

Conv 6

Students

Complete these sentences with the correct idiom(s)

1.A:Where are you from?

B:Daejeon.

A:Oh, really?

B:Yes, _____

2.삼겹살 is the restaurant's _____ dish. It really tastes _____.

3.His company is doing great! It's really _____.

4.I just broke up with my girlfriend, so it's time to _____.

5.A:Have you been to Severn's new restaurant?

B:Yes! It's amazing isn't it?

A:I agree. It's _____ these days.

6.I'm sorry, but I can't meet you today. An emergency just _____.

7.The waiter served us _____ after we ordered.

8.A:What did your friend say about the party?

B:Well, first he said it was ok, but then he _____, "it was ok, but the food was terrible".

9.A:Have you finished your homework?

B:Not yet but I'll _____ it later.

10.A:What kind of pasta should I order?

B:Ummmm...well, _____ baked spaghetti. It's always good!

11.Whew! That 김치찌개 really has a _____ to it! Can you give me some more water?

12.My mother keeps nagging me. _____ anymore.

13.I took the toeic test _____ the toefl test.

a.phenomenal/out of this world

b.get to

c.as opposed to

d.move on

e.you can't go wrong

f.goes

g.popped up

h.growing by leaps and bounds

i.born and raised

j.I can't take it

k.kick

l.signature

m.hors d'oeuvres

n.the place to be

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Watch this video and write the meanings for these slang words

(www.youtube.com) (21 American Slang words you need in 2021/Go Natural English)

- 1.get after
- 2.a real one
- 3.savage
- 4.to flex
- 5.dead
- 6.trippin'
- 7.whip
- 8.chill
- 9.loaded
- 10.ghost(verb)
- 11.down or up
- 12.sus
- 13.zoomers
- 14.sheepie
- 15.cap

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The theme of this unit is "finding work that is right for you." Clearly, the firefighters in the first story found work that is right for them. So did Ruth Reichl, the writer of the next story. Although she probably didn't realize it at the time, Ms. Reichl discovered her future profession when she was only 12 years old.

When Ruth was 12, she left her home in New York City to attend a school in Montreal, Canada. Montreal is in the French-speaking part of Canada, and Ruth went to school there to learn French. One weekend, a Canadian classmate named Beatrice du Croix invited Ruth to her home. Beatrice, Ruth found out, was from a very wealthy family. In the following story, Ruth describes her first lunch with Beatrice's family.

Read

As you read this description of Ruth's lunch with the du Croix family, try to guess which profession Ruth chose when she became an adult. When you're finished reading the excerpt from *Tender at the Bone*, turn to page 154 to see which two professions Ruth actually chose.

From Tender at the Bone by Ruth Reichl

Monsieur¹ du Croix sat at the head of the long table. "Papa!" said Beatrice happily. He got up to kiss her and I saw how short he was. Still, with his snowy white hair and sapphire blue eyes he was an imposing figure.

"*Asseyez-vous*,"² he commanded, picking up a ladle by his plate and dipping it into a tureen of soup. A butler stood before him holding out a bowl, and he slowly filled it with a thick orange liquid. Then the butler walked solemnly around the table, distributing the bowls. The soup was fragrant and steamed invitingly. I sat, tantalized, waiting for Madame³ du Croix to lift her spoon.

Finally she did. I dipped my own spoon into the thick liquid and brought it to my mouth. With the first sip I knew that I had never really eaten before. The initial taste was pure carrot, followed by

cream, butter, a bit of nutmeg. Then I swallowed and my whole mouth and throat filled with the echo of rich chicken stock. I took another sip and it began all over again. I ate as if in a dream.

The butler set a roast before Beatrice's father, while the maid removed our empty bowls. Slowly the roast was carved and then the butler moved majestically around the table serving the meat.

It was just a filet of beef. But I had never tasted anything like this sauce, a mixture of red wine, butter, herbs, and mushrooms. It was like autumn distilled in a spoon. A shiver went down my back. "This sauce!" I exclaimed involuntarily. The sound echoed through the polite conversation at the table and I put my hand to my mouth. Monsieur du Croix laughed.

(continued)

¹Monsieur = Mr.

²*Asseyez-vous* = Sit down.

³Madame = Mrs.

"Your friend likes to eat," he said to Beatrice. He seemed pleased. He held up one of the *pommes soufflés*⁴ that the butler had set on his plate and said, "You will like these, I think." He told the butler to serve me immediately.

"Taste!" he commanded. I put the puff of potato in my mouth; it was a magic potato chip, a crisp mouthful of hot air, salt, and flavor. Monsieur smiled again. "Incredible, no?"

"Incredible, yes!" I said.

Monsieur du Croix turned to his wife. "This child likes to eat!" he said for the second time. He winked at me. "You will like the dessert, I think," he said. "A whole wheel of Brie⁵ has just arrived from France. Have you ever tasted a real French Brie?"

I had not. He cut me a large wedge and set it on a plate. He surrounded it with a few grapes ("From Sicily," he murmured, almost to himself, "not those

sad, sour Canadian fruits") and told the butler to bring it to me. "Eat it with your fork," Monsieur commanded, "It would be wasted on bread."

I cut a piece, carefully removing the rind the way I had always seen it done. "No, no, no," said Monsieur du Croix angrily. I jumped. "Eat the skin," he said. "It is part of the experience. Do you think the cheesemaker aged this ten weeks just to have you throw away half of his effort?"

"*Bien sûr*,"⁶ I said meekly, putting the rind into my mouth. I felt Monsieur du Croix watching as I ate the strong, slippery cheese. It was so powerful I felt the tips of my ears go pink. The hairs on the back of my neck stood up. I closed my eyes. When I opened them Monsieur du Croix was watching me the way a teacher watches a particularly apt pupil. ♦

⁴*pommes soufflés* = a baked food that has a lot of air and is made with potatoes, eggs, flour, and milk

⁵Brie = a soft cheese

⁶*Bien sûr* = Of course.

◆ SHARING YOUR TRUE STORIES

Discuss the answers to these questions with your classmates.

1. Ruth describes the Brie cheese as "strong," "slippery," and "powerful." When she ate it, the tips of her ears went pink and the hairs on the back of her neck stood up. With your classmates, find the words Ruth uses to describe the soup, the filet of beef, and the *pommes soufflés*. Now imagine that someone from another country is coming to dinner at your home. What would you give your guest to eat? Think about a favorite meal that is typical of the food of your native country. Then describe it to a partner from a different country. Try to use words that will help your partner imagine how the food looks and tastes.
2. Have you chosen the work you want to do? When you look back on your childhood, can you see now that you already had an interest in that kind of work then? (For example: You were a child who loved computers, and now you're studying computer science.)

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Tender to the Bone

(Answer these questions)

1. Who wrote this story?

What did she do when she was 12? Why?

Who invited her to her home 1 weekend?

2. What did Monsieur du Croix look like?

3. What was the 1st dish served?

Describe it.

4. What was the 2nd dish served?

Describe it.

5. What was the 3rd dish served?

Describe it.

6. What was the 4th dish served?

Describe it.

7. Describe YOUR ideal meal.

(Name 5 dishes)

a.

b.

c.

d.

e.

NEWS AND VIEWS

In this unit, you have read about people who found work that is right for them. First, you read about the New York City firefighters, who believe that firefighting “runs through your core.” Next, you read about Ruth Reichl, the child who liked to eat. She became the editor of a magazine about food and the restaurant critic for the *New York Times*—a job that required her to eat at New York City restaurants and write about the food.

Neither of these stories would surprise Parker Palmer. Dr. Palmer is a teacher and writer who believes he knows how people can find work that will bring them joy. According to Dr. Palmer, the way to find work that is right for you is to become “the person you have always been.”

Before you read, think about what Dr. Palmer means by “becoming the person you have always been.”

Becoming Yourself

- 1 Every time Parker Palmer’s little granddaughter comes to visit, he observes her. He notices what she likes and doesn’t like. He notices how she moves, what she does, and what she says. Then he writes his observations down. When his granddaughter is older, he will put his observations in a letter and give the letter to her. His letter will begin something like this: “Here is a sketch of who you were from your earliest days in the world. It is not a complete picture—only you can draw that. But it was sketched by a person who loves you very much. Perhaps these notes will help you do what I finally did in my own life: Remember who you were when you first arrived and reclaim the gift of true self.”

- 2 Dr. Palmer will give his granddaughter the letter when she is in her late teens or early 20s, when she will probably be deciding what kind

of work she wants to do. Dr. Palmer hopes that if his granddaughter knows her “true self,” she will choose work that is right for her.

Young people who are trying to decide on a career often ask themselves, “What should I do with my life?” Dr. Palmer thinks it is more

useful to ask, “Who am I? What is my nature?”

He points out that everything in the universe has a nature, which has its limits as well as its potentials. This is a truth that people who work daily with natural materials know. A potter, for example, cannot simply tell the clay what to do. The clay presses back on the potter’s hands, telling her what it can and cannot do. If she fails to listen to the

clay, her pottery will be

frail and unattractive. An engineer cannot tell his materials what they must do. He must understand the nature of the steel or the wood or the stone he is working with. If he does not,

(continued)



A future restaurant critic?

the bridge or building he designs could collapse. Human beings, Dr. Palmer says, also have a nature, with limits as well as potentials. When choosing a career, we must understand the material we are working with, just as the potter understands the clay and the engineer the steel. To find work that is right for us, we must know our nature. Attempts to override that nature always fail.

4 It is not always easy for us to know exactly what our nature is. Sometimes we are discouraged from following our natural inclinations, and we lose track of what they are. When we are young, we are surrounded by expectations—the expectations of our families, our teachers, and, later, our employers. Often these people are not trying to understand our nature; instead, they are trying to fit us into slots. Sometimes racism, sexism, or tradition determines the slots people choose for us. For example, a little girl who wants to be a carpenter when she grows up is told that girls cannot be carpenters, but she could be a teacher. Or an oldest son who wants to be an artist is persuaded to take over the family business instead of studying art. We feel the pressure of others' expectations, and we betray our nature in order to be accepted.

5 Dr. Palmer maintains that if we lose track of our true self, it is possible to pick up the trail again. One way is to look for clues from our younger years, when we lived closer to our nature. That is how he found his way back to his true self. In his book *Let Your Life Speak*, he writes:

6 In grade school, I became fascinated with the mysteries of flight. As many boys did in those days, I spent endless hours, after school and on weekends, designing, making, flying, and (usually) crashing model airplanes made of fragile wood.

7 Unlike most boys, however, I also spent long hours creating eight- and twelve-page books about aviation. I would turn a sheet of paper sideways; draw a vertical line down the middle; make diagrams of, say, the cross-section of a wing; roll the sheet into a typewriter; and type a caption explaining how air moving across the wing creates a vacuum that lifts the plane. Then I would fold that sheet in half along with several others I had made, staple the collection together down the spine, and painstakingly illustrate the cover.

8 I had always thought that the meaning of this paperwork was obvious: fascinated with flight, I wanted to be a pilot, or perhaps an aeronautical engineer. But recently, when I found a couple of these books in a cardboard box, I suddenly saw the truth, and it was more obvious than I had imagined. I didn't want to be a pilot or anything related to aviation. I wanted to be an author, to make books—a task I have been attempting from the third grade to this very moment!

9 When he found the books he had made as a boy, Parker Palmer realized that for most of his adult life he had not been following his natural inclinations. He says that he tried to ignore his nature, hide from it, and run from it, and he thinks he is not alone. He believes that there is a universal tendency to want to be someone else—but that it is more important to be oneself.

10 And so, Dr. Palmer observes his granddaughter. He hopes that someday his observations will help her remember what she was like when she was very young. He hopes that she will become the person she was born to be and find work that will bring her joy. He hopes, in short, that she will grow up to be the person she has always been. ♦

BUILDING VOCABULARY

◆ IDENTIFYING THE CORRECT DEFINITION

The words in *italics* have several meanings. What do they mean in the sentences below? Circle the letter of your answer. (The definitions are adapted from the *Longman Advanced American Dictionary*.)

1. It is not always easy for us to know exactly what our *nature* is.
 - a. everything in the physical world that is not controlled by humans, such as wild plants and animals, earth and rocks, and the weather: *I've always been a nature lover.*
 - b. the qualities which make someone different from others: *It's her nature to be generous.*
2. Parker Palmer's letter to his granddaughter will begin, "Here is a *sketch* of who you were from your earliest days in the world."
 - a. a simple, quickly made drawing that does not show much detail: *Renoir's sketches for his paintings*
 - b. a short written or spoken description: *The speaker gave us a sketch of life in the 1890s.*
3. We feel the *pressure* of others' expectations.
 - a. an attempt to persuade someone by using influence, arguments, or threats: *So far, she has resisted pressure to tell her story to the newspapers.*
 - b. a way of working or living that causes you a lot of anxiety, especially because you feel you have too many things to do: *I just can't take the pressure at work anymore.*
 - c. the force or weight that is being put on something: *To stop the bleeding, put pressure directly on the wound.*
 - d. the weight of the air: *Low pressure often brings rain.*
4. We *betray* our nature in order to be accepted.
 - a. to be disloyal to someone who trusts you, so that they are hurt or upset: *She betrayed her friend when she told everyone his secret.*
 - b. to be disloyal to your country, for example by giving secret information to its enemies: *He betrayed his country for money.*
 - c. to stop supporting your beliefs and principles, especially in order to get power or avoid trouble: *He said he would never lie to anyone, but he betrayed his principles when he told his teacher that no one had helped him write his essay.*
 - d. to show feelings that you are trying to hide: *His face betrayed his disappointment at not getting the job.*

5. Dr. Palmer *maintains* that if we lose track of our true self, it is possible to pick up the trail again.
- a. to make something continue in the same way as before: *They hope to maintain peace in the region.*
 - b. to take care of something so that it stays in good condition: *They maintain all the equipment in the office.*
 - c. to strongly express your belief that something is true: *For centuries people maintained that the world was flat.*
6. "I would staple the collection of papers together down the *spine*."
- a. the row of bones down the center of the back of humans and some animals: *The human spine is made up of 33 separate bones.*
 - b. the side of a book where the pages are fastened together: *What you see on a library shelf is a book's spine.*
 - c. a stiff, sharp-pointed part of an animal or plant: *Touching a cactus spine can be a painful experience!*

DEVELOPING READING SKILLS

◆ UNDERSTANDING THE MAIN IDEAS

Circle the letter of the best answer.

1. Parker Palmer believes that to find work that is right for us, we must
- a. know our nature.
 - b. meet our families' expectations.
 - c. work with natural materials.
2. According to Dr. Palmer, it is sometimes difficult for us to know our nature because
- a. our parents and grandparents do not take the time to observe us and tell us what our nature is.
 - b. our families, teachers, and employers discourage us from following our natural inclinations, and we no longer remember what our nature is.
 - c. human beings, unlike natural materials, do not always have a nature.
3. Imagine that a 21-year-old man tells Dr. Palmer that he doesn't know exactly what his nature is. What would Dr. Palmer tell him to do?
- a. "Ask your family and teachers, 'What should I do with my life?'"
 - b. "Don't try to discover your nature; attempts to discover it always fail."
 - c. "Look for clues in your childhood; try to remember what you liked and didn't like when you were young."

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Call Me

Beconing Yourself

(Answer the questions)

1. Who is Dr. Palmer?

2. What does Dr. Palmer do every time his granddaughter visits?

3. What does he plan to do when his granddaughter's older?

4. When does he plan to give his granddaughter the letter?

What does he hope?

5. What do young people often ask themselves?

What does Dr. Palmer think is more useful to ask?

What does he point out?

When choosing a carfeer what must we understand?

6. What are we surrounded by when we are young? (For example)

7. What's the name of the book Dr. Palmer wrote?

8. What did Dr. Palmer use to do in grade school?

What did he think that meant?

What did he realize when he found the books he made as a boy?

9. What does Dr. Palmer hope?

10. Find 5 ways to complete this sentence, "I was a kid who...."

For example: I was a kid who...

a. was very shy

b. was neat and tidy

c. was diligent

d. hated sports

e. liked taking things apart to see how they worked

a.

b.

c.

d.

e.