes an excuse	○	○
5. makes an alternative suggestion	○	○
6. compliments	○	○

b. How do the speakers in the computer lesson express themselves?

1. How does the manager recommend a course of action?

_____

2. How does the employee give less than full support?

_____

3. How does the manager allocate duties?

_____

4. How does the employee indicate her rejection of the duty?

_____

5. How does the manager sympathize?

_____

6. How does the manager describe an alternative?

_____

7. How does the employee compliment the manager?

_____

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c. You are the manager. Read the employee's responses and fill in the missing sentences. Use the expressions in activity b. to help you.

You: (1) _____

Employee: Right, boss, I agree we should start preparing the tables right away.

You: (2) _____

Employee: But I prefer setting the tables to making up the guest list.

You: (3) _____

Employee: That's a great idea. Let's see if we have an old but appropriate guest list.

You: (4) _____

Employee: And I guess that's why I'm only an employee.

Additional Reading

Global Reading

1. Read the title of the additional reading text. What issues do you think the writer will discuss in this article? _____
   Do you know of any writers who write in a foreign language? _____

2. Read the first two sentences of the first paragraph. Do they add information related to the title? _____ What is the purpose of the writer in telling this story? _____

3. Read the first sentence of the second paragraph. How does this sentence shed light on the title? _____

4. Read the first two sentences of the third paragraph. What reason does it give for writing a novel in a foreign language? _____

5. Read the first two sentences of the fourth paragraph. What difficulties does it refer to?
   _____

6. Read the last paragraph. What is the writer's message? _____
   _____

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Close Reading

1. In lines 3-4, the writer uses the words "*no gulf greater than*" to make a comparison. Crossing a gulf means doing something difficult. What two difficult things does the writer compare?_____

2. What purpose does the dash (-) in line 7 serve?

_____

3. In line 11, the writer uses the words as though to describe a similar experience. Which other experience does Ha Jin compare his reason to write to? _____

4. In line 15, the writer uses the word *concerned* to express a worry. What worries the Chinese writer? _____

5. In line 21, the writer uses the expression of course to indicate that something is obvious What obvious thing does the writer describe? _____

6. In line 26, Ha Jin uses the word *because* in order to explain something. What does the Chinese writer try to explain? _____

7. In line 27, Ha Jin uses the word *but* to contrast two things. What is contrasted?

_____

8. In line 30, Gish Jen uses the expression *instead of* to describe an alternative. Which two alternatives are described? _____

_____

9. In lines 36, Ha Jin uses the construction *you have to* four times in order to describe a process. Which process is described? _____

_____

10. In the last sentence of the article, Ha Jin uses the expression *that's all.* What does it refer to?

_____

_____

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Writing Novels in a Foreign Language

An American child who begins digging in his backyard and doesn't stop will eventually "end up in China." The Chinese have no comparable saying - no one digs toward North America. Ha Jin has come to Atlanta from the far side of the planet, but in getting here he has crossed no gulf greater than the one between his first and second languages. Written Chinese, "Hanzi," uses an alphabet of over 30,000 characters. But even the term "alphabet" is misleading, because it suggests a letter-based, rather than word-based, system.

Jin has now published six books in English - two books of poetry, two books of short stories, and two novels. The poems in his forthcoming collection, "Wreckage," concern China's ancient past and rough passage into modernity. Although they are full of violence and upheaval, he says, they are in part the products of a filial feeling toward the language - "a kind of guilt I feel over having abandoned my mother tongue. I think I had to write these poems for psychological reasons. It's as though I'm trying to pay a debt."

Jin was determined to write, and increasingly interested in fiction. For both practical and aesthetic reasons - written Chinese is "very highbrow and detached from the spoken word," he once told a reporter - he chose to make English the language of his creative work. Concerned that the name Xuefei didn't suggest an obvious pronunciation to the English-reading eye, he adopted Ha Jin when he began publishing in American journals. Jin says he's now able to think in English "most of the time." "But when I'm not really paying attention," he says, "very often Chinese comes out. Yesterday I was with a Chinese friend at a restaurant. Suddenly, I spoke Chinese to the waitress." He laughs. "And I dream half and half."

It's not surprising, of course, that Jin still finds himself subconsciously straddling two cultures. The things he has left behind for the sake of his writing - his first language, his first name - have been fundamental, the sacrifices utter. Asked if 25 years ago he could have foreseen himself teaching at a university in Atlanta, Georgia, Jin laughs again." I'd never heard of Georgia, "he says. "I'd never heard of Atlanta. I hadn't even heard of Boston. But I'm here now and I'm not surprised, because life is always unpredictable. Who knows where we will go? But I feel very fortunate. In the army, I knew a lot of young men and women with a lot of potential - extremely intelligent people. But they didn't get on in their lives because they didn't have the opportunity."

Chinese-American novelist Gish Jen once made an observation when speaking of Ha Jin. "The whole idea of looking to masters instead of overturning something is very Chinese," she told a New York Times reporter. "On some level, Ha Jin has chosen mastery over genius. It's as if he said, 'I am going to make something like that.' This never happens with American writers. We are too beset with the anxiety of influence."

"Maybe this sounds strange," he says of the writing task now before him, "but I don't expect this to be a magnificent, brilliant novel. I just want it to be a decent novel. From story writing I've learned that you have to write a lot, and you have to write well and you have to write poorly, and you have to be able to discern what's good and what's bad. From there, it's just a matter of drawing strength from the masters in your own small way. That's all I can really hope to do."

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Comprehension Questions

1. What does the writer consider to have been Ha Jin' s greatest challenge in his writing career?

_____

2. How does Ha Jin explain his motivation to write poetry?

_____

3. Why did Ha Jin change his name from Xuefei?

_____

4. Who does Ha Jin compare himself to and why?

_____

5. How does Gish Jen explain one difference between Ha Jin's writing and the writing of American writers?

_____

6. What factors does Ha Jin believe there are which allow writers to write well?

_____

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More Future: Review

a. Match the picture to the dialogue.

1. "Who will you be translating for you at this time tomorrow?"
   "I'll be translating for the General Secretary, as the Hungarian representative speaks." ___
2. "By the time you are 60, will you have translated all of Shakespeare's work into Tibetan?"
   "I've translated it all by the time you are 60! ___
3. "Will he be waiting for the order at this time next month?
   "Ask him if they'll have sent the order by next week." ___

a.

b.

c.

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b. Match the stems in column A with the most appropriate endings in column B.

A	B
1. In ten years' time, I'll still be working on...	a. studying another two languages at the Sorbonne in Paris.
2. I imagine at that time I'll be...	b. officially retired from the U.N. as two veteran interpreters.
3. In fifteen years' time, I expect my young trilingual son will be...	c. my translation of Pushkin's work from Russian into Swahili.
4. By the year 2015, my parents will have...	d. become a father again and who knows - this one might be quadrilingual.
5. By the end of this year, I'll have...	e. finished translating the poems.

1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐

c. Make some predictions about your English language skills in the future.

1. I'll have started the next course by _____.
2. I'll be speaking English on my next vacation in _____.
3. I'll have started dreaming in English by _____.
4. I'll be using English like a native by _____.

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