

4 DE-CHINGLISH YOUR ENGLISH

This document provides additional materials relating to Chapter 4 of *Social English Power* by Peter Clarke. For more information, visit SocialEnglishPower.com

PRACTICE 4.1: SUGGESTED ANSWERS

1. Now his face is reddening.
2. When you've finished dinner, message me and...
3. Roxanne wants to whiten her skin and straighten her hair.
4. Why don't you take some books out to lighten it?
5. Grandfather's trip to the zoo tired him out so much that...
6. He really needs to shorten it.
7. The sky is blackening.

PRACTICE 4.2: SUGGESTED ANSWERS

1. Make yourself feel fresh, clean and alert.
2. Make the relationship smooth (by helping them to resolve the disagreement).
3. Use a sponge to clean off the sauce.
4. Put her possessions in boxes.
5. Use a video camera to record the performance.
6. Postpone her plans (as if putting them on a shelf until later).

PRACTICE 4.4: SUGGESTED ANSWERS

2. That dish of food you are cooking smells spicy.
3. Although these watermelons look nice, [bʌt] they feel too soft. - or -
[Althʊə] these watermelons look nice, but they feel too soft.

PRACTICE 4.51. Replacing verbs with *think*:

- (a) I think it's going to rain.
- (b) I think you're having trouble putting your shoes on.
- (c) ...I think you won't be home for lunch, right? (*The 'right' is needed because you are asking a question.*)
- (d) Dave thought I was feeling unhappy today...
- (e) ...I think you didn't fancy it, right? (*The original question ends with then?, but this isn't often used with think.*)
- (f) ...I think you're after a new job, right?

2. Replacing *think* with other verbs. Many answers are possible; one suitable suggestion is given below.

- (a) I guess your brother is going to buy that red car.
- (b) I feel my exam went pretty well.
- (c) ...I sense she's feeling ticked off about something.
- (d) I suppose you'll be too busy...?
- (e) ...It seems like they didn't like it very much.
- (f) I take it you don't want to come to karaoke with us, right?
- (g) It looks like your brother really likes that red car.
- (h) I sense there's going to be a thunderstorm soon.
- (i) ...He always seems to find an excuse.
- (j) It looks like you've just had a haircut, right?
- (k) ...but it looks like I'm going to have trouble...

To make this exercise more useful and challenging, consider the following follow-up activities:

1. The 'sense and feeling' verbs differ very subtly in meaning and usage. Organise a gathering over tea or coffee with a native English speaker. Ask him or her to go through the examples in this exercise, and explain how

he/she would choose a verb to use (and why).

2. Students form pairs, and discuss a topic that they don't have full information about (for example, why the Singapore government has banned chewing gum). They should try to use *I think* as much as possible. The students record the conversation, and then listen to the recording and decide where other 'sense and feeling' verbs could be used instead of *think*.
3. Search online or use a language corpus to discover the typical usage of the 'sense and feeling' verbs. Develop some rules or guidelines for choosing which one is appropriate. Try to be sensitive to which usages might be considered rude or offensive by native speakers.

PRACTICE 4.6: AVOIDING THE USE OF 'SMELL'

1. The bathroom towels are really stinky/whiffy.
2. The food you're cooking has a wonderful aroma. *Or, better:* There's a wonderful aroma coming from the kitchen.
3. I think durian has a heady/ pungent/ foul/ (*whatever your own view is*) aroma.
4. There's a wonderful heady fragrance comes from the ground when it rains... (This grammar, *comes* instead of *coming* or *that comes*, is common in everyday speech.)

PRACTICE 4.7: ASKING FOR HELP

1. Delegation.
2. Collaboration.
3. Collaboration. (A and B will probably look at the website together.)
4. Could be collaboration or delegation, depending on whether A wants B to make the copy, or teach A how to make the copy.
5. Delegation (it only takes one person to call a taxi).
6. Delegation (but A might express it as collaboration for politeness).

PRACTICE 4.8: ASKING FOR HELP (DIALOGUE)

Line	Correct expression
4	Help me find (delegation)

7	Help with (collaboration). The noun <i>help</i> always needs <i>with</i>
8	Giving me a hand to pack up (collaboration). The next line says “What shall we pack them into?”, indicating that they will work together.
10	Help me out by finding (delegation). The next line shows that Pascal will do this on his own.
11	For (delegation)
12	Help you practise (collaboration)

PRACTICE 4.9: SUGGESTIONS FOR TEACHERS

This activity could be developed into a task-based learning exercise. Students can develop a full conversation on one of the topics given, then perform it in front of the class and have the class comment on the help requests made. Comparison could be made with the model conversation in Practice 4.8.

Students could also practise applying the help phrases to recent situations of their own in which they requested or offered help.

PRACTICE 4.10: ‘PLAY’

1. play
2. play (*run* is also possible)
3. plays
4. playing
5. chill out

PRACTICE 4.11: ‘HOPE’ AND ‘WISH’

1. I hope you can...
2. I wish I could win... (*Unlikely*)
3. Correct. (*Polite greeting*)
4. Correct. (*Future event*)

5. Hope to hear from you soon. (*Future event*)
6. She's hoping she will find them... (*Future event*)
7. Correct.

PRACTICE 4.14: 'KNOW'

1. (Julie) well
2. (Aaron) (A) Sorry, I hardly know you.
3. (Amy) (C) We got acquainted five years ago.
4. (Mitch) got

PRACTICE 4.16: 'KNOW'

1. Correct.
2. Doctor, when will I **get/hear/find out/receive** the result of my blood test?
3. Correct.
4. I just **heard about / found / came across / discovered** a new Italian restaurant in our neighbourhood.
5. Correct.
6. Correct. [Some people might say *learned* here, but really it's the wrong verb tense. *I had already learned* would be better.]
7. Correct. [*learn* or *find out* are wrong because of the verb tense.]
8. When I was 6 years old, I was already **learning / studying / doing** ballet.

PRACTICE 4.17: TIME

1. waste
2. pass, kill
3. spend, take up, burn
4. waste

5. spend

6. wastes. You could also say *All his study time is taken up with chatting.*