



means when they encounter a new word, they need to decide if the word is one they really need to know to be able to use it in their writing or speaking or if they are more likely to hear that word in a lecture or conversation or read it in a passage. In other words, we want our learners to recognize the difference between words they need to be able to use and words they need to be able to recognize. These activities are designed to generate class discussion.

Rapid Vocabulary Review reviews the target vocabulary in the unit. It is divided into two sections—synonyms and combinations and associations. The first is straightforward: One item out of three is closest in meaning to the target item, and students indicate which one it is. The second section involves more lateral thinking. The correct answer may stand in any of several relationships to the target term. It may complete a phrase involving the target item, it may name a category to which the target item belongs, or it may state an effect of which the target item is a cause. Some students may be unfamiliar with such a non-linear form of vocabulary review, but it is an essential part of comprehensive vocabulary study. Students should be encouraged to persevere.

Crucial to the vocabulary acquisition process is the initial noticing of unknown vocabulary. Students must notice the vocabulary in some way, and this noticing then triggers awareness of the item and draws the attention of learners to the word in all subsequent encounters, whether the word is read in a passage or heard in a conversation or lecture. To facilitate noticing and then multiple retrievals of new vocabulary, we have included a chart listing approximately 20 to 25 key vocabulary items at the end of each unit. This **Vocabulary Log** has three columns and requires students to provide a definition or translation in the second column and then an original example or note about usage in the third column. In this third column, students can use the word in a phrase or sentence, or they can also add usage information about the word such as *usually negative*, *very formal sounding*, or *used only with the word launch*, for example. As demonstrated in *Vocabulary Myths* (Folse, 2004, University of Michigan Press), there is no research showing that a definition is better than a translation or vice-versa, so we suggest that you let students decide which one they prefer. After all, this log is each student's individual vocabulary notebook, so students should use whatever information is helpful and that will help the student remember and use the vocabulary item. If the log information is not deemed useful, the learner will not review this material—which defeats the whole purpose of keeping the notebook.

EAP Projects (Synthesizing)

Students are often expected to proceed from what they learned via reading passages. The series includes projects designed to mimic actual assignments or test questions students are likely to encounter in their academic courses. One or two prompts are for pieces that could be done in a one-hour class period or part of a class period. Typically, these prompts encourage students to do some planning as homework before the activity. There are two prompts per unit that require more outside reading and a longer finished product. They are meant to be assigned as homework and are ideal for a flipped or blended learning environment. For additional ideas about flipping using **4 Point**, see *Flip It! Strategies for the ESL Classroom* (Lockwood, 2014, University of Michigan Press). The directions in such prompts ask students to do some light research. The suggested lengths are just that—suggestions.

These long assignments are not meant to be formal. This book does not comprehensively address specific issues of formal academic writing. Teachers are free, of course, to turn one or two of these projects into something longer, more formal, and with higher stakes, if they would like to combine reading and writing. These projects are included as an appendix, so teachers are free to skip these longer projects without sacrificing learning objectives if time is short.

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