

FOCUSED PRACTICE

1 READING ALOUD

Grammar Notes 5,6

Pam and Alan Murray have taken their son Joshua to Charles Tanaka, a reading specialist, because Joshua cannot read aloud in class. Complete the sentences in their conversation with compound modifiers, using the phrases in parentheses to create a hyphenated phrase.

DR. TANAKA: Joshua, tell me about your problems with reading.

JOSHUA: Well, I get frustrated in my reading class. It's only

a fifty-minute period, but to me it seems like a year. This

1. (a period that lasts fifty minutes)

semester our teacher gives us oral reading assignments every day. She used to call on me to read aloud and I would freeze up, even if it was only

a one paragraph assignment. Now she doesn't call on me anymore.

2. (an assignment that is one paragraph long)

DR. TANAKA: But you don't have any problem with silent reading?

JOSHUA: Nope. I can read a 300 page book in a day or two. I love to read to myself.

3. (a book that is 300 pages long)

PAM: And his reading comprehension is excellent!

DR. TANAKA: Uh-huh. Pam and Alan, how long has this been going on?

ALAN: Since Josh started the first grade—he's twelve now, so it's been

a six-year ordeal for him and for us.

4. (an ordeal that has lasted six years)

DR. TANAKA: Any idea how this started?

PAM: Well, I definitely think it's stress-related problem. Joshua lisped

5. (a problem related to stress)

when he started school. He pronounced all his "s" sounds as "th" sounds.

That might have had something to do with it.

JOSHUA: Yeah! The other kids would laugh at me when I tried to read aloud and get

the "s" sounds right. It just got worse and worse until I couldn't read

anything out loud.



DR. TANAKA: Uh-huh. There is another possibility. Maybe this is just

an eyesight-related problem. You might need glasses. Let's test your vision. Look at that eye chart on the wall and say the letters on the fifth line.
6. (a problem related to eyesight)

JOSHUA: [reads] X-Z-Q-A-M-W.

DR. TANAKA: OK. Now the seventh line.

JOSHUA: [reads] P-S-R-B-N-F.

DR. TANAKA: Hmm. OK, now the bottom two lines. Look carefully. They make a sentence.

JOSHUA: [reads] "Night was falling in Dodge City. The gunslinger walked down the street wearing ten gallons hat."
7. (a hat that holds ten gallons)

DR. TANAKA: Very good! I think I understand. It sounds like you have what we call performance-induced anxiety. You're anxious about being asked to perform, and you expect to read poorly aloud, so you do. But you just showed me you can read fine out loud when you're not thinking about it. I distracted you when I told you I wanted to test your eyes.

JOSHUA: Wow! No kidding?

DR. TANAKA: That's right. It's not going to be that hard to help you, either. I've got

two month program that should have you reading perfectly—if you're game to try it. What do you think?
9. (a program that takes two months)

JOSHUA: I sure am. When can we start?

2 PARTY EXPECTATIONS

Grammar Notes 2,3,5,6

Bill and Nancy, a young married couple, are going to attend a party at the home of Nancy's new boss. They are trying to dress for the occasion and aren't sure what is expected, and Nancy is very worried about making a good impression. Unscramble the sentences in their conversation.

BILL: This is a formal office party, isn't it? What if I wear

1. (party / office / formal / a)

my new silk tie?

2. (tie / my / silk / new)



High3 Student Book - Unit 3

42 Unit 3

NANCY: That's fine, but don't wear that ugly purple denim shirt with it.

3. (shirt / purple / ugly / that / denim)

People will think you don't have any suitable dress-up clothes.

4. (clothes / any / suitable / dress-up)

BILL: So what? Why should I pretend I like to dress up when I don't?

NANCY: Because there are going to be a lot of important business people there, and I have

5. (people / business / a lot of / important / there)

to make _____ . It's my job, remember? I don't

6. (impression / a / intelligent / , / good)

want people to think I have a good, intelligent impression for a

7. (dresser / unstylish / a / , / sloppy)

husband, which of course you're not. Humor me just this once, OK, Sweetie?

Hmm . . . I wonder if I should wear my round blue sapphire earrings or

8. (round / my / earrings / sapphire / blue)

the oval green emerald ones.

9. (green / oval / ones / emerald / the)

[Later, at the party]

NANCY: Hi, Paul. This is Bill, my husband.

PAUL: Welcome. Bill, I'm glad to know you. You two are

our first two guests to arrive. Help yourselves to snacks.

10. (guests / two / first / our)

There are some excellent tomato and fresh mozzarella cheese sandwiches. Please make

11. (sandwiches / excellent / some / tomato and fresh mozzarella cheese)

yourselves at home. You know, Nancy, I'm sorry I didn't make it clear that this isn't

an elegant, dress-up party.

12. (elegant / party / dress-up / , / an)

You two really look great, but I hope you

won't feel out of place.

BILL: Thanks. By the way, Paul, I really like that beautiful purple denim shirt

13. (beautiful / shirt / purple / denim / that)

you're wearing. Where did you get it?



3 EDITING

Every week or two, medical student Jennifer Yu writes in her computer diary. Find and correct the thirteen modification errors here.

Dear Diary:

It's 12:00 midnight, the end of ~~day a long~~ ^{a long day}. My ~~two~~ first weeks of ~~school~~ medical are over, and I'm exhausted but exhilarated! I'm so glad I decided to go to medical school. It was definitely ~~right~~ the decision. I'm not completely sure yet, but I think I want to go into psychiatry ~~child~~ ^{clinical} because I love working with children.

Yesterday our child psychology class visited a ~~hospital~~ ^{local} where ~~disturbed~~ ^{many} children ~~many~~ go for treatment. I expected to see a lot of boys and girls acting out, but most of them were pretty quiet and relaxed. They just looked like they needed some personal attention.

Today in our ~~class~~ ^{medical} surgery we had a ~~teacher~~ ^{student}, ~~male~~ ^{young} ~~young~~ ^a intern who was filling in for ~~professor~~ ^{our} ~~usual~~. It was really interesting to get ~~viewpoint~~ ^a student on things.

Only ~~the~~ thing I don't like about medical school is the tasteless cafeteria food! I'm going to have to start taking lunch ~~my~~ ^{own} ~~brownbag~~.

Well, Diary, it's time for me to get some sleep. I hope this new computer program works correctly. I'll write again soon.



4 FUTURE PLANS

The following personal statement was part of an application sent to a graduate business school. Supply the missing modifiers in the letter from the box below.

| | |
|---|--|
| activities for students who are international | an award from five states for volunteerism |
| award given for four years of service | camp where boys go in the summer |
| council for ethics of students | disorder that is a deficit in paying attention |
| houses that are old and dilapidated | store for convenience that is local |

I hope to enrich my life by attending the John K. Smith School of Business. There, I will grow and refine my abilities by enhancing the knowledge I already have about business. I am bringing a lot of leadership experience to the school, and sincere eagerness to learn. During the past five years, I have been active in community and university activities, and I have won several awards. I have been:

1. a tennis coach at a boys' summer camp
2. the weekend manager at a local convenience store
3. the president of the students ethics Council for ethical behavior at my university
4. the coordinator of the students international activities for foreign students at my university
5. a volunteer who fixes up old dilapidated house for better community housing commission
6. a volunteer who works in the public school system with children who have attention deficit disorder
7. the recipient of the four - year service award, in appreciation for service during four years of undergraduate school
8. the recipient of the five - state volunteerism award, for the most valuable contributions to volunteerism in five states

(continued on next page)

I hope I can further enrich my career and my life by attending your school. If I am fortunate enough to do so, I expect to make the John K. Smith School of Management proud of me as a graduate.

I am looking forward to hearing from you soon.


Very truly yours,

Edward T. Larson

Edward T. Larson

COMMUNICATION PRACTICE

5 LISTENING

 Joshua Murray is working on his reading program with Dr. Tanaka. Listen to their conversation.


Comprehension

Mark **True**, **False**, or **I don't know** for each sentence.

| | True | False | I don't know |
|---|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. The first session will last only thirty minutes. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Joshua likes his own voice. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. A growth spurt often occurs during adolescence. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Joshua is thirteen years old. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Joshua is afraid of reading orally. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The phrase that Joshua will say to distract himself will not be difficult to remember. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. In the story Joshua reads, people feel lonely. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 8. The people in the story have three dogs. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 9. Large, warm, and furry dogs can keep you warm on a cold night. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Optional Dictation

 Now listen again and fill in the blanks. Place commas between adjectives when the speaker pauses, and be sure to hyphenate compound modifiers.

1. Our first meeting is only going to be 30 minute session.
2. We don't want to make this brain break.
3. I feel like a total, complete idiot.
4. And I feel like I have ugly, high-pitch squeaky voice.
5. You're just going through adolescence growth spurt.
6. It happens to about of 12 year old boys.
7. The key to getting you over this fear of oral reading problem
is to distract you from thinking about how well you're doing.
8. Let's think of a short & easy to remember phrase
that you can keep in the back of your mind.
9. "It was an icy, dark stormy evening."
10. "It promised to be one of those legendary 3 day nights."
11. What's a three day night?
12. It's a night that's so cold that you need three large warm furry dogs
to sleep with to keep you warm.

6

TAPE DISCUSSION

1. How does Joshua feel at the end of the conversation?
2. How can developmental problems like Joshua's affect a person's life? Do you know any examples you can share with the class?
3. If you had a friend with a similar problem, what advice would you give?