

## CHAPTER TWO

# FRIENDSHIP AND RESPECT



Signs of friendliness and respect can be so subtle and confusing that it's easy to miss or misinterpret them. How do we act in this particular situation? What did that person mean?

**IN THIS CHAPTER, STUDENTS WILL**

- 1. EXAMINE THEIR OPINIONS ABOUT CULTURAL DIFFERENCES.**
- 2. LEARN ABOUT THE KEY CONCEPTS IN THE CHAPTER—GENERALIZATION, IMPRESSION, PREJUDICE, STEREOTYPE, ETHIC GROUP AND RACE.**
- 3. READ THE ROUNDTABLE DISCUSSION ON CULTURAL DIFFERENCES AND EMOTIONS.**
- 4. REREAD THE DISCUSSION AND ANSWER READING TASKS.**
- 5. TAKE THE READING COMPREHENSION TEST.**
- 6. DISCUSS THEIR OWN EXPERIENCE WITH THE KEY CONCEPTS AND ISSUES.**
- 7. DO EXERCISES ON METAPHORS, WORDS IN THE CHAPTER AND CLAUSES HEADED BY QUESTION WORDS.**
- 8. DO A CROSSWORD PUZZLE BASED ON WORDS IN THE CHAPTER.**

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## LET'S START WITH YOU

Rate the following statements according to this scale.

- 5—strongly agree
- 4—agree
- 3—neither agree nor disagree
- 2—disagree
- 1—strongly disagree



1. \_\_\_\_ True friendship can occur only between people who are as much alike as possible—in age, sex, education and social background.
2. \_\_\_\_ People are most comfortable with others like themselves.
3. \_\_\_\_ Most people are either people we have to look up to or people who have to look up to us.
4. \_\_\_\_ Respect is shown through formal behavior.
5. \_\_\_\_ Joking with someone is risky because it can cause a person to lose face.
6. \_\_\_\_ Joking with someone is a sign of emotional intimacy as well as a means of establishing it.
7. \_\_\_\_ Although I show respect to teachers in class, outside of class I can treat them as equals.
8. \_\_\_\_ A person should be able to behave as he or she wants as long as it doesn't hurt anyone else.
9. \_\_\_\_ A person should behave in a manner that is appropriate for the circumstances.
10. \_\_\_\_ It is extremely important not to make others look foolish.
11. \_\_\_\_ A person is what she or he is inside; outside appearance is not important.
12. \_\_\_\_ People in positions of authority should also be able to function on the same level as ordinary people.
13. \_\_\_\_ Friendship ties can sometimes be more important to a person than family ties.

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## LET'S LOOK AT KEY CONCEPTS.

**Deference** is polite yielding or obedience to the opinion, wishes or judgment of another; courteous respect for rank, shown by some humbling behavior, such as bowing or lowering the eyes or voice; and a show of exaggerated politeness and respect for someone of superior rank. (neutral connotation) Deference is a rather old-fashioned concept.

I wanted to turn down the overseas job, but I had to **defer to** my boss's better judgment. (neutral)

The Canadian woman quickly took off her shoes **in deference to** Korean customs. (neutral)

Mr. Kim is very **deferential to** the men in management, but not to the women. (neutral)

**Politeness** is consideration shown by not intruding into another's space or time; using language which doesn't offend or cause hurt feelings; using respectful language (regardless of rank). It is socially correct behavior which also shows attention to other people's feelings. (neutral or positive) It may involve simply making it possible for others to ignore you.

The owner of the computer repair shop has always been very kind and **polite** when I've come to him with my problems, but I'm sure he thinks I don't know much about computers. (neutral or positive)

The audience **clapped politely**, but without enthusiasm. (neutral)

She wrote a very **polite letter** accepting his apology. (neutral or positive)

It used to **be polite to** ask whether you could smoke in someone's home; now, if you don't see an ashtray, you don't ask. (neutral)

Note: In Korean English, people often use the word *kind* when native speakers would use the word *polite* or *helpful*, for example, to refer to the behavior of a shopkeeper waiting on a customer. Someone who is *kind* is good, generous, helpful and caring about others; the word is often used for someone's behavior to the unfortunate or those less able to help themselves, for example, "be kind to animals," that is, give your pets good dog food or cat food, fresh water, exercise, and lots of affection.

In English the word *ignore* means "pay no attention to," not "to look down on" or "scorn," which it often means in Korean English.

**Respect** is sincere good feeling for someone and a good opinion of someone's character and ideas. Respect is a state of mind which is shown by listening and observing carefully, taking care not to step over personal boundaries or disobey laws or break taboos. While politeness is the behavior, respect is the feeling or attitude. (positive)

It's important for a person to learn to **respect herself and others**, by which I mean accepting a person's good qualities and not being too critical of mistakes. (positive)

The child has **no respect for** other people's property. He just threw his cup down on my glass tabletop so hard he cracked the glass. (negative)

The US claims that China shows a **lack of respect for** human rights. (negative)

The professor was so popular among his students because he always **treated them with respect**. (positive)

He has **earned/gained the respect** of his colleagues. (positive)

Even though he is **well-respected among** his colleagues, few of them know him very well personally. (positive)

I **have a lot of respect for** what she's done, but I've never told her that. (positive)

Exercise 1: Identify the picture which best illustrates *deference*, *politeness*, or *respect*.



*You're the best employee in the company.*

Picture 1 \_\_\_\_\_



*Yes, sir. Of course, sir. Right away, sir.*

Picture 2 \_\_\_\_\_



*May I help you with that?*

Picture 3 \_\_\_\_\_

Exercise 2: Make checks (✓) in the boxes to indicate which elements are components of the key concepts.

	deference	politeness	respect
bow deeply to another			
acknowledge another's presence			
use formal language			
use appropriate language			
stand in line to wait your turn			
avoid interrupting conversations			
keep your voice and music low			
make it possible for others to ignore you			
give enough time for invitations or deadlines			
listen attentively			
obey the requests of higher rank			
avoid sensitive topics			
make an outward show			
perhaps keep feelings to yourself			
react to rank or position			
react to a person's abilities			
avoid stepping over boundaries			
feel another's opinions are important			

A **mentor** is a person who gives another advice over a period of time and also helps the person prepare for a profession or do his/her job. The mentor is usually a senior person selected because the junior person admires and respects him/her. (positive)

The older painter was the young artist's **mentor and friend**, encouraging her to produce interesting work and show it to the public. (positive)

The senior professors are expected to **do some mentoring** of graduate students. (neutral)

A **role model** is a person someone admires and whose behavior he/she tries to copy. (neutral or positive)

My older sister was a **good role model** for me; by watching her I learned how a young woman should behave in most situations. (positive)

It's important for young people to select **appropriate role models**, not rock stars who use drugs or have spent time in prison. (neutral)

Exercise 3: Make checks (✓) in the boxes to indicate which elements are components of the key concepts.

	mentor	role model
wise and trusted advisor		
person admired		
person whose behavior is to be imitated		
person important in a particular capacity		
person selected by a younger person		
perhaps a famous person		
possibly no personal contact		

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### LET'S TEST OURSELVES.

1. Because you think someone is very intelligent, you listen carefully while the person is speaking. You \_\_\_\_\_ that person.
2. You hold the door open for someone who's carrying a pile of packages. You are being \_\_\_\_\_.
3. You tell the boss you agree with him/her, even though you think he/she is making a big mistake. You are showing \_\_\_\_\_ to the boss's opinion.
4. You like and admire a certain pop star so much that you dress like him and imitate his gestures and ways of speaking. He's your \_\_\_\_\_.
5. One of your older colleagues at work seems very wise and willing to help you, so you regularly go to her for advice. She's your \_\_\_\_\_.

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### LET'S JOIN THE ROUNDTABLE.

**Reading task:**

1. What do many Westerners feel is most important in forming friendships with others?

Ji-young looks seriously at Anne. "You know, Anne, if you were Korean we wouldn't be able to talk the way we do, and we wouldn't call ourselves friends."

Anne grins and says jokingly, "What, just because I'm twenty-some years older than you are?"

Ji-young laughs. "Of course."

"Actually, with some North Americans age also makes a difference, but a lot of people think shared interests and values are much more important. It's also nothing new for the younger generation to rebel against the old."

“Right,” Ji-young interrupts, “the new generation may create a new culture. I remember studying about the Lost Generation after World War I and the Beat Generation and, of course, your generation from the 1960s.”

“People often don’t fit age stereotypes at all—like older people being conservative and younger people being liberal. So conservative people of all ages have something in common that they may not share with people in their own age group, and liberals of all ages also have something in common.”

### “Junior-Senior” Relationships

#### **Reading task:**

2. What kind of misunderstandings can happen in situations where there is an age difference between Koreans and Westerners?

Tom puts his coffee cup on the table and sits down. “I think Korean society may be unique in the great importance it gives to ‘junior-senior’ relationships. Even the words ‘junior’ and ‘senior’ are just a Korean English approximation of *sōnbae* and *hubae*, and they don’t come close to communicating what the Korean words involve. In English, if we were talking about student relationships, we’d just refer to ‘an older student’ and ‘a younger student.’ We have no words to communicate what Koreans mean when they use those words, and we often don’t understand. I remember when I first came to Korea. I often talked with a guy at Yonsei, and I was hurt when he explained that, because I was two or three years older than he was, I could be his ‘older brother,’ but not his friend.”

Byoung-ok nods. “I was about twenty-five when I went to the States for graduate school. I got to know some of the young guys who lived in my building. They were about eighteen years old, maybe a little older. I was always embarrassed by the informal way they greeted me. They said things like, ‘Hey, man, how’s it going?’”

Anne smiles. “Well, in the U.S. that’s not enough of an age difference. Now if you had been fifty they might have treated you more respectfully.”

“I don’t know,” Tom says. “I don’t think Americans consider ‘hey, man’ disrespectful, even though the language is very informal.”

“I heard people saying the same thing to their professors,” Byoung-ok adds.

*Showing respect*

#### **Reading task:**

3. How do Westerners show respect?  
4. Why might Koreans misunderstand?

Anne shakes her head. “An informal greeting doesn’t imply a lack of respect—or even that the student is as informal inside the classroom as outside. When Koreans look at Western behavior, they often don’t see any respect, but that doesn’t mean it isn’t there. *Chōndaemal*, the Korean polite language, is really overt, but in English we also make obvious distinctions.”

“For example?”

“Suppose you’re asking or telling someone to do something. In certain circumstances you might say, ‘Bill, come here.’ But to be polite you include a modal verb and maybe some

phrase indicating hesitation, and a title with the last name. ‘Mr. Smith, I wonder if you would mind stepping over here for a minute, please?’”

“Koreans aren’t always taught to use those forms when we learn English,” Ji-young says with a smile at Anne, “so people can appear very rude. Fortunately, several years ago I had a friend who taught me what to say.”

“Well,” Anne replies, “like a lot of people, you made it clear with your tone of voice and your nonverbal behavior that you intended to be polite, even if you got the words wrong.”

“That’s it,” Tom says. “We may be informal, particularly if the older person is, but we show respect in other ways. For example, students will pay attention to a favorite professor and really listen to what he or she says. There’s a certain look in the eye, a certain tone of voice and body language that people get when they’re with someone they really respect, even if they’re joking at the same time.”

Anne nods. “The other day I was joking with a student who had spent a lot of time in the States. The other students were watching both of us—all eyes and ears. I said, ‘You should come to my other classes so the students can see how American students and teachers behave.’ Immediately he responded, ‘Will you pay me?’ At the same time, the nonverbal message being passed between us was ‘I wouldn’t mind having you in all my classes’ and ‘I wouldn’t mind being there.’

“Exactly. The tone is light-hearted, but the message is one most Korean students would deliver more seriously. When students respect a teacher they may come to the professor’s office for advice and actually consider taking it. They may start quoting him or her or start imitating certain things the professor does.”

“Like in *The Dead Poet’s Society*,” Byoung-ok says.

“Exactly. Probably the most respect a person can show is by giving someone the role of mentor, someone you regularly go to for advice. It means the younger person regards the older person as really having qualities she or he would like to have—both qualities for career success and personal or moral qualities. The older person could be a professor or someone at work or church—or a parent.”

“The mentoring is the same in Korea,” Byoung-ok says, “but in the U.S. teachers are more like friends. I can’t imagine an American thinking he or she was unworthy to stand in a teacher’s shadow.”

“I can’t imagine an American feeling that way about anyone,” Anne agrees. “In the States, even if the older person doesn’t serve as a mentor by supplying advice, she or he could serve as a role model.” She pauses for a moment. “I still remember the first time I was standing at the blackboard teaching a class and suddenly realized that a student was looking at me and thinking, ‘I wouldn’t mind being like her some day.’ It made me happy, but it was also a humbling experience. It made me realize that I may be teaching a lot more than I think I am.”

Tom laughs. “So then you realized that if someone was actually listening, you’d better be careful what you said.”

“Hey, watch it,” Anne jokes back. “I’m not the only one here who’s old enough to have had this experience.”

Byoung-ok nods. “I think this respect issue is easier to understand if you distinguish between *deference* and *respect*. On one hand, Koreans defer to people in authority a lot, but North Americans don’t—deference is like from the nineteenth century. On the other, I’ve noticed that you guys have great respect for a person’s personality and achievement, even though you may have little respect for a person’s position—and no tolerance at all for incompetence.”



“That’s true,” Tom admits. “Fortunately, I do actually respect almost all of the people I work with, and people seem to forgive me for being too casual with the higher-ups.”

**Reading task:**

5. What is a prank or practical joke?
6. Why do students do them?
7. How do people expect you to behave if someone does a practical joke on you? Why?

*The school prank*

Jane says thoughtfully, “Byoung-ok, when you first went to school in the U.S., there must have been times when you just said to yourself, ‘I don’t understand why those people are doing that! What can they possibly be thinking?’”

“That’s true,” Byoung-ok agrees. “One morning I went out and saw that all the trees were covered with toilet paper and the cars in the parking lot were covered with shaving cream. It looked like a crazy snowfall. I didn’t understand. Cleaning it up would be so much trouble...”

Jane smiles. “But shaving cream doesn’t damage the paint on a car. You just wash it off.”

“Was this after a football game or something?” Anne asks.

“I didn’t understand what was supposed to be funny.”

Anne tries to explain. “Humor is always different from one culture to another—even cultures as close as the U.S. and Britain, although both of us certainly have a tradition of doing pranks and practical jokes. These occur even in serious situations, particularly when people are working closely together and putting in long hours. For example, in the television series *The West Wing*, which is supposed to be very much like the real White House, a character might fill someone’s office with bicycles, file an important document in a strange place or have the nails removed from someone’s desk. Two characters might exchange pranks on each other—”

Ji-young interrupts. “I think the difference is that after we reach a certain age, Koreans have to stop doing that kind of thing. *Manwujol* pranks are just for elementary school and middle school students on April Fool’s Day.”

Jane explains, “I guess one of the things that’s essential is the spirit of play. For something to be fun, everyone involved has to consider the prank nothing more than a good joke. It’s supposed to be playful, spontaneous and clever—the result of youthful high spirits, even from middle-aged people.”

Byoung-ok nods. “A Korean might think someone was trying to humiliate him in public.”

“Sure. Koreans always have to pay attention to the hierarchy and to appearances, while Westerners are taught not to take themselves too seriously, not to have too much pride. We put great value on having a sense of humor. We think that means a person has a sense of perspective—a sense of right size—and understands that he or she is no more important than anyone else.”

Anne nods. “The recipient of a practical joke is expected to be good-natured about it and to understand it’s only a game—it’s only play. You have to just laugh it off.”

“Also,” Jane adds, “It’s best if it’s something ingenious which has never been done before, not like, covering the trees with rolls of toilet paper and the cars with shaving cream, which was probably a lot funnier the first time someone did it. Nowadays it’s a very old trick.”

“A college tradition, would you say?” Anne asks.

“Sure. You might say that the prank reverses the usual order of things because it gives the pranksters a sense of power. The prank is also often a sign of respect because the teachers who get the good-spirited, practical jokes played on them are the popular teachers.”

### *Male-female friendships*

#### **Reading task:**

8. What did Tom do to maintain his friendship with Anne?

“Speaking of friendship,” Ji-young says as she looks searchingly at both Tom and Anne. “I’ve never understood your relationship with each other. In Korea it would not be possible for a man and a woman to be such close friends.”

Anne shrugs. “A relationship like ours was unusual in the U.S. until about thirty years ago,” she says. “Now that men and women have a more equal place in society, it’s fairly common.”

“Did you ever think about making it something more?”

Anne looks at Tom with one eyebrow raised skeptically. “I don’t know that that would have been such a good idea,” she jokes, “although before he met Betty I heard he was considering it.”

Tom laughs. “When I was feeling particularly lonely, one of our friends asked me why I didn’t consider dating Anne, since we were obviously such good friends.”

“Really,” Byoung-ok exclaims. “What did you say?”

“I said I didn’t want to ruin a good friendship. I’ve changed a lot since then, but at the time I was having really rotten luck with romantic relationships, and I didn’t want to risk it with Anne.”

“Would you have dated Tom, do you think?” Ji-young asks Anne.

“Hm...I don’t know. At the time I was seeing a Korean American businessman who later went back to the States. Now I like things the way they are. I could always talk to Tom about almost everything, and I often get a quite different view from him.”

“What about Betty—did she have trouble with your relationship?”

“You know,” Anne says playfully, “there are times when Tom’s a lot smarter than he looks. Early in their relationship he arranged for the three of us to have lunch and then he managed to get called away on some urgent business at the office.”

“I did have to do a speech for the chairman of my company,” Tom protests.

“But it didn’t have to be done within the next hour,” Anne counters. “Anyway,” she continues, turning to Ji-young, “he left Betty and me alone together. We’re both reasonable women, and we liked each other immediately. By the end of the afternoon we both understood each other very well. There was never any conflict.”

“Takes a brave man to do that,” Byoung-ok remarks.



What's in a word?

**Reading task:**

9. What many different meanings can the word *friend* have?

Anne looks thoughtful. “You know, we use the word *friend* to cover a lot of ground. Friendship is also compatible with other relationships. For example, after I grew up, my mother often said that I was her closest friend. What she meant was that she felt more comfortable discussing many of her problems with me than she did with anyone else.”

“I think my wife is probably my closest friend,” Tom says.

“Good. That’s as it should be,” Anne asserts.

“You know,” Ji-young says rather hesitantly, “what puts many Koreans off is what they see as the superficiality of many Western friendships.”

“Sure, well, by Korean standards many friendships probably are,” Anne admits.

“Many Koreans make friends in middle school or high school and remain friends—or try to—for life. Whereas Americans, when they see they are going their separate ways, either just let the friendship go, or they try to make the special effort to get together when they can.”

Tom nods. “Most of the time they’ll let it go. Parts of American society are well-rooted, but a lot of us are pretty mobile, and society makes allowances for that. Of course, individuals vary a lot, but in general we make friends easily and we break ties easily when we move on.”

“But doesn’t that strike you as pretty sad?” Ji-young protests. “In Korea you mean something to your friend.”

Byoung-ok shrugs. “He can show up at your house dead drunk at three in the morning, and you have to let him in. While he’s outside, he dents the neighbor’s car, and you have to take care of that too. Friends sometimes ask big favors of each other, but they also reciprocate very generously.”

“We use *friend* to refer to a very close friend we’ve known for twenty years, but we also use it to refer to someone we’ve just met—an ‘acquaintance.’ We distinguish between people we only know at the office—or neighbors—and people we do things with socially, although we may call all of them ‘friends.’”

“Also,” Tom adds, “women think of friends as people they can talk things over with, and men are more likely to think of friends as people they do things with.”

*Friendships as extended family*

“You know,” Anne says, “when I was in high school I prided myself on selecting my friends individually, so that I could have a close friendship with each of them. I didn’t like just hanging out with people as part of a group. Since then, I’ve often found myself part of a close-knit group that acts as a substitute family.”

“Sure,” Tom agrees. “Human beings have ways of meeting their needs for warmth, affection, comfort and emotional security.”

“Even among independent Westerners living in Asia,” Byoung-ok jokes.

“Oh, particularly here,” Tom replies, “where we are aware of how much we need each other.”

Ji-young looks startled. “What do you mean, exactly?”

Anne starts counting off on her fingers. “I have friends that I talk to on the phone almost every day and have lunch or dinner with every week. There’s a bunch of us that

always gets together on weekends and holidays. We rely on each other for all kinds of things—help with computer problems, pet-sitting...”

“Translating,” Tom adds.

“Translating, of course. We have real affection for each other and interest in each other’s welfare. That’s not to say that our friends have replaced our families, necessarily, but we really support each other. Many of the foreigners in Seoul have more than one circle of friends here that we care about.”

Ji-young looks shyly at Tom and Anne, “Well, in all your socializing, don’t forget your friends at the round table.”

“Not a chance!” Anne exclaims.

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## LET’S TEST OURSELVES.

### 1. In American usage, the word *friend* can mean

- a. someone you just met, a life-long friend, a coworker or a neighbor.
- b. someone you do things with and/or someone who provides support.
- c. someone who answers the same needs a family member does.
- d. all of the above.

### 2. We can infer from the text that

- a. in America a twenty-five-year-old student isn’t considered that much “older” than an eighteen-year-old student.
- b. informality doesn’t mean lack of respect.
- c. Koreans aren’t always taught English politeness forms and might not recognize them.
- d. all of the above.

### 3. A good saying for the Western attitude about pranks is

- a. “The wheel of fortune raises some and lowers others.”
- b. “Don’t take yourself too seriously.”
- c. “Do what I say, not what I do.”
- d. all of the above.

### 4. We can infer from what Tom says that at one time

- a. he thought friendship with Anne was more important than romance.
- b. he didn’t want their gossipy friends to talk.
- c. he didn’t find Anne attractive.
- d. all of the above.

### 5. If you want to ask a favor of someone politely, you should

- a. use a modal like “would” or “could.”
- b. put it in the form of a question.
- c. add “please.”
- d. all of the above.
- e.

6. **When speaking to an English-speaking teacher or co-worker for the first time,**
  - a. use his/her first name.
  - b. use his/her last name.
  - c. use the first name with a title.
  - d. use the last name with a title.
  
7. **According to the people at the round table, for Westerners one of the most important factors in making friends is**
  - a. age.
  - b. background.
  - c. shared interests.
  - d. all of the above.
  
8. **We can guess from the discussion that misunderstandings can arise when**
  - a. Westerners don't respect older people.
  - b. Koreans are too formal and deferential.
  - c. people mean something very different by the word *friend*.
  - d. all of the above.

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### LET'S TALK ABOUT IT.

1. Can you imagine sharing the same opinions with someone twenty years older? Why or why not?
2. Does deferential behavior—like bowing—always indicate respect? Think of examples when your behavior has reflected what you felt and when it hasn't.
3. Who are your role models? Do you have a mentor? Explain.
4. What do you think about adults playing pranks and doing silly things—is it completely inappropriate or is it a good way to relax and have some fun?
5. Do you think people of the opposite sex can be friends? Why or why not? Can you imagine that it would be possible in a society where men and women were more like equals?
6. How would you feel if your wife or husband had a close friend of the opposite sex?
7. What does the word *friend* mean to you?
8. What do you think of a circle of friends as an extended family? Explain.
9. What is the difference in the way you behave with your closest friend and the way you behave with your brother, sister or cousin? Explain.



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## LET'S ACT IT OUT.

### *Age differences*

A: You are a twenty-five-year-old university student from a small town in the US. You are here studying Korean and living in a boarding house. You want to be friends with the other students in the boarding house, but when you suggest doing things together, they say you're "too old" to be their friend. Your feelings are hurt.

B: You are a nineteen-year-old student living in a boarding house. You try to explain to the foreign student that you would be happy to regard him as your "older brother," but not as your friend. However, he doesn't seem to understand.

C: You help B explain.

### *The husband's female friend*

A: You are a Korean woman married to a Western man. Years before you met your husband, he became friends with a woman considerably older than himself. You know that this is not a romantic relationship, but you don't know how to act around this woman, who wants to be your friend as well and has invited you to lunch.

B: Your long-time friend has married a woman you would like to get to know better. You know that Korean women are not usually prepared to become friends with their husbands' female friends, but you think that, with good-will and understanding, this should be possible. You invite her to lunch.

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## LET'S LISTEN.

### *Age differences*

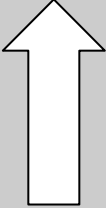
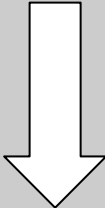
1. The first time the dialogue is played, do not look at your book. Just listen and try to pick up the main idea of the dialogue.
2. Before the dialogue is played a second time, read over these questions. Listen again and discuss the answers with your partner and the class.
  - a. Would you consider the American's language formal, informal or in-between? Is the Korean's language less formal or more formal?
  - b. Why does the American hesitate while suggesting that he might join B and B's friends?
  - c. In the American's thinking, what sort of people can be friends? What do they do?
  - d. If you were the Korean and the American suggested becoming friends, how would you react?
  - e. What signs do you have that the American is hurt and a little angry?
  - f. Who do you think will pay for dinner?

*The husband's female friend*

1. The first time the dialogue is played, do not look at your book. Just listen and try to pick up the main idea of the dialogue.
2. Read over these questions and discuss them with your partner and the class.
  - a. Would you consider Wilma's language formal, informal or in-between? Is the Korean's language less formal or more formal?
  - b. At first, is Young-ah warm or cold to the American's invitation to lunch? How about Wilma? Why do you think so?
  - c. Do you think the American is being sincere?
  - d. How does Wilma persuade Young-ah to give it a try?
  - e. Who do you think will pay for dinner?

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**LET'S LOOK AT AMERICAN TERMS OF ADDRESS.**

	<ol style="list-style-type: none"> <li>1. Deference (Your Majesty, Mr. President, Your Honor)</li> <li>2. Business/professional (Dr. Hansen, Ms. Peterson)</li> <li>3. Friends and family (Mary, Carol, Dad, Mom, Aunt Jane)</li> <li>4. Children and old friends (Susie, Johnny)</li> <li>5. Rude/talking down (Friedman, Buerkle)</li> </ol>	
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1. Title only (usually a sign of respect and capitalized when used as a name):
  - a. A reporter speaks to the President of the United States as "Mr. President" or an ambassador to a foreign country as "Madame Ambassador."
  - b. A lawyer in court addresses the judge as "Your Honor."
  - c. A patient calls the doctor "Doctor."
  - d. A Catholic calls a priest "Father" and a nun "Sister."
  - e. A soldier calls the sergeant "Sergeant."
  - f. An elementary student calls the teacher "Teacher."
  - g. A restaurant customer addresses the server as "Waiter" or "Miss." (Avoid using "Miss" except for a waitress or a clerk in a shop, and even then avoid a commanding tone of voice. "Excuse me" is more polite. Australian school children call their teachers "Miss," but in North America this would be considered rude, like calling a Korean teacher "Agassi.")
  - h. "Sir" can be used with men you don't know and "ma'am" with women you don't know. The title can also be used to show extra politeness to people you do know. Soldiers must use this form of address with officers. Nowadays the title isn't capitalized except at the beginning of a sentence.
2. Title plus last name (usually the form of address for adults you don't know well):
  - a. An adult calls a colleague or co-worker "Mr./Ms. Smith," particularly if the person is considerably older than s/he is.
  - b. A boss or superior at work is called "Mr./Ms. Smith," "Sgt. Smith," "Rev. Jones."

- c. A university student calls the professor “Prof. Smith” or “Dr. Smith.” High school, middle school and elementary students call the teacher “Mr./Ms. Smith.”
  - d. A university student may be called “Mr./Ms. Jones” by the professor.
  - e. A business calls a customer “Mr./Ms. Smith.”
  - f. A housewife calls her cleaner lady “Ms. Jones.”
3. First names (if mutual, this is an indication of equality):
- a. People who work together may call each other “Elaine” and “Walter,” even if they don’t know each other well or even like each other.
  - b. Friends, husbands and wives, brothers and sisters call each other “Carol,” “Mary,” “Frank” and “George.”
  - c. If the boss calls his secretary “Sally” when she calls him “Mr. Richards,” he is talking down to her, and she is talking up to him. Nowadays, he may suggest that they both use first names, or she may object to the unequal terms of address.
  - d. Elementary through high school students (sometimes college students) are called “David,” “Paul” or “Susan” by their teachers.
  - e. Children call older relatives and family friends “Aunt Jane” or “Uncle John.”
4. Nicknames (appropriate with people you already know very well):
- a. Relatives and good friends may use “Susie,” “Bob” or “Ed,” particularly for young children.
  - b. Common nicknames like “Bob” and “Steve” may be used at work as if they were first names.
5. Last name only (too familiar for most situations):
- a. An army drill sergeant may call a private “Smith” before giving him or her an order. In all other situations, military people have to be more polite.
  - b. Buddies, usually young men and boys, may call each other by their last names, perhaps in imitation of the drill sergeant.
5. First name with title (no longer used):
- The first name with “Miss,” “Miz,” “Mister,” or “Master” was a form of address once used by black slaves or servants when addressing the people in the family they served. Nowadays it is no longer used—except to indicate such a relationship, as in the movie, *Driving Miss Daisy*, which portrayed the relationship of an old, unmarried Southern woman and her black driver.
6. Full name:
- a. The whole name is used at ceremonies like graduation where awards are being presented and names might otherwise be confused.
  - b. Children learn at an early age that when their parents call them by their full name it’s a sign they’re in trouble. “Mary Louise Smith, come here!”



Exercise: Circle the letter in front of the best answer.

1. **On the first day of class at a language institute, your teacher introduces herself as Ann Smith, without mentioning what you should call her. After class you want to ask her a question. You should address her as**
  - a. Ann Smith.
  - b. Ann.
  - c. Miss.
  - d. Miss Smith.
  - e. Mrs. Smith.
  - f. Ms. Smith.
  - g. Smith.
  - h. Teacher.
  
2. **In the West, calling someone by a family name without a title will often be considered**
  - a. a friendly form of address.
  - b. an insult.
  - c. common among equals.
  - d. somewhat strange.
  
3. **You are doing some shopping in a store and you see your English teacher with her boyfriend. You politely say to her, "Hello, sir." Both the teacher and the boyfriend laugh. You later learn that**
  - a. "sir" is used only in addressing men.
  - b. you don't have to be polite to your teacher outside the classroom.
  - c. you should have addressed the boyfriend too.
  - d. you should have used your teacher's name with a title.
  
4. **When you call your boss, the secretary answers with "Susan Kellermann speaking." This means she wants you to**
  - a. call her "Kellerman."
  - b. call her "Ms. Kellerman."
  - c. call her "Susan."
  
5. **Your Western colleague is two or three years older than you are. Since you'll be working together a lot, you want to be on friendly terms. You feel you should**
  - a. start out by calling her/him by the first name.
  - b. suggest going out together so you can get to know each other.
  - c. suggest that both of you address each other with your given names.
  - d. wait until s/he suggests using given names.
  
6. **You have been sent to the West for training. You notice that everyone in the office seems to use first names. One morning, you are looking for Donald Boswell. When you ask Steve where Don is, your colleague says, "Don? Oh, you mean Donald." This means**

- a. Donald doesn't want to be called by a nickname, so people don't.
  - b. never use nicknames at work.
  - c. Your colleagues expect you, as an Asian, to be more formal.
7. **At work, you hear people talking about your boss, Mr. Dougherty, and referring to him simply as "Dougherty." The next time you see him, you address him as "Dougherty." Everyone looks shocked. Someone later explains to you that**
- a. there's a difference between the way you address someone and the way people may (not too politely) talk about him.
  - b. when the boss wants you to use his first name, he'll tell you.
  - c. you don't know the boss well enough to call him that.

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## LET'S LOOK AT POLITE SUGGESTIONS AND REQUESTS.

Imagine a mother washing windows. She says to her five-year-old daughter, "Sally, would you please bring me some paper towels?" This is an example of a mother using polite language to a small child, namely with the use of the question form, the modal "would" and "please." This is standard usage.

As language learners, you need to know how to be polite without being so deferential that people either laugh or think you are being sarcastic. When you need to add extra politeness, you should use additional modification showing hesitation or deference, like "I wonder if," "would it be possible," "when you have a minute," "for a moment," "do you suppose," "I would really appreciate it if," "I understand you're very busy, but..."

Example: Dr. Kim, I understand you're very busy, but would it be possible to move the meeting to 3:30? I would really appreciate it.

Under certain circumstances, polite forms can be omitted or reduced—if you are speaking informally and when the context of politeness has already been established.

"Have to," "want to," "be supposed to" sound very demanding. "You'd better" is the language of warnings and threats.

Example: Do you have that letter done? I have to have it by tomorrow.

Example: (One little boy to another) You'd better shut up or I'll hit you.

"Do/would you mind" can sound sarcastic when you're asking someone to do something. They should be avoided.

Example: *Would you mind* not talking on your cell phone during the movie, please?

- The use of bare imperatives is very restricted—for use in directions, and in speech when talking to a naughty child or in a situation where appropriate politeness has already been established.

Example: “Go to your room. Right now!”

Example: “Go down the hill, turn left at the first intersection and drive pass the gas station. It’s the first house on your right.”

Example: “Today we’re speaking with Dr. Robert Holland, who has kindly agreed to discuss his book, *How to be Polite in English*. So, Dr. Holland, tell us about the experiments you did with Asian speakers of English.”

- When making suggestions, it is often appropriate to be indirect. You want to avoid giving the impression that the other person is an idiot.

Exercise 1: Circle the letter in front of the best answer. You should use suitable language—not rude, not too deferential.

- 1. You are at a restaurant having dinner with your boss. Your coffee cup is empty. As the waiter walks close by your table, you**
  - a. make eye contact and point at your cup.
  - b. say, “I need some more coffee, waiter.”
  - c. say, “May I have some more coffee, please?”
  - d. say, “Would it be possible to have some more coffee, please?”
- 2. Your new Western colleague has just opened an email attachment. The anti-virus program tells her there’s a computer virus on it. She doesn’t understand that she’s supposed to type S (for stop). She keeps trying to click on the stop on her screen, and then she turns the machine off. You say**
  - a. “May I make a suggestion?”
  - b. “Turn the machine on and then type S when the anti-virus warning comes up.”
  - c. “Why did you do that?”
  - d. “You’d better just type S.”
- 3. Your club is having a speech contest, and you need judges to work for about three hours on Saturday afternoon. You go to the office of a professor in the English Department and say,**
  - a. “Dr. Holmes, we know you’re very busy, but we would really appreciate it if you would judge our speech contest.”
  - b. “Prof. Kim said you might help us with the speech contest.”
  - c. “We need judges for our speech contest.”
  - d. “Will you help us, please?”
- 4. On your first night in Canada, you are having dinner with your host family. You want the butter. You say,**
  - a. “I want the butter.”
  - b. “If it wouldn’t be too much trouble, would you pass me the butter, please?”
  - c. “Pass the butter, will you?”
  - d. “Would you pass the butter, please?”
- 5. You are in a bar with Canadian friends that you feel very close to. You are sharing a pitcher of beer. You say,**

- e. "I want the pitcher."
  - f. "If it wouldn't be too much trouble, would you pass me the pitcher, please?"
  - g. "Pass the pitcher, will you?"
  - h. "Hey, man, can't you see I need more beer?"
6. **You are having dinner at the home of your American boss. You would like some more chicken, and the boss's wife offers you some. You say,**
- a. "I would really appreciate it. This chicken was prepared with loving hands."
  - b. "No, thank you," and wait for her to ask again.
  - c. "Yes, please. It's delicious."
7. **You are trying to find a job with a Western company, and you want someone to correct an application letter you have written. You go to an English institute, find a teacher, and say,**
- a. "Can you correct this, please?"
  - b. "Do you know anyone who would be willing to correct this for me? I would be happy to pay for the service, of course."
  - c. "I need to have this corrected today. I can pay 20,000 won."
  - d. "Please correct this for me."
8. **You are teaching Korean to a ten-year-old Korean-American. You need another magic marker for your little whiteboard. You say,**
- a. "Michael, bring me a magic marker."
  - b. "Michael, could you get me a magic marker from the cupboard, please?"
  - c. "Michael, when you have a minute, would you please bring me a magic marker?"
9. **You are teaching your girlfriend/boyfriend how to use chopsticks. You say,**
- a. "Look, do this now."
  - b. "Pick up the chopsticks and hold them like this."
  - c. "Please, will you pick up the chopsticks and hold them in your hand like this?"
  - d. "This is the way I hold the chopsticks, if you don't mind imitating me."
10. **In the subway station, you see two Westerners looking at the map. You go up to them and ask,**
- a. "Do you mind telling me where you're going?"
  - b. "I'd very much appreciate a chance to help you find your destination."
  - c. "May I help you find something?"
  - d. "Where are you going?"

Exercise 2: With each item, circle the letter which best describes the language used.

- Use this scale: a—very polite; deferential  
b—businesslike  
c—ordinary friendly language  
d—terms of address showing inequality.  
e—childish  
f—rude

1. a b c d e f Do we have any homework, Teacher?
2. a b c d e f (After not hearing/understanding something) What?
3. a b c d e f I very much appreciate being given the extra time, Your Honor.
4. a b c d e f A: Ms. Smith, I'm afraid I need to ask you a few questions about  
the car you reported stolen.  
B: Of course, Lieutenant. What would you like to know?
5. a b c d e f May I make a suggestion?
6. a b c d e f A: Charlie, hand me that folder, would you?  
B: Sure, Frank.
7. a b c d e f Please, I wonder if you could possibly do me a favor?
8. a b c d e f Dussere, wait a minute!
9. a b c d e f I want some more coffee, Miss.
10. a b c d e f A: Sally, could you bring me that Microsoft file, please?  
B: Right away, Mr. Katz.
11. a b c d e f OK, class. Please open your books to page ten.
12. a b c d e f You deleted your paper? Why did you do that?
13. a b c d e f Mr. Rainer, could I see you in my office, please?
14. a b c d e f Dr. Guinn, do you have a moment? I have a question I'd like to ask
15. a b c d e f Please answer my letter immediately.

Exercise 3: Rewrite each of the following items to make it polite. Use a modal (will/would, can/could, may/might), add a subject and polite expressions. Introduce suggestions with the question, "May I make a suggestion?" Add additional information to indicate why you want something done. Avoid asking questions which might make the listener feel stupid or incompetent.

Example: Come here! → Would you come here for a moment, please? → When you have a moment, I wonder if you would take a look at this, please?

1. Waiter, I want some more coffee.

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2. What do you want? (to a customer)

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3. Try cleaning the diskette.

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4. Aunt Harriet, I want to go to the movies.

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5. Dr. Smith, why are you doing it that way?

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6. Do you want to stay for dinner?

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7. Don't try to see the boss now. He's very irritable this morning.

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8. Pass the butter.

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9. We need a judge for the English speech contest, Dr. Kim.

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10. Call me when you get home.

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### LET'S LOOK AT COLLOCATIONS.

When people learn words, we don't learn them individually, but in lumps. Common compound nouns are used so often that native speakers do it automatically. In this exercise, match the words on the left with the words on the right. In each case, say how the compound is different from the noun in the right-hand column

- |              |       |             |
|--------------|-------|-------------|
| 1. age       | _____ | behavior    |
| 2. foreign   | _____ | concept     |
| 3. graduate  | _____ | cream       |
| 4. harmless  | _____ | differences |
| 5. high      | _____ | experience  |
| 6. humbling  | _____ | greeting    |
| 7. informal  | _____ | interests   |
| 8. nonverbal | _____ | joke        |
| 9. practical | _____ | model       |
| 10. role     | _____ | prank       |
| 11. shared   | _____ | school      |
| 12. shaving  | _____ | spirits     |

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## LET'S LOOK AT ARTICLES.

- The indefinite article, *a/an*, is used with a countable noun when the noun is used in a general way, to refer to a type of thing or something not previously mentioned or known to the speaker. Notice that in the preceding sentence it's "a countable noun" (any countable noun or countable nouns in general) when *noun* occurs the first time and "the noun" when it's used the second time.

Example: The indefinite article is used with **a countable noun** when **the noun** is used in a general way.

- *A/an* is also used when a usually uncountable noun is used as a countable noun.

We are living in **a time** of great uncertainty.

- You use *a* when the following word begins with a vowel sound and *an* when it begins with a consonant sound. Sometimes vowel sounds are spelled with consonants, and sometimes consonant sounds are spelled with vowels.

I need **an onion** for the soup. [*onion* begins with the same sound as *up*]

I'd like **an herbal** shampoo for my hair. [the *h* is silent]

Do you think we need **a union**? [*union* begins with a y-sound]

Exercise 1: Fill in the blanks with *a* or *an*.

1. At \_\_\_ certain age, Koreans have to get serious.
2. I just came to Korea, so I only know \_\_\_ few people.
3. I'm going out for dinner with \_\_\_ couple of people from class. Would you like to join us?
4. Of course, it's \_\_\_ honor for \_\_\_ eighteen-year-old to have won this competition.
5. I belong to \_\_\_ ethnic group which emphasizes working hard and saving money.
6. *Hey, man* is \_\_\_ expression he uses a lot, but he doesn't use it to show \_\_\_ lack of respect.
7. She made \_\_\_ lot of mistakes when she first came to Korea, but it didn't seem to bother her very much.
8. I'm looking for a man with \_\_\_ sense of humor.
9. Working conditions here are so bad that we asked \_\_\_ union to come in and help us.
10. All of the best jobs require \_\_\_ university degree

11. She just helped you out as \_\_\_\_ act of kindness, not because she wanted to go out with you.
12. It makes \_\_\_\_ difference in your electric bill if you have your air-conditioning on all the time.
13. That's why I'm not sure it's such \_\_\_\_ good idea.

- Fixed phrases. Some articles in English can be learned as a part of a phrase which can only occur as a fixed combination of words, *like on the other hand, on the phone, the most, the same, one of the* \_\_\_\_\_. You probably already know a lot of these. Learning the ones you don't know is a simple matter of memorizing the phrase.

Exercise 2: Fill in each blank with *the, a, or an*. Consult your classmates, a learner's dictionary or the text when necessary.

1. Americans use \_\_\_\_\_ word *friend* to refer to someone we've known for twenty years, but also for an acquaintance.
2. Some of us talk on \_\_\_\_\_ phone almost every day.
3. Although all of us have families at home, \_\_\_\_\_ couple of people aren't close to their families.
4. With North American friendships, age makes \_\_\_\_\_ difference.
5. \_\_\_\_\_ lot of people think shared interests and values are much more important.
6. It's nothing new for \_\_\_\_\_ younger generation to rebel against \_\_\_\_\_ old.
7. Informal greetings don't imply \_\_\_\_\_ lack of respect.
8. Probably \_\_\_\_\_ most respect a person can show is by making a mentor.
9. I still remember \_\_\_\_\_ first time I realized someone was looking at me and thinking, "I wouldn't mind being like her some day."
10. I also have to force myself to be polite to \_\_\_\_\_ few people.
11. We've talked about \_\_\_\_\_ difference between an authoritarian society and an authority-centered society.
12. After we reach \_\_\_\_\_ certain age, Koreans have to get serious.
13. We put great value on having \_\_\_\_\_ sense of humor, which we think means \_\_\_\_\_ sense of perspective.
14. I don't think romance between us would have been such \_\_\_\_\_ good idea.
15. It didn't have to be done within \_\_\_\_\_ next hour.



16. I've heard people saying \_\_\_\_\_ same thing to their professors.
17. They may be joking at \_\_\_\_\_ same time.
18. One of \_\_\_\_\_ things that's essential is laughter.
19. At \_\_\_\_\_ time I was seeing someone else.
20. It didn't have to be done within \_\_\_\_\_ next hour.

- The indefinite article *some* is used with plural and uncountable nouns when the details are not known or necessary. It is used when the speaker wants to indicate a quantity of something, but not all of it.

**Some** people are getting together for lunch, if you'd like to join us.

- *Some* can often be omitted with little or no change in meaning.

Didn't he write **some** books about Canadian weather conditions?

- *Any* is used with negatives (which could be implied) and questions where a yes answer is not expected.

You can't just get on a plane and go abroad without **any** money!

Exercise 3: Fill in each blank by circling all of the items which could fit in the blank above. What differences do you see among the acceptable answers?

1. \_\_\_\_\_ North Americans think none of this is necessary.  
a. any      b. some      c. zero (0)
2. All the senior professors are expected to do \_\_\_\_\_ research.  
a. any      b. some      c. zero (0)
3. Do we have \_\_\_\_\_ homework?  
a. any      b. some      c. zero (0)
4. He was called away on \_\_\_\_\_ urgent business.  
a. any      b. some      c. zero (0)
5. Koreans may not see \_\_\_\_\_ respect in the behavior of North Americans because they don't know what to look for.  
a. any      b. some      c. zero (0)
6. There was never \_\_\_\_\_ conflict between the boss and me.  
a. any      b. some      c. zero (0)

7. To be more polite, you can add \_\_\_\_\_ humbling behavior, such as hesitation in speech and body language.
  - a. any
  - b. some
  - c. zero (0)
8. Would you like to go out and have \_\_\_\_\_ fun?
  - a. any
  - b. some
  - c. zero (0)

- The definite article, *the*, is used with uncountable nouns when there additional modification to the right of the noun.

Do you like **music**?

Do you like **the music of the late 1960s**?

- *The* is used when the following noun refers to a part of a larger whole. You could usually say the noun refers to a specific thing or something known to the listener.

Please close **the door**.

- *The* is used when the following noun refers to something specific, known to the listener or previously mentioned by the speaker.

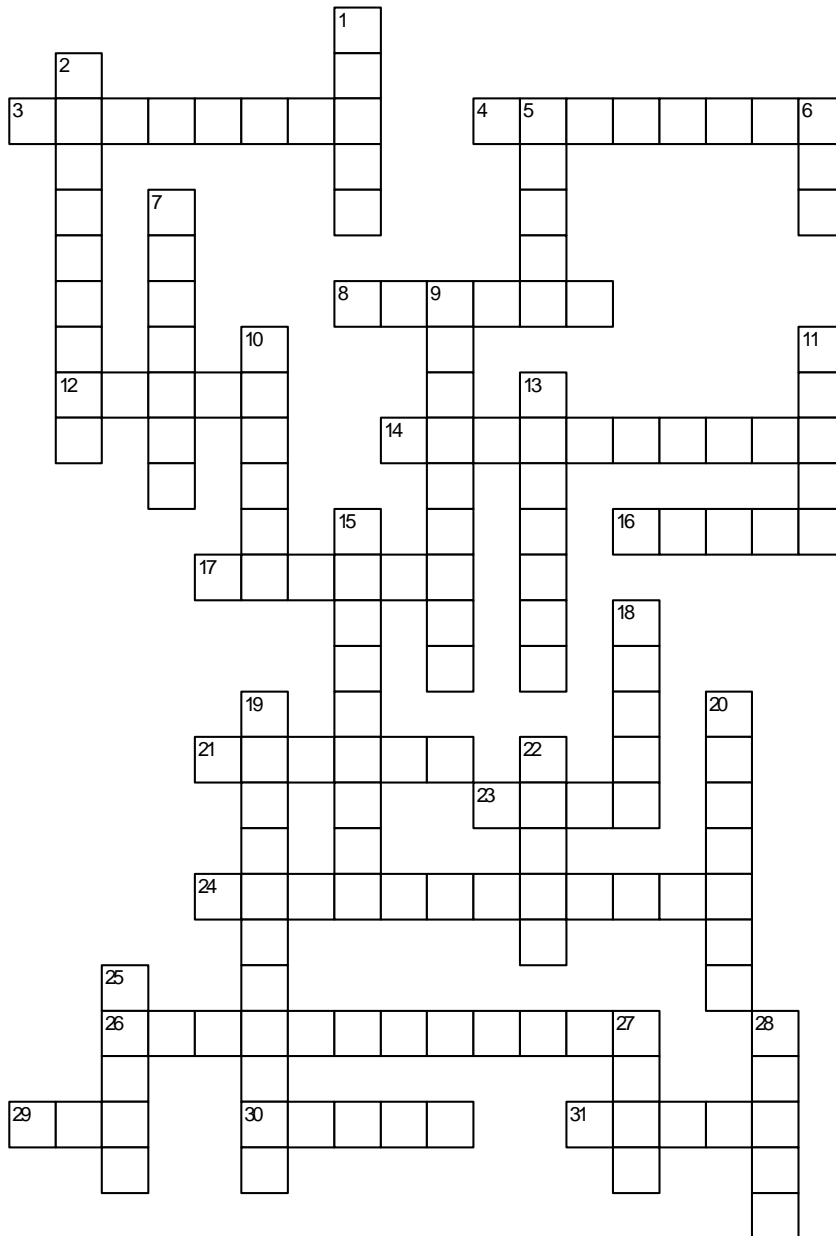
Last night I heard a loud noise—**the sound of someone hammering on my door**.

Exercise 3: Fill in the blanks with *a*, *an*, or *the*. In some cases two interpretations are possible.

1. Of course, we add or change words to distinguish between “ \_\_\_\_ close friend” and “ \_\_\_\_ buddy.”
2. There’s \_\_\_\_ bunch of us that always get together on weekends and holidays.
3. It doesn’t mean someone is as informal inside \_\_\_\_ classroom as outside.
4. For example, I don’t think young Americans would consider “hey, man” disrespectful, even though \_\_\_\_ language is very informal.
5. Students will pay attention to \_\_\_\_ favorite professor and really listen to what he or she says. They may come to \_\_\_\_ professor’s office for advice.
6. You can give someone \_\_\_\_ role of mentor.
7. \_\_\_\_ older person could be someone at work or church—or \_\_\_\_ parent.
8. Polite request forms include \_\_\_\_ modal verb and maybe some phrase indicating hesitation, and \_\_\_\_ title with \_\_\_\_ last name.

9. I didn't know how to ask for something politely, but I had \_\_\_\_ friend who taught me what to say.
10. I can't imagine \_\_\_\_ American thinking he or she was unworthy to stand in \_\_\_\_ teacher's shadow.
11. She or he could serve as \_\_\_\_ role model.
12. High school and college students do bizarre things, hoping to be remembered for years by \_\_\_\_ students who follow them.
13. One morning after \_\_\_\_ football game I went out and saw that all \_\_\_\_ trees were covered with toilet paper and \_\_\_\_ cars in \_\_\_\_ parking lot were covered with shaving cream.
14. It looked like \_\_\_\_ crazy snowfall.
15. I knew that shaving cream doesn't damage \_\_\_\_ paint.
16. One of \_\_\_\_ things I've noticed is that you guys have great respect for \_\_\_\_ person's personality and achievement and little respect for \_\_\_\_ person's position.
17. I respect \_\_\_\_ people in \_\_\_\_ office.
18. Korean society may be unique in \_\_\_\_ great importance it gives to "junior-senior" relationships.
19. \_\_\_\_ Korean language is really overt.
20. This respect issue goes back to \_\_\_\_ question of what authority means.
21. One of \_\_\_\_ things that's essential is laughter.
22. \_\_\_\_ recipient of \_\_\_\_ practical joke is expected to be good-natured about it and to understand it's only \_\_\_\_ game.
23. \_\_\_\_ teachers who get jokes played on them are \_\_\_\_ popular teachers.
24. In Korea it would not be possible for \_\_\_\_ man and \_\_\_\_ woman to be close friends.  
Tom and I talk about \_\_\_\_ events in our lives.
25. I did have to do \_\_\_\_ speech for \_\_\_\_ chairman of my company.

**LET'S DO A CROSSWORD PUZZLE.**



Constructed using Crossword Weaver

**ACROSS**

- 3 Pause before speaking or acting
- 4 Emotions
- 8 Group of friends
- 12 Emotionally intimate
- 14 All the people of a certain age within a family or society
- 16 Casual friend you do things with
- 17 Person you know well and like a lot
- 21 Having consideration for another, not offensive
- 23 Sound, as in \_\_\_\_\_ of voice
- 24 Disliking change; not liberal
- 26 Connection between two people
- 29 Korean money
- 30 Middy meal
- 31 Something you ask someone to do for you

**DOWN**

- 1 Shaving \_\_\_\_\_
- 2 Polite yielding to person of higher rank
- 5 Having the same importance and deserving the same treatment
- 6 Term of address for men
- 7 Behavior
- 9 Admired person one tries to imitate
- 10 Person who gives another advice and help

- 11 Humorous
- 13 Admiration and good feeling for someone
- 15 Group of people related by birth
- 18 Word added to a name to show respect or the person's occupation
- 19 Relaxed, as when sitting on a good piece of furniture or wearing well-fitting clothes
- 20 Ask someone to do something
- 22 Type of verb in a polite request
- 25 Practical joke
- 27 Spirit of \_\_\_\_\_
- 28 Having to do with issues of right and wrong