The Strategies for Improving English Communicative Competence
The Strategies for Improving English Communicative Competence

2002 8
2002년 8월
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<td>22.</td>
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<tr>
<td>23.</td>
<td>75</td>
</tr>
</tbody>
</table>
1.1 インテリジェントシステム

Higgs (1982: 69)  "..."
1.2  

1.  

1.1  

1.2  

1.3  

1.4  

1.5  

- 3 -
1.3 一般情報

等式

\[ a + b = c \]

等式

\[ a - b = c \]

等式

\[ a \times b = c \]

等式

\[ a \div b = c \]
2. .chat

2.1 2.1

Chomsky (1965) [competence] vs. [performance]

Hymes (1972) [Chomsky] “[competence] vs. [performance]

Littlewood (1981) argued that...
ÀÇ¿¡¼­³×°³ÀDZ¸¼º¿ä¼ÒÁïÇÏÀ§¹üÁÖ¿ÍÀÇ»ç¼ÒÅë´É·ÂÀDZ¸¼º°³³äÀ»ÀÌ
·ç°íÀÖ´Ù

(1)

¹®¹ýÀû(grammatical)ÀãÈ­(discourse)ÀãÈ­(sociolinguistic)
ÀÌ°ÍÀºÀÏ·ÃÀÇ´ãÈ­¿¡¼­¹®À»¿¬°áÇÏ¿©ÀÏ·ÃÀǹßÈ­¼Ó¿¡¼­±ä¹®¾îü±Û¿¡
À̸£´Â¸ðµç°ÍÀ»ÀǹÌÇÑ´Ù

(2)

(3)

°ÍÀºÀÏ·ÃÀÇ´ãÈ­¿¡¼­¹®À»¿¬°áÇÏ¿©ÀÏ·ÃÀǹßÈ­¼Ó¿¡¼­±ä¹®¾îü±Û¿¡
À̸£´Â¸ðµç°ÍÀ»ÀǹÌÇÑ´Ù

(4) Canale & Swain (1980: 30)
ÀºÃ¥·«Àû´É·ÂÀ»¼ÒÅëÀû¾ð¾îü°èÀû³¹¸»Àû³¹¿¡¼­Á¦
Àû³¹¿¡¼­Á¦À½ÇÁ¦¼ö¾÷¿¡Àû¿ëÇØ°ÍÀ»ÀǹÌÇÑ´Ù

Bachman (1990)
ÀºÃ¥·«Àû´É·ÂÀº³¹¸»Àû³¹¿¡¼­Á¦

2.2 ÇнÀÃ¥·«

1970¿Í Michael O’Malley & Anna Chamot, ¿ÍÇ¶µéÀº¹Ì±¹¿¡¼­Á¦

- 7 -
(metacognitive), cognitive, socio-affective)
executive
memory, cognitive strategies
metacognitive strategies
affective strategies
compensation strategies
social strategies


(Rubin, 1981).
(circumlocution)

2.2.1

O’Malley, Chamot & Kupper (1989)”
Bialystok (1981)

Language
Exposure

Input
Knowledge
Other
Knowledge
Inferencing

Functional Practising
Formal Practising

Inferencing
Explicit Linguistic Knowledge

Inferencing
Implicit Linguistic Knowledge

Output
Monitoring

Type I

Type II

(Bialystok 1978 : 71)
(1)  ÇüÅÂÀû¿¬½À (Formal practising)

(2)  ±â´ÉÀû¿¬½À (Functional practising)

(3)  °¨½Ã (Monitoring)

(4)  Ã߸® (Inferencing)

2.2.2  ÇнÀÃ¥·« ¿¡´ëÇÑ¿¬±¸¿¡ÀÇÇϸéÇнÀÃ¥·«À»ÀϹÝÀûÀÎÁ¢±ÙÀ̳ª
(2) ...
(3) ...
(4) ...
(5) ...
(6) ...
(7) ...
(8) Ellis[1990b]... O
xford (1990b)


2.2.3  

Ellis (1994)  

Oxford (1989)  

Nyikos (1989)  

Bialystok (1981)  

Chamot & O’Malley (1987)  

2.2.4  "..."
ÀÌÇнÀÀÚÀÚÀ²ÇнÀÀÇÃËÁøÀ̶ó°íóÀ½À¸·ÎÁÖÀåÇÑ»ç¶÷ÁßÀÇÇϳª¿´´Ù (Wenden, 1985).

µû¶ó¼­±³»çµéÀºÇнÀÀÚµéÀǼºÆÐ¸¦°¡¸§Çϴ°ÍÀ̹«¾ùÀÎÁö¸¦ÀÌÇØÇÔÀ¸·Î½áÀ̵æÀ»¾òÀ»¼öÀÖÀ¸¸ç

±³½Ç¿¡¼­¼º°øÀûÀÎÃ¥·«ÀǽÇÇöÀ»À§ÇÑȯ°æÀ»Á¶¼ºÇÒ¼öÀÖ´Ù (Bialystok, 1985).

ÇлýµéÀº±³½Ç¿¡¼­¹«¾ùÀ̸¶¶¥È÷ÁøÇàµÇ¾î¾ßÇÏ´ÂÁö¿Í°°ÀºÀÏÁ¤ÇѼ±ÀÔ°¨À»Á¾Á¾°®°íÀÖÀ¸¹Ç·Î±×·±³ë·Â¿¡Áï°¢ÀûÀμº°øÀ»´Ã±â´ëÇÒ¼ö´Â¾ø´Ù (Bialystok, 1985).

±×·³¿¡µµºÒ±¸ÇϰíÇлýµé¿¡°Ô¾ð¾î¸¦¸éÁ¢µîÀ»ÅëÇÏ¿© ±³»çµéÀºÇлýµéÀǰæÇâÀ»¾Ë°ÔµÇ¾îÀ¯ÀÍÇѼö¾÷³»Ã¥·«°ú¼ö¾÷ÀÇÃ¥·«¿¡°üÇѾణÀÇÀü¹®ÀûÀÎÁö½ÄÀ»±³¼öÇÏ·Á´Â¿ì¸®Àdzë·ÂÀÌÁ¦´ë·Î³íÀǵǰíÀÖ´Ù (Brown, 1994).

Oxford (1990) °¡Æì³½°ÍÀÌÇнÀÀÚÃ¥·«ÈÆ·ÃÀǰ¡ÀåÀ¯ÀÍÇÑÁöħ¼­ÀÌ´Ù
2.3 アラートの定義

アラートは、事前に予想される危険や問題に警戒心を示す警告信号を指す。この考え方は、事前に問題が発生するか否かを判断するための情報を提供する。これは、事前に必要な予防措置を講じるための重要な手段である。アラートの定義は、様々な分野で用いられるが、主に以下のように定義される。

1. アラートは、将来の可能性を示す警告を指す。
2. アラートは、今後の可能性を示す警告を指す。
3. アラートは、将来的な可能性を示す警告を指す。

アラートの定義は、様々な分野で用いられるが、主に以下のように定義される。

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3. アラートは、将来的な可能性を示す警告を指す。
3.  

3.1  

3.2  

- 20 -
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**p < .01

3.3
3.4 他の結果

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<td>20: 10</td>
<td>10: 7</td>
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<図3-4> 一部の測定値の比較

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<td>12</td>
<td>32</td>
<td>39</td>
<td>50</td>
<td>38</td>
</tr>
</tbody>
</table>

...
3.5 캐스터리 직업의 역할

Oxford(1990)에 따르면, 12가지의 주요 직업 역할이 있다. 이들 역할은 다음과 같다.

<table>
<thead>
<tr>
<th>역할</th>
<th>설명</th>
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<tr>
<td>1.</td>
<td>예배 기업의 기술과 기술력</td>
</tr>
<tr>
<td>2.</td>
<td>계약, 계약, 계약</td>
</tr>
<tr>
<td>3.</td>
<td>협력, 협력, 협력</td>
</tr>
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<td>4.</td>
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<td>Weekend plans</td>
<td>Series</td>
</tr>
<tr>
<td>2</td>
<td>2.3</td>
<td>Dance party It's too nice to work today</td>
<td>Series</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>A phone call from a friend</td>
<td>Oral report</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>You can't miss it</td>
<td>Oral report</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>Making reservations</td>
<td>Story retelling</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>Shopping</td>
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</tr>
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<td>7</td>
<td>8.9</td>
<td>Introductions How to use a computer</td>
<td>Picture-cued</td>
</tr>
<tr>
<td>8</td>
<td>10.11</td>
<td>Education Trip</td>
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<tr>
<td>9</td>
<td>12</td>
<td>Dieting</td>
<td>Information gap</td>
</tr>
<tr>
<td>10</td>
<td>13</td>
<td>I am kind of homesick</td>
<td>Information gap</td>
</tr>
<tr>
<td>11</td>
<td>14</td>
<td>At the post office</td>
<td>Oral interview</td>
</tr>
<tr>
<td>12</td>
<td>15</td>
<td>Changing reservations</td>
<td>Oral interview</td>
</tr>
<tr>
<td>13</td>
<td>16</td>
<td>At hotel</td>
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<tr>
<td>15</td>
<td>18</td>
<td>Restaurant</td>
<td>Evaluation</td>
</tr>
</tbody>
</table>

### 3.5.1 集合のとり方 (Note taking)

- 25 -
I walk towards the door.
I draw near to the door.
I draw nearer to the door.
I get to the door. I stop at the door.
I stretch out my arm.
I take hold of the handle.
I turn the handle.
I open the door.
I pull the door.
The door moves,
the door turns on its hinges,
the door turns and turns,
I open the door wide,
I let go of the handle.

3.5.3 ±×¸²º¸°í¸»Çϱâ

3.5.4 ²ôÁý¾î³»±â
3.5.5 

6-10 (Underhill, 1987).
3.5.6 Self-help Learning

Chamot, O'Malley & Kupper (1992)

3.5.7


70 OHP, 39, 120-128, 1-129.
Mckay (1987) 

(1)  enumerate (enumerative): first(ly), second(ly), third(ly), next, then, finally, last(ly)

(2)  add (additive)

-  reinforce (reinforcing): again, then again, also, moreover, furthermore, in addition, what is more
-  like (similarity): equally, likewise, similarly, correspondingly, in the same way
-  to (transition): now, well incidentially, by the way, O.K., fine

(3)  logical sequence)

-  summative: so, so far, altogether, overall, then, thus,
therefore, in short, to sum up, to conclude, to summarize

(2) ²œ (resultative): so, as a result, consequently, hence, now, therefore, thus, as a consequence, in consequence

(4) ¼³¸í (explicative): namely, in other words, that is to say, better, rather, by (this) we mean

(5) ²œ (illustrative): for example, for instance

(6) ²œ (contrastive)

① ²œ (replacive): alternatively, (or) again, (or) rather, (but) then, on the other hand

② ²œ (antithetic): conversely, instead, then, on the contrary, by contrast, on the other hand

③ ²œ (concessive): anyway, anyhow, however, nevertheless, nonetheless, notwithstanding, still, though, yet, for all that, in spite of (that), at the same time, all the time

3.5.9 ²œ ²œ ²œ
Edelweiss
Let it be
You are not alone
The Greatest love of all
Cartoon heroes
Early in the morning
Sad movies
I Just Called To Say I Love You.

3.5.10}
(1) Could you please repeat that?
Pardon?
Beg pardon?
Could you repeat what you say?
(2) I agree with you _____.
My opinion is the same as yours.
That's how I felt, too.
I'm on your side. I disagree with you.
My opinion is different from yours.
I am afraid I don't agree.
(3) I think _____.
In my opinion ______. In my view.
My opinion is ______.
I feel that______.
(4) [한국어]
What do you think?
What do you think about______.
How do you feel about______.
What is your opinion?
(5) [한국어]
Excuse me for interrupting. but ______.
May I ask a question?
Pardon me, but______.
Excuse me, but______.
(6) [한국어]
What do you mean by that?
I'm sorry. I don't understand what you mean.
Could you tell me the meaning of______

3.5.11 [한국어]

(2) [한국어]

(O'Malley & Pierce, 1996).

(2) [한국어]

- 34 -
3.5.12
4. 

4.1

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**p< .01
<4-1>  

표 3. 실험군과 대조군 간의 성별별 점수 비교

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(p > .05)  

표 4. 1학기 성별별 점수 비교

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(p < .01)
4.2  

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*p < .05
1.2.5

15, 30, 60, 90, 120, 150, 180.

<4-2>

(m=9.34), (m=9.44) (p>.05).

<4-3>

(m=11.19), (m=9.41) (p<.05). **p<.01

<4-4>

- 40 -
<4-3> 

\[ m = 10.84 \] 

\[ m = 10.53 \] 

\[ (p > .05) \] 

\[ m = 12.13 \] 

\[ m = 10.59 \] 

\[ 1.28 \] 

\[ (p < .01) \] 

\[ \]
4.2.3

***표 3*** 4, 7, 8, 10, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42

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**p<.01**

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**<표 4-4>**  

***<표 4-4>***  

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4.3

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- 47 -
4.4.4

4.4.5
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76%のデータが含まれている。15%のデータが含まれている。

- 49 -
5.  

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Stempleski & P. Arcario, (Eds.), *Video in second language teaching*. Alexandria, VA.


The purpose of this research was to investigate the effectiveness of teaching learning strategies to Korean students in order to enhance their English communication competence. For this purpose, it was necessary to review the theoretical background of strategies.

The subjects were 67 high school students from two first-year English classes. The students were divided into two groups: the experimental group and the control group. The experimental group was taught to use 12 learning strategies to improve their communicative competence. The control group, on the other hand, was taught using conventional Korean teaching methods, without the learning strategies. The two groups were given a speaking test and questionnaires in order to assess the effectiveness of the strategies in improving communicative competence. The results of this study are as follows.

First, the experimental group performed more successfully on the speaking test than those in the control group. In other words, the speaking test scores of the experimental group were higher than those of the control group.

Second, The experimental group gave responses that reflected a more
positive attitude toward learning English than did the control group. The experimental group proved to have more confidence in their English speaking skill than did the control group.

Third, the experimental group got higher scores in the standardized test than did the control group.

As a result, the following conclusions could be drawn. The learning strategies fostered a self-motivated learning ability in the control group. Moreover, these 12 strategies played an important role in improving overall communicative competence and lowering the affective filter, thus enhancing the student’s learning attitudes.
Possible answer

One day two boys went sailing in their boat. A storm developed rapidly trapping the two boys in it. They tried to sail back to the shore but were unable to get back because of the strength of the storm. The sails ripped into pieces as the wind beat upon them. After the storm ended the boys could not sail the boat. They decided to take off their shirts and tie them to the mast. The wind caught their shirts and the boat began to move. The boys were able to sail the boat back to shore. Their parents were waiting for them, and were happy to find that they were not in danger.
Possible answer
One day a man was on his way to the airport on a cloudy day. However, the sun began to come out so he decided to leave his umbrella at home. As he started to go to the airport it began to rain. He quickly ran home and got his umbrella then went out into the rain to catch a taxi. He arrived a little late to the airport and two of his friends were there angrily waiting for him. "He said, "I'm sorry. I had to return home to get my umbrella because of the rain."
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   2). ¾ÆÁÖÁ¶±Ý±â¾ïÇÑ´Ù ( )
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- 63 -
7. .Adapter에 대한 질문입니다.
   1) ( )  2) ( )  3) ( )  4) ( )  5) ( )

8.  어려운 문제입니다.
   1) ( )  2) ( )  3) ( )  4) ( )  5) ( )

9.  다음에 답해 주세요.
   1) ( )  2) ( )  3) ( )  4) ( )  5) ( )

10.  어려운 문제입니다.
    1) ( )  2) ( )  3) ( )  4) ( )  5) ( )

11.  다음에 답해 주세요.
     1) ( )  2) ( )  3) ( )  4) ( )  5) ( )

12.  다음에 답해 주세요.
     ( )
■ Turn on the television
I approach in front of the television.
I take hold of the remote.
I raise it towards the television.
I put on the switch with my hands.
I turn on the television.
but, the voice of the television is too high.
It is so noisy that I can’t endure.
I put the volume of the television down appropriately.
I begin watching education program.

■ From home to school in the morning
My alarm clock is ringing on my table.
I can’t get up until seven O’clock.
I set the alarm clock to stop.
I get up from my bed.
I arrange my bedroom.
I wash my hands and face.
I comb my hair.
I quickly get dressed
I have a breakfast.
I brush my teeth.
I go to school not to be late for class.
but I am caught in a traffic jam.
When I enter my classroom other students are surprised to see me enter in a rush.
They look at me disapprovingly and with disappointment.
A: Were you surprised that I dressed up? It’s Halloween. (October 31)

B: Halloween?

A: Yes, we usually dress up as ghosts and monsters and go round to people’s houses asking, “Trick or treat”. Can you figure out what I mean?

B: Yes, a little. What if the children do not get a treat?

A: They usually soap the windows. It’s trick.

B: That’s funny! Do they have any parties, too?

A: Of course. During the party they usually play games such as getting apples out of water using only their mouth.

Possible Answer

Halloween is a time of games and parties. The kids usually dress up as ghosts and monsters, and go round and ask, “Trick or treat”. Their favorite trick is to soap the windows. One party game is getting apples out of water using only their mouth.
## WHAT I DO HELP MYSELF LEARN

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
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</thead>
<tbody>
<tr>
<td>I paid attention to the teacher</td>
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<td>I took notes when I listened</td>
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<tr>
<td>I took notes when I read</td>
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<td>I read the questions before I listened</td>
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<tr>
<td>I looked at my notes later</td>
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<tr>
<td>I repeated new words aloud</td>
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<tr>
<td>I repeated new words in a sentence</td>
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<tr>
<td>I looked for information in a reference book</td>
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<tr>
<td>I did all my homework</td>
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<tr>
<td>I helped a friend with homework</td>
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<tr>
<td>I asked the teacher questions</td>
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<tr>
<td>I asked the a friend questions about schoolwork</td>
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<tr>
<td>I guessed at new words</td>
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City Life

These days many cities are overcrowded. There are traffic jams and a lot of pollution as a result. Some people like to move to the countryside because of its cleaner environment and easy-going lifestyle. Speak the advantages and disadvantages of living in the cities. (100second)

Possible Answer

It is true that the big cities are overcrowded and that there is a lot of pollution, but there are also many advantages to living in the cities. Life is a lot more exciting in the big city. There is a lot more variety for consumers. Life is sometimes a lot more convenient because most shopping can be done in one place, like the department store. It is possible to make more friends in the cities, and it is possible to remain nameless in the big cities, depending on one's desires. In the small town everyone knows your name and who you are. You have less privacy. In the big city, your privacy is well protected. People are too busy with their own lives to be concerned about who you are or what you are doing. I like that.
No New Year’s Day to celebrate;
No chocolate covered candy hearts to give away.
No first of spring; no song to sing.
In fact here’s just another ordinary day.
No April rain; no flowers bloom;
no wedding Saturday within the month of June.
but what it is something true, made up of these three words
that I must say to you.
I just called to say I love you.
I just called to say how much I care.
I just called to say I love you. And I mean it from the bottom of my heart.
No summer’s high; no warm July;
No harvest moon to light one tender August night.
No autumn breeze; no falling leaves;
Not even time for birds to fly to southern skies.
No Libra sun; no Halloween;
No giving thanks to all the Christmas joy you bring.
But what it is old so new
To fill you heart like no three words could ever do.
<table>
<thead>
<tr>
<th>January</th>
<th>July</th>
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<td>February</td>
<td>August</td>
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<td>March</td>
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<td>April</td>
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<td>May</td>
<td>November</td>
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<td>June</td>
<td>December</td>
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</table>

### Key Words

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</table>

- **January**
  - [Key Word](#)
- **February**
  - [Key Word](#)
  - **(Saint Valentine's Day)**
- **March**
- **April**
  - [Key Word](#)
  - **, Halloween**
- **May**
- **June**
  - [Key Word](#)
  - **Christmas**
A: As you know, our town is a very quiet town. But we need more business and industry. One company wants to build a computer factory in our park. A new factory will give us more jobs and bring money to our town. We can use the money to increase the number of schools and to build better roads. What do you all think about this plan? Remember, the park belongs to you all. So I want everybody to be as frank as possible.

B: I don’t want a factory. We bought a home here because it was peaceful and quiet. Why doesn’t this company build the factory in some other place? I’m against the plan.

C: Naturally I like the plan. This town is very dull. A new factory will bring more people here. We will make more money. I’m for the plan.

D: I am still a student and I am young, but I think you should listen to the young people. We will have to live in the town in the future. Can I speak?

A: Yes. Here everyone is equal. You have the freedom to speak. What do you want to say, Han-su?

D: Of course, we need money to live on. But money isn’t everything. If there were no park, where would the young children play? If we had a new factory, the streets would be very busy and dangerous. I like to play in the park after school. It is so beautiful. I like to look at the flowers and trees. I like to listen to the birds sing. I don’t want a new factory in our park.

A: Thank you again, D. Before the meeting I thought that we needed to build a factory, because our town needs more money. But now I realize that there are things in life that are more important than money. We need fresh, clean air. We need parks and flowers and trees to be happy. We need to keep our green space.
A. ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ SEEK THE RED END
<table>
<thead>
<tr>
<th>Stage</th>
<th>Main Content</th>
<th>Teaching-Learning Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>○ Greeting ○ Conformation of the previous lessons ○ Presentation of today's objectives</td>
<td>○ Greet with small talks ○ Check the absentee ○ Review the previous lessons with Q/A drill and note taking ○ Explain the objective of this period ○ Greet with small talks ○ Check the absentee ○ Review the previous lessons with Q/A drill and note taking ○ Explain the objective of this period</td>
<td></td>
</tr>
<tr>
<td>Pop song</td>
<td>○ Do you remember the song. ○ Now, let’s review the last lesson. ○ From now, listen to the dialogue and understand what they are saying. ○ Are you ready? ○ Watch the video. ○ Tell the story in plain English ○ Explain new phrase “on guard” ○ Market short sentences using it. ○ Ask some questions using it. ○ I’ll explain about today’s learning. ○ Look at the screen (Learning menu)</td>
<td>○ Do you remember the song. ○ Now, let’s review the last lesson. ○ From now, listen to the dialogue and understand what they are saying. ○ Are you ready? ○ Watch the video. ○ Tell the story in plain English ○ Explain new phrase “on guard” ○ Market short sentences using it. ○ Ask some questions using it. ○ I’ll explain about today’s learning. ○ Look at the screen (Learning menu)</td>
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**SUB PLAN**

**Date**  
Friday, October 12th, 2001

**Class**  
The 4th grade

**Teaching Unit**  
15. At hotel.

**Aim**  
○ Specific aims of this period.  
The students are able to:  
  1) to catch the meaning of new phrase and make short sentences using it.  
  2) to summarize the story and tell their opinions in plain English.

**Keyword**  
reservation, fill out, itemized account, nationality, destination, profession, deposit

**Keysentence**  
We will show you the itemized account when you check out.

**Teaching Aids**  
Teacher: VCR, Video tape, Tape recorder, Tape.
Student:  

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<table>
<thead>
<tr>
<th>Stage</th>
<th>Main Content</th>
<th>Teaching-Learning Activity</th>
<th>Time</th>
<th>Aid</th>
</tr>
</thead>
</table>
| Development| ○ Reading comprehension 1) Listening 2) Partial translation 3) Question / Answer drill 4) Topic telling | ○ Operate VCR  
○ Operate VCR  
○ Partial translation English  
○ Ask some questions on the reading materials.  
○ Watch TV  
○ Ask questions if any.  
○ Read  
○ Watch TV  
○ Ask questions if any.  
○ Read  
○ Watch TV  
○ Ask questions if any.  
○ Read | 15’ | > Learning menu |
|            | ○ Discuss Group work                                                      | ○ Presents some subjects on the blackboard.  
○ Discuss the advantages and disadvantages of public transportation.  
○ Ask students to summarize the story  
○ Give opportunities to tell their opinions  
○ One subject is selected by each groups.  
○ Each team is grouped by 4-5.  
○ Tell their opinions about the story with groups.  
○ Tell one's opinions individually. | 15’ | > Learning menu |
| Ending     | ○ Listening the summary of the story.  
○ Preparation for this next class | ○ Did you have a good time?  
○ Korean, you must say in English.  
○ Set homework  
Next time, We'll study about our family and make it.  
○ That's all for today.  
○ See you next time.  
○ Answer the questions and write them on the paper.  
○ memorize  
○ See you next time.  
○ Thanks a lot. | 5’ | > VCR tape recorder |
Lesson 1  Weekend plans
Lesson 2  Dance party
Lesson 3  It's too nice to work today
Lesson 4  A phone call from a friend
Lesson 5  You can't miss it
Lesson 6  Making reservations
Lesson 7  Shopping
Lesson 8  Introductions
Lesson 9  How to use a computer
Lesson 10  Education
Lesson 11  Talking about the popular attractions in Korea
Lesson 12  Dieting
Lesson 13  I am kind of homesick
Lesson 14  At the post office
Lesson 15  Changing reservations
Lesson 16  At hotel
Lesson 17  At the vending machine
Lesson 18  At a restaurant
Lesson 1 Weekend plans

Judy: What are you going to do this weekend?
Moon: Nothing special. Why?
Judy: Jack and I are going to go skiing and I have free lift tickets.
    Do you want to come with us?
Judy: I don’t know right now. Where are you going to go?
Moon: Big Bear Ski Resort. It was fantastic slopes and a great view.
Judy: When are you going to leave?
Moon: We’re going to leave on Friday afternoon and come back on Sunday evening.
Judy: O.K. Then I will go. But I have no vehicle. Are you going to give me a ride?
Moon: No problem. We’re going to pick you up at your place on Friday at 3 p.m.
Judy: All right. See you then.
Lesson 2 Dance party

Tom: A friend of mine invited me to a dance party. But I don’t know how to dance.

Bill: Oh, you don’t know how to dance? It’s easy. I’ll teach you how. Just give me five bucks.

Tom: I don’t want to learn from you. ‘Cause you’re clumsy, too.

Bill: Come on, Jin-Young! Don’t you know that girls are dying to dance with me at the party?

Tom: Thank you for your kind offer, but I don’t think I trust your dancing skill that much.

Bill: All right. Then do you want to take a dancing course?

Tom: I don’t know. The problem is I don’t have much time left before the party.

Bill: I don’t know if it would help, but why don’t you try to have a private lesson?

Tom: But I don’t want to spend much money on it.

Bill: Then you have no choice but to learn from me. Come on!
Lesson 3 It's too nice to work today.

Bill: It's too nice to work today. Let's stop and have some coffee.
Tom: It's very hot, isn't?
Bill: How about going swimming?
Tom: But it's only 2:30
Bill: Don't worry.
Tom: Where shall we go?
Bill: To New York City. We can go in my car. It's too far to walk.
Fred: Do you want to go together, Tom?
Tom: No, I'm busy. I have to finish this report.
Bill: Oh, come on!
Tom: Wait a minute. How about going swimming at 2:30
    on a Tuesday afternoon?
Fred: Why not? Now, let's go, Bill.
Tom: Hmm... That sounds too good to miss. I think I'll go.
    Hey, wait for me, fellows.
Lesson 4 A phone call from a friend

Pete: Hello? This is Pete.
John: Pete! What a surprise! What’s up?
Pete: I just got your letter. Congratulations on your transfer.
John: Thanks, but why did you call me at 2:30 in the morning?
Pete: Oh, is it? 2:30 in the morning there? I’m sorry.
   I forget about the time difference. It’s about 2:30 in the afternoon here.
John: Well, excuse me for being a little groggy.
Pete: You didn’t tell me when you’re arriving. Maybe I can arrange my
   vacation around the same time.
John: It isn’t definite, yet. Probably in two or three weeks.
Pete: Well, that’s great news. I’m looking forward to seeing you.
John: Same here. I’ll let you know as soon as possible.
Pete: Good. I’ll meet you at the airport.
John: O.K I’ll try to get a flight that arrives at 2:30 in the morning. Because
   you woke me up at 2:30.
Lesson 5 You can't miss it.

Tom : Pardon me. I seem to be lost. Can't you give me some directions?
Lady : Sure. Where do you want to go?
Tom : Can you tell me the way to city hall?
Lady : Oh, that's easy. Turn right at that corner and go straight four blocks.
Tom : That's easy. Thank you very much.
Lady : Wait, there's more. Then turn right again, walk straight until you come to the park.
Tom : I see.
Lady : Then you'll come to a large intersection. You walk up Sherman Avenue until you come to a bus stop.
Tom : A bus stop?
Lady : Yes, Take the no. 4 bus and get off at the fifth stop. You can't miss it.
Tom : Thank you very much.
Lady : You're welcome.
Lesson 6 Making reservations

Hong : I want to go from here to the Great Lakes. Can you help me?
Clerk : Yes, I can. Are you going by bus or by plane?
Hong : I don't know. Which way is cheaper?
Clerk : Well, the bus fare is cheaper, but you have to buy meals while you are traveling. The plane is faster, of course.
Hong : How long will the bus take?
Clerk : From Los Angeles to Wisconsin it will take about three days. You know you could fly at night. That's cheaper.
Hong : Oh, really? I didn't know that.
Clerk : Sure, and if you travel at night after 9 p.m on Tuesday, Wednesday, or Thursday, it's still cheaper.
Hong : O.K. I'll leave next Tuesday night.
Clerk : All right. Which airline do you fly? American, Western, TWA or United?
Hong : Are the prices all the same?
Clerk : Yes, they are, but I'll have to check to see if they have special excursion fares.
Hong : Thanks for all your help.
Clerk : You're welcome, but it's my job and whenever I need money I want to help someone.
Lesson 7 Shopping

Kim: So this is what you call a flea market!
Pete: Yes, every Sunday people come from miles around to buy or sell.
Kim: I suppose things are very cheap.
Pete: Dirt-cheap. But much of it is junk.
Kim: I wish we had these in Korea. We could save a lot of money.
Pete: How do people get rid of secondhand things in Korea?
Kim: Good question. I guess we just give them away.
        Or throw them away. We rarely sell them.
Pete: Not even at church bazaars?
Kim: Oh, I suppose there is an occasional church bazaar.
Say, look over there! A horse! My sister collects horses.
Pete: Oh, I see. Glass ones.
Kim: I promised I’d bring her one from America. How much for the horse?
Clerk: Fifty cents.
Kim: I’ll take it. This is my lucky day!
Pete: How’s that?
Kim: Well, I figured on spending £10 or £20 on this.
Pete: Good. And the price will be our secret.
Kim: Yes. It does look as if it could have cost £10, doesn’t it?
Pete: Or £100. Who knows, these days?
Lesson 8 Introductions

Pete: Enjoying the party, Mr. Kim?
Kim: Yes, very much.
Pete: But you’re not mixing with the other guests.
Kim: I don’t know what to say to them.
Pete: Just tell them about Korea. Come on, I’ll introduce you to the most beautiful girl at the park. Have you met Barbara Smith?
Kim: No, I don’t believe I have, although I’m not sure.
Pete: You’d remember if you met her. There she is Barbara. I’d like you to meet Harry.
Barbara: I beg your pardon?
Pete: Just call him Harry. He’s my pen pal from Korea.
Barbara: I’m glad to meet you.
Kim: Same here. You’re very beautiful.
Barbara: Thank you. You’re pretty handsome yourself.
Pete: Nice going, Harry! Now you’re getting it. I’ll see you later.
Kim: Have you ever been to Seoul, Miss Smith?
Barbara: No, I haven’t, but I’ve always wanted to go there.
Lesson 9 How to use a computer.

1) Do you know how to use a computer?
   A: My file just disappeared!
   B: Maybe you forgot where you saved it.
   A: I know it was here just a few minutes ago.
   B: Did you copy a file from someone else’s computer since then?
   A: Yes, I copied a file from Mary’s computer.
   B: You must be very careful to avoid viruses.

2) Did you check ABC Laser’s website?
   A: Did you check ABC Laser’s website?
   B: I did, but there wasn’t very much of the information we need.
   A: There is supposed to be an online product brochure.
   B: Well, the homepage included a brochure link, but it didn’t work.
   A: Why not just send Tony an e-mail and ask him to send a copy by fax?
   B: Will do.
   A: By the way, are all the links on our homepage working?
   B: Of course.
Lesson 10 Education

Son: Dad, have you got a minute?
Father: Sure, son. What's on your mind?
Son: I'm wondering about college.
Father: But you're just in the 10th grade. You have three more years to think about it.
Son: No, I have to make a decision right now.
Father: What kind of decision?
Son: The school counselor says I have to decide now whether to take a shop course or a college prep course.
Father: And you want to take a shop course, I suppose.
Son: That's right. Carpentry, auto shop, mental shop, printing shop. Stuff like that.
Father: How about taking the college prep course?
Son: Oh, a lot of math, science, French, English composition.
Father: In other words, the hard courses.
Son: Well, why shouldn't I take the courses I like?
Father: Because you're young and bright, and might change your mind.
Son: I won't change my mind. I want to be a carpenter, like Uncle Ned.
Father: Well, Uncle Ned needed lots of math. He also went to college. Say, I have a good idea.
Son: What, Dad?
Father: Take the college prep course in the day school, and the shop courses at night school.
Son: Oh, Dad!
Lesson 11  Talking about the popular attractions in Korea

A : What are the most popular attractions in Korea?
B : Oh, there are many places to visit. You can visit a beautiful Kyongbok palace located in Seoul city, built by King Taejo, the founder of the Choson dynasty in 1392. And another palace called Toksung built in 15th century. And more, of course such as a secret garden which is so beautiful that every visitor admires it and Changdok palace is good, too. They are all in the center of Seoul City. If you want to see a beautiful views of the night scene of Seoul City. you go to the Seoul Tower or the 63 stories, the tallest building in Korea.
A : I hear that Seoul has many shopping centers and open markets for visitors.
B : Right. One of the most fashionable sopping districts is Myongdond. It’s a also situated in the heart of downtown Seoul. And of course many shopping malls in downtown. Those popular open markets are Tong daemun market and Namdaemun market. etc. They are the largest general wholesale markets in Korea. Packman and Woman from many countries come there to buy mostly clothes or crafts or accessories. Shinchon is also good place to visit. It’s well-known as colleges area as well as a shopping center.
Lesson 12 Dieting

Hong : I thought you were on a diet.
Tom : Yes, I am.
Hong : But you ate as much as I did, or more.
Tom : That’s the wonderful thing about this diet. You can eat practically anything.
Hong : It doesn’t make sense. How are you going to lose weight?
Tom : It’s simple. You see, all the essential foods have been divided into seven groups, with each group providing a vital part of the body’s needs.
Hong : So?
Tom : Every food in each of the permitted groups is given a precise computer-calculated rating factor. For example, three ounces of ham and two eggs has a numerical rating of four points.
Hong : I get it. And you’re permitted a certain number of points.
Tom : That’s right. A woman who wants to lose weight is allowed 32 points per week from Group A.
Hong : It seems very complicated. You have to figure out the weight of everything...
Tom : Yes, that’s why I’m thinking of changing to the new diet that just came out.
Lesson 13  I am kind of homesick.

Bill : What’s the name of the city where you were born in Mr.Kim? Tell me again.
Kim : Busan. It’s in the southeastern part of Korea, about 360km from Seoul. It’s rather large city actually.
Bill : Do you ever get homesick?
Kim : Not really. But I miss my mother’s cooking from time to time.
Bill : Do your parents live in the center of Busan?
Kim : No, I wouldn’t call it the center.
Bill : Is it far away?
Kim : Not too far. The place where they live is about 30 minutes by train from Busan station.
Bill : I hope you didn’t mind my asking so many questions.
Kim : Actually, now that you mention it, I am kind of homesick.
Lesson 14 At the post office

Kwang-Be : I'd like to ask about packages that my brother sent me from Seoul.
Clerk : When did he send them?
Kwang-Be : It was July 21.
Clerk : Do you know how he sent them?
Kwang-Be : I'm not sure. He said he had sent them by air mail.
Clerk : If he sent them by priority mail, it takes about a week. Otherwise, I'd say three weeks.
Kwang-Be : So do you think they're still in the mail?
Clerk : Probably. Why not call him and ask how he sent the packages?
Kwang-Be : All right. I'll ask him and find out. Thanks a lot.
Clerk : You're welcome.
Lesson 15 Changing reservations

A : Hello. Is it Thai airline?
B : Yes, It is. May I help you?
A : I want to change my reservation.
B : Your name, please. When are you leaving and where to?
A : My name is Kim Ha-jin. On July 15th. The flight number is TG658 from Bangkok to Seoul.
B : Just a second, please. I found it. How do you want to change it?
A : I want it to the very next day. On July 16th. Could I get a seat?
B : On July 16th..., full now. This one is to stop over in Hongkong. You want to put it on the waiting list?
A : Any hope from the waiting list?
B : I'm not sure. Not easy, maybe. They are all full by July 20th, there's one on July 21st which goes by way of Taipei.
A : Same departure time?
B : No. The departure time is at 10:30 in the morning, and the arrival is 7:45 in the afternoon. There are only a few seats, now.
A : Book me on that then put me on a waiting list which is hopefully possible.
B : Your reservation is made on flight TG628 on July 21st. And I will put you on a waiting list on July 17th. Will you give me your phone number?
A : No. A backpacker has no phone number. I will call you. Will you give me my reservation number?
B : Sure. Ready? It's 'SDTV99'.
A : Good. I'll call you later.
B : Thank you.
Lesson 16 At hotel

1) Checking in
A: Good morning. May I help you?
B: I have a reservation for Kim Chul-su. I made it a few days ago.
A: Just a second, please. Yes, I found it. From Korea and for days ago. right?
B: Right.
A: How long will you stay? You said for one week when you made a booking.
B: Yes, But I want to change it. I'll stay for four nights.
A: Ok. Your passport, please. And would you fill out this book form. please.
B: Sure.
A: Your room number is 1206. It's your room key. You can call the room service any time anything when you need it. This card is to a clerk for your breakfast.
B: When is the check out time?
A: It's 10 O'clock in the morning.
B: How can I pay for all the charges I use.
A: We will show you the itemized account when you check out.

2) Checking out
A: I'm going to check out now.
B: Ok. What's the room number?
A: Room 1206. My name is Choi Young-soon.
B: So, you stayed for four nights. How would you like to pay?
A: I'll use my credit card.
B: Ok. Your card, please.
A: What's the total bill of mine?
B: It comes to $250. Including...tax, telephone, laundry and beer.
A: Ok. Here is the key, all set?
B: All set. Thank you very much. Have a nice trip.
Lesson 17  At the vending machine

Ka-Hee : How do you work this vending machine?
John : Oh, it’s easy. First, you put quarters in here. Then you select the item
you want and push this button. That’s it.
Ka-Hee : Is that everything you need to do?
John : You bet. Then you just wait for a second and pick up your drink from
the bottom.
Ka-Hee : How many quarters do you need?
John : It says here, you need four quarters.
Ka-Hee : What if you don’t have any quarters?
John : You can get change from the coin dispenser in the lobby.
Ka-Hee : Can you show me the way to the lobby?
John : All right. Follow this corridor and take your first left, and you’ll see the
exit to the lobby.
Lesson 18 At a restaurant

Waiter: Are you ready to order, sir?
Pete: I’ll have the crab salad special. Does that come with french fries?
Waiter: Yes, sir. And what kind of soup would you like?
Pete: Give me the consomme.
Kim: I’d like the sirloin steak, baked potatoes and salad.
Waiter: How would you like steak?
Kim: Well-done, please.
Pete: No, no! Well-done ruins steak. You’d better try it rare.
Kim: Well, I’ll try it medium. I couldn’t eat it rare.
Waiter: What would you like to drink?
Pete: Coffee with the meal.
Kim: Same here. And by the way, Pete, I’ll get the check.
Pete: No, you won’t. I’ll use my credit card.
Kim: But you can’t pay the tip with the credit card. I’ll get that. What would be reasonable?
Pete: About 15 percent. Waiters scorn anything less than a dollar these days.
Kim: At that rate, being a waiter here in this busy place could be very profitable.
Pete: It is. I’ve heard a top waiter makes a hundred dollars a day here. That’s more than I make.