FOUR POINT
Reading and Writing
INTRO
INSTRUCTOR’S MANUAL

by Robyn Brinks Lockwood
Unit 1: Marketing: Vision and Values (pages 1–38)

Objectives

Students will be able to

- use skimming as a pre-reading strategy
- understand the importance of keeping a vocabulary log
- see the role of footnotes in a reading
- re-read effectively
- practice paraphrasing strategies that focus on words and phrases
- do light research for academic writing tasks
- determine what they already know before reading
- annotate as they read
- summarize a reading
- write summaries
- read authentic academic texts
- expand their academic vocabulary
- prepare projects and presentations by synthesizing unit concepts with other material

Before Reading Strategies

- skimming
- determining what you already know

During Reading Strategies

- annotating as you read

After Reading Strategies

- re-reading
- summarizing

Vocabulary Strategies

- keeping a vocabulary log

Writing Strategies

- paraphrasing, part 1
- summary writing
Unit Opening (page 1)

Open a class discussion about businesses in general. Put students in small groups to create a list of companies located on campus (if any), locally, and nationally. Ask each group to write their list on the board. Go through the lists and generate a discussion about what product each company sells or is best known for. Read the short introductory paragraph on page 1. Tell students the first part of this unit will focus on missions and goals.

Part 1: Mission Statements (pages 2–18)

GETTING STARTED (PAGE 2)

Read the brief introductory paragraph and ask students to answer the questions with a partner. Open a class discussion to share answers. Remind students that academic thinking can be “out of the box” and they can be creative as they answer questions 2 and 3. If time allows, focus on question 3 and make a list of suggestions for a school and/or class motto on the board.

Answers

1. Wal-Mart, Merck, Walt Disney; Answers will vary.
2. Answers may include hospitals, clubs, organizations, schools, cities, states, countries, governments, charities, etc.
3. Answers will vary.

Expansion Activity

Stage a vote to choose the winning mission statement for the class and/or the school. Compare the winning mission statements to the school’s official mission statement. If the school doesn’t have a mission statement, consider having students vote on the top three and stage a vote with several classes or the program to adopt the mission statement for the term.

BEFORE READING STRATEGY: SKIMMING (PAGE 3)

Present the brief introductory paragraph at the top of page 3. Explain that this section in each part will tell students what type of material they will be reading; in this case, they will be reading information from business publications. Warn them that these materials are authentic and might be challenging. The strategies will help them learn to work with authentic readings outside of the classroom. Encourage them to try each strategy to see which works best for them, so they’ll be more successful with readings in general education courses and in their own fields. Go over the information in the box.
PRACTICE ACTIVITY: SKIMMING (PAGE 4)

Remind students that they skim, not read, the passage. Consider setting a time limit to challenge students to try the strategy.

Answers

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Expansion Activity

Students sometimes are interested in learning their reading speed and comprehension. Remind them that finding the right balance between speed and comprehension is important. Sometimes, in academic study, they will need to read for main ideas and not details and be able to apply the content to other material. They won’t always have readings in class and then multiple-choice tests. However, a fun way to practice and learn their reading speed is to use timed readings. Many can be found online, such as this site by Reading Soft that provides a reading (about reading speed) that times the students and offers a comprehension quiz: http://www.readingsoft.com/. This is not a testament to the software, rather this is just a fun way to practice. It is recommended that students try this as homework. They may be inclined to ‘cheat’ but will be less likely to if they see they’ll really get a score. Consider collecting the speeds and scores to be better acquainted with the level of the students and/or for a participation grade.

VOCABULARY STRATEGY: KEEPING A VOCABULARY LOG (PAGE 5)

Because of its importance in both listening and reading, this strategy is important throughout the *Four Point* series. Research by Keith Folse, series editor, indicates the importance of the vocabulary log. There is a brief video of Keith online at www.press.umich.edu/esl/compsite/4Point/, in which he shares his experience with a vocabulary log as a second language learner. Present the information and example in the text. Mention that the effectiveness of this strategy is proven and therefore a log is included at the end of every unit with specific academic vocabulary that students will see in readings in every discipline and not just the discipline focused on in this unit (marketing or business).
PRACTICE ACTIVITY: KEEPING A VOCABULARY LOG (PAGE 6)

Go over the instructions. Give students time to read the sentences and complete a sample log for the five words. Encourage students to use whatever strategy they need, including translations, to help them remember the words.

**Answers**

Answers will vary.

VOCABULARY POWER (PAGE 7)

Point out that the eight words are used in sentences from the reading passage. Remind them that these words are not discipline-specific words; rather, they are words they may hear in lectures in a variety of disciplines or see in other types of reading.

**Answers**

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READING (PAGES 8–10)

Depending on your class schedule, the reading can be done in class or assigned as homework. Pay special attention to the instructions. Tell students to put an X next to lines with information they don’t understand. Remind them they need not worry about looking anything up. The next strategy will help them practice what to do when they don’t understand. Assign a due date for them to bring their books with the lines marked to class.

FYI: UNDERSTANDING FOOTNOTES, PART 1 (PAGE 10)

Initiate a discussion by asking students what the acronym FYI stands for. Mention that footnotes are information for the reader. Present the brief overview of footnotes in the For Your Information box. It is a good time to remind students that different fields have different styles for citations, both in-text and footnotes, and other reference information, such as Works Cited pages or Bibliographies, and source types (journals, books, websites). They should be familiar with the style preferred by the university, instructor, or discipline.
Expansion Activity

Make a list on the board of common citation and reference styles and see if students can guess what the letters stand for. Then have a discussion about which fields might use which style. A sample list is included.

- MLA: Modern Language Association
- APA: American Psychological Association
- CMOS: Chicago Manual of Style
- IEEE: Institute of Electrical and Electronics Engineers
- ACS: American Chemical Society
- CSE: Council of Science Editors

For an extra assignment, assign students (or groups) research a style and bring examples of citing books, journals, and websites. Consider dividing groups by their intended major or field of study and assigning them the style they are most likely to use frequently. Each group can present examples on the scheduled day. Schedule a whole class discussion comparing and contrasting the styles.

AFTER READING STRATEGY: RE-READING (PAGE 11)

Poll the class. Find out how many students re-read textbook chapters and/or other readings for assignments and research. Generally, most students admit that they spend a lot of time re-reading and that they re-read everything, sometimes even sacrificing study time that could be dedicated to other tasks. Present the information in the box and explain that this strategy is designed for them to avoid re-reading entire passages. Instead, they should aim to focus their re-reading to serve their purposes. Remind them that their re-reading strategy is likely to be different for each piece of reading.

PRACTICE ACTIVITY: RE-READING (PAGE 11)

Give students time to re-read the first passage. Encourage them to erase or cross out the X marks if they understand better. Give them time to discuss the strategy and tasks when everyone finishes.

Answers

Answers will vary.
PRACTICE ACTIVITY: READING FOR THE BIG PICTURE (PAGE 12)
Students may be accustomed to more traditional practice in which they read and then answer a few main idea and detail questions. Remind them that while this is good practice, it doesn’t completely mimic what is likely to happen in academic classes. Instead, readers must grasp the big picture and use the information later when paraphrasing and synthesizing. Therefore, they only have to answer a couple of big picture questions to evaluate if they know the gist of the reading.

Answers
1. a
2. d

PARAPHRASING TO SIMPLIFY (PAGE 13)
Define plagiarism and paraphrasing. Stress the importance of paraphrasing to avoid plagiarism in academic work in the United States. Let students know that using words from others can carry penalties and that this unit and several others will teach strategies that will help them paraphrase and avoid plagiarism. Let them know that this first activity is for practice. Ask students to write in the book or keep their answers because they will revisit these paraphrases later.

Answers
Answers will vary.

Expansion Activity
Consider finding the plagiarism policy and punishments for the program or university and sharing those with students. Sometimes students are surprised by the severity of the punishments. Let students then choose a school they are interested in attending for future study or a well-known school they want to know more about. Ask them to do some light research on the plagiarism policy and prepare a short report (oral or written).

WRITING STRATEGY: PARAPHRASING, PART 1 (PAGES 14–15)
Present the information in the book. Let students know that there are other strategies as well, but for now the focus will be on wording changes to use when paraphrasing. Stress the fact that using only one strategy is not enough to consider a passage paraphrased. Also reiterate that citations are needed. Even though different words are used, it is still someone else’s idea and it needs to be
cited. Present the five strategies and study the examples. Remind students that
technical or highly specialized words can’t always be changed and this is accept-
able. Discuss the benefits and drawbacks to dictionaries and thesauruses. Close
the discussion by looking at the final example that incorporates more than one
wording strategy. Encourage students to try them all, reminding them that some
will be easier than others and that not everyone will find the same strategies chal-
lenging.

PRACTICE ACTIVITY: PARAPHRASING (PAGES 16–17)

Give students time to concentrate on one wording strategy at a time as they work
through the exercises. Circulate to offer ideas. If students work together, remind
them that there is more than one possible answer. Share the answers to numbers
1–5 before having students address number 6 and revisit their paraphrases on
page 13. Give them time to rewrite one of their paraphrases incorporating the
new strategies.

Answers

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<td>1.</td>
<td>Answers may include: excellent—great, superb, wonderful; missions—goals, intentions, objectives</td>
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<td>2.</td>
<td>Answers may include: achieving the goal—winning, succeeding; before this decade is out—soon, quickly, within 10 years</td>
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<tr>
<td>3.</td>
<td>Answers may include: compelling in its own right—very interesting even without being compared to others; easily understood by everyone—understood with ease by all people</td>
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<td>4.</td>
<td>Answers may include: different—differ, difference; compelling—compelled, compel</td>
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<td>5.</td>
<td>Answers will vary.</td>
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<tr>
<td>6.</td>
<td>Answers will vary.</td>
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SHORT WRITING TASKS (PAGE 18)

These short writing tasks can be used for practice, for participation grades, or
for written grades if so desired. Task 1 is a summary activity that gives students
extra practice paraphrasing and summarizing. It is designed to be writing prac-
tice, but also serves to develop summarizing skills so students do not have to re-
read as much. Task 2 is a research-based activity, but it only requires light
research. Light research is defined as finding a few sources that provide some
supporting details. Students can get some experience looking for sources and
additional practice synthesizing and paraphrasing. Task 1 is easy to implement in
class, especially if a short time is available at the end of class. Task 2 is better
assigned as homework, so students have time to do their research.
Answers

Answers will vary.

Expansion Activity

For short assignments, use editing marks or abbreviations to indicate errors rather than correcting the errors for the students. Challenge students to correct or rewrite their assignments. Give students a list of common editing marks and abbreviations that will be used. These work nicely with the short writing tasks as students can then fix the errors in class if time allows. Editing marks can be found online, or create a master list for the class based on the common errors students tend to make. Some samples are listed.

- delete
- close space
- insert
- space
- transpose
- new paragraph
- capitalize
- lowercase
- parallel
- spelling
- awk
- awkward
- frag
- fragment
- ro
- run-on
- wc
- word choice
- wf
- word form
- s-v agr
- subject-verb agreement
- ref
- reference needed
- cs
- comma splice
- p
- punctuation error
- vt
- verb tense

Part 2: Core Values, Vision, and Purpose (pages 19–33)

GETTING STARTED (PAGE 19)

Read the short paragraph about core purpose and Sony. Give students time to answer the questions with a partner. It might be helpful for them to partner with the same person they worked with for the first Getting Starting activity on page 2, so they can expand their conversations for questions 2 and 3. Depending on the time frame, it could be interesting to have students work with different partners as well, so they can compare and contrast ideas from the earlier discussion. Allow time for students to share their answers with the class.
BEFORE READING STRATEGY: DETERMINING WHAT YOU ALREADY KNOW (PAGE 20)

Present the short introduction before the box, reminding students this information can be important in preparing for the reading. Then discuss the information in the box. Stress the idea that preparing before reading can save a lot of time later. Many students might claim to know nothing about a topic, but encourage them by saying that even not knowing much is still getting them focused on the topic and they can seize the opportunity to talk with classmates or do a quick online search.

Answers

Answers will vary.

Note for Question 1, it may be beneficial to have a list of a few local or national businesses students might be familiar with. Some common businesses and mission statements are listed and can be used to elicit discussion or get students started. Remind them that guessing is okay.

McDonald’s: . . . be the world’s best quick service restaurant experience. Being the best means providing outstanding quality, service, cleanliness, and value, so that we make every customer in every restaurant smile.

Ford: We are a global family with a proud heritage passionately committed to providing personal mobility for people around the world.

Laidlaw International/Levi Strauss & Co.: People love our clothes and trust our company. We will market the most appealing and widely worn casual clothing in the world. We will clothe the world.

Expansion Activity

Keep a list of the companies students name in Question 1. Assign one per student (or pair or small group) and have students write the company name and the mission statement they guessed. Challenge them to find the company’s actual mission statement to bring to class. Compare the original with the actual to see how close they were. Ask students if they think the mission statements or purposes can withstand the test of time.

Expansion Activity

Require students pick a company from their own field or one they’d like to work for someday. Ask them to write a paragraph about the company, its mission or purpose, if the purpose can withstand the test of time, and if they think they can contribute to the mission by working there. Collect this as a formal assignment or for a participation grade.
PRACTICE ACTIVITY: WHAT DO YOU ALREADY KNOW? (PAGE 21)
Point out that these five questions are simple, yet effective. Give them time to compare answers and tell a partner what they do (or don’t know) before starting the reading.

Answers
Answers will vary.

DURING READING STRATEGY: ANNOTATING AS YOU READ (PAGE 22)
Refer to the poll taken in Part 1, in which students talked about re-reading. Focus on how long it takes to re-read. When asked, most students admit that re-reading takes a lot of time. Mention that annotating is a good strategy to try in order to focus on important information and save time later because it often saves them from re-reading. Present the information and example in the book.

PRACTICE ACTIVITY: ANNOTATING (PAGE 23)
Give students time to work individually with the excerpts. Then schedule time for them to compare and contrast. Explain that people might annotate different things and talking about reasons for the differences is usually interesting and helpful. For example, students may have different purposes or determined they already know different things about the topic.

Answers
Answers will vary. Some suggested information for annotating is underlined. More than one answer is possible.
1. People always look at the leader when they want to take the pulse of an organization. Example says a lot. Do they see a boss they can believe in? Can they have faith in whom they follow? Commitment climbs when people see passion in the person out front. They catch the feeling. Commitment is a highly contagious thing. It carries a mental magnetism that captures the attention and enlists the energies of those who watch.
2. Commitment rarely comes without reciprocity. That is, we hardly ever get it from others without making some sort of commitments in return. As the ancient Greeks said, “Quid pro quo.” You have to be invested in the staff if you want them to be invested in their work.
3. Cohesiveness—the “we” spirit within the group—can wield heavy influence on commitment. The stronger ties between the people, the more those personal bonds serve to power individual effort. You can’t make camaraderie a job requirement. What you can do is encourage it and create a conducive environment that helps it happen spontaneously.
VOCABULARY POWER (PAGE 24)
Reiterate the importance of the selected words being useful in a variety of disciplines. Give students time to complete the activity before giving the answers and proceeding to the reading.

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READING (PAGES 25–29)
Require students to annotate as they read. This can also be assigned as homework. Encourage students to do this for the entire reading and let them know their annotations will be helpful for activities covered in the next class period.

AFTER READING STRATEGY: SUMMARIZING (PAGE 30)
Explain that summarizing is useful in reading and writing. Read the information in the box and generate a discussion about why summarizing (and annotating) are good strategies to implement. Elicit answers such as prepares for discussions, identifies questions that need to be answered, saves time re-reading, captures main ideas, can be used to study for tests (without having to re-read the entire chapter), practices paraphrasing, can be used for research or other projects.

PRACTICE ACTIVITY: SUMMARIZING (PAGE 30)
Give students time to work with a partner to complete the activities.

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Expansion Activity

The summarizing activity offers the opportunity to revisit spoken language as well as written language. Some phrases are suggested, but if students are using *Four Point Listening and Speaking Intro*, it’s a good time to review language that encourages getting more information (see pages 3–4 in *Four Point Listening and Speaking Intro*). It’s also a chance to introduce students to corpora and how they can be beneficial when speaking and writing in English. Use MICASE (Michigan Corpus of Academic Spoken English) as an example. MICASE is free and available to the public at www.elicorpora.info. See the appendix in *Four Point Listening and Speaking 1* for ideas on using the corpus. Also introduce MICUSP (Michigan Corpus of Upper-Level Student Papers) for a written English corpus, which is available at www.elicorpora.info. Challenge students to browse to look for other words and phrases used to discuss main ideas or purposes. Ask each student to bring one to class. Or, consider letting them search the written English corpus to find ways they can use this language in academic writing. Collect the phrases they find or have everyone write theirs on the board so students can compile a list to use in the future.

PRACTICE ACTIVITY: READING FOR THE BIG PICTURE (PAGE 31)

Remind students that this activity is simply a way to check general comprehension. It should be used as a gauge to see if the information they annotated or summarized helps them answer these big picture questions.

Answers

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PARAPHRASING TO SIMPLIFY (PAGE 32)

Take the chance to review the writing strategy in Part 1 (pages 14–15). Encourage students to try more than one of the wording strategies this time. Remind them that the goal is not to be perfect, but to apply the strategies and determine which work best for them.

Answers

Answers will vary.
WRITING STRATEGY: SUMMARY WRITING (PAGE 33)

Revisit the discussion in which students compiled a list of benefits of annotating and summarizing. Inform them that summary writing can be a useful tool for the same reasons, but let them know that they may also have to write summaries for assignments or papers (for example, writing about secondary research as part of a research paper). Also let them know that summary writing becomes more important as they advance and could lead to publications. Present the information in the box. Encourage the use of a T-chart in their notes for them to compare paraphrasing and summarizing. Information on using T-charts to organize notes is available in *Four Points Listening and Speaking Intro* (page 53). A sample T-chart is included. Stress the fact that summarizing, in general, is another tool that can help avoid plagiarism.

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PRACTICE ACTIVITY: SUMMARIZING (PAGE 33)

Students sometimes find summarizing rather challenging. Consider not grading this first summarizing attempt formally to relieve any pressure. Let students compare and contrast their summaries to see if they are identifying the same main points. Students should not be alarmed if there are some differences. While it is ideal that the main points are similar, it is possible that there will be some differences. Ask students why this may be or inform them that their purpose for reading or summarizing may be different, that their interpretations of what is a main point may differ, or they may disagree about the author's main points. Many of these differences will be addressed in other strategies throughout the textbook.

Answers

Answers will vary.
YOUR ACTIVE VOCABULARY (PAGE 34)

Stress the importance of vocabulary and open a discussion about how different words are more formal or used in writing more than they are used in speaking. Make sure students realize that everyone will have different answers and that these answers may be based on their major or field of study, on content, or on other factors that affect context. Go over the instructions and then give students time to complete the chart. Solicit volunteers to share their answers.

Expansion Activity

Consider having students bring a textbook from another class and encourage them to practice on material important to them. Or, for a more controlled practice on which to offer feedback, find an article that can be photocopied without infringing copyright. Distribute it to the class and ask students to annotate and/or summarize it. The summary could be collected for a grade. Find an appropriate rubric for the class at iRubric.com (www.rcampus.com/indexrubric.cfm). The free website has rubrics already created for summaries (and other types of assignments) that can be borrowed, or it is easy to adapt one or create a new one.

Answers

Answers will vary.

Expansion Activity

Assign groups of students one or two words from the list. Ask them to search MICASE and MICUSP to see how often each word is used and in what ways. Assign a due date for them to bring their data to class. Ask each group to write a summary (or give a short presentation) on how frequently their words were used in spoken versus written English and in what contexts (lectures, conversations, research papers).

RAPID VOCABULARY REVIEW (PAGE 35)

Stress the importance of expanding vocabulary by learning synonyms for frequently used words and recognizing common combinations and associations. Again remind students that these words are used in a variety of disciplines, so they’re likely to see or hear these words again. Go over the answers.
SYNTHESIZING: WRITING PROJECTS (PAGE 36)

Explain that synthesizing is the process of merging information from several sources. Academic study requires a lot of synthesizing of course materials within a class as well as drawing from materials in other classes, from outside sources, or even from personal experience.

The short, in-class speaking assignments require no outside preparation and students should be able to use personal experience and information from the unit to complete the exercises. These are ideal for in-class use and it is up to the instructor whether or not to collect these assignments and/or grade them. The longer, outside assignments require some light research and it may be best to assign these as homework with due dates. These are also better for use if evaluating students with formal grades.

Answers

Answers will vary.

Expansion Activity

Direct students to the textbook’s online website for interactive vocabulary activities (www.press.umich.edu/esl/composite/4Point/) using these words and others from the unit. Assign them as homework if desired.
Instructor's Manual

General Notes

Paraphrase and Summarize: This assignment is ideal to use at the end of a class period because students can review the first reading and no outside sources are needed. Have students work individually at first. Allow time for comparing paraphrases and encourage students to note new words other students used for synonyms in their vocabulary log. Solicit volunteers to share similarities and differences.

Our Company: Encourage creativity and decide in advance how long you’d like this activity to take. Although it is designed to be an in-class assignment, it can take quite a while when students start brainstorming and thinking out of the box. If desired, a short presentation can be required for groups to present their company and its mission statement and purpose.

Mission Analysis: Consider approving topics in advance so all students are not analyzing the same university or company. A rubric for written essays or reports can be created at or borrowed from www.rcampus.com/indexrubric.cfm.

Expansion Activity

Collect the written assignments and choose several to copy (anonymously) for the class. Or copy all of them and redistribute them so everyone gets a new one. Ask students to write a summary of the report.

A Case Study: Give students flexibility to choose a business that is of interest to them. Plan to show students sample case reports from your university’s business department or find samples online. Consider analyzing several formats, but note that most include the three categories in the text: introduction of the company and identification of its challenge, discussion of how the company is currently handling the challenge, and proposed solutions (with benefits). Case study rubrics are available at www.rcampus.com/indexrubric.cfm.

Expansion Activity

Add an extra light research assignment before the case study synthesizing project. Ask each student to find and analyze a case study. In small groups, ask the students to find sections and components that the case studies share. Make a list on the board and have students decide what characteristics the rubric for their assignment should contain. Create a rubric based on the components everyone agrees are best. Then have students write their own case studies.
VOCABULARY LOG (PAGES 37–38)

Request students keep their vocabulary log on these pages or in a separate notebook. It is recommended that these pages not be graded as students learn vocabulary different ways. Rather, it is encouraged that you simply check to make sure the log pages are complete and give a participation grade.

Answers

Answers will vary.
Unit 2: Architecture: The Hoover Dam (pages 39–71)

Objectives

- Students will be able to
- understand the purpose for reading
- practice learning synonyms
- recognize and understand details
- practice paraphrasing strategies that focus on grammar and structure
- do light research for academic writing tasks
- prepare for a new topic before reading
- preview difficult vocabulary
- decide if the author’s goals were met
- narrow writing topics
- read authentic academic texts
- expand their academic vocabulary
- prepare projects and presentations by synthesizing unit concepts with other material

Before Reading Strategies

- knowing the purpose for a reading
- preparing for a new topic

After Reading Strategies

- understanding details
- deciding if the author’s goals were met

Vocabulary Strategies

- learning synonyms
- previewing difficult vocabulary

Writing Strategies

- paraphrasing, part 2
- narrowing the topic

Unit Opening (page 39)

Draw attention to the photo and ask a student to read the brief introductory paragraph aloud (or give students a few minutes to read). Review the Before Reading Strategy: Determining What You Already Know (page 20) by asking students to think about the general topic and vocabulary. Consider showing pictures of the types of dams mentioned on page 39 and having students determine if they are made by humans, animals, or natural causes. Also consider showing a
picture of a beaver since students sometimes don’t know the word *beaver* in English. Some URLs for photos are included and others can be found with an online image search.


**Part 1: Public Projects (pages 40–53)**

**GETTING STARTED (PAGE 40)**

Read the brief introductory paragraph and ask students to answer the questions with a partner. Open a class discussion to share answers. Remind students that it is okay to not know the answers; encourage them to guess. Talking about the topic helps them focus on the topic regardless of how much they already know or don’t know.

**Answers**

Answers will vary.

1. Consider showing pictures or naming famous dams. If a long list is generated, ask students if they are manmade or natural. Some samples to name or show pictures of include Aswan High (Egypt), Folsum (California), Grand Coulee (Washington), Three Gorges (China) (all manmade) and Soda Dam (formed from minerals in New Mexico), Plitvice Lakes National Park (formed of travertine in Croatia), Natural Dam (made of rock in Arkansas).

2. Answers may include: retain water, maintain or control water supply, manage water flow, irrigate (and serve other agricultural purposes), recover salmon (or aid in similar nature-related issues), control floods, generate hydropower, generate electricity, store water, navigate (for boats and barges, especially during low-flow), recreation

**BEFORE READING STRATEGY: KNOWING THE PURPOSE FOR A READING (PAGE 41)**

Present the brief introductory paragraph at the bottom of page 40. Remind them that one goal is to try each strategy to see which works best for them, so they’ll be more successful in readings in general education courses and in their own fields. Focus on reference books and ask students to name reference books they are familiar with. Elicit answers such as *encyclopedias*, *dictionaries*, and *thesauruses* so students realize they do know some reference material. Mention that
every field has different types of references and this reading is from *How Stuff Works*, a popular and accessible reference in print and online. Then draw attention to setting goals for reading. Go over the information in the box.

**PRACTICE ACTIVITY: KNOWING THE PURPOSE FOR A READING (PAGES 41–42)**

Remind students that one purpose of this strategy is to simply help them focus on the topic. Answers may be as simple as *because my teacher wants me to* or *to try this strategy*. Solicit volunteers to share answers.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers will vary.</td>
</tr>
</tbody>
</table>

**Expansion Activity**

Challenge students to practice this strategy and become familiar with an accessible source by having them go to the *How Stuff Works* website at www.howstuffworks.com/. Require students read and summarize one item for a grade. Review After Reading Strategy: Summarizing and the writing strategy in Unit 1.

For variation, scan the list of quizzes available on the website. Assign students to read one of the related excerpts without telling them about the quiz in advance. Then give the quiz. Discuss how students did and why they may or may not have done well. For example, have them read about how to change a tire and take the quiz, which could be shown online while students write their answers and “grade” them immediately after as a class. Students may miss some because, for example, their purpose for reading did not include learning details.

**Expansion Activity**

Bring in a process with the transitions deleted and the steps cut into strips. Challenge students to put the strips in order, which may be challenging without the transitions. Discuss the common words often used as time signals when discussing processes. If students are also using *Four Point Listening and Speaking Intro*, review page 20 or let them know time signals will be covered during the lecture listening section.

Ask students to list words and phrases and write them on the board. Elicit answers such as *before, during, after, meanwhile, next, later, soon, while, at the same time, as soon as, finally, first, second, last, then, simultaneously.*
VOCAULRY STRATEGY: LEARNING SYNONYMS (PAGE 42)

Review vocabulary logs from Unit 1 with students and mention that this strategy might be useful when writing definitions or notes in their own logs. Present the information and example in the box, stressing that it is important to note the difference between synonyms and related words, especially when paraphrasing or answering questions on a test. Point students to some good online sources, such as Merriam Webster (www.m-w.com) that students can use as an English-English dictionary, thesaurus, and pronunciation and usage source.

PRACTICE ACTIVITY: IDENTIFYING SYNONYMS (PAGE 42)

Go over the instructions. Give students time to find synonyms. Let students compare answers in small groups and encourage them to discuss whether the words are synonyms or related words. Challenge them to try this activity without a dictionary or thesaurus first. Give them time at the end to look up answers.

Answers

Answers will vary. Possible answers:
- modern: contemporary, current, up-to-date
- amazing: stunning, astonishing, awesome, fabulous
- effect: consequence, outcome, result
- quickly: rapidly, swiftly, hastily, briskly
- represent: describes, illustrates, shows
- sizable: big, considerable, great, substantial

VOCABULARY POWER (PAGE 43)

Point out that the eight words are used in sentences from the reading passage. Remind them that these words are not discipline-specific words; rather, they are words they may hear in lectures in a variety of disciplines or see in other types of reading.
Although this reading is a little shorter, it is still challenging for some students. Decide if it is better to have students read in class or read at home. Give them a purpose for reading. This may be a good time to have a reading quiz. Assign a due date for them to have the reading finished.

AFTER READING STRATEGY: UNDERSTANDING DETAILS (PAGE 46)

Many times students like this strategy because they have practiced it a lot. Many of the books they’ve used have readings with detail questions. Initiate a discussion about when and why students may read for details and when they may not need to.

PRACTICE ACTIVITY: UNDERSTANDING DETAILS (PAGES 46–47)

Tell students to imagine this is a short quiz. Have them work individually before giving them the answers to the questions.

Answers

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<table>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>how much water it holds, when it was built, where it is</td>
</tr>
<tr>
<td>2.</td>
<td>Davis and Parker</td>
</tr>
<tr>
<td>3.</td>
<td>Los Angeles, Las Vegas, San Diego, Phoenix</td>
</tr>
<tr>
<td>4.</td>
<td>the Imperial Valley</td>
</tr>
<tr>
<td>5.</td>
<td>Las Vegas</td>
</tr>
</tbody>
</table>
Expansion Activity

Give a more challenging detail quiz. Sample questions are provided. Collect the quiz for grading if desired. Discuss what was challenging or easy. Elicit answers such as I knew the purpose was a detail quiz (if mentioned in advance) or I didn’t set a goal of reading for details, there were too many numbers, it was new information, I didn’t know that much about the topic, I didn’t annotate. Take the chance to review the strategies in Unit 1 and encourage students to keep implementing what they’ve learn.

Possible Quiz Questions

1. Match these numbers to what they represent.
   a. 700 feet  height of the Hoover Dam
   b. 1,200 feet  length of the top of Hoover Dam
   c. 660 feet  thickness of the base of the Hoover Dam
   d. 45 feet  thickness of the top of the Hoover Dam
   e. 500 feet  depth of the water on the lake side of the Hoover Dam

2. How many stories would a building be if it were the same height as the Hoover Dam? (70)

3. The lake holds 10 trillion gallons of water. That is enough water to cover what U.S. state in water that is 10 feet deep? Connecticut

4. In what case would a nuclear bomb be able to affect a dam like this? (inside the dam at the time of explosion)

5. The water from the dam breaking equates to which natural disasters: earthquake, asteroid, tsunami? (tsunami)

6. What is the largest city along the river below the dam? (Lake Havasu City). What is its population: 40,000, 30,000, 10,000? (40,000)

7. Name one thing the Parker and Davis dams do. (produce hydroelectric power, irrigate farmland, supply drinking water)

8. Name one state that would be affected if the Parker and/or Davis dams failed. (Arizona, California, Nevada)

9. The three dams mentioned produce how much of the electrical power produced in the United States? (one half of one percent)

10. What kind of farming takes place in the Imperial Valley? (fruit and vegetables)

11. What lake is behind the Hoover Dam? (Lake Mead)
PRACTICE ACTIVITY: READING FOR THE BIG PICTURE (PAGE 47)

Students may be accustomed to more traditional practice in which they read and then answer a few main idea and detail questions. Remind them that while this is good practice, it doesn't completely mimic what is likely to happen in academic classes. Instead, readers must grasp the big picture and use the information later when paraphrasing and synthesizing. Therefore, they only have to answer a couple of big picture questions.

Answers

1. c
2. b, c, e, f

PARAPHRASING TO SIMPLIFY (PAGE 48)

Give students time to paraphrase the three sentences from the reading. Review the box on pages 14 and 15 and encourage use of the word strategies. Again require students to write their answers as they will have a chance to revisit these after learning more paraphrasing strategies.

Answers

Answers will vary.

Expansion Activity

Hold a short peer review session for students to exchange paraphrases and brainstorm other synonyms and other wording choices and techniques for further paraphrasing. Circulate to help as needed.

WRITING STRATEGY: PARAPHRASING, PART 2 (PAGES 49–50)

Present the information in the book. Let students know that these are in addition to the wording strategies from Unit 1, but for now they should concentrate on grammar and structure changes to see which work best for them. Stress the fact that using only one strategy is not enough to consider a passage paraphrased and that eventually they want to combine these with each other as well as with the strategies in Unit 1. Also reiterate that citations are needed. Even though different grammar and structure is used, the ideas belong to someone else. Present the five strategies and study the examples. Close the discussion by looking at the final example that incorporates more than one grammar and structure strategy. Encourage students to try them all, reminding them that some will be easier than others and that not everyone will find the same strategies challenging.
PRACTICE ACTIVITY: PARAPHRASING (PAGES 51–52)

Give students time to concentrate on one grammar or structure strategy at a time as they work through the exercises. Circulate to offer ideas. If students work together, remind them that there is more than one possible answer. Share the answers to numbers 1–5 before having students address number 6 and revisit their paraphrases on page 48. Give them time to rewrite one of their paraphrases incorporating the new strategies.

**Answers**

1. Answers may include: Farming in the region will be affected by the destruction of irrigation water supplies.
2. Roughly 2,000 megawatts of power is produced by the Hoover Dam.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.
6. Answers will vary.

SHORT WRITING TASKS (PAGE 53)

These short writing tasks can be used for practice, for participation grades, or for written grades if so desired. Task 1 is another summary activity that gives students extra practice paraphrasing and summarizing. With the wealth of reading they will have to do, it is a good time to stress the benefits of summarizing their readings to save time later. The second activity gives students an opportunity to practice with online search engines to find information about other dams and compile a short academic piece.

**Answers**

Answers will vary.

Part 2: Constructing the Hoover Dam (pages 54–67)

**GETTING STARTED (PAGE 54)**

Read the short paragraph about types of dams. Give students time to answer the questions with a partner. If Task 2 on page 53 was assigned, let students use their notes during their discussions.

**Answers**

Answers will vary.
Take the opportunity to review the Before Reading Skill: Determining What You Already Know (page 20). If Task 2 in the Short Writing Tasks exercise on page 53 was done, students often move through these questions more easily. Point out that the light research they did for the Short Writing Task (if done) likely added to this academic discussion and will benefit them during the next reading because they are more focused, might have learned some vocabulary that will be used, and are familiar with the general content.

**Expansion Activity**

Ask students to add a second paragraph to their writing from page 53 that discusses the answers to Questions 2 and 3 in the Getting Started section on page 54. They can add a sentence or two about what things the engineers for their dam had to think about and another sentence or two about whether they would want to be on the team that built the dam. Challenge them to think about why or why not and add that detail to their paragraphs.

**BEFORE READING STRATEGY: PREPARING FOR A NEW TOPIC (PAGE 55)**

Present the short introduction before the box, reminding students this information can be important in preparing for the reading. Some students may be worried that an engineering topic may be too challenging. Remind them that reading about new topics will be a regular part of their academic studies and the strategies are designed to give them ideas for managing. Also point out that the strategies are what native speakers use, indicating that new topics are challenging even for native speakers, but also point out that they will be armed with the techniques that can help make them successful in a native speaker setting.

**PRACTICE ACTIVITY: PREPARING FOR A NEW TOPIC (PAGE 56)**

If the classroom has Internet access, students can do this in class. If not, consider assigning this as homework. For Question 1, require students write the source information, reminding them that noting original sources is a habit they want to develop for paraphrasing and summarizing as well as for general research as they continue their academic strategies.

**Answers**

Answers will vary.
Expansion Activity

Many students will rely on online sources. Consider a brief discussion about reliable sources. Go over the classroom policy as well as any university policies. For example, some instructors do not consider Wikipedia a reliable source. Discuss types of websites and generate a discussion about which are reliable. A list is included.

.gov
.edu
.org
.com
.net
.mil

Compare and contrast sources such as blogs, social networking sites, or news sources, and also consider comparing and contrasting print versus online sources. A review of comparing and contrasting language is in *Four Point Listening and Speaking Intro* (Unit 2).

Put students in small groups to look at the list of sites they used to answer question 1 on page 56 and/or have them brainstorm a list of reliable sources for each type of website. Create a master list on the board for students to copy and use as they move forward through the *Four Point* series.

VOCABULARY STRATEGY: PREVIEWING DIFFICULT VOCABULARY (PAGE 57)

Generate a discussion about what makes college reading difficult. One answer is likely to be the challenging vocabulary, especially when it is related to a new topic. Go over the information in the box.

PRACTICE ACTIVITY: PREVIEWING DIFFICULT VOCABULARY (PAGE 57)

Give students time to work individually with the tasks or assign this as homework. Encourage use of the vocabulary logs.
VOCABULARY POWER (PAGE 58)

Reiterate the importance of the selected words being useful in a variety of disciplines. Give students time to complete the activity before giving the answers and proceeding to the reading.

Answers

Answers will vary.

Note: Even though answers will vary, some words are frequently chosen. Some commonly-asked-about words are listed with definitions.

- **trestles**: brace frames used as support (also used to carry roads or railroads over a deep depression)
- **scaffold**: temporary or moveable platform for workers to use when working at a tall height
- **tunnel**: a covered passage under or through something else
- **rigged**: equipped, furnished in a special way
- **cableway**: suspended (or hung) cable or wire used to move carriers or equipment from one end to another
- **canyon**: a deep, narrow valley that usually has tall and steep sides
- **carriage**: container used to carry other things
- **mushy**: soft
- **hoist**: lift or raise
- **haul**: to transport or move

Answers

1. d
2. e
3. a
4. b
5. h
6. f
7. g
8. c

READING (PAGES 59–62)

If desired, take the opportunity for students to annotate as they read. This can also be assigned as homework.
Expansion Activity

Assign students a number 1–4. Have them write a summary of the assigned paragraphs.

1: Paragraphs 1–4
2: Paragraphs 5–6
3: Paragraphs 7–10
4: Paragraphs 11–13

Then have a representative from each group 1, 2, 3, and 4 work together to compile their summaries into a summary of the reading. Solicit a representative to read the group’s aloud for comparing and contrasting.

Consider collecting the summaries, redistributing them, and having students evaluate them using a summary rubric used in class. If one is needed, borrow one from or create one at www.rcampus.com/indexrubric.cfm.

AFTER READING STRATEGY: DECIDING IF THE AUTHOR’S GOALS WERE MET (PAGE 62)

Explain that having their own goals and purposes are important. Review the Before Reading Strategy: Knowing the Purpose for a Reading (page 41) if desired. Indicate that it’s also important to remember that the author had a goal when writing. Read the information in the box and generate a discussion answering the questions presented.

PRACTICE ACTIVITY: DECIDING IF THE AUTHOR’S GOALS WERE MET (PAGE 63)

Give students time to work individually to complete the activities before sharing ideas with the class.

Answers

Answers will vary.

Expansion Activity

Assign each student a purpose: to inform, to persuade, or to entertain. Ask students to search MICUSP for a paper that would likely contain language used to accomplish each purpose. If students need a hint, point out that argumentative papers or essays might have persuasive language, creative writing papers may have entertainment language, and other reports and papers would have informative language. Ask each student to bring two sentences that make it evident what the writer’s purpose was. Remind them to write the source. Assign a due date. On the assigned day, group the students who had the same purpose to exchange sentences and sources. Then re-group the students so there is one student from each group (inform, persuade, and entertain) to share sentences and a language with the others.
PRACTICE ACTIVITY: READING FOR THE BIG PICTURE (PAGE 63)
Remind students that this activity is simply a way to check general comprehension. It should be used as a gauge to see if the strategies are helping them answer these big picture questions.

<table>
<thead>
<tr>
<th>Answers</th>
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<tbody>
<tr>
<td>1. is</td>
</tr>
<tr>
<td>2. both huge and tricky</td>
</tr>
<tr>
<td>3. was not</td>
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</table>

PARAPHRASING TO SIMPLIFY (PAGE 64)
Take the chance to review the writing strategy in Unit 1, Part 1 (pages 14–15) and Unit 2, Part 1 (pages 49–50). Encourage students to try a blend of wording and grammar and structure changes. Remind them that the goal is not to be perfect, but to apply the strategies and determine which work best for them.

<table>
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<th>Answers</th>
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<td>Answers will vary.</td>
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WRITING STRATEGY: NARROWING THE TOPIC (PAGES 65–66)
Students often don’t realize how broad their research ideas are. Ask students if they have ever started research and realized there were too many sources and they would have to write their own book to include all the information. Many students admit they face this challenge. Narrowing the topic is an effective strategy to make sure students can research effectively, meet deadlines, and write solid research. Present the information, techniques, and strategies in the box.

PRACTICE ACTIVITY: NARROWING THE TOPIC (PAGES 66–67)
Let students work individually before comparing answers. Discuss how the strategies used to narrow the topic might have influenced the difference in answers. Also discuss how previous experience or knowing something about each topic might have also influenced the answers. There are no wrong or right answers, but consider offering input on whether a topic is still too broad.

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<th>Answers</th>
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<td>Answers will vary.</td>
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Expansion Activity

Ask each student to write the name of another class they are taking on an index card. Read the name off one card at a time and lead the class in a discussion about ways to narrow a topic. If students are not enrolled in other courses, consider using a list of current events or hot topics. Some suggestions are given.

Example: Companies → Startup Companies → Technology Startup Companies in Silicon Valley → Startup Companies in Silicon Valley in the 2000s
Immigration
Imports/Exports
Economy
Healthcare
Education
Environment
Gasoline Prices

Expansion Activity

Teach students some good ways to do key word searches in order to do effective research and narrow the topic. Introduce them to sources such as Google Scholar (http://scholar.google.com/). Some general keyword search strategies to mention to students are listed.

1. Choose key words. (Hoover Dam)
2. Put quotation marks around them to search for sources that include the words together. (“Hoover Dam”) and doesn’t include sources with only one word or the other.
3. Connect the words with the plus sign (+) to make sure all the words are together in the source. (“Hoover Dam” + materials). Similarly, add a minus sign (-) to eliminate words not desired as part of the writing topic. (“Hoover Dam” + materials – electricity).
4. Add other words with the word OR. (“Hoover Dam” + materials OR concrete)
5. Try variety in key words, such as word form (America → American), word order (American dams → dams American), or adding additional search terms (American dams + Nevada + concrete).
YOUR ACTIVE VOCABULARY (PAGE 67)

Review the importance of vocabulary in academia and how it varies in spoken and written language. Make sure students realize that everyone will have different answers depending on their fields, the content, or other factors. Go over the instructions and then give students time to complete the chart. Solicit volunteers to share their answers.

Answers

Answers will vary.

Expansion Activity

Ask students to write sentences using the words. Collect their sentences for review. Make a quiz from student sentences, leaving a blank for the vocabulary word. Use each word more than once. Beside each sentence, ask students to decide if the sentence is one they’d use in writing, speaking, reading, or listening (hear in a lecture). Give students time to compare this to their original answer in their own books. Initiate a discussion about how this may change their perception of a word.

RAPID VOCABULARY REVIEW (PAGE 68)

Review the importance of expanding vocabulary by learning synonyms for frequently used words and recognizing common combinations and associations. Again remind students that these words and phrases are used in a variety of disciplines, so they’re likely to see or hear these words again. Go over the answers.

Answers

<table>
<thead>
<tr>
<th>1. hang</th>
<th>11. move</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. add water</td>
<td>12. an animal</td>
</tr>
<tr>
<td>3. an effect</td>
<td>13. set</td>
</tr>
<tr>
<td>4. pull</td>
<td>14. desert</td>
</tr>
<tr>
<td>5. business</td>
<td>15. place</td>
</tr>
<tr>
<td>6. create</td>
<td>16. about</td>
</tr>
<tr>
<td>7. brilliant</td>
<td>17. liquid</td>
</tr>
<tr>
<td>8. old</td>
<td>18. of</td>
</tr>
<tr>
<td>9. small river</td>
<td>19. to</td>
</tr>
<tr>
<td>10. a place</td>
<td>20. on</td>
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</tbody>
</table>
SYNTHESIZING: WRITING PROJECTS (PAGE 69)

Review the importance of synthesizing in academic study. Tests, discussions, and research papers often require students to synthesize information from a variety of sources and/or make connections to their own experiences and knowledge. Encourage students to share examples of assignments from their other classes and discuss how those require synthesis.

The short, in-class speaking assignments require no outside preparation and students should be able to use personal experience and information from the unit to complete the exercises. These are ideal for in-class use and it is up to the instructor whether or not to collect these assignments and/or grade them. The longer, outside assignments require some light research and it may be best to assign these as homework with due dates. These are also better for use if evaluating students with formal grades.

Expansion Activity

Direct students to the textbook’s online website for interactive vocabulary activities (www.press.umich.edu/esl/compsite/4Point/) using these words and others from the unit. Assign them as homework if desired.

Answers

Answers will vary.

General Notes

Paraphrasing and Summarizing: This assignment is ideal to use at the end of a class period because students can review the first reading and no outside sources are needed. Have students work individually at first. Allow time for comparing paraphrases and encourage students to note new words other students used for synonyms in their vocabulary log. Solicit volunteers to share similarities and differences.

Expansion Activity

Collect the summaries and type or copy them (anonymously). In class the next day, show two or three at a time and ask students to rank them 1, 2, and 3 based on which they think are the best. If possible, do this more than once or use summaries written by another section if teaching more than one.
Do the Benefits Outweigh the Drawbacks: Encourage students to incorporate and support their own opinion. Remind them that research often includes their own ideas. Let students use their annotations from the readings to help them focus the paragraphs. A rubric can be created at or borrowed from www.rcampus.com/indexrubric.cfm.

Structures: Consider approving topics in advance so all students are not writing about the same structure. A good online source with several ideas and general information about a variety of structures is www.teachers.ash.org.au/jmresources/structures/famous.html.

Expansion Activity

In academic studies, writing a paper and preparing a presentation of the paper is a frequent assignment. It is also good practice for future graduate studies, workshops, and conferences. If the Four Point Listening and Speaking Intro textbook is being used, remind students of the unit on bridges (Unit 1) and consider letting them use some of their research from their presentation to include in this formal writing assignment. Or, have students prepare a presentation from this paper.

A Research Proposal: Discuss proposal writing and its frequency in academic studies. Review thesis statements and remind students that the purpose of this assignment is to practice preparing for longer pieces of writing. By narrowing the topic, writing a thesis statement or research question, thinking about why they chose the topic, including two facts about how they’d support their thesis or answer their question, and finding some sources is a good way to make sure the topic can be researched effectively and within any time constraints.

Expansion Activity

Ask students to analyze and/or write an actual proposal. Proposals to use as examples are available in MICUSP. Students can analyze the sections and then compare and contrast their proposals with others in class. From there, they can write a more formal proposal for the research proposal activity in Synthesizing.

VOCABULARY LOG (PAGES 70–71)

Follow the procedure of your choice for the vocabulary log.

Answers

Answers will vary.
Unit 3: Linguistics: Communication (pages 72–108)

Objectives
Students will be able to
• use predicting as a strategy before reading
• recognize parts of speech
• understand the use of non-bibliographic footnotes
• evaluate the reading experience after reading a passage
• use direct quotations as a strategy to avoid plagiarism
• do light research for academic writing tasks
• preview text patterns before beginning a reading
• notice coordinating conjunctions and their function
• understand in-text citations and bibliographic entries
• draw conclusions from academic readings
• organize their own academic writing
• read authentic academic texts
• expand their academic vocabulary
• prepare projects and presentations by synthesizing unit concepts with other material

Before Reading Strategies
• predicting
• previewing text patterns

After Reading Strategies
• evaluating the reading experience
• drawing conclusions

Vocabulary Strategies
• recognizing parts of speech
• understanding coordinating conjunctions and similar words

Writing Strategies
• understanding direct quotations
• organizing logically

Unit Opening (page 72)
Draw attention to the illustration on page 72. Solicit volunteers to write a couple of the words in their native language on the board. Give everyone a chance by dividing the words into batches. Discuss any similarities and differences. Read the short introductory paragraph on page 72. Ask students if they know where
their native languages originated. Depending on the class population, students may be interested in finding their languages on one of the language trees. Many stem from Indo-European ([http://upload.wikimedia.org/wikipedia/commons/4/4f/IndoEuropeanTree.svg](http://upload.wikimedia.org/wikipedia/commons/4/4f/IndoEuropeanTree.svg)). Several Asian languages originate from Sino-Tibetan roots ([http://upload.wikimedia.org/wikipedia/en/5/5f/SinoTibetanTree.svg](http://upload.wikimedia.org/wikipedia/en/5/5f/SinoTibetanTree.svg)). Scan the trees in advance to find representative languages if desired or check a general list of families. Most languages stem from one of the major families Sino-Tibetan (including Chinese), Indo-European (including Persian, Hindi, Russian, Greek, English, German, French, Spanish, Czech), Atlaic (including Korean and Japanese), Mon-Khmer (including Vietnamese and Khmer), Tai-Kadai (including Thai and Lao), Austronesian (including Tagalog and Maslay), Dravidian (Indian languages), Semetic/Afroasiatic (including Arabic and Hebrew), and Siberian (small families in Siberia and Japan, but also Eskimo-Aleut, which is covered later in this unit). After students are focused on origins, tell students the first part of this unit will focus on word origins.

### Expansion Activity

Names and meanings of names are important to some cultures. Ask students to do some light research and write a paragraph about the origin of their name. Encourage the use of secondary sources, but also introduce the idea of primary research, which includes interviews, and let them call their parents or another family member to ask how and why their name was chosen. Students can submit a 6–8 sentence paragraph for a participation or evaluative grade.

### Part 1: Myths about Words (pages 73–87)

#### GETTING STARTED (PAGE 73)

Read the brief introductory paragraph and ask students to answer the questions with a partner. Open a class discussion to share answers. Pair students with another pair to compile answers for questions 1 and 3. Solicit volunteers to write answers on the board. Encourage students to write extra answers in their books or vocabulary logs to expand their vocabulary.

#### Answers

Answers will vary.
BEFORE READING STRATEGY: PREDICTING (PAGE 74)

Before students open their books to page 74, ask them to make predictions about the class, current events, or their lives in one year, five years, and 10 years. Continue the discussion by asking students what will happen if their predictions are wrong. Guide them to the idea that predictions are just guesses and it doesn’t matter if they’re wrong, but that it is important that they were thinking about the topic—the future. Have students open their books. Present the brief introductory paragraph at the top of page 74. Draw attention to the fact that this passage is from an academic reference and it is authentic material. Then present the information in the box.

PRACTICE ACTIVITY: PREDICTING (PAGE 75)

Remind students that they shouldn’t read the passage at this time. Tell them to glance at only the photo and read the title only before making predictions by answering the questions.

Expansion Activity

Give students time to share the word they learned from their partner when discussing question 2 to another student. Refer to the Listening for and Giving Interesting Facts strategy box in *Four Point Listening and Speaking Intro* (page 64) for language students can use when relaying the information they learned from their original partner.

Answers

Answers will vary.
Expansion Activity

Because students will likely do a lot of secondary research throughout their academic careers, make sure they understand what secondary research is. Ask students to list types of reference materials they are familiar with. Elicit answers such as encyclopedias, dictionaries, thesauruses, journals, books, textbooks, almanacs, atlases, bibliographies, biographies, handbooks, indexes. List them on the board. Remind students that secondary sources are an important part of research and it is helpful to be familiar with all types of readings and materials. Solicit students to share examples of each source either for general studies or from within their fields. Some sample answers may include:

- encyclopedia: *Encyclopedia Brittanica; the Grolier Encyclopedia of Science and Technology*
- dictionary: *A Dictionary of the English Language*
- thesaurus: *Merriam-Webster*
- journal: *the American Journal of Economics and Sociology*
- book: *Chamber Music: An Essential History*
- book review: *Further Requirements: Interviews, Broadcasts, Statements, and Book Reviews*
- textbook: *Aspects of Article Introductions*
- novel: *To Kill a Mockingbird*
- almanac: *World Almanac and Book of Facts*
- atlas: *Atlas of European History*
- bibliography: *A Bibliography of Chinese Language Materials on the People’s Communes*
- biography: *Ólöf the Eskimo Lady: A Biography of an Icelandic Dwarf in America*
- handbook: *Handbook for International Management Research*
- index: *An Index to Reproductions of Paintings by Twentieth-Century Chinese Artists*

VOCABULARY STRATEGY: RECOGNIZING PARTS OF SPEECH (PAGE 76)

Before presenting the information in the box, review the parts of speech if necessary (namely, nouns, verbs, adjectives, and adverbs). Remind students that most grammarians classify words into eight categories. Consider a discussion of other parts of speech if desired. Include pronouns, prepositions, conjunctions, and interjections. Then present the information and examples in the box.
Expansion Activity

Review classification and example signal words and phrases in *Four Point Listening and Speaking Intro* (page 84) and the note-taking charts on pages 86–87. If students aren’t using that book, teach them about classification charts. Present one or two types and divide students into groups to make a classification chart with examples of the four or eight parts of speech. A variation is to assign each group one part of speech and ask them to list as many as they can think of. Then draw one master classification chart on the board and have volunteers from each group fill in their section. Encourage students to draw the chart or write the examples in their books or notebooks.

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**PRACTICE ACTIVITY: RECOGNIZING PARTS OF SPEECH (PAGE 77)**

Go over the instructions. Let students classify each suffix individually and then give them time to compare answers and expand their word lists by sharing answers.
Answers

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<tr>
<td>1.</td>
<td>verb (possible answers are verify, testify)</td>
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<td>2.</td>
<td>noun or adjective (possible answers are beauty, treaty or happy, sunny)</td>
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<td>3.</td>
<td>noun (possible answers are kindness, sadness)</td>
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<tr>
<td>4.</td>
<td>adverb (possible answers are carefully, lightly)</td>
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<tr>
<td>5.</td>
<td>noun (possible answers are management, government)</td>
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<tr>
<td>6.</td>
<td>verb in the past tense or adjective (possible answers are rented, missed)</td>
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<tr>
<td>7.</td>
<td>adjective (possible answers are beautiful, colorful)</td>
</tr>
<tr>
<td>8.</td>
<td>noun (possible answers are information, confusion)</td>
</tr>
<tr>
<td>9.</td>
<td>adjective (possible answers are toxic, meteoric)</td>
</tr>
<tr>
<td>10.</td>
<td>adverb (possible answers are optimal, conditional)</td>
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</table>

VOCABULARY POWER (PAGE 78)

Point out that the eight words are used in sentences from the reading passage. Remind them that these words are not discipline-specific words; rather, they are words they may hear in lectures in a variety of disciplines or see in other types of reading.

Answers

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READING (PAGES 79–81)

Depending on your class schedule, the reading can be done in class or assigned as homework. If done as homework, assign a due date so students will be prepared for the After Reading Strategy and its practice activities in class.

FYI: UNDERSTANDING FOOTNOTES, PART 2 (PAGE 81)

Review bibliographic footnotes on page 10. Present the brief overview of footnotes in the For Your Information box. Ask students to re-read the footnote on page 79 and see if they agree that this is not essential to understanding the reading. Call for opinions as to why the author included it and poll the students to see if they agree or disagree that it should have been a footnote.
Expansion Activity

Challenge students to find a footnote of this type in a reading they have to do for another class or in a search online. Require them to write the source information, a brief description of the article, and a few details about the footnote. Have them bring this information to class to share. In groups, ask students to share their information and talk about the types of information the authors chose to put in the footnote and share opinions about whether or not they agree it was interesting, but nonessential information.

AFTER READING STRATEGY: EVALUATING THE READING EXPERIENCE (PAGE 82)

Introduce this strategy as one that native speakers often use when working with academic readings. Remind them that realizing they understood very little or didn’t use any reading strategies helps readers realize what they need to do in order to grasp the material. Even realizing they didn’t like something may indicate that extra time is needed.

PRACTICE ACTIVITY: EVALUATING THE READING EXPERIENCE (PAGE 83)

Give students time to answer the questions on page 83. Remind them that reading is a very individual process and the answers will be different for every student. Additionally, their answers might be different for each reading passage since they’ll find some more appealing, and therefore, easier to read.

Answers

Answers will vary.

Expansion Activity

Ask students to write a short essay evaluating their reading experience for an assignment or textbook chapter for another class.

PRACTICE ACTIVITY: READING FOR THE BIG PICTURE (PAGE 83)

Answers

1. F
2. T
3. T
4. T
5. F
PARAPHRASING TO SIMPLIFY (PAGE 84)

Review the paraphrasing strategies taught on pages 14–15 and 49–50. Challenge students to employ a blend of wording and grammar and structure strategies when they paraphrase the sentences.

Answers

Answers will vary.

WRITING STRATEGY: UNDERSTANDING DIRECT QUOTATIONS (PAGES 85–86)

Present the information in the book, stressing the fact that direct quotations are rare in certain disciplines, but they are an effective strategy to avoid plagiarism. Present the details in the book and go over each example. Pay special attention to the list of when it might be a good idea to quote directly.

Expansion Activity

Discuss punctuation of direct quotations in more depth. Give students a quiz. A quiz that can be printed and distributed is available from the Purdue Online Writing Lab at http://owl.english.purdue.edu/owl/resource/577/05/. To print, click on the Full Resource for Printing link and make sure to include the legal notice. Also consult the preferred grammar source or refer students to a good writer’s handbook, such as The ESL Writer’s Handbook that is published by the University of Michigan Press (www.press.umich.edu/esl).

PRACTICE ACTIVITY: UNDERSTANDING DIRECT QUOTATIONS (PAGE 86)

Ask students to complete the questions individually before discussing answers with a partner. When going over the answers as a class, write all the words students think of on the board. Encourage them to add these words to their list so that they have a nice variety of words to choose from to avoid redundancy.

Answers

1. Answers will vary.
2. Answers may include: choosing one part due to specialized or challenging vocabulary, having difficulty paraphrasing, and/or worrying about inaccuracies.
3. Answers may include: states, claims, thinks, confirms, implies, argues, declares, explains.
Expansion Activity

Bring copies of the university newspaper or one from the local community. Ask students to find an article of interest to them and to highlight the direct quotations. Have them write a short summary of the article they chose and include a short explanation as to why they believe the author of the article chose to directly quote the material that he/she did. Let them compare their articles and ideas with a small group before submitting a final copy.

SHORT WRITING TASKS (PAGE 87)

These short writing tasks can be used for practice, for participation grades, or for written grades if so desired. Task 1 is a summary activity that gives students extra practice paraphrasing and summarizing. It is designed to be writing practice, but also serves to develop summarizing skills so students do not have to re-read as much. At this point, students have the chance to practice three sets of paraphrasing strategies (wording strategies from Unit 1, grammar and structure strategies from Unit 2, and direct quotations from Unit 3). Task 2 is a research-based activity, but it only requires light research. Students can get some experience looking for sources and additional practice synthesizing and paraphrasing. Task 1 is easy to implement in class, especially if a short time is available at the end of class. Task 2 is better assigned as homework, so students have time to do some light research.

Answers

Answers will vary.

Expansion Activity

Ask students to conduct an interview with someone on campus about a myth from their native country. Give them time to write some questions in advance and encourage them to record the interview. If students are using the *Four Point Listening and Speaking* textbooks, ask them to review the key language they can use. If not, consider reviewing some key language they may need. Ask them to write a short paragraph about the information they learned in the interview. Collect the paragraphs and grade students on the direct quotations (content and punctuation).
Part 2: Non-Verbal Communication (pages 88–103)

GETTING STARTED (PAGE 88)

Read the short paragraph about non-verbal communication. Give students time to answer the questions with a partner. Schedule time for students to share their answers with the class.

Answers

Answers will vary.

Note for Question 1: Make sure students consider facial expressions, gestures, eye contact, and posture.

Note for Question 2: Students might consider settings (e.g., library) and participants (e.g., professor) when discussing this question.

Expansion Activity

The Four Point Listening and Speaking strand has video clips that accompany each unit and students have time to concentrate on non-verbal communication. If those clips are being used, remind students to think about those as they read the passages. If they’re not using those textbooks, consider showing one clip from the Intro level, available at www.press.umich.edu/esl/compsite/4Point/, and play it silently. Ask students questions about how the students feel based solely on non-verbal communication. If the book is being used, take the opportunity to use an academic clip from Ted talks (www.ted.com).

Expansion Activity

For a break from reading and writing, consider watching a TED talk (www.ted.com) or even a television show (www.hulu.com). Watch it silently and let students study the non-verbal communication. Ask them to decide how the speakers or characters feel and how they show their feelings via non-verbal communication. To check answers, let students watch the clip with sound to check their answers. An expressive TED speaker is Benjamin Zander on music and passion (www.ted.com/talks/benjamin_zander_on_music_and_passion.html). Situation comedies on hulu.com are shorter and sometimes get students more involved.

If preferred that students read, bring a script from a movie, television show, TED talk, or an academic source and ask students to read it and decide what kind of non-verbal communication could be added. Allow time for students to perform if desired.
BEFORE READING STRATEGY: PREVIEWING TEXT PATTERNS (PAGE 89)

Present the short introduction before the box, reminding students this information can be important in preparing for the reading. Point out that this reading is from a textbook. Review the Before Reading Strategy: Predicting (page 74). Consider having students predict what the next reading will cover based on the title. Then discuss the information in the box. Spend extra time on the third technique since this might be the most challenging.

Expansion Activity

The box suggests that students look for phrases that will give them information about the reading. It then mentions three common text patterns: compare and contrast, cause-and-effect, and process or chronological. Some signal words are suggested. Other spoken language words are covered in the Four Point Listening and Speaking Intro textbook [time words and phrases in Unit 1 (page 20), and cause-and-effect words and phrases in Unit 4 (page 117)]. Those words were corpus-informed using MICASE. Remind students the value of using corpora to study both spoken and written language and how sometimes the two can be similar and other times they can be very different. Brainstorm a list of words students know that indicate each of the three patterns. Use a classification chart to make a master list on the board. Ask students to copy that chart and divide them into small groups. Assign each group one set of words (or each individual a couple of words). Challenge them to search MICUSP to see how often those words are used in academic writing and in which disciplines. Require them to bring two examples. Also challenge them to find additional words for the category. Assign a date for them to bring their data to class. On the assigned day, have groups that studied the same category share their information. Then mix the groups so students can learn new words and the contexts in which they are used in academic writing.

PRACTICE ACTIVITY: PREVIEWING TEXT PATTERNS (PAGE 90)

Give students time to work on the questions before discussing answers in groups or as a class.
Answers

1. *Kinesics: Motion and Communication, Gestures, Cultural Differences in Emblems, Posture, Eye Contact*

2. Answers may include: Not all are listed. Only *Kinesics* is mentioned. Therefore, the focus will be on one type.

3. Bold: proxemics, kinesics, paralanguage; Italics: hand purse, Why? Gesticulation, language-like gestures, pantomimes, gesture, emblems, V for Victory, Namaste, wai, salaam, good-bye, come here, no. Bold is used for new vocabulary; italics is used for foreign words, special phrases, slogans, and new vocabulary.

4. Answers may include: The first sentence indicates the paragraph will be about gestures. It mentions “several different reasons,” which leads the reader to believe the section will be “several” paragraphs.

5. Answers will vary.

VOCABULARY STRATEGY: UNDERSTANDING COORDINATING CONJUNCTIONS AND SIMILAR WORDS (PAGE 91)

Many students have studied English grammar and are familiar with coordinating conjunctions. Tell them to focus on the meanings of the words rather than the grammar and let them know that remembering the meaning they convey can make readings easier to comprehend. Present the information in the box. Draw attention to the last two lines and remind students that subordinators are other words that can be used to connect sentences and help readers determine the writer’s meaning.

PRACTICE ACTIVITY: IDENTIFYING COORDINATING CONJUNCTIONS AND SIMILAR WORDS (PAGE 91)

Let students work on their own. Then let them compare answers, reminding them that there is more than one possible answer. Ask them to write other answers so they can expand their vocabulary, recognize more words when they read, and add more variety when they write. Write answers on the board so everyone will have a master list.
Reiterate the importance of the selected words being useful in a variety of disciplines. Give students time to complete the activity before giving the answers and proceeding to the reading.

Expansion Activity

If extra study is needed or desired, plan a short review of coordination and subordination. Purdue’s Online Writing Lab has a short lesson with sample sentences available at http://owl.english.purdue.edu.

Answers

A. More than one answer is possible.
   1. however
   2. alternatively
   3. but
   4. therefore

B. More than one answer is possible.
   as a result, therefore, so

Answers

1. a
2. c
3. e
4. h
5. b
6. d
7. f
8. g

READING (PAGES 93–97)

This reading is longer, so it might be beneficial to assign it as homework. Assign a due date. Consider having students practice the During Reading Strategy: Annotating (page 22). Ask them to bring the annotated reading on the assigned day before moving forward with the next activities.
FOR YOUR INFORMATION: IN-TEXT CITATIONS AND BIBLIOGRAPHIC/REFERENCE ENTRIES

Present the information in the box. Generate a short discussion to see which students are familiar with in-text citations. Ask what disciplines they have seen these used in and draw conclusions about which disciplines most commonly use which types.

AFTER READING STRATEGY: DRAWING CONCLUSIONS (PAGE 98)

Mention that drawing conclusions can be challenging sometimes, but it is a frequent part of academic work. Point out that students are often expected to draw their own conclusions when they are writing. Read the information in the box.

PRACTICE ACTIVITY: DRAWING CONCLUSIONS FROM THE READING (PAGE 99)

Give students time to work individually. Bear in mind that this might be very challenging for some students. Remind them that this is only for practice and there could be more than one answer, especially depending on the author’s purpose for writing and the students’ purpose for reading. Have students share answers in small groups or as a class.

Answers

Answers will vary.

PRACTICE ACTIVITY: READING FOR THE BIG PICTURE (PAGE 100)

Remind students that this activity is simply a way to check general comprehension. Let students use their annotations (if assigned).

Answers

1. b
2. c, e, f

PARAPHRASING TO SIMPLIFY (PAGE 101)

Take the chance to review the writing strategies in Units 1 and 2 (pages 14–15 and 49–50). Encourage students to use a blend of strategies to paraphrase and to try a strategy that they find challenging or one they haven’t yet tried. Remind them that the goal is not to be perfect, but to apply the strategies and determine which work best for them.

Answers

Answers will vary.
Expansion Activity
Combining sentences is another strategy to add to their arsenal of paraphrasing strategies. Revisit the reading and ask students to mark sentences they feel are related and could be combined. Ask them to write the best coordinating conjunction above the two sentences. Students can also use other words, such as conjunctive adverbs or subordinators, to connect sentences. An additional activity requiring students to search MICASE for frequent connectors might be beneficial. Give students time to share their ideas for which sentences to connect and which words they chose.

WRITING STRATEGY: ORGANIZING LOGICALLY (PAGE 102)
Mention the text patterns again (page 89). Explain that many writers decide how to organize their writing as a whole as well as how to organize sections or paragraphs. The goal is to make it logical so that the reader understands. Some of the common patterns are listed. Go over the list in the box. Hold a discussion. Ask students if there is a pattern that seems to dominate in their chosen field of study or if there is one they think would be easier to use than others.

PRACTICE ACTIVITY: CHOOSING A LOGICAL ORGANIZATION (PAGE 103)
Remind students there can be more than one answer for the questions, so they will work individually first and then compare answers. Encourage discussion so students can learn reasons for other ideas.

Answers

1. More than one answer is possible.
   a. cause-effect
   b. process
   c. comparison/contrast
   d. priority, logical sections or divisions
2. Answers may include:
   a. next, then, first, second, third, later, before, after
   b. as a result, because of, since
   c. next, to beside, above, below, around, near
3. Reading 1: chronological
   Reading 2: logical division
YOUR ACTIVE VOCABULARY (PAGE 104)

Stress the importance of vocabulary and open a discussion about how different words are more formal or used in writing more than they are used in speaking. Make sure students realize that everyone will have different answers and that these answers may be based on content or other factors that affect context. Go over the instructions and then give students time to complete the chart. Solicit volunteers to share their answers.

Answers

Answers will vary.

RAPID VOCABULARY REVIEW (PAGE 105)

Stress the importance of expanding vocabulary by learning synonyms for frequently used words and recognizing common combinations and associations. Again remind students that these words are used in a variety of disciplines, so they’re likely to see or hear these words again. Go over the answers.
SYNTHESIZING: WRITING PROJECTS (PAGE 106)

Reiterate the importance of being able to synthesize information. Consider making a list of the types of sources in which students might find information to use for academic works. Ask students to brainstorm. Elicit answers such as reference books, reliable websites, personal experience, prior knowledge, textbooks, journals, interviews, news shows or video clips.

The short, in-class speaking assignments require no outside preparation and students should be able to use personal experience and information from the unit to complete the exercises. These are ideal for in-class use and it is up to the instructor whether or not to collect these assignments and/or grade them. The longer, outside assignments require some light research and it may be best to assign these as homework with due dates. These are also better for use if evaluating students with formal grades.

Answers

Answers will vary.
General Notes on Evaluating

Cross-Cultural Comparison: This assignment is ideal to use at the end of a class period because students can review the second reading and no outside sources are needed. Review T-charts or introduce Venn diagrams for students to use when taking notes.

Test Prep: Because students often have limited time to plan and execute during a test, make this a timed writing. Although this is designed to be done in class, consider collecting this assignment for a formal grade or for feedback about logical organization. A rubric can be created at or adapted or borrowed from www.rcampus.com/indexrubric.cfm.

What Do You Think: This activity was designed for students to focus on a purpose for writing and non-verbal communication is the suggested topic. For variety, other topics can be used if desired.

American Myths: Encourage the use of primary research and ask students to interview or talk with two Americans about their selected topic. Require a certain amount of direct quotations be included in the paper as well as any data from surveys or secondary sources. Ask students to make tables or graphs to
help explain what people think about the topics or how many people believe in the myth.

**Expansion Activity**

For multi-skills classes or general academic preparation, this is an ideal synthesizing activity to ask students to convert their written work into a presentation. Presentations can be scheduled for a day in class or PowerPoint and visual aids can be submitted with written notes included for each slide.

**VOCABULARY LOG (PAGES 107–108)**

Maintain the process previously decided up for the vocabulary logs.

**Answers**

Answers will vary.
Unit 4: Fine Arts: Art Appreciation (pages 109–150)

Objectives
Students will be able to
- use the SQ3R strategy
- develop a broad overview of readings by surveying
- write questions before reading to increase effectiveness
- read actively
- employ reciting and reviewing strategies after reading
- learn strategies to avoid plagiarism
- do light research for academic writing tasks
- gauge difficulty and time required for reading
- create visual and sensory images during reading
- connect information from the reading to other sources
- write argumentatively
- read authentic academic texts
- expand their academic vocabulary
- prepare projects and presentations by synthesizing unit concepts with other material

Before Reading Strategies
- using SQ3R—survey and question
- gauging difficulty and time required

During Reading Strategies
- using SQ3R—read
- creating visual and sensory images

After Reading Strategies
- using SQ3R—recite and review
- making connections to other sources

Writing Strategies
- avoiding plagiarism
- making an argument

Unit Opening (page 109)

Draw attention to the photo and ask a student to read the brief introductory paragraph aloud (or give students a few minutes to read). Review the Before Reading Strategies Determining What You Already Know (page 20) and Predicting (page 74) by asking students to think about the general topic and vocabulary.
Consider showing pictures different types of art and asking students to name them: painting, sculpture, photography, media, textiles, fiber, jewelry (wearable art), and/or furniture. Give students time to discuss what they appreciate or don’t appreciate about them.

**Expansion Activity**

Review the importance of synonyms. Ask students to work in groups to brainstorm a list of words that mean *like* and *dislike*. Remind them that synonyms help avoid plagiarism but also expand vocabulary. Synonyms can also help avoid redundancy in writing. Challenge students to search MICUSP for words and phrases that are used by academic writers to express likes and dislikes in different types of papers and assign them to search for the words they brainstormed to see how frequent they are. Since students will be discussing art, consider asking them to search MICASE for words and phrases commonly used in spoken English. Give a due date for students to bring their data to class for a group discussion.

**Part 1: The Value of Art (pages 110–125)**

**GETTING STARTED (PAGE 110)**

Read the brief introductory paragraph and ask students to answer the questions with a partner. Open a class discussion to share answers. Also ask questions such as *Has anyone been to the Gardner Museum? What art museums have you visited? Where were they located? What do you like or dislike about museums (or those museums specifically)?* If students are using the *Four Point Listening and Speaking Intro* textbook, a list of popular museums is on page 181. Review the Before Reading Strategies Determining What You Already Know (page 20) and Predicting (page 74).

**Answers**

1. If students aren’t familiar with any artists, suggest some artists: Rodin (sculpture), Monet or Degas (painting), Ansel Adams (photography). If possible, find pictures online to show students. Many will recognize the works, such as *The Thinker*, when they see them.
2. Answers will vary.
3. Answers will vary.
BEFORE READING STRATEGY: USING SQ3R—SURVEY AND QUESTION (PAGES 111–112)

Present the brief introductory paragraph at the top of page 111 and tell students this reading is about a topic different than what they may be expecting when they read about art. Explain that the SQ3R method is used by native speakers and experienced readers when beginning a new chapter or reading. The method has five steps—two are done before reading, one is used during reading, and the last two are completed after reading. Focus their attention on just the first two steps. Present the information in the box.

PRACTICE ACTIVITY: USING SQ3R—SURVEY AND QUESTION (PAGE 112)

Remind students that one purpose of this strategy is simply to help them focus and prepare, which will make the reading experience easier. It’s helpful to have students complete this activity in class and then assign the reading as homework so students can practice annotating and answering the questions they develop during the survey and question practice.

Answers

Answers will vary. Some suggested answers are listed.
Title: What is the real value of art?
Heading 1: How much are the Gardner paintings worth?
Heading 2: What is the problem with museum security?
Introductory Paragraph: When did art become so expensive?
Concluding Paragraph: What is the biggest problem?
What do I know? Answers will vary.
What do I want to learn? Answers will vary.
Why does the instructor want me to read this? Answers will vary.

Expansion Activity

Ask students to choose a piece of art (of any kind) that they appreciate. Assign them to write a short report about the object. Require a title and headings if desired. If more direction is needed, ask students to write about the artist, describe the piece, discuss its history, talk about the subject (if it is a sculpture or painting), and give reasons for liking it. Ask them to include an illustration of their piece of art or any other relevant visuals.
VOCABULARY POWER (PAGE 113)

Point out that the eight words are used in sentences from the reading passage. Remind them that these words are not discipline-specific words; rather, they are words they may hear in lectures in a variety of disciplines or see in other types of reading.

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DURING READING STRATEGY: USING SQ3R—READ (PAGE 114)

Ask students if they are familiar with active listening. Ask them what they do when they listen. Elicit answers such as take notes, ask questions, and notice visuals (in lectures). Explain that there is such a thing as active reading as well. Students are sometimes less familiar with this concept. Discuss how native speakers and experienced readers are active during reading and do similar things as active listeners (take notes, ask questions, notice visuals). Present the information in the box.

PRACTICE ACTIVITY: USING SQ3R—READ (PAGE 115)

Go over the instructions. Often, this works best if this practice and the reading are assigned as homework so students have enough time to practice using the information they generated during the before reading strategy practice and can annotate the reading. Discuss their answers to the questions on the day that the reading is due.

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<td>Answers will vary.</td>
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READING (PAGES 116–118)

The reading is longer than others in the book thus far and often longer than materials with which students have practiced with before. Before assigning this as homework, draw attention to the box on page 116. Ask students to notice that this gloss is not vocabulary, but rather it is an informational gloss. These glosses are more typical of what they will see in textbooks. The new vocabulary or “hard” words are not generally glossed for them in traditional textbooks.
Present the final two steps of the SQ3R strategy. Review strategies presented earlier in the text that may be helpful, namely Drawing Conclusions (page 98) and Summarizing (page 34). Also review Listening for and Taking Guesses (page 98), of the Four Point Listening Speaking Intro textbook. Discuss graphic organizers and draw some familiar ones on the board (Venn diagram, T-Charts). Also note that if students are using the Four Point Listening and Speaking Intro textbook, many graphic organizers are presented for use after taking notes. Using a graphic organizer after reading is a similar concept because it helps determine what is important and what information might still need to be found or researched.

PRACTICE ACTIVITY: COMPLETING AN SQ3R CHART (PAGE 120)

Tell students that using charts after they read helps them realize what they understood, analyze what information they need (for a test or other research) and what information they may not need, and see what information they missed or still need to understand. Give them time to complete the chart or assign it as homework. Remind them that everyone's charts will be different since SQ3R is a very individual process and everyone will have different questions and different annotations.

Expansion Activity

Schedule a textbook analysis session. The students’ assignment is to bring a textbook from another class (if they are taking other classes) or bring a sample chapter from a textbook they find online (if the sample is printable). Encourage them to choose a field that they are (or will be) majoring in. Many publishers post sample units online on their websites. On the chosen day, ask students to work in groups to analyze what they find. Ask them to answer these questions about one unit in their book:

1. Are there glosses? If so, what kind of information is included?
2. Are there footnotes or citations? If so, what kind of information is included? See pages 10, 81, and 97 to review.
3. What Before Reading Strategies would you need to read this chapter effectively? Why did you choose those?
4. What features does this chapter have that would be good to survey and question?
5. Complete the survey and question steps of the SQ3R for this chapter.

For further expansion, especially if it is a chapter they really need to read for another class, ask students to annotate and use the Read step of the SQ3R.
Expansion Activity

Revisit the Expansion Activity on page 59. If already completed, have students continue by using the last two steps of the SQ3R—recite and review.

For evaluative purposes, have students use the SQ3R strategy on the same reading and writing a quiz on the content to make sure students are effectively using the strategy. Use a reading from a public domain work (many are available online) or a government website (permission-free). Or, save this Expansion Activity for use after the next reading in this unit (sample quiz questions are included after the next reading).

Expansion Activity

Using the reports students wrote in the Expansion Activity on page 58 or using a paper from MICUSP, ask students to use the SQ3R method to read the paper. Have them write a summary of the paper and/or an analysis of how the SQ3R method worked with this particular piece of writing. If student reports are used, delete names so the papers are anonymous. If a MICUSP paper is used, consider quizzing the students by writing questions that are likely to be developed during the SQ3R practice.

PRACTICE ACTIVITY: READING FOR THE BIG PICTURE (PAGE 121)

Let students answer the main idea questions. After giving them the answers, ask them to discuss if they asked good questions during the SQ3R strategy. Talk about how they would adjust the strategy for future readings or if they feel it would work better for different subjects or material. Remind them that some strategies work better than others for some people and for some readings. The goal is to try all of them to determine what works best.

Answers

Answers will vary.

1. a
2. a, b, d, g
PARAPHRASING TO SIMPLIFY (PAGE 122)

Give students time to paraphrase the three sentences from the reading. Review the box on pages 14–15, 49–50, and 85 and encourage use of the strategies and different combinations. Again require students to write their answers as they will have a chance to revisit these after the next writing strategy is presented.

Answers

Answers will vary.

Expansion Activity

Hold a short peer review session for students to exchange paraphrases and brainstorm other combinations for further paraphrasing. Circulate to help as needed.

WRITING STRATEGY: AVOIDING PLAGIARISM (PAGE 123)

Explain that rewriting using all the strategies previously studied is very important and that there are some practices they can use before, during, and after paraphrasing to help avoid plagiarism. Present the information in the box.

Expansion Activity

Put students in small groups to brainstorm a list of other attribution phrases. Write them on the board and encourage students to note them in the book or in their notebooks so they can use those in their own writing. As homework, have students search MICUSP for attribution phrases in a paper in their field (or in a similar field or a field of interest) and find how often they are used, which are most popular, and the exact wording. In class, ask students to work in groups to compile their findings. Ask them to compare and contrast their data and create a graph or chart to detail their findings.

PRACTICE ACTIVITY: AVOIDING PLAGIARISM (PAGE 124)

If the school's plagiarism policy was already studied, bring in a copy of one from another local university or a well-known university to discuss for Question 1. Also consider showing a copy of a policy from an overseas school so students can compare and contrast. This also provides the opportunity to discuss how some cultures might not address the issue the same way as universities in the United States.
SHORT WRITING TASKS (PAGE 125)

These short writing tasks can be used for practice, for participation grades, or for written grades if so desired. Task 1 is another summary activity that gives students extra practice paraphrasing and summarizing. With the wealth of reading they will have to do, it is a good time to stress the benefits of summarizing their readings to save time later. Task 2 requires light research. It gives students an opportunity to challenge themselves to find a piece of art stolen from the Gardner museum and do some light research to write about it. They can compile a short academic piece and include a visual, which is good practice for academic classes.

Part 2: An Artist and His Choices (pages 126–145)

GETTING STARTED (PAGE 126)

Warm up by asking students what sort of things influence their work, either their studies, their research, or their jobs (past or present). Then ask students if they are familiar with Monet. Ask them to brainstorm other famous painters. Elicit answers such as Manet, Rembrandt, Van Gogh, Degas, Goya, Matisse, Dali, Chagall, Luo Suya, or other artists they are familiar with (famous or not). Read the short introductory paragraph. Ensure that students understand the difference between art history and art criticism. Give students time to answer the questions with a partner.

Answers

Answers will vary.
Expansion Activity

The second Getting Started question can be developed into an academic presentation in which students can create academic works, such as a research paper, a presentation, or a poster. It can also be developed into a panel in which different students discuss a different time period and the other students (audience members) ask questions. One student can serve as a moderator. Likewise, the third question can neatly be developed into a panel presentation in which students discuss current events and their influence on art (or other fields). Students can be evaluated on their ability to summarize and/or if they are also using the *Four Point Listening and Speaking* strand, they can be evaluated on their use of spoken language.

Take the opportunity to review the other Before Reading Strategies. Remind them that students need to manage their time well in order to complete all their reading and do so effectively. Explain that this next reading is one of the longer ones in the textbook and that it (and the future readings) continue to grow in complexity.

**BEFORE READING STRATEGY: GAUGING DIFFICULTY AND TIME REQUIRED (PAGES 127–128)**

Present the short introduction before the box, reminding students this information can be important in preparing for the reading. Some students may not be interested in art and claim it will be too difficult because it isn’t related to their fields. Remind them that reading about new topics will be a regular part of their academic studies and the strategies are designed to give them ideas for managing. Also point out that the strategies are what native speakers use, indicating that new topics are challenging even for native speakers, but also point out that they will be armed with the techniques that can help make them successful in a native speaker setting. Many students, even those in the more technical fields, appreciate the step-by-step approach of this strategy.

**PRACTICE ACTIVITY: GAUGING DIFFICULTY AND TIME REQUIRED (PAGE 129)**

Allow students to work on this individually. Encourage students to be honest. Some students may not want to admit that this will take them a long time, so let them know that their answers will be confidential. Depending on the class population, some students may like volunteering their answers. In which case, lead the group in analyzing why it might take some people longer than others to read (*familiarity with the topic, related field, fewer unknown words)*.
Answers

Answers will vary.

Expansion Activity

Repeat this activity with an authentic reading that students must read. For example, if students are in other classes, ask them to use the next chapter they must read for class; if they are doing research, let them use an article or outside source they need to cite. If they aren’t in other classes, ask them to find a research article from their field or a paper in MICUSP in their discipline of interest to practice with.

For further expansion, ask students to summarize the article in an effort to practice paraphrasing and summarizing and turn in their work with a copy of the practice activity questions on page 129 and a paragraph of how close their estimate in minutes was to the actual reading time. Ask them to include an explanation as to why their estimate was accurate or inaccurate.

VOCABULARY POWER (PAGE 130)

Reiterate the importance of the selected words being useful in a variety of disciplines. Give students time to complete the activity before giving the answers and proceeding to the reading.

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Expansion Activity

Now that students are more than halfway through the text, it might be a good time for a vocabulary quiz or test. Compile the sentences from the Vocabulary Power activities in Units 1–3 and give students a test. For further challenge, change the question type from matching to multiple-choice or fill-in-the-blank with more choices, fewer choices, or no choices. Include words from the Rapid Vocabulary Reviews or the Vocabulary Logs as well. Depending on the class, this can be a pop quiz or a planned quiz.

A twist might be to have students write the sentences for the quiz. Challenge each student to write three sentences, underlining the vocabulary word. Collect their work. Choose the best sentences and type them, leaving the vocabulary word blank. Give the quiz to students in class.

DURING READING STRATEGY: CREATING VISUAL AND SENSORY IMAGES (PAGE 131)

Ask students to close their eyes and think about a place that makes them happy. Then ask them to imagine what that place looked like one year ago, then five years ago, and then ten years ago. Give them time to share their place with a partner or small group. Focus attention on the box and present the information. Mention that this is a strategy that many native English learners use as they read.

PRACTICE ACTIVITY: CREATING VISUAL AND SENSORY IMAGES (PAGE 131)

Give students time to answer the questions in preparation for the reading. If time allows, let students share their answers in small groups. Note that some students may be uncomfortable discussing personal issues that may arise in Question 3; therefore, confining the discussion to the first two questions might be best.

Answers

Answers will vary.
Expansion Activity

Assign students to choose a place they have visited or would like to visit. Discuss T-charts, Venn diagrams, or another graphic organizer that works well with comparing and contrasting. This material is a review if students are using the *Four Point Listening and Speaking Intro* text. If it’s new material, take time to explain how a simple T-chart or Venn diagram works.

Challenge students to compare and contrast the location by how it looks today and how it looked 100 years ago. They can use their imagination. For more of a research assignment, require students do some light research and cite sources. Assign students to write an essay comparing and contrasting their city. Evaluate their writing using the rubric of your choice (or borrow one from www.rcampus.com/indexrubric.cfm). In combination with or in place of a written assignment, students can present their information in a short oral presentation. Remind them the goal is to use linking phrases (let students review comparing and contrasting signal words if they are *Four Points Listening and Speaking*) and encourage them to use language that will create visual and sensory images for their classmates.

For an extra assignment, ask students to bring a picture of their location in the present and past and show it to their classmates to see if it matches the visual and sensory images they created. This can be done with or without the writing and presentation activities.
READING (PAGES 132–138)

This reading is rather long. It might be best assigned as homework and is ideal for practice with annotating. Draw attention to the footnotes and discuss what kind of information is included and how much attention students should pay to those. Remind them that everyone will have different answers based on a variety of factors (what they already know, their purpose for reading, how they’ve prepared for a new topic, what they’ve predicted, among others—including those associated with strategies in this unit). It is a good time to review strategies that cover these likely answers (pages 20, 41, 55, 74). Ask students to keep track of how long it took them to read and to note the time at the end of the reading.

Expansion Activity

Ask students to compare the time it took them to read with the estimate they determined using the Gauging Time and Difficulty strategy practice activity on page 129. Lead a class discussion asking what reading strategies helped or could help improve their time.

AFTER READING STRATEGY: MAKING CONNECTIONS TO OTHER SOURCES (PAGE 139)

Ask students if they watch any mystery or crime stories on television, such as Castle. Consider talking about the “boards” the characters keep as they piece together the pieces of the mystery and see how the people, places, and clues are connected. Remind students about the concept of synthesizing and discuss the importance of being able to make connections between different academic texts as well as other types of readings and materials. Present the two strategies in the box.

PRACTICE ACTIVITY: MAKING CONNECTIONS TO OTHER SOURCES (PAGES 140–141)

Give students time to work individually to complete the activities; ideally as a homework assignment. Allow class time for students to share their connections.
Answers will vary. Sample chart:

- **Cezanne**
  - American artist who worked in the Impressionist style worked in the free form manner of her mentor, Claude Monet.

- **Vétheuil**
  - suburb of Paris

- **Regattas**
  - regatta = a series of boat races. The term typically describes racing events of rowed or sailed water craft, although some powerboat race series are also called regattas.

- **Lilla Cabot Perry**
  - American artist who worked in the Impressionist style worked in the free form manner of her mentor, Claude Monet.

- **Camille**

- **Monet’s Débâcles Paintings**
  - series of approximately 250 oil paintings by French Impressionist Claude Monet (1840–1926). The paintings depict Monet’s flower garden at Giverny and were the main focus of Monet’s artistic production during the last thirty years of his life.

- **Argenteuil**
  - a city of northern France, a residential and industrial suburb of Paris on the Seine River.

- **Normandy**
  - a river thru Paris and other cities.
**Expansion Activity**

Require students to create a poster-sized connections chart for a reading they need to do in their own discipline or for a novel. Explain that this is good practice for poster presentations that are common at universities and at conferences.

**PRACTICE ACTIVITY: READING FOR THE BIG PICTURE (PAGE 142)**

Remind students that this activity is simply a way to check general comprehension. It should be used as a gauge to see if the information in the strategies is helping them answer these big picture questions.

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<td>2. Monet</td>
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<td>3. excluded</td>
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<tr>
<td>4. life of fishermen</td>
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<td>5. extreme weather</td>
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<td>6. Vétheuil</td>
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**PARAPHRASING TO SIMPLIFY (PAGE 143)**

Take the chance to review the writing strategy in Unit 1, Part 1 (pages 14–15), Unit 2, Part 1 (pages 49–50), and Part 1 of this unit (page 123). Encourage students to try a blend of wording and grammar and structure changes as well as the avoiding plagiarism strategies. Remind them that the goal is not to be perfect, but to apply the strategies and determine which work best for them.

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**WRITING STRATEGY: MAKING AN ARGUMENT (PAGE 144)**

Begin with a discussion about what types of assignments or fields might require argumentative writing. Elicit the expected answers such as *law* or *philosophy*, but also make sure students understand that this type of writing will be in a variety of disciplines because it is a type of writing that requires agreement or disagreement and support for the opinion. Stress the importance of being familiar with both sides of an argument since argumentative writing generally presents both sides. Present the information and components in the box.
**PRACTICE ACTIVITY: MAKING AN ARGUMENT (PAGE 145)**

Present the directions and read the example. Give students time to complete the activity on their own. Circulate to make sure students are using words and phrases to show opposite or contrasting ideas. Solicit volunteers to share answers.

**Answers**

Answers will vary.

**Expansion Activity**

Stage a debate for students to continue practicing language and working with both sides of an argument. Refer to *Four Point Listening and Speaking 1* for some debate guidelines as well as argumentative language in the strategy box on page 106. Shorten the times and give students extra time outside of class if needed. Let them know this is a good skill to develop as they move forward in the *Four Point* series of books as well as in their academic studies.

**Expansion Activity**

Direct students to MICASE (www.elicorpora.info/) and have them search for the argumentative words from the box to see how writers use them in academic writing. Ask students to bring three examples, including the sentences that the writers used in the papers to make arguments using these words or other words or phrases they find.

**YOUR ACTIVE VOCABULARY (PAGE 146)**

Review the importance of vocabulary in academia and how it varies in spoken and written language. Make sure students realize that everyone will have different answers and that these answers may be based on content or other factors that affect context. Go over the instructions and then give students time to complete the chart. Solicit volunteers to share their answers.

**Answers**

Answers will vary.
RAPID VOCABULARY REVIEW (PAGE 147)

Review the importance of expanding vocabulary by learning synonyms for frequently used words and recognizing common combinations and associations. Again remind students that these words are used in a variety of disciplines, so they’re likely to see or hear these words again. Go over the answers.

Expansion Activity

Ask students to choose their own words from the unit and create a chart. Have them complete the chart and submit it, Then have them give blank copies to their classmates (or challenge students to give their charts to 10 people outside of the classroom). Assign a date for them to bring their charts to class and return their original chart. Discuss the words they chose and if there were any surprises with the categories people put the words into. Discuss how different words mean different things to different people. Ask if their perceptions of any of the words changed.

Answers

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<td>6. perceptive</td>
<td>16. floods</td>
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<td>7. walk</td>
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<td>8. steal</td>
<td>18. transport</td>
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<td>9. hobby</td>
<td>19. to</td>
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<td>10. omit</td>
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Expansion Activity

Direct students to the textbook’s online website for interactive vocabulary activities (www.press.umich.edu/esl/comspite/4Point/) using these words and others from the unit. Assign them as homework if desired.
SYNTHESIZING: WRITING PROJECTS (PAGE 148)

Review the importance of synthesizing in academic study. Tests, discussions, and research papers often require students to synthesize information from a variety of sources and/or make connections to their own experiences and knowledge. Encourage students to share examples of assignments from their other classes and discuss how those require synthesis.

The short, in-class speaking assignments require no outside preparation and students should be able to use personal experience and information from the unit to complete the exercises. These are ideal for in-class use and it is up to the instructor whether or not to collect these assignments and/or grade them. The longer, outside assignments require some light research and it may be best to assign these as homework with due dates. These are also better for use if evaluating students with formal grades.

Answers

Answers will vary.

General Notes

Paraphrasing the Paraphrase: This assignment is ideal to use at the end of a class period because students can review the second reading and no outside sources are needed.

Expansion Activity

Repeat the activity by having students choose paragraphs from an outside source they need for another class (or from another reading in the first four units or an instructor-selected choice). Or, have students ask three classmates to write a paraphrase of the paragraph they chose and collect them. Require students to “grade” the paraphrases using a rubric borrowed from, adapted from, or created at www.rcampus.com/indexrubric.cfm and then submit a short explanation about the paraphrases and their evaluations.

For or Against Monet: Encourage students to incorporate and support their own opinion. Remind them that research often includes their own ideas. A rubric for this writing assignment can be borrowed from, adapted from, or created at www.rcampus.com/indexrubric.cfm.
Art Forgery: Consider approving topics in advance so all students are not writing about the same piece of art.

Being an Art Critic: Discuss short research papers. Brainstorm a list of artists students are familiar with and let students choose a painting to write about. Remind students that academic studies often require writing a paper and preparing a presentation about the paper. It is also good practice for future graduate studies, workshops, and conferences. A nice starting point for a search of well-known artists is http://library.thinkquest.org/J001159/famart.htm or the Famous Artists Gallery at www.famousartistsgallery.com/.

VOCABULARY LOG (PAGES 149–150)

Follow the procedure of your choice for the vocabulary log.

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**Unit 5: Legal Studies: Personal Law (pages 151–192)**

**Objectives**

Students will be able to

- know when and how to read selectively
- expand their vocabulary by learning suffixes, prefixes, and roots
- use background reading to prepare for more in-depth reading
- evaluate the experience after reading a passage
- understand when to use citations
- do light research for academic writing tasks
- preview they type of reading (genre) before reading
- make text-to-self connections while reading
- consider after reading strategies to use when they still don’t understand the text
- write about problems and solutions
- organize their own academic writing
- read authentic academic texts
- expand their academic vocabulary
- prepare projects and presentations by synthesizing unit concepts with other material

**Before Reading Strategies**

- when and how to read selectively
- previewing the type of reading (genre)

**During Reading Strategies**

- making text-to-self connections

**After Reading Strategies**

- using background reading to prepare for more in-depth reading
- what if you still don’t understand

**Vocabulary Strategies**

- expanding your vocabulary

**Writing Strategies**

- using citations
- writing about problems and solutions
Unit Opening (page 151)

Present the short introductory text. Reinforce the idea that legal issues arise in courses from almost every discipline and not just in law courses. Give examples and solicit others (corporate cases studied in business programs, foster care issues in sociology, issues such as Watergate in political science or journalism). Solicit volunteers to share legal issues they are familiar with. Many might believe they aren’t aware of any, but remind them that even traffic tickets and parking citations or citations for music that is too loud are included. Reinforce the idea that debating and discussion about legal matters (and other issues) is important in academic studies. Take time to review Making an Argument on page 144 and prepare students for You Be the Judge activities if they will use the Four Point Listening and Speaking 1 textbook.

Expansion Activity

Bring newspaper articles about court cases from the local community, find a case on Court TV, or discuss plagiarism cases on campus. Put students in groups to decide the outcome of the cases. Encourage them to follow the court case to see if their verdict is the same as the judge and/or jury.

Part 1: Human Rights (pages 152–170)

GETTING STARTED (PAGE 152)

Read the brief introductory paragraph and ask students to answer the questions with a partner. Open a class discussion to share answers. Pair students with another pair to compile answers for the questions. Solicit volunteers to write answers on the board. Encourage students to write extra answers in their books.

Answers


Expansion Activity

Assign each student (or pair or small group) one of the articles from The Universal Declaration of Human Rights, which can be viewed at www.un.org/en/documents/udhr/, and ask them to paraphrase the article and give a short presentation or write a short argument (review the writing strategy on page 144) on how that basic human right is adhered to and/or violated. Give them time to do some light research. Rubrics for presentations and/or short papers can be borrowed from, adapted from, or created at www.rcampus.com/indexrubric.cfm.
BEFORE READING STRATEGY: PREDICTINGS (PAGE 153–154)

Ask students what types of activities they do selectively. Start the discussion by giving the example choosing restaurants. Ask students when they do this selectively. Elicit answers such as when my parents are visiting or when it is a special occasion. Then ask how they are selective and accept any answer that is reasonable; for example, factors might include cost, type of food, quantity of portions, or quality. Review Knowing the Purpose for a Reading (page 41). Present the brief introductory paragraph at the top of page 153. Draw attention to the fact that this passage is from an academic reference and it is authentic material. Then present the information in the box.

Continue the previous discussion by asking students what types of material they would read selectively, when they would do so, and how they would manage the task. Remind them that everyone will have different answers since purposes vary. Even their own answers won’t be the same for every reading.

PRACTICE ACTIVITY: DETERMINING WHEN AND HOW TO READ SELECTIVELY (PAGES 155–156)

Give students time to practice scanning and skimming for the answers to the questions. Go over the answers, but also discuss the benefits and challenges to reading selectively. Ask questions such as Is this a reading you would read selectively? Why or why not? Were parts of this reading easier to read selectively than others? Remind students they are simply practicing the strategy and while correct answers are desirable, they are not the only goal.

Answers

Part 1
1. during the period between the Renaissance and the 17th century
2. St. Thomas Aquinas, Hugo Grotius, and the Magna Carta
3. The Declaration of the Rights of Man and of the Citizen, the Bill of Rights, and the Constitution of the United States
4. United Nations
5. Fifth

Part 2
Answers will vary.

Expansion Activity

Choose an article from an outside source for students to read. Give them a “purpose” for reading. For example, ask them to read for names and dates, causes and results, or some other type of content. Give a quiz on the content based on the “purpose.”
VOCABULARY POWER (PAGE 157)

Point out that the eight words are used in sentences from the reading passage. Remind them that these words are not discipline-specific words; rather, they are words they may hear in lectures in a variety of disciplines or see in other types of reading.

Answers

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VOCABULARY STRATEGY: EXPANDING YOUR VOCABULARY (PAGES 158–159)

Before presenting the information in the box, review the Vocabulary Strategy, Recognizing Parts of Speech (page 76) if necessary (namely, nouns, verbs, adjectives, and adverbs). Remind students that suffixes determine a word’s part of speech. Explain that this strategy focuses on prefixes and roots, which determine a word’s meaning. Together, these strategies can expand their vocabulary and decrease the time they spend using a dictionary. Present the information in the box and the common prefixes and roots.

PRACTICE ACTIVITY: EXPANDING YOUR VOCABULARY (PAGE 160)

Give students time to work individually and then allow extra time for them to compare answers and expand their word lists by sharing answers. Consider asking one member of each group to write the lists on the board so students can create longer lists.

Answers

Some suggested answers are listed. More answers are possible.

1. product, proficient, prologue
2. resist, insist, subsist
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.

Expansion Activity

Stage a competition in which students work in teams. Give them a prefix or root and challenge them to think of as many words as they can. Set a time limit. Teams present their words by writing them on the board. Cross out any duplicates and award one point to any team that has a word the other teams do not have. Repeat the activity as many times as desired. Consider shortening the time limit with each round.
Expansion Activity

Ask students to search for each prefix in an academic English-to-English dictionary and require them to bring two new words using each prefix to class on the assigned day. Encourage students to present their words so others can write them in the book or in their vocabulary logs.

Expansion Activity

Create a vocabulary quiz.

1. Create a simple matching, true/false, or fill-in-the-blank quiz to test students on the meaning of the prefixes and roots. For additional challenge, ask them to think of a word using the tested word parts and use it in a sentence.

2. Create a traditional word form chart to test this vocabulary strategy as well as the parts of speech strategy from Unit 3. A possible chart is included. Delete as many boxes as desired or replace with other words. Remind students sometimes a box could have more than one answer, a word could fit in more than one box, or a box might not have any answer.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
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<tbody>
<tr>
<td>product</td>
<td>produce</td>
<td>productive</td>
<td>productively</td>
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<td>communication</td>
<td>communicate</td>
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<td>conception</td>
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<td>advancement</td>
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<td>suspicion</td>
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<td>origin</td>
<td>originate</td>
<td>original</td>
<td>originally</td>
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</table>
READING (PAGES 161–164)

Depending on your class schedule, the reading can be done in class or assigned as homework. If done as homework, remind students to read selectively and that names aren’t important.

Expansion Activity

Give students a quiz based on the reading. Make sure the quiz doesn’t include any names since students were practicing selective reading and told not to note names. Some sample questions are listed.

1. What are human rights? (rights that belong to an individual as a consequence of being human)
2. In what doctrine did human rights originate? (stoicism)
3. The idea that natural law was the foundation for human rights came under attack in the _____ century and continued into the early _____ century. (18th, 20th)
4. Name the process of court decisions. (jurisprudence)
5. What document now has almost all of its content included among principles considered fundamental? (Bill of Rights)

AFTER READING STRATEGY: USING BACKGROUND READING TO PREPARE FOR MORE IN-DEPTH READING (PAGE 165)

Introduce this strategy as one that native speakers often use when working with academic readings and to prepare for college assignments and research. Hold a discussion about students’ personal assignments and their other classes that require background reading. Make sure students understand the value of doing reading in textbooks to be successful.

PRACTICE ACTIVITY: USING BACKGROUND READING TO PREPARE FOR MORE IN-DEPTH READING (PAGE 165)

Give students time to answer the questions on page 165. Remind them that reading is a very individual process and the answers will be different for every student. Additionally, their answers might be different for each reading passage since they’ll find some more appealing, and therefore, easier to read.

Answers

Answers will vary.
Expansion Activity

Ask students to write a paragraph describing two concepts from a textbook chapter they have to read for another class or assign this after students read the second reading in this unit.

PRACTICE ACTIVITY: READING FOR THE BIG PICTURE (PAGE 166)

<table>
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<tr>
<th>Answers</th>
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<td>8. F</td>
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<td>9. T</td>
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<td>10. F</td>
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<td>11. F</td>
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<td>12. T</td>
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<tr>
<td>13. F</td>
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PARAPHRASING TO SIMPLIFY (PAGE 167)

Review the paraphrasing strategies taught on pages 14–15 and 49–50 and the strategies to avoid plagiarism on page 123. Challenge students to employ a blend of wording and grammar and structure strategies when they paraphrase the sentences.

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<td>Answers will vary.</td>
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WRITING STRATEGY: USING CITATIONS (PAGE 168)

Present the information in the book, stressing the fact that using citations is required even when writers are paraphrasing. Stress that using citations also helps avoid plagiarism. Discuss each example listed.

PRACTICE ACTIVITY: USING CITATIONS (PAGE 169)

Ask students to complete the questions individually before discussing answers with a partner. When going over the answers as a class, address any variety in answers.
Instructor’s Manual

Answers

Some suggested answers. More than one answer is possible.
1. N (common knowledge)
2. N (general rule in a specific field)
3. Y (chart from an outside source)
4. Y (specific statistic, other people’s data)
5. N (your own data)
6. Y (information from a lecture)
7. Y (information from a speech)
8. N (general fact)
9. N (your own idea or opinion)
10. Y (information from an organization)

Expansion Activity

Ask students from similar majors or departments to work together to think of an example from their own fields for each item listed in the box. Encourage them to be able to explain why each would or would not need a citation if it were used in a piece of writing.

Expansion Activity

Require students to bring a copy of a reference they need to read for their own field (or have students find a paper in MICUSP at www.elicorpora.info/). Ask them to notice the sentences that have been cited and prepare a table with 10 sentences (or another quantity that is appropriate for the class), half the sentences should be cited and half should not be. In the table, students should state why each was or was not cited. Collect this table for grading. Similarly, this activity can be done with an instructor-selected piece.

SHORT WRITING TASKS (PAGE 170)

These short writing tasks can be used for practice, for participation grades, or for written grades if so desired. Task 1 is a summary activity that gives students extra practice paraphrasing and summarizing. It is designed to be writing practice, but also serves to develop summarizing skills so students do not have to re-read as much. At this point, students have the chance to practice three sets of paraphrasing strategies (wording strategies from Unit 1, grammar and structure strategies from Unit 2, and direct quotations if needed from Unit 3) as well as summarizing (page 33), avoiding plagiarism strategies (page 123), using citations
(page 168). Task 2 is a research-based activity, but it only requires light research. Students can get some experience looking for sources and additional practice synthesizing and paraphrasing. Task 1 is easy to implement in class, especially if a short time is available at the end of class. Task 2 is better assigned as homework, so students have time to do some light research.

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<td>Answers will vary.</td>
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**Expansion Activity**

Have students write a paragraph about a government document from their own country or from another country of interest. Let them compare and contrast this document to the *Bill of Rights* that they wrote about in the Task 2 in the Short Writing Tasks on page 170. Collect the paragraphs for an evaluative grade if desired.

**Part 2: Due Process (pages 171–187)**

**GETTING STARTED (PAGE 171)**

Read the short paragraph about due process. Give students time to answer the questions with a partner. Schedule time for students to share their answers with the class.

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<th>Answers</th>
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<td>Answers will vary.</td>
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**Expansion Activity**

If time permits, prepare a mock trial. Information can be gathered from the American Mock Trial Association (or videos of the championships can be purchased for use in class) at www.collegemocktrial.org/welcome/welcome.php or use a mock trial manual such as the *Mini-Mock Trial Manual* by University of Minnesota, which is a case about school violence and is available at http://civicallyspeaking.org/mock3.pdf.
BEFORE READING STRATEGY: PREVIEWING THE TYPE OF READING (GENRE) (PAGE 172)

Present the short introduction before the box, reminding students this information can be important in preparing for the reading. Point out that this reading is from a textbook. Review the Before Reading Strategy: Predicting (page 74). Consider having students predict what the next reading will cover based on the title. Then discuss the information in the box. Make sure students understand what genre means.

Expansion Activity

Assign students to take the list of genre examples from the box on page 172, from the class discussion, or any others they can think of and choose five. Ask them to scan references in textbooks from their major or sources in their field of interest to find an example of each genre.

Expansion Activity

Ask students to focus on one particular genre: biographies. Encourage them to read several biographical sketches by clicking on the People tab at Biography.com (www.biography.com). Many people discussed in Four Point Reading and Writing Intro and Listening and Speaking Intro are included in the website and these might be a good starting point for students (Abraham Lincoln, John F. Kennedy, Richard Nixon, Edgar Degas, Claude Monet, Caroline Kennedy). Then assign them to choose a notable figure in a field of interest to them and write a short biographical sketch. Collect these for an evaluative grade. Consider creating a rubric with important grammar components as well as content components based on the subheads included on Biography.com. Rubrics can be easily created at www.rcampus.com/indexrubric.cfm. If desired, this activity can be adapted for other genres; for example, students can be assigned to scan newspapers for editorials and then write their own.

PRACTICE ACTIVITY: PREVIEWING THE TYPE OF READING (GENRE) (PAGE 173)

Give students time to work on the questions before discussing answers in groups or as a class.
Answers

6. Answers will vary.
7. Answers will vary.
8. Answers will vary.
9. “In June 1967, . . . ” (historical)
10. names and details about other cases (by showing many cases for emphasis)

VOCABULARY POWER (PAGE 174)
Reiterate the importance of the selected words being useful in a variety of disciplines. Give students time to complete the activity before giving the answers and proceeding to the reading.

Answers

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<td>5. h</td>
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<td>2. e</td>
<td>6. d</td>
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<td>3. f</td>
<td>7. g</td>
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<tr>
<td>4. a</td>
<td>8. c</td>
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</table>

DURING READING STRATEGY: MAKING TEXT-TO-SELF CONNECTIONS (PAGE 175)
Students sometimes aren’t familiar with this strategy or don’t actively practice it; however, they generally like it when they realize there are no wrong answers and they don’t need any other sources . . . just their own ideas and personal experiences. Present the information in the box and the phrases. If students are also using *Four Point Listening and Speaking Intro*, it might be helpful to review opinion language presented in the strategy box on pages 130–131.

PRACTICE ACTIVITY: MAKING TEXT-TO-SELF CONNECTIONS (PAGE 175)
Let students work on their own or assign this activity and the reading as homework. Encourage the use of the phrases and remind them that there are no wrong answers.

Answers

Answers will vary.
Expansion Activity

Direct students to MICUSP (www.elicorpora.info/) to search for opinion language and strategies that are used when writers make text-to-self connections in academic writing. Students can begin by making a comparison between the spoken opinion language presented in Four Point Listening and Speaking Intro (page 130) and what they find in the written language corpus. They may also search for some of the words and phrases presented in the During Reading Strategy box (page 175) and look for other ways to write about the connections they make. Students can search for papers in their major or a field of interest to them.

READING (PAGES 176–181)

This reading is longer and challenging, so it might be beneficial to assign it as homework. Assign a due date. Tell students to only read the book passage one time since they'll have a chance to revisit it in class using the strategy and activities that follow.

Expansion Activity

Prepare a short content quiz based on the reading. Give the quiz before AND after the next strategy to see if students can improve their scores after seeing what they still might not understand and then employing both the during and after reading strategies. Some possible questions for inclusion are listed.

1. What is a writ of replevin? (a legal solution to recover goods that were wrongfully taken)
2. Give an example of how a company can use a writ of replevin. (to reclaim purchases for which individuals have fallen behind in payments)
3. What did Florida and Pennsylvania law require the sheriff, who repossessioned the property, do? (keep the property for three days)
4. What could the individuals do during the three days? (get property back by posting a bond for double its value before it was gone for good)
5. What constitutional command did victims of the writ of replevin challenge? (no person shall be deprived of life, liberty, or property “without due process of law.”)
6. What is the essential purpose of the due process clause? (prevent the government from acting arbitrarily)
7. In what way can the government act arbitrarily? (making decisions without due process)
8. What do the Fifth and Fourteenth amendments have in common? (they both protect people from unfair deprivation). How are they different? (the Fifth is protection at the federal level, the Fourteenth is protection at the state level)

9. Give a brief history of how the safeguards came to America? (see Paragraph 11)

10. Briefly describe the plaintiffs arguments (see Paragraphs 13 and 17) and contrast them with those of the defendants (see Paragraphs 14 and 16)

11. What did the Courts refuse to judge (the relative value of the plaintiffs’ selection of consumer goods). Paraphrase its declaration (see Paragraph 15)

12. The Court ruled in favor of the plaintiffs. What exceptions did it make to its ruling? (emergency situations, such as wartime or danger to the public health from contaminated food). Why? (public interest would be so high that property could then be seized without a prior hearing)

13. What did the decision indicate about the Court’s position? (it disliked the type of economic oppression and unfair bargaining power represented by writs of replevin)

AFTER READING STRATEGY: WHAT IF YOU STILL DON’T UNDERSTAND (PAGE 182)
Discuss that many people don’t understand readings at first (or even after re-reading). Encourage students to figure out what to do when re-reading doesn’t solve the problem and to determine why the passage is a challenge. Present the information in the box.

PRACTICE ACTIVITY: WHAT IF YOU STILL DON’T UNDERSTAND (PAGE 183)
Give students time to work individually. Encourage them to develop a strategy for future assignments (Question 3).

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<th>Answers</th>
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<td>Answers will vary.</td>
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PRACTICE ACTIVITY: READING FOR THE BIG PICTURE (PAGE 184)
Remind students that this activity is simply a way to check general comprehension.

<table>
<thead>
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<th>Answers</th>
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<td>1. d</td>
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<tr>
<td>2. a, e, h</td>
</tr>
<tr>
<td>3. b</td>
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</table>
PARAPHRASING TO SIMPLIFY (PAGE 185)
Take the chance to review the writing strategies in Units 1 and 2 (pages 14–15 and 49–50) as well as page 85 and summarizing on page 33. Encourage students to use a blend of strategies to paraphrase and to try a strategy that they find challenging or one they haven’t yet tried. Remind them that the goal is not to be perfect, but to apply the strategies and continue to develop the paraphrasing skills that are important in academic work.

Answers
Answers will vary.

WRITING STRATEGY: WRITING ABOUT PROBLEMS AND SOLUTIONS (PAGE 186)
Mention that problems and solutions are also written about in longer pieces of writing and in a variety of disciplines. Hold a discussion and solicit descriptions from students about assignments in which problems and solutions are discussed. Go over the information in the box. As a class, complete the third column of the planning chart.

PRACTICE ACTIVITY: WRITING ABOUT PROBLEMS AND SOLUTIONS (PAGE 187)
Remind students there can be more than one answer for the chart and encourage them to choose one topic. Group students afterwards to let them share ideas and add new details to their charts. Encourage discussion so students can learn reasons for other ideas.

Answers
Answers will vary.

Expansion Activity
Ask students look at several papers in their fields in MICUSP. Ask students if any problems and solutions are discussed. Have students analyze the writing and see which of the components listed in the box on page 186 are included.
RAPID VOCABULARY REVIEW (PAGE 189)

Stress the importance of expanding vocabulary by learning synonyms for frequently used words and recognizing common combinations and associations. Again remind students that these words are used in a variety of disciplines, so they’re likely to see or hear these words again. Go over the answers.

YOUR ACTIVE VOCABULARY (PAGE 188)

Stress the importance of vocabulary and open a discussion about how different words are more formal or used in writing more than they are used in speaking. Make sure students realize that everyone will have different answers and that these answers may be based on content or other factors that affect context. Go over the instructions and then give students time to complete the chart. Solicit volunteers to share their answers.

Answers

Answers will vary.

Expansion Activity

Direct students to the textbook’s online website for interactive vocabulary activities (www.press.umich.edu/esl/composite/4Point/) using these words and others from the unit. Assign them as homework if desired.
Answers

1. fight 11. force to leave
2. weak 12. promise
3. stop; cease 13. obliged
4. confirm 14. expensive
5. people disagree 15. bear
6. solution 16. issue
7. not accept 17. hand
8. late 18. mistake
9. angry; bothered 19. problem
10. attack 20. at

Expansion Activity

Assign groups of students one or two words from the list. Ask them to search MICASE and MICUSP to see how often each word is used and in what ways. Assign a due date for them to bring their data to class. Ask each group to write a summary (or give a short presentation) on how frequently their words were used in spoken versus written English and in what contexts (lectures, conversations, research papers).

SYNTHESIZING: WRITING PROJECTS (PAGE 190)

Reiterate the importance of being able to synthesize information. Consider making a list of the types of sources in which students might find information to use for academic works. Ask students to brainstorm. Elicit answers such as reference books, reliable websites, personal experience, prior knowledge, textbooks, journals, interviews, news shows or video clips.

The short, in-class speaking assignments require no outside preparation and students should be able to use personal experience and information from the unit to complete the exercises. These are ideal for in-class use and it is up to the instructor whether or not to collect these assignments and/or grade them. The longer, outside assignments require some light research and it may be best to assign these as homework with due dates. These are also better for use if evaluating students with formal grades.

Answers

Answers will vary.
General Notes

The History of Due Process: This assignment is ideal to use at the end of a class period because students can review the readings and no outside sources are needed. Review Event Charts from Four Point Listening and Speaking Intro (page 119) for possible use in organizing.

<table>
<thead>
<tr>
<th>WHAT was the EVENT?</th>
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<tbody>
<tr>
<td>WHO was involved?</td>
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<tr>
<td>WHERE did it happen?</td>
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<tr>
<td>WHEN did it happen?</td>
</tr>
<tr>
<td>WHY did it happen (its cause)?</td>
</tr>
<tr>
<td>HOW did it happen?</td>
</tr>
<tr>
<td>SIGNIFICANCE (its result)?</td>
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Types of Law: Let students choose another type of law if they like. Consider collecting this assignment for a formal grade or for feedback. A rubric can be created at or borrowed from www.rcampus.com/indexrubric.cfm. This assignment can also include a presentation, formal or informal, after students finish.

A Court Case Study: Give students time to research outside of class. Challenge them to do a key word search. For example, a list of Supreme Court cases involving employment that are pending is at www.lawmemo.com/supreme/.

You Be the Judge: Make sure students choose a case that has been decided to use for their paper and presentation.
Expansion Activity

For multi-skills classes or general academic preparation, this is an ideal synthesizing activity to ask students to convert their written work into a presentation. Presentations can be scheduled for a day in class or PowerPoint and visual aids can be submitted with written notes included for each slide.

VOCABULARY LOG (PAGES 191–192)

Maintain the process previously decided up for the vocabulary logs.

Answers

Answers will vary.
Unit 6: Literature: Classic Literature (pages 193–235)

Objectives
Students will be able to
• maximize use of other material in their books
• ask questions as they read
• improve retention and recall
• revise their writing
• do light research for academic writing tasks
• review Before Reading Strategies and analyze which work best for them
• recognize essential vocabulary that organize ideas
• review After Reading Strategies and analyze which work best for them
• understand prompts
• read authentic academic texts
• expand their academic vocabulary
• prepare projects and presentations by synthesizing unit concepts with other material

Before Reading Strategies
• previewing other material in your book
• reviewing before reading strategies

During Reading Strategies
• asking questions as you read

After Reading Strategies
• improving retention and recall
• reviewing after reading strategies

Vocabulary Strategies
• recognizing essential vocabulary that organizes ideas

Writing Strategies
• revising
• understanding prompts

Unit Opening (page 193)
Begin a discussion asking students if they like to read something other than textbooks. Elicit answers such as newspapers, magazines, or comic books/anime before focusing on literature. Brainstorm a list of types of written words that would be included in a literature class (novels, plays, short stories, poetry). Read the introductory paragraph.
Part 1: The Good Earth by Pearl S. Buck (pages 194–214)

GETTING STARTED (PAGE 194)

Read the brief introductory paragraph and ask students to answer the questions with a partner. Open a class discussion to share answers.

**Answers**

1. Answers will vary.
2. Answers will vary. Some writers that can be offered as ideas to get students started might include novelists John Steinbeck, Harper Lee, and Stephenie Meyer (*Twilight* series) or poets Robert Frost, Maya Angelou, and Emily Dickinson.
3. Answers will vary.

Discuss how novels and other literature pieces are common academic reading in undergraduate English and composition courses, but they are also used as secondary sources in a variety of fields. Warn students these readings might be challenging, but they closely resemble authentic reading assignments. Also point out that practicing this material will also help students prepare for other book-length reading, fiction or nonfiction. Present the information on page 195 and answer any questions.

BEFORE READING STRATEGY: PREVIEWING OTHER MATERIAL IN YOUR BOOK (PAGES 196–197)

Present the information in the box. Discuss the components mentioned as examples and ask students if they can think of other features that might be included. Extend the discussion by asking what other kinds of material might be in other types of readings.

**Expansion Activity**

Ask students to choose a writer that they discussed in the Getting Started activity on page 194 and/or one that has won an award. Good lists include Pulitzer Prize winners ([www.pulitzer.org/bycat/Novel](http://www.pulitzer.org/bycat/Novel)) or Nobel Prize winners ([www.nobelprize.org/nobel_prizes/literature/laureates/](http://www.nobelprize.org/nobel_prizes/literature/laureates/)). Ask students to do some light research and create a timeline for important events during the author’s lifetime that is similar to the one in the box.

**PRACTICE ACTIVITY: PREVIEWING OTHER MATERIAL IN YOUR BOOK (PAGE 198)**

Remind students that one purpose of this strategy is to simply help them find tools to use during class and research. Consider assigning questions 3 and 4 as homework if students don’t have another textbook with them.
Answers

1. index of skills; series overview
2. self-editing checklist, peer review checklist, common word parts
3. Answers will vary.
4. Answers will vary.

Expansion Activity

Ask students to choose a textbook. Require them to check the material in the front and back of the book and prepare a written summary about the items and how they can be used in class and/or prepare a short presentation to share with the class. Require a title and headings if desired. Consider making this a group assignment and teaming students of similar majors or fields to complete the assignment. Students can create a spider chart as a visual to show the different features and their purposes or subsections. Review spider charts in *Four Point Listening and Speaking Intro* (page 152) or draw one on the board.
VOCABULARY POWER (PAGE 199)

Point out that the eight words are used in sentences from the reading passage. Remind them that these words are not discipline-specific words; rather, they are words they may hear in lectures in a variety of disciplines or see in other types of reading.

Answers

| 1. h | 5. c |
| 2. f | 6. g |
| 3. d | 7. a |
| 4. b | 8. e |

DURING READING STRATEGY: ASKING QUESTIONS AS YOU READ (PAGE 200)

Revisit the discussion from Unit 4 on active listening. The notes are included here for easy reference: Ask students what they do when they listen. Elicit answers such as take notes, ask questions, and notice visuals (in lectures). Explain that there is such a thing as active reading as well. Students are sometimes less familiar with this concept. Discuss how native speakers and experienced readers are active during reading and do similar things as active listeners (take notes, ask questions, notice visuals). Present the information in the box. Continue the discussion by encouraging students to ask questions as they read, even if they are simple yes-no questions.

Expansion Activity

Assign a day for students to bring a textbook from another class or a piece of reading they need for research or are interested in. Repeat the activity in the box on page 200 and ask students to read the first paragraph of the reading they chose and write several yes-no questions to accompany the material.

PRACTICE ACTIVITY: ASKING QUESTIONS AS YOU READ (PAGE 201)

Go over the instructions. Often, this works best if this practice and the reading are assigned as homework so students can answer questions as they read. Discuss their answers to the questions on the day that the reading is due. Consider asking students to photocopy page 201 and turn it in for a participation or evaluative grade.
Answers

SECTION 1
1. The characters are Wang Lung and his wife O-lan. Answers may include: They were poor, had a family, suffered famine and floods, worked hard, and/or never lost faith in the land.
2. 1931 (early twentieth century), China

SECTION 2
1. Answers may include: It made China less of a mystery to Americans and citizens of other countries. The characters make readers appreciate humanity.

SECTION 3
1. Answers may include: Opium Wars, Unequal Treaties, missionaries trying to convert the Chinese to Christianity, Boxer Uprising, Qing dynasty overthrown, People’s Republic of China established, Northern Expedition

SECTION 4
1. The style is literary realism. Answers may include: It provided an accurate and detailed picture of ordinary people’s lives. The characters are complex individuals and the plot is believable. It uses ordinary language, so readers feel like they are experiencing the events.

SECTION 5
1. Answers may include: It made the novel more “natural.” The author conveyed the openness she observed in China.

THE END
Answers will vary.

READING (PAGES 202–205)
Warn students this is a critical review and may be different than other readings they are accustomed to. Assure them that this is okay and it is good for practice with the strategy.

Expansion Activity
Revisit the previous Expansion Activity on page 95 in which students ask questions about the first paragraph of a textbook from another class or a piece of reading they need for research or are interested in. Challenge students to complete the rest of their reading by dividing it into sections and asking Wh- questions and summarizing the most important pieces of the reading. If desired, choose one piece for the entire class to read and collect the work (or ask groups to write questions for other groups).
Expansion Activity

Provide a reading for students and ask them to write questions as they read. Collect the questions and create a quiz, selecting questions from a variety of students’ questions. Give the quiz and collect it for an evaluative grade. This is also an easy reading from which to create a comprehension quiz if desired. Sample questions are listed.

1. List two stories included in the novel. (work, marriages, conniving family members, natural disasters, wars, births, adolescent rebellions, opium addiction)
2. When does the story take place? (early twentieth century)
3. Are the themes universal? (yes) Are the characters flawed? (yes)
4. Why has *The Good Earth* endured? (despite our differences, there are certain qualities humans share)
5. What made Chinese history tumultuous at the time of the novel? (see Paragraph 203)
6. Create a timeline of important events. (see Paragraphs 5 and 6)
7. What dynasty fell after being overthrown? (Qing)
8. What two parties were started in China after 1911? (Nationalists, Communists)
9. Explain how the novel is an example of literary realism. (see Paragraph 8)
10. Buck described her novels as __________. (naturalistic) Why would most disagree? (Buck believed too much in self-reliance and self-determination to be a naturalist.)

AFTER READING STRATEGY: IMPROVING RETENTION AND RECALL (PAGE 206)

Open a discussion about memory and let students share ideas they have for remembering things. Focus their attention on remembering their reading. Present the information in the box.

Expansion Activity

Play some memory games or assign students to do a key word search for memory strategies. On the assigned day, ask each student to present a strategy to the rest of the class.

PRACTICE ACTIVITY: IMPROVING RETENTION AND RECALL (PAGE 207)

Give students time to complete the activity individually before discussing answers with a partner. Explain that discussing what they remember will help others remember information as well as allow them to take notes and/or remember things they had forgotten.
PRACTICE ACTIVITY: READING FOR THE BIG PICTURE (PAGE 208)

Let students answer the main idea questions. After giving them the answers, ask them to discuss what they remembered and how they remembered it. Talk about how they would adjust the strategy for future readings or if they feel it would work better for different subjects or material. Remind them that some strategies work better than others for different people and for different readings. The goal is to try all of them to determine what works best.

Answers

Answers will vary.

1. d
2. c

PARAPHRASING TO SIMPLIFY (PAGE 209)

Give students time to paraphrase the three sentences from the reading. Review the box on pages 14–15, 49–50, and 85 encourage use of the strategies and different combinations. Again require students to write their answers as they will have a chance to revisit these after the next writing strategy is presented.

Expansion Activity

Hold a short peer review session for students to exchange paraphrases and brainstorm other combinations for further paraphrasing. Circulate to help as needed.

Answers

Answers will vary.

WRITING STRATEGY: REVISING (PAGES 210–211)

Explain that revising should be a large part of the writing process. Present the information in the box and make sure students understand all the information on the checklist. Remind students that the appendix has checklists they can use.
Expansion Activity

For any grammatical issues that need review, refer to the Purdue University Online Writing Lab at http://owl.english.purdue.edu/. The website is also a good source for style information and ESL practice. There are also exercises available.

PRACTICE ACTIVITY: REVISING (PAGES 212–213)

Let students choose the writing of their choice, or if preferred, choose one assignment so students are working on the same piece. Give them time to work on the peer review in class and then let students do a revision to submit for a writing grade. To evaluate, use a rubric that includes items on the checklists. Reproducible versions of the checklists are available on pages 237 and 238.

Answers

Answers will vary.

SHORT WRITING TASKS (PAGE 214)

These short writing tasks can be used for practice, for participation grades, or for written grades if so desired. Task 1 is another summary activity that gives students extra practice paraphrasing and summarizing. With the wealth of reading they will have to do, it is a good time to remind students of the benefits of summarizing their readings to save time later. Task 2 requires light research. It gives students an opportunity to challenge themselves to choose an event and do some light research to write about it. They can compile a short academic piece and include a visual, which is good practice for academic classes.

Answers

Answers will vary.
Part 2: My Antonia by Willa Cather (pages 215–235)

GETTING STARTED (PAGE 215)
Tell students that the focus is going to shift to another American writer, Willa Cather. Read the introductory paragraph and ask students to answer the questions with a partner. Allow time for pairs to work together to share answers.

Answers

Answers will vary.

Expansion Activity

Turn one of the questions into a longer writing assignment or presentation. For question 1, students can use timelines or event charts as a visual aid to enhance their work. For questions 2 and 3, encourage in-depth descriptions and review descriptive writing if necessary.

Expansion Activity

Start a book club with the students. Choose a novel they all want to read or choose one that is an ideal level. Plan to discuss characters, setting, or themes. Many popular novels are accompanied by specific book club questions. Or general questions can apply to any novel. A good list is available at Book-Clubs-Resource.com at www.book-clubs-resource.com/running/discussion-questions.php.

BEFORE READING STRATEGY: WHICH STRATEGIES TO USE (PAGE 216)
Take the opportunity to review the other Before Reading Strategies in as much depth as needed. Explain that this next reading is one of the longer ones in the book and using strategies needs to be a regular part of their studies.

PRACTICE ACTIVITY: WHICH STRATEGIES TO USE (PAGE 216)
Have students work individually since strategy choice is individual. Remind them that experienced readers use some strategies over and over again but also adapt strategy choice based on the reading.

Answers

Answers will vary.
Expansion Activity

Ask students to write a short paragraph detailing their answers and reasons for their choices with the next reading and/or with other readings.

VOCABULARY POWER (PAGE 217)

Reiterate the importance of the selected words being useful in a variety of disciplines. Give students time to complete the activity before giving the answers and proceeding to the reading.

**Answers**

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<td>3. c</td>
<td>7. a</td>
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<td>4. e</td>
<td>8. f</td>
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Expansion Activity

Now that students are near the end of the text, it might be a good time for a vocabulary quiz or test. Compile the sentences from the Vocabulary Power activities in Units 4–6 (or the whole text) and give students a test. For further challenge, change the question type from matching to multiple-choice or fill-in-the-blank with more choices, fewer choices, or no choices. Include words from the Rapid Vocabulary Reviews or the Vocabulary Logs as well. Depending on the class, this can be a pop quiz or a planned quiz.

A twist might be to have students write the sentences for the quiz. Challenge each student to write three sentences, underlining the vocabulary word. Collect their work. Choose the best sentences and type them into the quiz, leaving the vocabulary word blank. Give the quiz to students in class.

VOCABULARY STRATEGY: RECOGNIZING ESSENTIAL VOCABULARY THAT ORGANIZES IDEAS (PAGES 218–219)

Reference Paul Nation’s *Learning Vocabulary in Another Language* for more information. Present the information in the box and read the examples.

PRACTICE ACTIVITY: RECOGNIZING DISCOURSE-ORGANIZING CLUES (PAGE 219)

Give students time to scan Reading 2. If time allows, encourage students to review the readings in Unit 5 as well.
Answers

Answers will vary. Some examples are suggested:
1. *case* (p. 163), *procedure* (p. 177), *clauses* (p. 178)
2. *also* (p. 202), *although* (p. 216), *however* (p. 218)

Expansion Activity

Direct students to the MICUSP corpus and ask students to search for the words in the box and to do some analyses. Ask them to note in what kinds of writing the words are used. Encourage them to bring three sentences to class on an assigned day to share.

READING (PAGES 220–225)

This reading is rather long. It might be best assigned as homework and is ideal for practice with annotating and asking questions during reading.

AFTER READING STRATEGY: WHICH STRATEGIES TO USE (PAGE 226)

Ask students to work individually since strategy choice is individual. Remind them that experienced readers use some strategies repeatedly but also adapt strategy choice based on the reading.

Answers

Answers will vary.

Expansion Activity

Ask students to write a short paragraph detailing their answers and reasons for their choices with the next reading and/or with other readings.

Expansion Activity

This is a good reading in which to practice making connections. Review the strategy on page 139 and sample chart on page 141. Require students to create a poster-sized chart for the Cather reading or for another reading they need to use in their own discipline or for another novel. Explain that this is good practice for poster presentations that are common at universities and at conferences.
PRACTICE ACTIVITY: READING FOR THE BIG PICTURE (PAGE 227)
Remind students that this activity is simply a way to check general comprehension. It should be used as a gauge to see if the information in the strategies is helping them answer these big picture questions.

Answers

1. childhood in Nebraska
2. a combination of pioneers and puritans
3. immigration
4. preserving ethnic autonomy

PARAPHRASING TO SIMPLIFY (PAGE 228)
Take the chance to review the writing strategy in Unit 1, Part 1 (pages 14–15), Unit 2, Part 1 (pages 49–50), and Unit 4, Part 1 (page 123). Encourage students to try a blend of wording and grammar and structure changes as well as the avoiding plagiarism strategies. Remind them that the goal is not to be perfect, but to apply the strategies and determine which work best for them.

Answers

Answers will vary.

WRITING STRATEGY: UNDERSTANDING PROMPTS (PAGE 229)
Begin with a discussion about question and test types students are familiar with. Elicit the expected answers such as TOEFL or essay. Solicit volunteers to discuss what they find challenging about understanding prompts.

PRACTICE ACTIVITY: UNDERSTANDING THE PROMPT (PAGE 230)
Present the directions and assure students they do not need to write answers to the prompts. They only need to concentrate on understanding the prompts and paraphrasing.
Answers

Paraphrasing answers will vary. Suggested underlining and circling answers are provided.

1. **Describe a novel** you are familiar with and what you like about it.

2. In an essay, **identify one theme** in Buck’s novel and **discuss how** it is universal.

3. **Explain two factors** that influenced Buck.

4. **Compare Wang Lung** to another character in the novel.

5. **Novels and poetry** are two types of literature. **Define each one and contrast them. State which you prefer and why.**

6. **Analyze an American novel.**

7. *The Good Earth* seems to be **influenced by the author’s life. Evaluate one event and explain how that event influenced the story.**

Expansion Activity

Call colleagues from other departments to collect prompts or find some online. Bring them to class and let students continue to practice highlighting or underlining and circling. They can also continue to practice paraphrasing. Solicit volunteers to bring prompts from their other textbooks, other classes, or those they find online for more practice in their own fields.

**YOUR ACTIVE VOCABULARY (PAGE 231)**

Review the importance of vocabulary in academia and how it varies in spoken and written language. Make sure students realize that everyone will have different answers and that these answers may be based on content or other factors that affect context. Go over the instructions and then give students time to complete the chart. Solicit volunteers to share their answers.
RAPID VOCABULARY REVIEW (PAGE 232)

Review the importance of expanding vocabulary by learning synonyms for frequently used words and recognizing common combinations and associations. Again remind students that these words are used in a variety of disciplines, so they’re likely to see or hear these words again. Go over the answers.

**Answers**

<table>
<thead>
<tr>
<th>Answers</th>
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<tbody>
<tr>
<td>1. destroy</td>
<td>11. sometimes</td>
</tr>
<tr>
<td>2. extremely big</td>
<td>12. wild</td>
</tr>
<tr>
<td>3. think about; contemplate</td>
<td>13. of</td>
</tr>
<tr>
<td>4. poor</td>
<td>14. with</td>
</tr>
<tr>
<td>5. storyline</td>
<td>15. from</td>
</tr>
<tr>
<td>6. very small stream</td>
<td>16. turning</td>
</tr>
<tr>
<td>7. prohibit; prevent</td>
<td>17. keep</td>
</tr>
<tr>
<td>8. countryside</td>
<td>18. death</td>
</tr>
<tr>
<td>9. remember</td>
<td>19. end</td>
</tr>
<tr>
<td>10. unchanging; steady</td>
<td>20. disasters</td>
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</tbody>
</table>
SYNTHESIZING: WRITING PROJECTS (PAGE 233)

Review the importance of synthesizing in academic study. Tests, discussions, and research papers often require students to synthesize information from a variety of sources and/or make connections to their own experiences and knowledge. Encourage students to share examples of assignments from their other classes and discuss how those require synthesis.

The short, in-class speaking assignments require no outside preparation and students should be able to use personal experience and information from the unit to complete the exercises. These are ideal for in-class use and it is up to the instructor whether or not to collect these assignments and/or grade them. The longer, outside assignments require some light research and it may be best to assign these as homework with due dates. These are also better for use if evaluating students with formal grades.

Expansion Activity

Direct students to the textbook’s online website for interactive vocabulary activities (www.press.umich.edu/esl/composite/4Point/) using these words and others from the unit. Assign them as homework if desired.

Answers

Answers will vary.

General Notes

Buck or Cather: This assignment is ideal to use at the end of a class period because students can review the second reading and no outside sources are needed. Review T-Charts or Venn diagrams for students to use for this assignment.
My Prompt: Because students often have limited time to plan and execute during a test, make this a timed writing. Although this is designed to be done in class, consider collecting this assignment for a formal grade or for feedback using the checklists in the Appendixes. A rubric can be created at or borrowed from www.rcampus.com/indexrubric.cfm.

You Should Read . . . : If necessary, brainstorm a list of novelists for students to choose from and/or ask students to submit their choices so that all groups are not researching the same novelist. Remind students that academic studies often require writing a paper and preparing a presentation about the paper. It is also good practice for future graduate studies, workshops, and conferences.

A Critical Introduction: Encourage students to scan other critical reviews to get ideas of what to include in theirs.

VOCABULARY LOG (PAGES 234–235)
Follow the procedure of your choice for the vocabulary log.

Answers

Answers will vary.