

# ESL 087 05



Academic Speaking with  
reading and writing II

SPRING 2007

BHCC



**On Line and Electronic Textbook**

**Dear ESL 087 students:**

This is an online and electronic textbook, and you will see links to many web sites with explanations and exercises that will hopefully help you learn the ESL 087 course goal and objectives. We will work with a hard copy in the classroom and I will send you an electronic copy by Email so that you can work with the exercises at home or any place that is comfortable for you.

You can also access this textbook by clicking

**<http://www.noblenet.org/bhcc/LL/>**

This website is BHCC's website where you can find plenty of sites about listening, vocabulary, reading and writing and grammar. To open the website, move your cursor over the website and your computer should read CTRL + click to follow link. Press the control key and hold the cursor over the link and you should see a little hand. Now with the control key pressed, click the left side of your mouse and you should go to the site.

These websites and this on-line and electronic textbook are also available to you in the Lab D 114, and the advantage of working in the lab is that you will be able to work with the tutors and faculty members who work there.



I encourage you to read the explanations and complete the exercises in the Lab because you will have the added benefit of asking questions to the faculty members and tutors who work there. However, I realize that you lead busy lives and that you may not have the time to study in the lab, but please consider this:

**One hour of study in the lab with a tutor's help may be more useful than 2 hours of study at home by yourself. That would leave you with one hour to just have some fun.**

I hope you enjoy working with it and I look forward to your feedback to help me improve it.

Alessandro Massaro

## COURSE SYLLABUS

ESL 087 05 Academic Speaking with reading/writing II Spring Semester 2007 **BHCC**

Alessandro Massaro

OFFICE

**B 137 K**

PHONE

**(617) 228-3325**

EMAIL

**amassaro@bhcc.mass.edu**

OFFICE HOURS

Mondays and Wednesdays 1:00 – 2:15    Tuesdays and Thursdays 10:00 – 11:15

I can also meet with you at other times.

COURSE DESCRIPTION

*From the BHCC catalog:*

This high-intermediate course focuses on the speaking skills that are necessary in an academic setting. Students discuss academic reading materials in small groups and begin to develop a method for delivering an oral presentation to a large group. All speaking activities are organized around reading and writing exercises. Students learn grammar in the context of speaking, in the context of the reading materials, and in the context of student generated writing. Students must complete this course with a "C" grade or better in order to take other ESL courses. Prerequisite: Grade of C or better in all ESL level I courses or ESL Placement test.

*From me:*

“You may be required to complete assignments in the language lab.”

“You must score 3.6 – 4.4 with the REEP Rubric with in-class writing tests in order to pass this course.”

GOAL

Upon successful completion of this course, you will be able to interact in small group and whole class discussions. You will be more confident expressing your opinions and asking for clarification. You will develop a method for delivering an oral presentation to a large group.

OBJECTIVES

Upon successful completion of this course, you will be able to

1. demonstrate competency with the following grammatical structures:
  - Review: Simple tenses: form & use of present/past/future
  - Progressive tenses: form & use of present/past

- Gerunds and Infinitives
- Present perfect – simple and progressive
- Review: Present modal verbs – form and use
- Passive and other uses of part participles

I will explain these grammar structures during lessons and I will show you examples in the book, Fundamentals of English Grammar. I expect you to work in the Multi-Media Multi Purpose Language Lab in D 114 at least one hour per week so you can learn these grammar structures and I expect you to use these structures correctly when you speak and write.

2. In pairs, small group, and whole class discussion, you will be able to:
  - narrate a story
  - facilitate group discussions
  - solicit/express opinions
  - use formal language when appropriate
  - interpret others' views
3. Over the course of the semester, you will demonstrate significant improvement in preparing for and making presentations by practicing the following skills:
  - state agenda and main ideas
  - give support with specific details
  - state conclusion
  - solicit/answer questions
  - use visuals, props, etc.
  - speak clearly enough to be understood by audience
  - clarify main points
4. Over the course of the semester, you will demonstrate significant improvement in the following areas:
  - pronunciation and articulation of reductions,
  - tag questions,
  - irregular past tense verbs
  - improve overall pronunciation and grammar

### **TEXTS and MATERIALS**

- Electronic Textbook

The information in this textbook comes from the Internet and I will give you a hard copy and send you an electronic copy by e-mail. There will also be an electronic copy in the Lab D 114.

- Fundamentals of English Grammar, Azar, Betty Schramper, third edition, Longman, 2003, White Plains, New York. ISBN 013049447 Third Edition <http://www.Longman.com/grammarexchange>

## **TEACHING PROCEDURES**

I will use different techniques in order to teach the goal and objectives of this course, and I will change my techniques to meet your different learning styles. We will speak about songs, short stories, and one movie. You will give spoken presentations. Once a week you will complete out-of-class writing assignments. You will work in pairs and small groups, and we will complete whole class activities.

I will assess your spoken and written work frequently, and if I think that you will need extra help to pass the course, I will ask you to visit me for extra help or work with the tutors in the language lab.

If you have a challenge to learning and passing this course such as difficulty with hearing, seeing the blackboard clearly, or remembering information in the textbook, please go to Room E 159 A, Office for Students with Disabilities.

## **TOPICS**

- Various Songs
- One Movie – To Be Determined
- Various Short Stories – To Be Determined
- The ESL 087 Course Syllabus
- What does a college degree mean? BHCC College Catalog and Master Schedule

## **ASSIGNMENTS**

I will assign homework at the end of each lesson.

## **TEST and ASSIGNMENT SCHEDULE**

- Out-of-Class writing once a week
- Daily homework assignments in reading, writing, pronunciation, vocabulary, or grammar
- In class formal presentations
- In class impromptu speeches

## **ATTENDANCE**

Attendance is mandatory because I teach something new for each lesson. I will lower your grade by one grade if you are absent more than 3 times. If you are absent, you must visit me during my office hours for assignments.

## **GRADING**

- Presentations 40 %
- Speaking in small groups 40 %
- Out-of-Class Writing 10 %
- In class writing tests 10 %
- Attendance, Late Homework, EMAIL attachment, Lab Work 3 grades

## **IMPORTANT INFORMATION**

1. You can re-write out-of-class writing assignments and in-class writing tests to receive a higher grade.
2. You must send one out-of-class writing assignment by E mail with an attachment.
3. Please read the attached writing samples. In order to pass this course, you must be able to write similar to the “Academic Level II” example, in class.
4. Please read the attached rubric, which the ESL Department uses to assess student writing. You must score 3.6 – 4.4 on this rubric in order to pass this course.
5. You have to complete daily homework assignments on time. I will lower your grade if you miss more than two assignments or if you pass your assignments in late.

### **BSL Level 3**

Dear C,

HOW ARE YOU? THANK A GOD, I FINE.

HOW ARE YOU FAMILY?.. YOU KNOW OF OUR FRIENDS? YOU KNOW,  
HOW I MISS YOU.....A LOT

HERE, IN BOSTON, I WILL START TO STADY IN BUNKER HILL  
COMMUNITY COLLEGE. I EAR THAT IS GOOD COLLEGE. BUT I NEED STUDY  
FOR A FUTURE MORE BETTER.

YOU KNOW, I LIKE STUDY, WORKING AND TO BE ALWAYS BUSY, BUT  
I'M NOT IN MY COUNTRY, AND HAVE BEGINER ALL AGAIN. THE LIFE IS  
LIKE THAT.

BOSTON IS A PLACE BEUTIFUL, HAVE VERY TURIST PLACE, BUT SAME  
DAY, YOU AND ME WILL ARE TOGEDER AND TOCKER MORE.

MY DAUGHTER IS VERY TALL, INTELLIGENT, AND CARE. (THANKS TO  
GOD). SHE IS ONE YEARS AND EIGH MONTHS... SHE IS BEUTIFUL.

OK!! MY VERY FRIENDS.

SEE YOU SOON.

I LOVE YOU.

YOUR FRIENDS. S.

**REEP SCORE = C/V=3 O/D= 3 S= 2 M=2 V=3 = 2.6**

**Student doesn't address the question directly and misuses vocabulary but has a basic sense of organization. Demonstrates rudimentary sentence structure and punctuation with frequent errors: Written all in capital letters, so difficult to assess mechanics: Addresses audience and personalizes content:**

### **ESL 1**

Dear E.

I'am going to write a letter to my friend from my country. I went to school last year, I learned English in school, I studied grammar and vocabulary a lot from in school. Saturday and Sunday. They had a free time to go to the party and shopping. I didn't worked on Sunday because I went to church, and vised my family. I liked to go to school, because I want to speak English very well, and I want to be a nurse.

I like to finish college, because I like to help people. I went get a good job. I like this country because, they had good place here. My friend I missed you so much. When I have a vacation in school. I am going to visit you I missed you.

**REEP Score = C/V = 3 O/D = 3 S = 3 M= 3 V = 4 = 3.2**

**Student addresses the question in part and has few vocabulary errors. Paragraphs arc not clearly indicated. Uses simple present and simple past with adverbials**

**(because clause) with errors: Has some spelling and punctuation errors:  
Personalized with opinions:**

## **ESL 2**

Dear C.

How are you?

I have been Boston about 10 months. Do you miss me? Today is holiday, so I write a letter to you and tell you what I enjoy doing in my free time in the Boston when I am not studying or working.

In my free time, I will go to shopping, Boston have a lot of big shopping center. It is bigger than Hong Kong's shopping center. Then I will go to see a movie with my friend and then go out have dinner. Boston have a lot of good place to have a dinner and the meal are very taste.

Boston have a lot of park. In the winter, I will use the snow to make the snowman, it is very interesting. This winter was my first time to see the snow. It is very beautiful. But it is too cold. I need to wear a lot of cloths. I like the spring in Boston, because the weather is very nice, and the flowers are beautiful. Sometime I will sleep on the grass. This is very nice.

Actually, I don't really know Boston. So I will spend the free time to know the Boston and find the interesting thing for you.

Take care!

**REEP Score = C/V = 4 O/D= 4 S= 3 M= 4 V = 4 = 3.8**

**Student addresses the topic, uses details for support, and indicates paragraphs. Some vocabulary errors but doesn't obscure the meaning. Uses several verb tenses, with some errors. Letter is personalized.**

## **ESL 3**

Dear N.,

I do not want to begin my note from sad note, but I really miss you. Time goes very fast and I have been here for half of year. I enjoy my free time; and have made many new friends.

The house where I live, is very big and beautiful. The owner of this house, her name is Sandie, is very friendly. In fact hardly ever do I have my free time, because here are so many interesting things and places.

A couple of months ago we went to ocean, it was unbelievable you know I had never seen the real ocean. There was piercing wind, and at the same time was bright sunshine.

I still play hockey and we have already had 12 games, 11 of them we won. It is really hard play hockey if you do not have practice. In addition, we did not have

last practice because lack of participation and coach canceled it. However, I hope we are going to set up on the next weekend.

The other my friend Juli who is paramedic took me to her work. You can't imagine how I was surprised. I saw two accidents middle on the highway, and I saw how paramedics work right on the extreme situations.

Therefore how you can see I am very busy and I like to be in this only, where is everybody is in the hurry and this repeat every day. One more good thing, I am getting used to being in USA, and around American people. My English is getting better everyday, so I am on right way.

I am going to be done with letter.

I miss you, I will see you soon.

Sincerely, L.

**REEP Score = C/V = 5 O/D = 5 S = 5 M = 4 V = 4 = 4.6**



## ACADEMIC SUPPORT SERVICES

### **CSDL = Center for Self Directed Learning**

**E 235**

Open- Monday through Thursday 8:30 A.M. – 9:00 P.M. Friday 8:30 A.M. – 1:00 P.M.  
Saturday and Sunday 8:30 A.M. – 4:30 P.M.

- You need to log-in each time with your student I.D. number.
- You can type and print papers.
- You can use the internet for homework assignments.
- You can access the internet for personal use any time after 1:00 P.M. from Monday through Thursday and during opening hours on Friday, Saturday and Sunday.
- You can work independently with ESL software and CSDL technical staff can show you how to use the ESL software.

### **Multi Media Multi Purpose Language Lab**

**D 114 Enter through D 111**

Open – Monday through Thursday 9:00 A.M. – 9:00 P.M.  
Friday and Saturday 9:00 A.M. – 1:00 P.M.

- The lab has the newest language-learning software.
- Your teacher may teach your class in the lab.
- Your teacher may ask you to complete homework assignments in the lab.
- You can work in the lab independently on reading, writing, grammar, listening comprehension and especially pronunciation.
- Tutors and faculty members will assist you.
- Practice English and ESL Department Writing Exams

### **TASC = Tutoring and Academic Support Center**

**E 174**

Open – Monday through Thursday 8:30 A.M. – 8:00 P.M.  
Friday, Saturday and Sunday 8:30 A.M. – 4:30 P.M.

- One-to-One weekly tutoring appointments for ESL 079, 089 and 099.
- Drop-In writing appointments for papers in all ESL classes.
- Conversation Groups to practice speaking and listening.
- Access to self-paced computer tutorials.
- Internet access
- Practice exercises
- Self-Study areas

## **PART 1 GRAMMAR**

The first objective on your syllabus is about grammar and we will use the Fundamentals of English Grammar book. In my opinion, the best way to learn grammar is to read and when you read, pay attention to the verb tenses and word order. I think word order is very important because every language has a different word order, so visit these web sites for English word order.



# SVOPT

Click

<http://www.manythings.org/rs/>

and you will learn the 5 basic patterns of English word order.

Click these two

<http://a4esl.org/q/h/mc-ck-order.html>

<http://a4esl.org/q/j/ck/wo-01.html>

and complete the interactive word order exercises.

Remember, that the English language has a

Subject    Verb    Object (indirect/direct)    Place    Time

word order.

What is the word order in your native language?

### **Verb Tense Review**



## Gerunds



## Infinitives



## Present Perfect



## Modals

Present	Past
can	could
may	might
shall	should
will	would

## Passive Voice



## Past Participles



## **PART 2 SPEAKING IN SMALL GROUPS**



All semester, we will speak in small groups, so please participate. Do not be shy; ask many questions. When you speak in small groups, I will pay close attention and if I see that you never speak, I will encourage you to participate. Remember, speaking in small groups is 40 % of your final grade.

**These websites will help you to improve your speaking skills.**

Go to this website <http://a4esl.org/q/f/y/zz98mvm.htm>.

You do not have to speak but you will have to answer many questions and I think the questions will help you learn how to ask questions. You can participate in a group discussion by learning how to ask questions.

**Phrasal verbs** may help you express your opinions so go to this website

<http://www.eslcafe.com/pv/pv-mng.html>

and practice.

**Idioms** are also very good for expressing opinions so visit this website:

<http://www.idiomconnection.com/>

**Slang** is also useful, so click <http://www.englishdaily626.com/slang.php?001> and learn about slang.

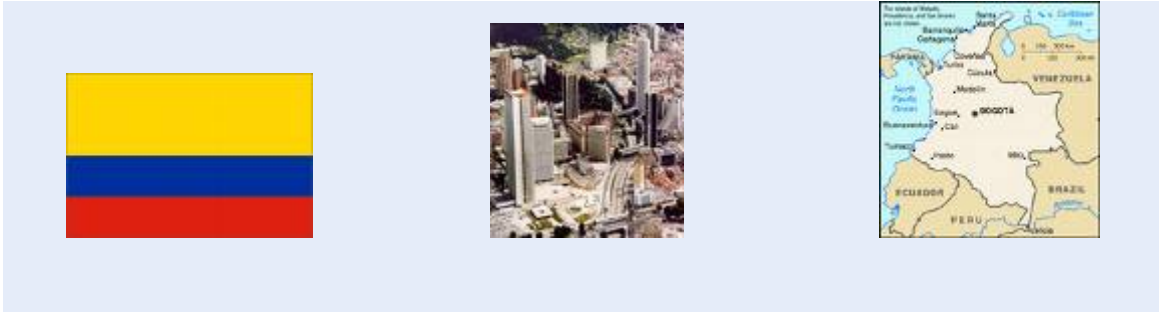
Each week when you do your out-of-class writing assignment, please write about 5 new

- Phrasal verbs
- Idioms
- Slang

that you have learned with these websites.

## Our Classmates

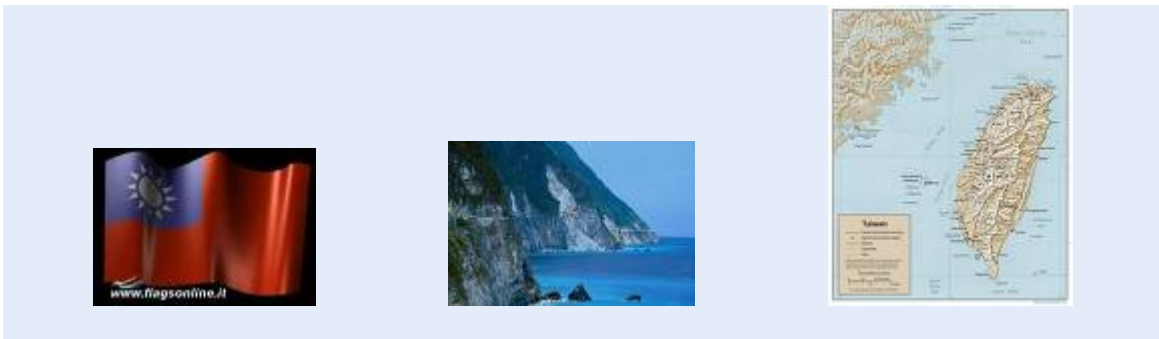
On Friday January 26, we had our first lesson and we spoke in a large group. All of you introduced yourselves. We have a very interesting group of students this semester. Fortunately, this is a small class with about 14 students so we will be able to speak often.



There is one student from this country, and she has been in the USA for a few years and works at the MFA. Who is she? \_\_\_\_\_ A student from another country said that this country is his favorite country and he has visited about 50 countries.



There is one student from this country, and he now lives in Cambridge and speaks several languages and is blessed. He was in an accident not long ago and has a high level of education. Who is he? \_\_\_\_\_



One of your classmates comes from this country and has been in the USA for about 6 months. When she first came here, she didn't like it so much, but now it is O.K. She is running out of money. Who is she? \_\_\_\_\_



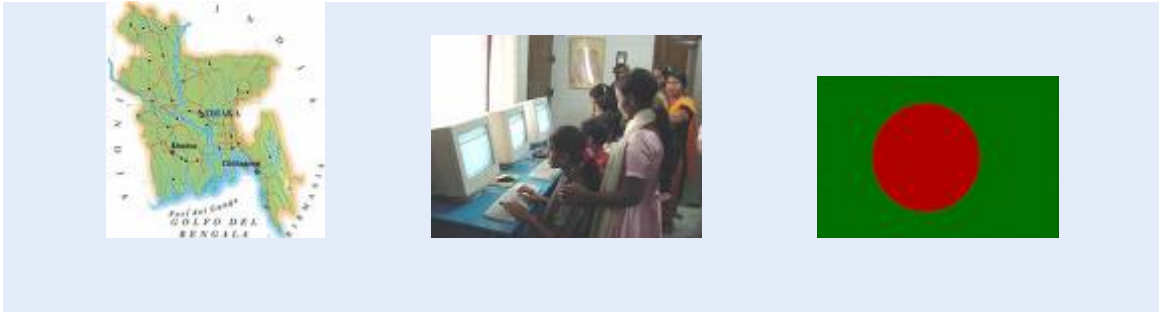
Four classmates came from this country, one of the largest in the world. The first one went to Charlestown High School and is interested in Computer Science and is living in South Boston and his name is \_\_\_\_\_. The second one has grandchildren in New Hampshire and Japan and has been in the USA for about 5 years and will never stop learning English; her name is \_\_\_\_\_. The third person from this country is working in New Hampshire now and she wants us to help her with her speaking skills; one of her children attends Wellesley College. Her name is \_\_\_\_\_. The 4<sup>th</sup> person has twins in the first grade and she has been here about 4 years and lives in Somerville. Her name is \_\_\_\_\_.



This student wants to go to UMASS Boston to study Business management and is pregnant with her first child; she is very proud and happy. She lives in Jamaica plain and went to Boston International High. Her name is \_\_\_\_\_.



\_\_\_\_\_ is from this country and works in a private club in Newton where many lawyers and doctors go to relax and have some fun. She is not sure if they are 100% happy but they look happy. She has a bachelor's degree from back home.



This country is part of Asia and this student who lives near Symphony Hall on Huntington Avenue in Boston spoke about the DV lottery system. She spoke about two languages Bangla and Urdu which was a very interesting discussion. Her name is \_\_\_\_\_.



\_\_\_\_\_ came from this country about 1 and a half years ago and now lives in Malden. He is 24 years young and wishes to study hotel restaurant management at Boston University.



In 2002, \_\_\_\_\_ came to the USA and now lives in Revere. Before she came to the USA she lived in another country for 10 years. She takes care of her children and has just begun to study English at BHCC.

**This website is great if you are looking for information about countries.**

<http://www.searchenginecolossus.com/>

## INTERNATIONAL DIRECTORY OF SEARCH ENGINES

# SEARCH ENGINE COLOSSUS

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### Short Stories



You will read and speak about short stories and articles from newspapers and magazines.



### The Lady or The Tiger? by Frank Stockton

---

Many, many years ago there was a king in a far country. He was famous, he was strong and he was very clever. But in his country he had many **wrongdoers**. The King was unhappy about this, but how can you stop people from doing wrong? It is not easy. He thought about this difficult question for a long time but he could not find the answer.

Suddenly, one day, he had a good idea. He spoke to his people and told them to build a big stadium in the centre of the city. 'It must be very big and very beautiful,' he told them.

So the people worked hard for many months. One day, the building was finished. The stadium was ready. Inside it, there were places for five thousand people. Everyone was very excited about this beautiful new building. Some wanted to watch games in the stadium. Others wanted to have dancing and singing. But what did the King want? No one knew.

The day of the **opening** came. Everyone ran to the stadium to get a place inside. The people got more excited when the King arrived. They were all quiet, waiting. First, he took his place. Then, **he stood up** and spoke.

'My people, my friends,' he said. 'Firstly I want to thank all the workers for their good work. We now have a beautiful stadium and it is very well built. **Secondly**, I know that many of you want to see games and dancing here. But this stadium is going to be different. It is not going to be a place for having a good time. It is going to be a place for wrongdoers. If one of you does something wrong, we are going to bring him to this place. Then he must stand in the middle of this stadium in front of us all.

'Now, do you all see those two doors, **colored** blue, at the far end of the stadium? They **look** the same, perhaps. But they are not. Behind one door, I am going to put a dangerous animal, a tiger. Behind the other door, there is going to be a beautiful lady. The wrongdoer must choose one of these doors. If he opens the wrong door, he finds the tiger. It **jumps out** and kills him. If he opens the other door, he finds the beautiful young woman. **She is to be** his wife. They must marry immediately, right here in the stadium before our eyes. After that, they can live happily with us as husband and wife. So each wrongdoer must choose very carefully. Before he chooses, he - and we - cannot know if he is going to live or die. As soon as he opens one of those two doors, we all know immediately. That is my idea. So tell me, my friends, is it a good idea or is it not?'

'It is good, O King, it is very good,' the people answered. But they were quiet. They were afraid.

'Thank you, ' said the King. 'Now go home. Come to the stadium again at the same time next week. Then you can watch the first wrongdoer make his choice. Every week **from now on**, a different man is going to choose: to live, if he is lucky, or to die if he is not.

From that day, the people came every week to the stadium to watch a different wrongdoer. Sometimes, he opened the right blue door and the beautiful lady came out. Then there was singing and dancing. Everyone threw flowers down to the lucky people and went home happily. But at other times, the wrongdoer opened the wrong door. Immediately a big tiger ran out into the stadium and jumped on the unlucky man. In a few minutes, the tiger killed him in front of all the watching people. When he **lay dead** in the centre of the stadium, the people went home sadly. They took their flowers with them. It is interesting that in a short time the number of wrongdoers in the country got much smaller. No one wanted to stand in the middle of the stadium and make that difficult choice. Now, there is another important person in this story. The King had only one child, a daughter. She was very beautiful. She had green eyes and long red hair and she moved as quickly as a cat. She too was strong and clever - as strong and clever as her father. She did not smile often. But when she smiled, people were happy. When she was angry, everyone was afraid. They knew that at those times she was a very dangerous young woman. Her picture was in every home. Men, women and children followed her when she went walking in the streets of the city. They waited to see her famous smile and sometimes they were lucky.

One day, she was out walking in a city park when she saw a young man. He was a gardener and the park was where he worked. He was very **good-looking**. He was tall and strong. He had dark blue-black hair and a dark **moustache**. When he laughed, you could see his beautiful white teeth. The King's daughter stopped and looked at him **closely**. She thought that he was the most beautiful man in the world. She began to talk with him and liked him more and more. The

young man could not understand. Why did the King's daughter want to talk to him? He was not important. He was only the King's gardener. But he could not take his eyes off her. As soon as he looked into her big green eyes and saw her smile, he was in love. But he knew that this love was very dangerous. He was not a rich man, not from a rich family. He could never marry the daughter of the King.

But the two young lovers knew that they must meet again. They started to meet every day, at times when no one could see them. Every day, their love was stronger and stronger. They were very happy. Then one day the King found them together, there in the city gardens. His daughter was in the young man's arms. The King was very, very angry. He called his men. Immediately, they took the young man away and shut him in a dark, dirty room. They gave him only bread and water to eat. Now the King's daughter could not see her lover any more. The young man lay in the dark. He knew that he was a wrongdoer and in much danger from the King.

Now, we know that the King's daughter was a strong young woman and that she was very clever. When her father's men took her lover away, she too saw the danger immediately. She knew very well what was going to happen next. So, early in the morning, she went to the stadium. No one saw her go. She spoke to the workers there and gave them some money.

'Which room is the tiger in?' she asked.

They told her.

'And which girl is going to be behind the other door?'

The workers did not want to answer. They were afraid.

'I must know,' said the King's daughter. 'Who is she?'

'She is the daughter of your father's driver', the workers answered.

The King's daughter knew her well: a young and beautiful girl with rich brown hair. But the King's daughter did not like her. She began to think hard. 'If my lover chooses the wrong door, he dies. But if he chooses the right door, he marries this cheap little thing, this driver's child. And I lose him - to her! So I too must choose...'

That afternoon, the King called all his people back to the stadium again. His men brought the young man from the dark room. There he stood, in the middle of the stadium, tired, hungry and afraid. The King sat in his place above the people and his daughter sat next to him. She did not move. Her face showed nothing.

Then the King stood and spoke to his people. 'You all know this gardener, my friends. And you know why he is here. He was the lover of my daughter. For many weeks, I did not know that; but I know it now. What happens to a wrongdoer in our country? That too we know. He must choose: the lady or the tiger. If he opens the right door, he must marry the lady. So now choose, young man. Choose very carefully if you want to live and not die.'

The young man stood quietly and listened to the King's words. But his eyes were not on the King. They were on the face of the King's daughter. She had no smile for him today. But he looked at her eyes. Her eyes told him something. She looked down quickly at her hand. Then she looked up again. He saw her smallest finger move a little to the left. And immediately he knew: the door to open was the door on the left! He turned and walked very slowly to the left-hand door. All the people watched him, without a sound. He **put out** his hand and opened the door...

But here the story ends. Remember that the King's daughter was a clever young woman. She was in love but she was angry too. Did she want her lover to meet the tiger - a fight that he must lose? Did she want him to die? Or did she want him to live and have another beautiful woman for his wife? To give him this other woman, in place of her? We do not know what ideas were **at work inside her beautiful head**.

Tell me, what do you think? Which did she choose? What was behind that door: the lady or the tiger?

## *Gift of the Magi*

By O. Henry



One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty- seven cents. And the next day would be Christmas.

There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at \$8 per week. It did not exactly beggar description, but it certainly had that word on the lookout for the mendicancy squad.

In the vestibule below was a letter-box into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining thereunto was a card bearing the name "Mr. James Dillingham Young."

The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid \$30 per week. Now, when the income was shrunk to \$20, though, they were thinking seriously of contracting to a modest and unassuming D. But whenever Mr. James Dillingham Young came home and reached his flat above he was called "Jim" and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good.

Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a gray cat walking a gray fence in a gray backyard. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only \$1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling-- something just a little bit near to being worthy of the honor of being owned by Jim.

There was a pier-glass between the windows of the room. Perhaps you have seen a pier-glass in an \$8 flat. A very thin and very agile person may, by observing his reflection in a rapid sequence of longitudinal strips, obtain a fairly accurate conception of his looks.

Della, being slender, had mastered the art.

Suddenly she whirled from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its color within twenty seconds. Rapidly she pulled down her hair and let it fall to its full length.

Now, there were two possessions of the James Dillingham Youngs in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. Had the queen of Sheba lived in the flat across the airshaft, Della would have let her hair hang out the window some day to dry just to depreciate Her Majesty's jewels and gifts. Had King Solomon been the janitor, with all his treasures piled up in the basement, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy.

So now Della's beautiful hair fell about her rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. And then she did it up again nervously and quickly. Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet.

On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with the brilliant sparkle still in her eyes, she fluttered out the door and down the stairs to the street.

Where she stopped the sign read: "Mne. Sofronie. Hair Goods of All Kinds." One flight up Della ran, and collected herself, panting. Madame, large, too white, chilly, hardly looked the "Sofronie."

"Will you buy my hair?" asked Della.

"I buy hair," said Madame. "Take yer hat off and let's have a sight at the looks of it."

Down rippled the brown cascade.

"Twenty dollars," said Madame, lifting the mass with a practiced hand.

"Give it to me quick," said Della.

Oh, and the next two hours tripped by on rosy wings. Forget the hashed metaphor. She was ransacking the stores for Jim's present.

She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores, and she had turned all of them inside out. It was a platinum fob chain simple and chaste in design, properly proclaiming its value by substance alone and not by meretricious ornamentation--as all good things should do. It was even worthy of The Watch. As soon as she saw it she knew that it must be Jim's. It was like him. Quietness and value--the description applied to both. Twenty-one dollars they took from

her for it, and she hurried home with the 87 cents. With that chain on his watch Jim might be properly anxious about the time in any company. Grand as the watch was, he sometimes looked at it on the sly on account of the old leather strap that he used in place of a chain.

When Della reached home her intoxication gave way a little to prudence and reason. She got out her curling irons and lighted the gas and went to work repairing the ravages made by generosity added to love. Which is always a tremendous task, dear friends--a mammoth task.

Within forty minutes her head was covered with tiny, close-lying curls that made her look wonderfully like a truant schoolboy. She looked at her reflection in the mirror long, carefully, and critically.

"If Jim doesn't kill me," she said to herself, "before he takes a second look at me, he'll say I look like a Coney Island chorus girl. But what could I do--oh! what could I do with a dollar and eighty-seven cents?"

At 7 o'clock the coffee was made and the frying-pan was on the back of the stove hot and ready to cook the chops.

Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near the door that he always entered. Then she heard his step on the stair away down on the first flight, and she turned white for just a moment. She had a habit for saying little silent prayer about the simplest everyday things, and now she whispered: "Please God, make him think I am still pretty."

The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two--and to be burdened with a family! He needed a new overcoat and he was without gloves.

Jim stopped inside the door, as immovable as a setter at the scent of quail. His eyes were fixed upon Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.

Della wriggled off the table and went for him.

"Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold because I couldn't have lived through Christmas without giving you a present. It'll grow out again--you won't mind, will you? I just had to do it. My hair grows awfully fast. Say `Merry Christmas!' Jim, and let's be happy. You don't know what a nice-- what a beautiful, nice gift I've got for you."

"You've cut off your hair?" asked Jim, laboriously, as if he had not arrived at that patent

fact yet even after the hardest mental labor.

"Cut it off and sold it," said Della. "Don't you like me just as well, anyhow? I'm me without my hair, ain't I?"

Jim looked about the room curiously.

"You say your hair is gone?" he said, with an air almost of idiocy.

"You needn't look for it," said Della. "It's sold, I tell you--sold and gone, too. It's Christmas Eve, boy. Be good to me, for it went for you. Maybe the hairs of my head were numbered," she went on with sudden serious sweetness, "but nobody could ever count my love for you. Shall I put the chops on, Jim?"

Out of his trance Jim seemed quickly to wake. He enfolded his Della. For ten seconds let us regard with discreet scrutiny some inconsequential object in the other direction. Eight dollars a week or a million a year--what is the difference? A mathematician or a wit would give you the wrong answer. The magi brought valuable gifts, but that was not among them. This dark assertion will be illuminated later on.

Jim drew a package from his overcoat pocket and threw it upon the table.

"Don't make any mistake, Dell," he said, "about me. I don't think there's anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you'll unwrap that package you may see why you had me going a while at first."

White fingers and nimble tore at the string and paper. And then an ecstatic scream of joy; and then, alas! a quick feminine change to hysterical tears and wails, necessitating the immediate employment of all the comforting powers of the lord of the flat.

For there lay The Combs--the set of combs, side and back, that Della had worshipped long in a Broadway window. Beautiful combs, pure tortoise shell, with jewelled rims--just the shade to wear in the beautiful vanished hair. They were expensive combs, she knew, and her heart had simply craved and yearned over them without the least hope of possession. And now, they were hers, but the tresses that should have adorned the coveted adornments were gone.

But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say: "My hair grows so fast, Jim!"

And then Della leaped up like a little singed cat and cried, "Oh, oh!"

Jim had not yet seen his beautiful present. She held it out to him eagerly upon her open palm. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.

"Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it."

Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled.

"Dell," said he, "let's put our Christmas presents away and keep 'em a while. They're too nice to use just at present. I sold the watch to get the money to buy your combs. And now suppose you put the chops on."

The magi, as you know, were wise men--wonderfully wise men--who brought gifts to the Babe in the manger. They invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication. And here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house. But in a last word to the wise of these days let it be said that of all who give gifts these two were the wisest. O all who give and receive gifts, such as they are wisest. Everywhere they are wisest. They are the magi.

### **PART 3 FORMAL SPEAKING**



I will ask you to give formal speaking presentations in front of me and your classmates, so do not be nervous. Your formal speeches will be about the short stories we read in class and the movie we see. When one of you speaks, it is important that all of us know what the speaker is talking about. Therefore, I will not let you speak about a topic that your classmates may not be familiar with.

## PART 4 PRONUNCIATION



We will practice pronunciation during our lessons when we read and talk about the stories.

The Language Lab at BHCC has a wonderful program for pronunciation: **Tell me More**. I expect you to study in the Lab and improve your pronunciation when you have some free time.

You can also go to the Tutoring and Academic Support Center, E 174, and join the conversation group.

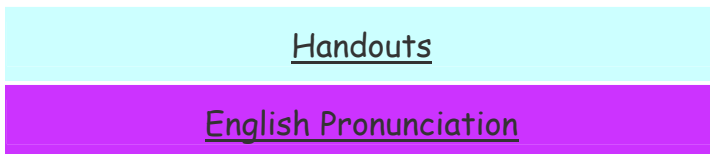
This is a nice website for minimal pairs. Try it.

**<http://www.manythings.org/pp/>**

This pronunciation website is O.K.

**<http://www.soundsofenglish.org/>**

After you click it, you will see this.



Click English Pronunciation and practice your pronunciation.

We will practice the following sounds during lessons because they are difficult sounds for many non-native speakers of English.

- Sit and Seat

Please sit in this seat.

These shoes should fit your feet.

Do you still steal?

Feel/Fill this bag.

She wore a neat/knit suit.

- Bed and Bad

This bed is bad.  
I guess they want gas.  
What she said made me sad.  
The men/man will come.  
The pen/pan leaks.

- Cop and Cap

The cop wore a cap.  
It's too hot for a hat.  
She sang a song.  
That mop/map is too old.  
It is in his pocket/packet.

- Not and Nut

I hope that's not a nut.  
Hand this cup to the cop.  
Is that a duck on the dock?  
That's my luck/lock.  
He gave me a hug/hog.

- But and Bought

It was done at dawn.  
My gun is gone.  
They were both caught/cut.  
Is it dawn/done yet?

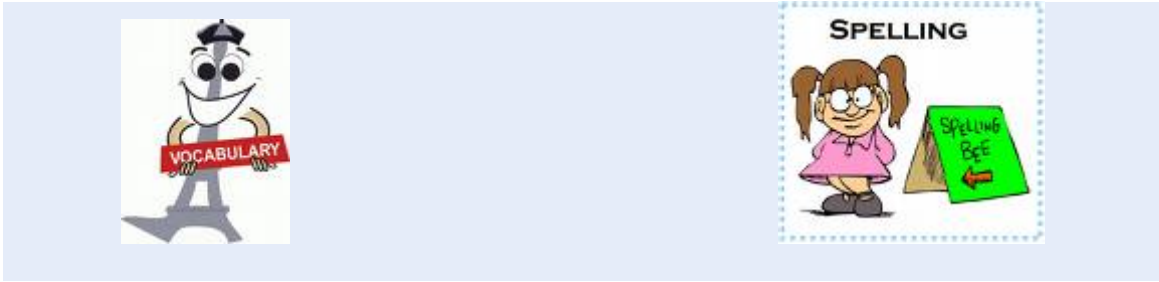
- Thank and Tank

She taught what he thought.  
He brought some broth.  
That's a good theme/team.  
He thought/taught about her.  
She was sad about the deaths/debts.

- Thank and Sank

Being thin is no sin.  
I don't think it will sink.  
I never sought/thought it.  
The child is sort of mouthy/mousy.  
They went over the pass/path.

## **PART 5 VOCABULARY and SPELLING**



Learn vocabulary and spelling at the same time.

Hangman is a funny game and helps you improve your spelling and vocabulary. have you ever played this game before? Try it by clicking

[http://www.english-room.com/hangman2/primary\\_02a.htm](http://www.english-room.com/hangman2/primary_02a.htm)

Here is another spelling game that will help you improve your vocabulary.

<http://www.manythings.org/fq/1/spelling.php>

This website <http://www.manythings.org/wbg/> gives you many games to improve your vocabulary. Try them and let me know if you like them.

A good way to learn more vocabulary is to study

- prefixes
- word roots and
- suffixes.

This website <http://academic.cuesta.edu/acasupp/as/506.HTM> teaches common word roots.

Go to this website

<http://www.bbc.co.uk/skillswise/words/spelling/wordbuilding/rootwords/factsheet.shtml>

and you will see

What are root words?

A **root word** is a word that has nothing added at the beginning or the end. It stands on its own as a word, it has a meaning. New words can be made from root words by adding beginnings (prefixes) and endings (suffixes).

**A root word is a real word and you make new words from it by adding prefixes and suffixes.**

For example, *clear* is a root word. By adding prefixes and suffixes you can make these new words:

**unclear, clearly, cleared.**

All of these words have **grown** from their **root word**. They share parts of the same spelling and they are linked in terms of meaning. They are known as a **word family**.

**In a word family all the words share parts of the same spelling and have linked meaning.**

Root words are helpful because:

- You can use a root word to help you with other spellings.
- If you recognize the root of a word when you are reading it can help you to work out what the word is and what it means.

There are spelling rules for adding suffixes and prefixes to root words. To find out more visit the Skillswise **Suffixes** and **Prefixes** modules.

Here are some more examples of root words and the word families that grow from them:

**use:** **useless, usable, used, using, user, misuse**

**employ:** **employment, unemployment, employer, employee, employing**

**manage:** **manager, managing, manages, manageable, unmanageable**

**beauty:** **beautiful, beautifully, beautician**

**faith: faithful, faithfully, unfaithful, unfaithfully**

For more root words look at Factsheet 2.

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You can find Skillswise at <http://www.bbc.co.uk/skillswise>  
This factsheet is BBC Copyright

This is another excellent website for root words, prefixes and suffixes.

<http://www.uefap.com/vocab/build/building.htm>

Click it and you will see:

### **Vocabulary building**

#### *Affixes and roots*

Adding affixes to existing words (the base or root) to form new words is common in academic English. Prefixes are added to the front of the base (*like* → *dislike*), whereas suffixes are added to the end of the base (*active* → *activate*). Prefixes usually do not change the class of the base word, but suffixes usually do change the class of the word.

The most common prefixes used to form new verbs in academic English are: *re-*, *dis-*, *over-*, *un-*, *mis-*, *out-*. The most common suffixes are: *-ise*, *-en*, *-ate*, *-(i)fy*. By far the most common affix in academic English is *-ise*.

### **Verbs**

e.g. prefix + verb → verb

<b>Prefix</b>	<b>Meaning</b>	<b>Examples</b>
<i>re-</i>	again or back	restructure, revisit, reappear, rebuild, refinance
<i>dis-</i>	reverses the meaning of the verb	disappear, disallow, disarm, disconnect, discontinue
<i>over-</i>	too much	overbook, oversleep, overwork
<i>un-</i>	reverses the meaning of the verb	unbend, uncouple, unfasten
<i>mis-</i>	badly or wrongly	mislead, misinform, misidentify
<i>out-</i>	more or better than others	outperform, outbid

<i>be-</i>	make or cause	befriend, belittle
<i>co-</i>	together	co-exist, co-operate, co-own
<i>de-</i>	do the opposite of	devalue, deselect
<i>fore-</i>	earlier, before	foreclose, foresee
<i>inter-</i>	between	interact, intermix, interface
<i>pre-</i>	before	pre-expose, prejudge, pretest
<i>sub-</i>	under/below	subcontract, subdivide
<i>trans-</i>	across, over	transform, transcribe, transplant
<i>under-</i>	not enough	underfund, undersell, undervalue, underdevelop

### Exercise

e.g. Suffix used to form verbs with the meaning "cause to be".

Suffix	Example
<i>-ise</i>	stabilise, characterise, symbolise, visualise, specialise
<i>-ate</i>	differentiate, liquidate, pollinate, duplicate, fabricate
<i>-fy</i>	classify, exemplify, simplify, justify
<i>-en</i>	awaken, fasten, shorten, moisten

### Exercise

## Nouns

The most common prefixes used to form new nouns in academic English are: *co-* and *sub-*. The most common suffixes are: *-tion*, *-ity*, *-er*, *-ness*, *-ism*, *-ment*, *-ant*, *-ship*, *-age*, *-ery*. By far the most common noun affix in academic English is *-tion*.

e.g. prefix + noun → noun

Prefix	Meaning	Examples
<i>anti-</i>	against	anticlimax, antidote, antithesis

<i>auto-</i>	self	autobiography, automobile
<i>bi-</i>	two	bilingualism, biculturalism, bi-metalism
<i>co-</i>	joint	co-founder, co-owner, co-descendant
<i>counter-</i>	against	counter-argument, counter-example, counter-proposal
<i>dis-</i>	the converse of	discomfort, dislike
<i>ex-</i>	former	ex-chairman, ex-hunter
<i>hyper-</i>	extreme	hyperinflation, hypersurface
<i>in-</i>	the converse of	inattention, incoherence, incompatibility
<i>in-</i>	inside	inpatient,
<i>inter-</i>	between	interaction, inter-change, interference
<i>kilo-</i>	thousand	kilobyte
<i>mal-</i>	bad	malfuction, maltreatment, malnutrition
<i>mega-</i>	million	megabyte
<i>mis-</i>	wrong	misconduct, misdeed, mismanagement
<i>mini-</i>	small	mini-publication, mini-theory
<i>mono-</i>	one	monosyllable, monograph, monogamy
<i>neo-</i>	new	neo-colonialism, neo-impressionism
<i>out-</i>	separate	outbuilding,
<i>poly-</i>	many	polysyllable
<i>pseudo-</i>	false	pseudo-expert
<i>re-</i>	again	re-organisation, re-assessment, re-examination
<i>semi-</i>	half	semicircle, semi-darkness
<i>sub-</i>	below	subset, subdivision
<i>super-</i>	more than, above	superset, superimposition, superpowers
<i>sur-</i>	over and above	surtax

<i>tele-</i>	distant	telecommunications,
<i>tri-</i>	three	tripartism
<i>ultra-</i>	beyond	ultrasound
<i>under-</i>	below, too little	underpayment, under-development, undergraduate
<i>vice-</i>	deputy	vice-president

### Exercise

e.g. Suffix added to a verb (V), noun (N) or adjective (A) → noun

<b>Suffix</b>	<b>Meaning</b>	<b>Examples</b>
<i>-tion</i> <i>-sion</i>	action/instance of V-ing	alteration, demonstration expansion, inclusion, admission
<i>-er</i>	person who V-s something used for V-ing	advertiser, driver computer, silencer
<i>-ment</i>	action/instance of V-ing	development, punishment, unemployment
<i>-ant</i> <i>-ent</i>	person who V-s	assistant, consultant student
<i>-age</i>	action/result of V	breakage, wastage, package
<i>-al</i>	action/result of V	denial, proposal, refusal, dismissal
<i>-ence</i> <i>-ance</i>	action/result of V	preference, dependence, interference attendance, acceptance, endurance
<i>-ery/-ry</i>	action/instance of V-ing place of V-ing	bribery, robbery, misery refinery, bakery

<b>Suffix</b>	<b>Meaning</b>	<b>Examples</b>
<i>-er</i>	person concerned with N	astronomer, geographer
<i>-ism</i>	doctrine of N	Marxism, Maoism, Thatcherism
<i>-ship</i>	state of being N	friendship, citizenship, leadership
<i>-age</i>	collection of N	baggage, plumage

Suffix	Meaning	Examples
<i>-ity</i>	state or quality of being A	ability, similarity, responsibility, curiosity
<i>-ness</i>	state or quality of being A	darkness, preparedness, consciousness
<i>-cy</i>	state or quality of being A	urgency, efficiency, frequency

Exercise

## Adjectives

Many adjectives are formed from a base of a different class with a suffix (e.g. *-less*, *-ous*). Adjectives can also be formed from other adjectives, especially by the negative prefixes (*un-*, *in-* and *non-*).

The most common suffixes are *-al*, *-ent*, *-ive*, *-ous*, *-ful*, *-less*.

e.g. Suffix added to verbs or nouns → adjective

Suffix	Example
<i>-al</i>	central, political, national, optional, professional
<i>-ent</i>	different, dependent, excellent
<i>-ive</i>	attractive, effective, imaginative, repetitive
<i>-ous</i>	continuous, dangerous, famous
<i>-ful</i>	beautiful, peaceful, careful
<i>-less</i>	endless, homeless, careless, thoughtless
<i>-able</i>	drinkable, countable, avoidable,

Exercise

e.g. negative + adjective → adjective

Prefix	Examples
<i>un-</i>	unfortunate, uncomfortable, unjust

<i>im-/in-/ir-/il-</i>	immature, impatient, improbable, inconvenient, irreplaceable, illegal
<i>non-</i>	non-fiction, non-political, non-neutral
<i>dis-</i>	disloyal, dissimilar, dishonest

### Exercise

## Mixed

e.g. base with both prefix and suffix

Adjectives: uncomfortable, unavoidable, unimaginative, inactive, semi-circular

Nouns: disappointment, misinformation, reformulation

### *Word formation*

Formal written English uses nouns more than verbs. For example, judgement rather than judge, development rather than develop, admiration rather than admire.

There appeared to be evidence of differential *treatment* of children.

This is reflected in our *admiration* for people who have made something of their lives, sometimes against great odds, and in our somewhat disappointed *judgment* of those who merely drift through life.

All airfields in the country would be nationalised, and the government would continue with the *development* of new aircraft as recommended by the Brabazon Committee.

Associated with nominalisation is the occurrence of prepositional phrases, introduced by *of*:

judgment *of* those

treatment *of* children

development *of* new aircraft

*-tion* is the most common suffix used in this way. For example: *alteration*, *resignation*.

However others are: *-ity* ability, similarity, complexity; *-ness* blindness, darkness, preparedness; *-ment* development, encouragement; *-ship* friendship; *-age* mileage; *-ery* robbery, bribery; *-al* arrival; *-ance* assistance, resemblance.

In your out-of-class writing assignments, please write ten new words that you have learned from these exercises. Write the word and the definitions and use it in a sentence.

Click the image below.



Then click **Student Links**

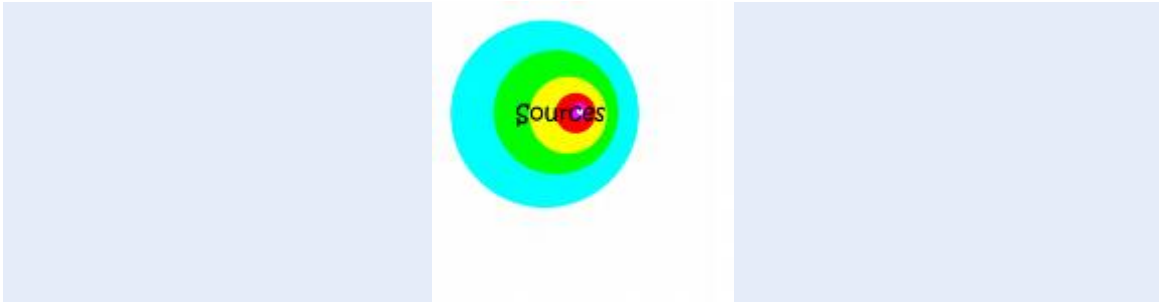
You will see many useful websites.

Mousing and Keyboarding  
Beginning ESL  
Intermediate and Advanced ESL  
Reading  
Listening and Pronunciation  
Other Useful Sites

**THE END !**



## SOURCES



### 1. Sounds of English

Sounds of English is a website designed for learners of English and their teachers. It combines material made by both Sharon Widmayer and Holly Gray.

This site includes:

- our favorite links
- handouts from presentations we have made
- English pronunciation pages - pictures, sounds, and videos to help you with English pronunciation.
- Activities and exercises for English pronunciation and listening.
- Tips for teachers
- listening exercises with printable worksheets and teacher guides.

This material has been put on the web to make it easily accessible for interested students and teachers of English. At the present time, the material is available in web format *only*. There is no tape or book of *Sounds of English*.

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## **2. Englishpage.com**

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## **3. English Room**

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## **4. ESL Desk**

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## **5. Gallaudet University**

Gallaudet University  
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Terry Coye  
English Works!, Gallaudet University

## **6. Interesting Things for ESL Students**

- **Linking**
  - You do not need to ask permission to put a link to our pages on your pages.