

## INDEPENDENT QUESTIONS

Q1: Describe a movie or book that has had a positive influence on you. Please include specific details and examples in your response.

Q2: Describe a particular TV show that you think is excellent. Include specific details and examples in your answer.

Q3: What is your favorite book or movie? Describe it and say why it is your favorite.

## INTEGRATED TASK

 Now listen to a grammar class lecture.



**Question:** Why does the professor use the example of split infinitive?

Preparation time: 20 seconds

Speaking time: 60 seconds

Audio Tape scripts:

*(professor)* I'd like to talk today about some of the formal grammar rules in English, rules about what's considered formally correct and incorrect. I'd like to talk in particular about rules that were formed in the seventeenth and eighteenth centuries during the period of neoclassicism.

During the seventeenth and eighteenth centuries in Europe, there was a widely held view that the culture of ancient Greece and Rome was superior to the culture of the day. This period in the seventeenth and eighteenth century is known as the neoclassic period.

During the neoclassic period, academics held the view that the Latin language of the classic age of the Roman Empire was the purest language possible; as a result, there was an attempt to Latinize the English of the time to make it resemble what was considered the most perfect language, Latin.

An example of a formal grammar rule that developed in English during the neoclassic revival is the rule against split infinitives. The infinitive is the form of the verb that includes the word *to* and the base form of the verb, such as *to go* or *to walk* or *to make*. There is a formal rule today in English against splitting the infinitive, against saying something like *to never go* or *to always work* or *to usually finish*, though many native speakers of English do break this formal rule fairly often.

This formal rule against split infinitives did not exist before the neoclassic period. Instead, it came about as seventeenth and eighteenth century academics during the neoclassic period noted that it's impossible to split infinitives in Latin; it's impossible to split infinitives in Latin because a Latin verb is one word rather

than the two words that make up an English infinitive. However, because infinitives were never split in Latin, the rule against splitting infinitives was created. English speakers still, however, regularly split their infinitives; the attempt by seventeenth and eighteenth century academics to impose a rule against split infinitives in order to make English more like Latin did not succeed entirely.

VOCABULARY HOMEWORK:

1. Science has somewhat attenuated illusions.  
(A) expanded  
(B) augmented  
(C) swelled  
(D) deflated
2. The child's good health attests his mother's loving care.  
(A) warps  
(B) proves  
(C) belies  
(D) garbles
3. The queen wore rich attire.  
(A) slacks  
(B) sweater  
(C) clothes  
(D) stockings
4. Pebbles become smooth by attrition.  
(A) friction  
(B) contrition  
(C) contriteness  
(D) remorse
5. Audacious behavior will be frowned upon.  
(A) wary  
(B) discreet  
(C) circumspect  
(D) reckless
6. His income has been augmented.  
(A) attenuated  
(B) atrophied  
(C) thwarted  
(D) increased
7. His father looks august.  
(A) feeble  
(B) imposing  
(C) emaciated  
(D) weak
8. The trade exhibition was held under the auspices of the city government.  
(A) sponsorship  
(B) opposition  
(C) objection  
(D) affray
9. Her father is an austere person.  
(A) benign  
(B) bland  
(C) severe  
(D) flamboyant
10. The document bears an authentic signature.  
(A) genuine  
(B) flat  
(C) fleeting  
(D) spurious

Photo source:

[http://www.google.co.jp/imgres?start=105&hl=ja&gbv=2&biw=1366&bih=641&tbn=isch&tbnid=0xJdqkZwlpXrXM:&imgrefurl=http://www.law.stetson.edu/news/index.php/2009/10/22/nichols-lecture/&docid=qLzsbxQdojLzZM&imgurl=http://farm3.static.flickr.com/2071/5737697258\\_afbba8e4a6\\_o.jpg&w=3872&h=2592&ei=EFBwT6aTFefkMAYE66hl&zoom=1&iact=hc&vpx=1050&vpy=107&dur=6608&hovh=184&hovw=275&tx=136&ty=74&sig=116528340475987139377&page=5&tbnh=140&tbnw=176&ndsp=26&ved=1t:429,r:19,s:105](http://www.google.co.jp/imgres?start=105&hl=ja&gbv=2&biw=1366&bih=641&tbn=isch&tbnid=0xJdqkZwlpXrXM:&imgrefurl=http://www.law.stetson.edu/news/index.php/2009/10/22/nichols-lecture/&docid=qLzsbxQdojLzZM&imgurl=http://farm3.static.flickr.com/2071/5737697258_afbba8e4a6_o.jpg&w=3872&h=2592&ei=EFBwT6aTFefkMAYE66hl&zoom=1&iact=hc&vpx=1050&vpy=107&dur=6608&hovh=184&hovw=275&tx=136&ty=74&sig=116528340475987139377&page=5&tbnh=140&tbnw=176&ndsp=26&ved=1t:429,r:19,s:105)

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