

FOUR POINT
Reading and Writing
1
INSTRUCTOR'S MANUAL

by Robyn Brinks Lockwood

Unit 1: Psychology: Human Behavior (pages 1–36)

Objectives

Students will be able to

- use skimming as a pre-reading strategy
- annotate as they read
- summarize readings
- write summaries
- do light research for academic writing tasks
- activate background knowledge before reading
- keep a vocabulary log
- understand citations and bibliographic entries
- use outlining to organize notes, understand readings, and write effectively
- read authentic academic texts
- expand their academic vocabulary
- prepare projects and presentations by synthesizing unit concepts with other material

Before Reading Strategies

- skimming
- activating background knowledge

During Reading Strategies

- annotating as you read
- keeping a vocabulary log

After Reading Strategies

- summarizing
- understanding citations and bibliographic entries

Writing Strategies

- writing a summary
- outlining

Unit Opening (page 1)

Open a class discussion about psychology in general. Ask students if they can name any branches or types of psychology. Elicit answers such as *abnormal*, *biological*, *clinical*, *cognitive*, *comparative*, *developmental*, *educational*, *experimental*, *personality*, *social*, and *sports*. Mention that most of these types involve the study of human behavior. Read the short introductory paragraph on page 1. Expand the discussion by polling the students to see if they believe people act differently in groups than they do individually.

Part 1: The Association Principle (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.

Answers

Answers will vary.

Expansion Activity

Mention that extracurricular activities are a big part of academic life in the United States, including the sports teams. To combine academics with the topic, assign each student or small group one sport from the university or another local university. Point out that light research and discussion with classmates is important throughout this text and throughout their academic careers. Ask students to collect data on the sports team. Suggest ideas such as win-loss records, final scores in the most recent game, and/or team or player statistics. Assign a due date. In class, ask students to share the information they learned in small groups. If students are also using *Four Point Listening and Speaking 1*, review listening for and giving numerical information (pages 3 and 4).

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 an excerpt from a college textbook. 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 shouldn't read the passage at this time. Consider setting a time limit to challenge students to employ the strategy.

Answers

1. c
2. a
3. c

Expansion Activity

Bring in newspaper articles from the campus newspaper or a local newspaper about the university football, baseball, and other sports teams. Or, use articles about the nearest professional teams. Style a skimming quiz for students using the same or similar questions to those in the textbook.

Expansion Activity

Students are sometimes 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 those 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.

DURING READING STRATEGY: ANNOTATING AS YOU READ (PAGE 5)

Present the information in the box and discuss the example. Ask students if they annotate already and open a discussion about tools such as sticky notes or tabs and highlighters; techniques such as underlining, highlighting, circling, or taking notes; and abbreviations, such as = or *ex*. Ask students how similar their annotations are. Consider typing the sample from the box in advance and ask students to annotate and then let students compare theirs to the sample.

PRACTICE ACTIVITY: ANNOTATING (PAGE 6)

Go over the instructions. Give students time to read the excerpts and restate the main idea by annotating in the margin and marking the excerpt as they like. Allow time for students to compare their annotations.

Answers

Answers will vary.

Possible answers:

1. recent survey = boys enthus. sports fans (because play sports?), but watch TV/online summaries, not full games
2. women 25–34 least interested in sports. Teen girls like sports, but don't watch on TV. 35+ women like watching sports, with friends/fam
3. Men 50+ watch sports w/ women or listen to radio. Men 25–34 get sports info online

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

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

READING (PAGES 8–11)

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 annotate as they read and encourage them to try a variety of tools and techniques with the readings in the text so they can learn what will work best for them with authentic materials outside of class.

Expansion Activity

Give a short reading quiz on content that covers important ideas or terms (items likely to be included in annotations). Collect for grading if desired. After the quiz, let students compare answers they got correct and incorrect against their annotations to see if they are annotating the best content. Some sample questions are included.

1. Describe the association principle. (linking to positive events and separating from negative events)
2. Give an example of how sports fans exhibit strange behavior. (sports riots, murder of players and referees, lavish gifts to players)
3. Which better describes the relationship between a sport and a serious fan—dedicated, relaxed, or personal? (personal)
4. What does *crucial* mean? (important)
5. What lessons can be learned from the story of the World War II soldier? (power of the phenomenon and the relationship between sports and its fans is very personal)
6. Who is the author that described reactions to the contests people watch? (Isaac Asimov)
7. Define *superficial*. (not deep, surface)
8. Why do people manipulate the visibility of connections with winners? (to make themselves look good or to make others think more highly of them)
9. What pronoun is used when the home team wins? (we) When the home team loses? (they)
10. Is the association principle linked only to sports? (no) If not, give another example. (politics) If yes, explain why.

Expansion Activity

Discuss how many fields require experimentation and data collection. Give examples from the sciences (*biology, engineering*), but also discuss the social sciences (*psychology, education*), and the humanities (*linguistics, languages*). Assign students to replicate the experiment described in Paragraph 7 of the reading with a university or local team. Assign a date for them to bring their data to class. Put students in small groups to combine and discuss their data. Ask them to prepare a short paper or presentation comparing and contrasting the results and giving examples of their data. Review comparing and contrasting words with them and/or review them in *Four Point Listening and Speaking 1* (pages 25–26). If evaluated, adapt a compare/contrast essay rubric to fit the assignment. Rubrics can be borrowed from, adapted at, or easily created at iRubric.com at www.rcampus.com/indexrubric.cfm.

AFTER READING STRATEGY: SUMMARIZING (PAGE 12)

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 can help them to avoid re-reading entire passages and is useful in writing and studying. 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, and helps avoid plagiarism.*

PRACTICE ACTIVITY: SUMMARIZING (PAGE 12)

Give students time to work with a partner to complete the activities.

Answers

Answers will vary.

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 1*, it's a good time to review language that clarifies information or gives examples (see page 6 and/or page 26 in *Four Point Listening and Speaking 1*). 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 use the *Browse MICASE* feature to look for other words and phrases used when summarizing. Ask each student to bring one phrase 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 13)

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. c
2. d

PARAPHRASING TO SIMPLIFY (PAGE 14)

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 textbook offers a lot of practice paraphrasing and avoiding plagiarism.

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: WRITING A SUMMARY (PAGE 15)

Present the information in the book. Stress the fact that summarizing is a good way to avoid plagiarism. Remind them that even though the summary is in their own words, the ideas belong to someone else and the original author needs to be credited. Read the examples. Make a list of other ways to attribute sources. Make a list on the board.

Expansion Activity

If students used *Four Point Reading and Writing Intro*, take time to review the paraphrasing and summarizing strategies used throughout that book. The Purdue Online Writing Lab is also a good reference with sample practices and quizzes that can be used in class. See <http://owl.english.purdue.edu/exercises/28/>.

PRACTICE ACTIVITY: WRITING A SUMMARY (PAGES 16–17)

Give students time to read the passage and write a summary. It might be better to assign this activity as homework. This summary can also be collected for a formal evaluation. Consider making a list of what makes a good summary, addressing both content and grammar issues if desired, and create a rubric to use for evaluative purposes throughout the term. Several are readily available at iRubric.com at www.rcampus.com/indexrubric.cfm. Those can be borrowed or adapted or new ones can be easily created.

Answers

Answers will vary.

Expansion Activity

Before evaluating students formally, hold a peer review session in which students use the rubric that will be used throughout the term. Let them peer review for each other, using the rubric. Or, create a checklist using the same components that appear on the rubric. Give students time to rewrite a new draft before final submission.

Expansion Activity

Ask students to write a formal summary for an article in their discipline or field of interest or provide an article all students will use.

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

Part 2: The Scarcity Principle (pages 19–32)

GETTING STARTED (PAGE 19)

Read the short paragraph about scarcity. Give students time to answer the questions with a partner. Challenge them to think creatively and remind them sometimes a factor maybe positive or negative. For example, something small is perceived as good when discussing mobile phones, but is perceived as bad when discussing diamonds.

Answers

Answers will vary.

BEFORE READING STRATEGY: ACTIVATING BACKGROUND KNOWLEDGE (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. 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.

PRACTICE ACTIVITY: ACTIVATING BACKGROUND KNOWLEDGE (PAGE 21)

Point out that these three practice topics are simple, yet effective ways to practice activating knowledge. Suggest that students take notes for Questions 1 and 2, but require they keep notes for Question 3 since they will be used later in the unit. Remind students there are no wrong answers.

Answers

Answers will vary.

VOCABULARY STRATEGY: KEEPING A VOCABULARY LOG (PAGE 21)

Because of its importance in both listening and reading, vocabulary logs are included in every unit throughout the *Four Point* series. Research by Keith Folse, series editor, indicates the importance of the vocabulary log, and it is described in more detail on page xiv. Listen to him describe his experience as a second language student using a vocabulary log in a video clip posted on the University of Michigan Press website.

Present the information and example in the text. Mention that the effectiveness of this strategy is proven; therefore, a log is included at the end of every unit with specific academic vocabulary that students will see in readings in a variety of disciplines and not just the discipline focused on in the unit (for example, psychology and human behavior).

PRACTICE ACTIVITY: BUILDING A VOCABULARY LOG (PAGE 22)

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. Possible answers:

1. link: connect; link two ideas together
2. lavishness: produced in great amounts; the lavishness of the flower display at the wedding
3. enhanced: made better; The movie was enhanced by special effects.
4. hooked: addicted to; to be hooked on something
triumph: a victory, a win; opposite of failure
5. ferocious: intense, sometimes mean; related to the word fierce; a fierce lion
implicated: involved in; usually negative

VOCABULARY POWER (PAGE 23)

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

Answers

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

READING (PAGES 24–27)

Require students to mark the words they want to add to their vocabulary log and also consider having students annotate the reading. This can also be assigned as homework.

AFTER READING STRATEGY: UNDERSTANDING CITATIONS AND BIBLIOGRAPHIC ENTRIES (PAGE 28)

Explain how there are different types of footnotes and citations. Present the brief overview of citations in the 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.

PRACTICE ACTIVITY: UNDERSTANDING BIBLIOGRAPHIC ENTRIES (PAGE 29)

Give students time to work complete this short activity before checking their answers.

Answers

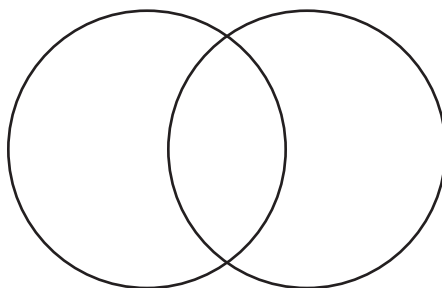
1. Cialdini, R.B.
2. *Influence: Science and Practice*
3. 2009
4. Allyn and Bacon

Expansion Activity

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

- 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) to research a style and bring examples of citing books, journals, and websites in that style. Consider dividing groups by their intended major and assigning them the style they are most likely to use frequently. Each group can present examples on the assigned day. Schedule a class discussion comparing and contrasting the styles. Consider pairing groups to complete a Venn diagram for the two styles they researched. Review Venn diagrams in *Four Point Listening and Speaking 1* (page 28) or draw a sample on the board.



Students can also present or write a short compare and contrast essay. Encourage them to use appropriate comparing and contrasting signal words and examples. Review some common phrases on pages 25–26 of *Four Point Listening and Speaking 1*.

PRACTICE ACTIVITY: READING FOR THE BIG PICTURE (PAGE 29)

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

Answers

1. are
2. the fear of losing a breast or life to cancer
3. not losing money they already have
4. sometimes
5. if she already told the salesperson she would

PARAPHRASING TO SIMPLIFY (PAGE 30)

Revisit the discussion about paraphrasing from Part 1 and give students time to paraphrase these new sentences.

Answers

Answers will vary.

WRITING STRATEGY: OUTLINING (PAGE 31)

Open a discussion about outlining and poll the students to see how many use outlines before they begin writing. It is likely that students do not outline and may explain this by lack of time or knowledge. Ask students to think of other “types” of outlines. Suggest they look at tables of contents and textbook chapters that use different sizes (and colors) in the “heads” to let readers know when topics change. Explain that this strategy can extend to be a reading strategy or note-taking strategy as well. Study the example in the box.

PRACTICE ACTIVITY: OUTLINING (PAGE 32)

Students sometimes find outlining rather challenging. Consider not formally grading this first outlining attempt to relieve any pressure. Let students compare and contrast their outlines to see if they are identifying the same main points, details, and examples. Students should not be alarmed if there are some differences. Remind them that this is just practice and outlines will differ based on the reason for the outlining. For example, a student preparing for a test may have more details, whereas a student preparing to write a research paper may include more examples to support his or her argument.

Answers

Answers will vary.

Expansion Activity

Repeat the outlining activity with another reading for evaluative purposes. Choose an article about psychology for the entire class to use or let students choose an article from their own field of study. Assign a due date and collect the outlines for grading.

Expansion Activity

Consider having students prepare a study guide outline for Unit 1 of this textbook. The outline could be collected for a grade. Find an appropriate rubric for your class at www.rcampus.com/indexrubric.cfm. The free website has rubrics already created for outlines and study guide outlines (and other types of assignments) that can be borrowed or adapted, or it is easy to make a new one.

YOUR ACTIVE VOCABULARY (PAGE 32)

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

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 33)

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.

Answers

- | | |
|------------------|-----------------|
| 1. confusing | 11. a plan |
| 2. important | 12. permanently |
| 3. an injury | 13. between |
| 4. to change | 14. fan |
| 5. has a mistake | 15. answer |
| 6. the result | 16. is |
| 7. probable | 17. entitled |
| 8. an idea | 18. figure |
| 9. take away | 19. involved |
| 10. a story | 20. by |

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.

SYNTHESIZING: WRITING PROJECTS (PAGE 34)

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.

General Notes

An Association: This assignment is ideal to use at the end of a class period because students can use information learned from the first reading.

Expansion Activity

Explain that professional associations extend beyond academic life. Discuss professional organizations and their role in careers and professional development (conferences and publications). Use TESOL as an example of a professional organization for ESL teachers. Ask students to do some light research on a professional organization in their field and to write a summary about the organization. Extend this activity by asking students to prepare a short oral presentation with the information.

The Scarcity Principle: To better mimic a test environment, use this activity as a timed writing and grade it using a rubric. A rubric can be created at or borrowed from www.rcampus.com/indexrubric.cfm or use a TOEFL-like rubric since students will likely be familiar with it.

Olympic Ties: Consider approving topics in advance so all students are not writing about the same athlete. Review the signal words and phrases for examples in *Four Point Listening and Speaking 1* (page 26). Encourage students to incorporate this language in their writing and/or to search MICUSP for other ways to introduce examples.

The Limited-Number Tactic in Action: Give students a deadline and remind them of the importance of field research and data collection. Teach clarification language that students may need if they are not accustomed to field research, or review this if students are using *Four Point Listening and Speaking 1* (page 6). Research report rubrics are available at www.rcampus.com/indexrubric.cfm to use as an evaluation tool.

Expansion Activity

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

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 and/or outline of the report.

VOCABULARY LOG (PAGES 35–36)

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: World Civilizations: Ancient Greece and Rome (pages 37–74)

Objectives

Students will be able to

- develop a purpose for reading
- make text-to-world connections as they read
- determine text structure
- organize information based on text structure
- practice paraphrasing
- write compare and contrast essays (or prepare for comparing and contrasting in longer works)
- do light research for academic writing tasks
- recognize chronological terms and use them to understand context
- make text-to-text connections as they read
- draw conclusions based facts ad examples
- revise their writing
- read authentic academic texts
- expand their academic vocabulary
- prepare projects and presentations by synthesizing unit concepts with other material

Before Reading Strategies

- developing a purpose for reading
- understanding chronology

During Reading Strategies

- making a text-to-world connections
- making text-to-text connections

After Reading Strategies

- organizing information based on text structure
- drawing conclusions

Writing Strategies

- writing compare and contrast essays
- revising

Unit Opening (page 37)

Draw attention to the photo. Review the Before Reading Strategy: Activating Background Knowledge (page 20) by asking students to look at the picture, think about the general topic and vocabulary, and do a quick online search. Read the short introductory paragraph. Put students in groups to complete the online search in class and/or share background knowledge. Have groups share pictures and notes about ancient Greek and Roman societies.

Part 1: Differences between Ancient Greece and Rome (pages 38–53)

GETTING STARTED (PAGE 38)

Ask students if there are any mythological people from their native countries or histories or if they are familiar with any from Greek or Roman history. 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, but they should guess. Talking about the topic helps them focus on the topic regardless of how much they already know or don't know.

Answers

Possible answers:

- atlas: a map of the world
Olympics: a series of athletic contests
senator: an elected government official
spartan: very plain, not fancy
- herculean (from Hercules, a famously strong hero): very difficult, requiring great effort
Nike (from Nike, the goddess of victory): a brand name of athletic footwear and apparel
Note: It may be interesting or helpful to show students a picture of Nike and Hercules. If the classroom has wireless capabilities, a quick online search will provide pictures.
- democracy:
demos = people
cracy = to rule
peninsula:
pen = almost
insula = island
Mediterranean
medi = middle
terra = earth; land

Expansion Activity

Expand on Question 2 or 3. Assign each student (or pair or small group) the name of a god or goddess. Ask students to do some light research to learn about the god or goddess and write a short summary or presentation. Or, assign words for students to research an original Greek or Roman word to research and present.

BEFORE READING STRATEGY: DEVELOPING A PURPOSE FOR READING (PAGE 39)

Present the brief introductory paragraph at the top of page 39. Remind students that one goal of the textbook is to try each strategy to see which works best for them, so they'll be more successful reading 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, thesauruses* so students realize they are familiar with some reference material. Mention that every field has different types of references and this reading is from an encyclopedia and uses an organizational pattern they are likely familiar with: compare and contrast. Expand the discussion by asking students what purposes they may have for reading. Expect answers such as *because the teacher asked me to*, but also try to elicit answers such as *preparing for a test* or *researching for a paper*.

PRACTICE ACTIVITY: DEVELOPING A PURPOSE FOR READING (PAGE 40)

Remind students that one purpose of this strategy is to simply think about strategies. Their purpose for this reading may be simply *to try this strategy*. Explain that a good way to start is to ask questions before reading. Give students time to answer the questions. Solicit volunteers to share answers or let students talk in small groups. Remind students that answers will vary because they may have different purposes for reading.

Answers

Answers will vary.

DURING READING STRATEGY: MAKING TEXT-TO-WORLD CONNECTIONS (PAGE 41)

Review annotating from Unit 1 (page 5) with students and mention that this strategy can be done while students are annotating. Present the information and example in the box, stressing that it is important to make the connections and there really aren't any wrong answers. Also stress the sentence frames that can be used. Mention that these can also be used in spoken language during academic discussions.

PRACTICE ACTIVITY: MAKING TEXT-TO-WORLD CONNECTIONS (PAGE 42)

Go over the instructions. Give students time to make connections. Solicit volunteers to share answers.

Answers

Answers will vary.

Expansion Activity

Ask students to bring a copy of a paragraph from the reading of their choice. Compile those and type a study guide for students to practice with or use it as a quiz or test. Or to do this in class immediately, ask students to exchange their paragraphs with another student and ask them to make connections with the new paragraph. Students can continue exchanging as often as time allows.

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.

Answers

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

READING (PAGES 44–46)

Decide if it is better to have students read the passage in class or read it 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.

Expansion Activity

Point out that this reading contains a map as a visual aid. Discuss other types of visual aids. Expect answers such as *pictures, illustrations, charts, graphs, tables, drawings, and diagrams*. Explain that visuals are an important part of academic writing. Ask students to find an example in a reading they need to do for another class and bring it to class to share as an example.

Expansion Activity

Give a quiz. Consider letting students use their annotations or text-to-world notes. Sample questions are provided. Collect the quiz for grading if desired. Discuss what was challenging or easy. Ask students to write a paragraph about how their text-to-world connections helped them to get some answers correct.

Possible Quiz Questions

1. Name one way the Greek and Roman civilizations were similar. (buildings, gods, culture)
2. How did Roman children learn about Greek culture? (Greek tutors)
3. Which was larger: Greece or Rome? (Rome)
4. What does a city-state resemble? (a community) Name one example of a Greek city-state. (Athens, Sparta, Corinth)
5. A city-state had its own government. What is a similar modern-day example? (Answers will vary.)
6. What was the terrain like in Italy? (not as mountainous as Greece)
7. How did Rome become so powerful? (all the conquered lands followed Roman law and paid taxes)
8. In Greek city-states, who were the only people who could become citizens? (free males who owned property) Describe how this is similar to or different from your situation. (Answers will vary.)
9. In which civilization did women have more freedom? (Greek)
10. When did the Roman Empire fall? (400 ACE)

PRACTICE ACTIVITY: READING FOR THE BIG PICTURE (PAGE 47)

Remind students that academic reading is not always read to simply be able to answer detailed questions. The activities are designed to ensure they understand the main idea and can apply this information to other things (text-to-world connections or for research papers). Therefore, they only have to answer a couple of big picture questions.

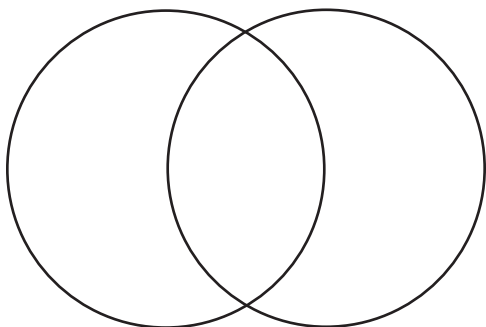
Answers

1. b
2. d

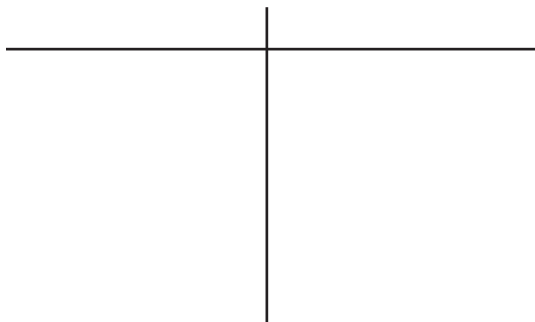
**AFTER READING STRATEGY: ORGANIZING INFORMATION BASED ON TEXT STRUCTURE
(PAGE 47)**

Discuss graphic organizers and review Venn diagrams. Draw examples of other types of graphic organizers on the board. Reference several note-taking graphic organizers in *Four Point Listening and Speaking Intro*. Some possible examples are shown.

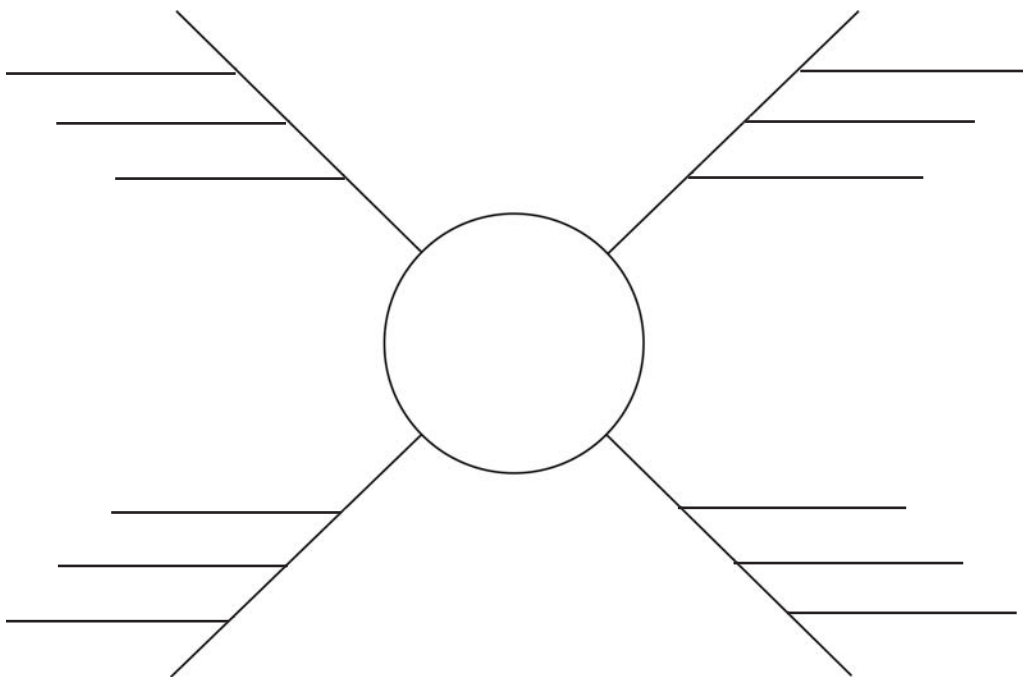
Venn diagram



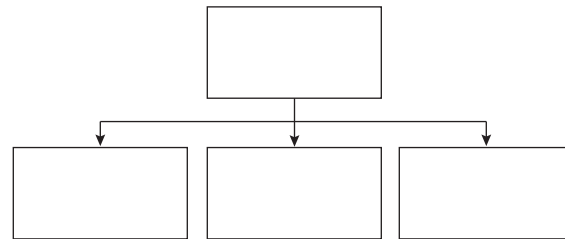
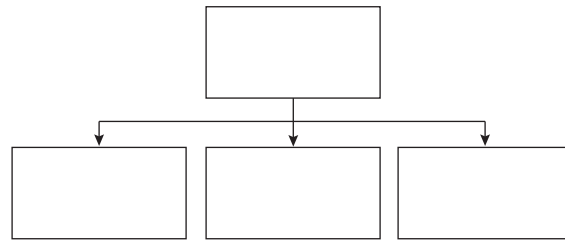
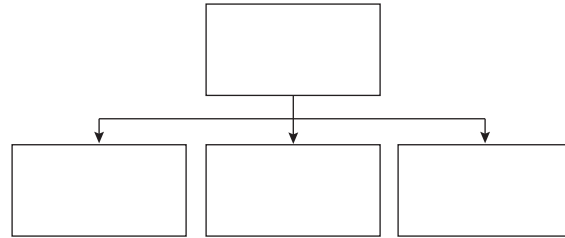
T-Chart



Spider Chart



Flow Chart



Remind students that the pattern used in Reading 2 is compare and contrast and that charts are another good way to organize notes (from reading or listening passages). Present the information in the box.

PRACTICE ACTIVITY: ORGANIZING INFORMATION BASED ON TEXT STRUCTURE (PAGE 48)

Tell students to imagine this is a short quiz (or use this as an actual quiz). Ask them to work individually before giving them the answers to the questions or collecting it for grading.

Answers			
	only Greek	both Greek and Roman	only Roman
buildings		looked similar	
gods		had the same gods, though with different names	
studied Greek culture		Romans hired Greek tutors for their children	
empire	collection of mostly independent city-states		huge empire
landscape / geography	more mountainous		mostly flat land and plains; travel was easier
social classes		divided into different social classes: slaves and the poor at the bottom, rich people at the top	more complicated: many privileges, ranks, and jobs came from family ties
citizenship	only free men who owned property could be citizens		no information given in the reading
importance of family	no information given in the reading		very important—see notes for social classes censors investigated people's family backgrounds and could change someone's social class if their ancestors were found to not be good enough
role of women	women had freedom only in Sparta; in other city-states, had no jobs or government offices; thought women were inferior to men	women were <i>expected</i> to stay home and raise family; not the case in reality for Romans	ordinary women had freedom & influence, and their husbands listened to their ideas women (except for low classes) were educated and had jobs, sometimes in government

PARAPHRASING TO SIMPLIFY (PAGE 49)

Give students time to paraphrase the three sentences from the reading. Encourage them to use a variety of strategies in an effort to paraphrase enough to avoid plagiarism.

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: WRITING COMPARE AND CONTRAST ESSAYS (PAGES 50–51)

Present the information in the book, but tell students how important it is to note that academic work will extend beyond the essays they are accustomed to writing. The comparing and contrasting language will be used as parts of larger writing projects. Spend time on the sentence frames and the signal words and phrases before focusing on the two main types of organizational patterns. Point out there are advantages and disadvantages to both and ask students which they prefer and why.

Expansion Activity

Assign each student one of the words from the chart in the box on page 50 (and include others students can think of or use words or phrases included on page 25 of *Four Point Listening and Speaking 1*). Ask students to search MICUSP and/or MICASE to find the signal words or phrases and bring examples of their use and the types of papers they appear in. Challenge them to find other words and phrases to add to the box on page 50.

PRACTICE ACTIVITY: WRITING COMPARE AND CONTRAST STATEMENTS (PAGE 52)

Give students time to write sentences based on the reading. Let students share their answers in small groups.

Answers

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 is a good chance for students to write about something historical. Most students have to take a history course or think about history within their own field and this activity gives them a chance to explore this discipline.

Answers

Answers will vary.

Part 2: Greek and Roman Chariot Racing (pages 54–69)

GETTING STARTED (PAGE 54)

Read the short paragraph about sports and their origins. Give students time to answer the questions with a partner.

Answers

Answers will vary.

Expansion Activity

Arrange for students to watch *Spartacus* or *Gladiator* and write a short summary of the movie and describe what is different from and what is similar to modern day. Students could also be assigned any sporting movie and be required to write a summary and/or prepare a short oral presentation on the movie, its sport, and how it is different from or similar to the sport today. Other movies to consider include: *Chariots of Fire*; *Remember the Titans*; *We Are Marshall*; *Cool Runnings*; *Bend It Like Beckham*; *Mystery, Alaska*; *Seabiscuit*; *Eight Men Out*; *Invictus*; *The Rookie*; *The Karate Kid*; *A League of Their Own*; *The Natural*; and *Rudy*. Keep in mind that several of these were intended for adult audiences and may depict adult situations.

Take the opportunity to review the Before Reading Strategy: Determining What You Already Know (page 20). If Task 2 in the Short Writing Tasks exercise was completed, 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 more familiar with the general content.

BEFORE READING STRATEGY: UNDERSTANDING CHRONOLOGY (PAGE 56)

Present the short introduction on page 55, reminding students this information can be important in preparing for the reading. Some students may be worried since this introductory information discusses the *Iliad* and literature, which are topics that aren't necessarily familiar or favorite topics for students. 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 information in readings; in this case, the reading strategy is about dates. Present the information in the box. Pay special attention to the steps.

Expansion Activity

Explain that students will likely encounter literature as part of their general education studies in their English courses, history courses, or in a variety of other fields. Assign students to read the *Iliad* or assign parts of the piece. Give quizzes or arrange discussion questions to test comprehension. A nicely divided version of the *Iliad* is available at an MIT site (<http://classics.mit.edu/Homer/iliad.html>). For quiz questions, a plot overview, character information, themes, symbols, study questions, essay questions, or other information, see the SparkNotes website at www.sparknotes.com/lit/iliad/.

PRACTICE ACTIVITY: UNDERSTANDING CHRONOLOGY (PAGE 57)

Encourage students to work individually before discussing their answers. Show examples of timelines.

Answers

1. a. third century BCE
b. fifth century BCE
c. 680 BCE
2. sixth century BCE
3. a. 616–575 BCE
b. 509–500 BCE

Possible answers:

1. a. third century BCE: Punic wars, Rome became an important (if not the most important) power after the Second Punic War, Warring States period ended in China, the Qin and Han dynasties were formed; significant people: Euclid, Eratosthenes, Hannibal; significant inventions or discoveries: Eratosthenes calculates diameter of Earth, silk is exported to Europe from China, water screw, Du Jiang Yan irrigation system
- b. fifth century BCE: great philosophy by Greeks, development of political institutions, art, literature, Persian wars, Greeks fought amongst themselves (Athens and Sparta), Spartans were victorious; significant people: Pythagoras, Buddha, Sophocles, Hippocrates; significant inventions or discoveries: cast iron (first used in Kingdom of Wu in China), linear perspective, anchors with flukes
- c. 680 BCE: (circa) Greek poet Archilochos was born, meteor disaster on Saaremaa (Estonian island)
2. sixth century BCE: grammar for Sanskrit (oldest form of grammar still known), Persian Empire grew, Iron Age in Europe; significant people: Nebuchadnezzar II King of Babylon, Confucius, Thales (predicts eclipse), Aeschylus, Thespis; significant inventions or discoveries: archaeological surveys of Arabian peninsula, Sunshu Ao, a Chinese engineer, creates a large artificial reservoir by damming a river
3. a. 616–575 BCE: Amasis II becomes king of Egypt (570), Pythian Games founded at Delphi (582), solar eclipse occurs as predicted by Thales (585), Smyrna destroyed (600), King Kuang of Zhou dies (607)
- b. 509–500 BCE: pre-Roman Iron Age begins (500), Confucius appointed governor of Chung-tu (501), solar eclipse in Egypt (502), democracy increased by Cleisthenes (507)

Expansion Activity

Use index cards and write a year on each one. Ask students to draw a card and prepare a short presentation on their year to give to the class. This can also be designed to be a written paragraph for more evaluative purposes.

DURING READING STRATEGY: MAKING TEXT-TO-TEXT CONNECTIONS (PAGE 58)

Review the During Reading Strategy: Making Text-to-World Connections (page 41). Remind students that a large part of academic studies is being able to synthesize information from two different readings or sources. Tell students that this strategy can be done while they are annotating. Present the information and example in the box, stressing that it is important to make connections and that everyone will have different answers. Also stress the sentence frames that can be used. Mention that these can also be used in spoken language during academic discussions.

PRACTICE ACTIVITY: MAKING TEXT-TO-TEXT CONNECTIONS (PAGE 59)

Give students time to work individually with the tasks or assign this as homework. Encourage use of the vocabulary logs.

Answers

Answers will vary. Possible answers:

1. Students can connect to Reading 1 when it discusses Spartan women participating in sports: *They were taught to read and write and encouraged to engage in archery, races, and other physical contests.*
2. Students can connect to Reading 1 when it discusses the terrain: *Romans, on the other hand, enlarged their empire each time they took over a new land. They came, they conquered, and they seized control. Early in Rome's history, this empire-building was made easier because the Italian Peninsula was not as rough as that in Greece, which was more mountainous.*
3. Students can connect to Reading 1 when it discusses levels of society: *In Rome, however, family was everything. Even among citizens at the highest levels of society, known as patricians, there were differences. You could not become a Senator, a high government official, unless you were from a family of Senators. You could not be recognized as a nobleman (and only men could be noble) unless the last three generations of your family. . . .*

VOCABULARY POWER (PAGE 60)

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

Answers

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

READING (PAGES 61–64)

If desired, take the opportunity to require students to annotate as they read. This can also be assigned as homework. Assign a due date so students will be prepared to work on the After Reading Strategy: Drawing Conclusions using the information from the reading.

AFTER READING STRATEGY: DRAWING CONCLUSIONS (PAGES 65)

Discuss that drawing conclusions is important and that it is okay to “guess,” especially if the conclusion is drawn based on facts or information provided. Present the information in the box and reinforce the idea that supporting conclusions after they are drawn is expected by college-level instructors.

PRACTICE ACTIVITY: DRAWING CONCLUSIONS (PAGES 66–67)

Give students time to work individually before talking with a partner. Discuss answers with the class.

Answers

Answers will vary.

Possible answers:

1. a
2. a
3. c
4. Aside from a set racecourse, Roman chariot racing didn't leave many traces for archaeologists to find.
5. It's possible that the older Tarquinius Priscus didn't actually exist.

PRACTICE ACTIVITY: READING FOR THE BIG PICTURE (PAGE 67)

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. F | 3. T |
| 2. T | 4. T |

PARAPHRASING TO SIMPLIFY (PAGE 68)

Take the chance to review the writing strategies on paraphrasing presented in *Four Point Reading and Writing Intro* (if students used that text) or suggest some common strategies for students to use (include wording or structural changes). Encourage students to try a blend of changes and remind them that just one change and a citation does not avoid plagiarism.

Answers

Answers will vary.

WRITING STRATEGY: REVISING (PAGES 69)

Students are often interested to learn that writers often spend more time revising than writing. Discuss the general content that writers spend time revising. Poll students to see who spends time revising and what types of things they revise. As each item is presented, ask students to list other examples for each of the five points.

Expansion Activity

Create a checklist for students to use for future writings in the class. Use the checklists in *Four Point Reading and Writing Intro* as a guide or find some online. Tell students to keep the checklist with them to use for every assignment.

PRACTICE ACTIVITY: REVISING (PAGES 69)

Let students work individually before comparing answers. Then have students revise one of their earlier pieces of writing. Collect it for a participation or evaluative grade.

Answers

Answers will vary, but students may revise the given paragraph to be closer to the original.

Naturalists and hunters who have studied the behavior of herds of wild animals, including caribou and elk, have often observed that a whole herd can get alarmed and flee after one member senses danger. In some cases this can be explained in terms of sensory signals, but in others, observers are often at a loss to explain the sudden flight of animals that shortly before, under the same circumstances, were feeding or resting without suspicion. A sense of danger or alarm can spread silently and rapidly.

Expansion Activity

Hold a peer review session for students to use the class-created checklist and then let students revise the piece for formal evaluation. Also consider creating a peer review checklist for use throughout the course. Several can be found online or fashion one after the one provided in the appendix of *Four Point Reading and Writing Intro*.

YOUR ACTIVE VOCABULARY (PAGE 70)

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.

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 71)

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

- | | |
|-------------------|------------------------|
| 1. proof | 11. necessary |
| 2. difficult | 12. say, tell |
| 3. very important | 13. a group of trees |
| 4. little | 14. as |
| 5. like | 15. a movie actor |
| 6. simple | 16. a whale |
| 7. need | 17. a company's name |
| 8. always | 18. snow in a jungle |
| 9. complicated | 19. a cut on your face |
| 10. very old | 20. a place |

Expansion Activity

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

SYNTHESIZING: WRITING PROJECTS (PAGE 72)

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

The Importance of History: Make sure students understand what a reaction paper entails and discuss their frequency in many fields of academic study. Teach useful language or review agreeing and disagreeing language in *Four Point Listening and Speaking 1*.

Expansion Activity

Ask students to research MICUSP for good phrases to use to agree and disagree in writing. Ask each student to bring in examples to share. Encourage students to write all the examples and use them in their reaction papers.

Sports Now and Then: Encourage students to incorporate ideal language. Because some tests are timed, consider making this a timed activity so students learn to write under pressure. A rubric can be created at or borrowed from www.rcampus.com/indexrubric.cfm.

Famous Races: Let students choose other types of runs (half-marathon, biathlon) or even consider letting them choose competitions in other types of sports. This could also be a group activity where small groups are assigned to one kind of race. This could also be converted into a timeline so students practice creating visual aids.

Online Research: The Influence of Greek and Roman Mythology in Advertising: Discuss how papers often include visual aids. Discuss types of visuals and show examples of pictures, drawings, charts, graphs, and/or tables. Require students to incorporate visuals into their final assignments.

VOCABULARY LOG (PAGES 73–74)

Follow the procedure of choice for the vocabulary log.

Answers

Answers will vary.

Unit 3: Astronomy: Studying Space (pages 75–108)

Objectives

Students will be able to

- use predicting as a strategy before reading
- distinguish types of glosses and use them effectively
- decide if the author's purpose was accomplished
- write solid arguments
- do light research for academic writing tasks
- scan for specific information in an academic writing reading
- identify signal words
- use signal words to provide clues to understanding
- evaluate the reading experience
- write about a process
- read authentic academic texts
- expand their academic vocabulary
- prepare projects and presentations by synthesizing unit concepts with other material

Before Reading Strategies

- predicting
- scanning for specific information

During Reading Strategies

- understanding glosses
- using signal words to provide clues to understanding

After Reading Strategies

- deciding if the author's purpose was accomplished
- evaluating the reading experience

Writing Strategies

- making an argument
- writing about a process

Unit Opening (page 75)

Draw attention to the illustration on page 72. Read the short introductory paragraph on page 75. Ask students to list other words related to the solar system or astronomy. Elicit answers such as *comet*, *asteroid*, *galaxy*, *black hole*, *meteor*, *constellation*, or *space shuttle*. Also consider asking students to name stars or

planets. Teach them the well-known mnemonic that native speakers used to use to remember the planets when Pluto was still considered a planet (My Very Energetic Mother Just Served Us Nine Pizzas=Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto). Ask students if they can think of a mnemonic now that Pluto is no longer a planet. Present the mnemonic suggested by the International Astronomical Union for remembering the eight planets: My Very Educated Mother Just Served Us Nachos.

Expansion Activity

Explain that many academic and professional projects are the result of teamwork. Show examples of journal papers and conference presentations that have more than one author or presenter. Divide students into eight groups and assign each group a planet to research. Require each group to write a short science report on their planet. If desired, ask students to prepare a short presentation or a poster presentation based on their research.

Part 1: A Planet or Not a Planet? (pages 76–90)

GETTING STARTED (PAGE 76)

Read the brief introductory paragraph and ask students to answer the questions with a partner. Open a class discussion to share answers. Solicit group leaders to share answers from their discussions.

Answers

Answers will vary.

Expansion Activity

Remind students that it is okay to admit when they don't know answers. Review the phrases for expressing a lack of information or knowledge in *Four Point Listening and Speaking 1* (pages 197–198). Ask students to share other ways they've observed people declare a lack of information and ask them to compare how this is done in writing. Search MICUSP at www.elicorpora.info/ for examples of declarations and/or hedging.

BEFORE READING STRATEGY: PREDICTING (PAGE 77)

Before students open their books to page 77, 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 it is important that they were thinking about the topic—the future. Ask students to open their books. Present the brief introductory paragraph at the bottom of page 76 and the information in the box on page 77. Draw attention to the fact that this passage is from an academic reference and it is authentic material to practice with.

PRACTICE ACTIVITY: PREDICTING (PAGE 77)

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

Answers

Answers will vary.

Expansion Activity

Explain that asking questions is a good predicting strategy. Review the listening strategy in *Four Point Listening and Speaking 1* (page 195) if students are using the book. It is also a good time to review the Before Reading Strategy: Activating Prior Knowledge (page 20) and discuss ways to quickly search online (keyword searches).

DURING READING STRATEGY: UNDERSTANDING GLOSSES (PAGE 78)

Point out that ESL textbooks often include vocabulary in glosses, but that this is likely not typical of textbooks in their fields or in their general education courses. Present the information in the box.

PRACTICE ACTIVITY: UNDERSTANDING GLOSSES (PAGE 79)

Give students time to complete the questions using the previous readings as well as the next reading. It might be beneficial to assign this and the reading as homework to be discussed during the next class period.

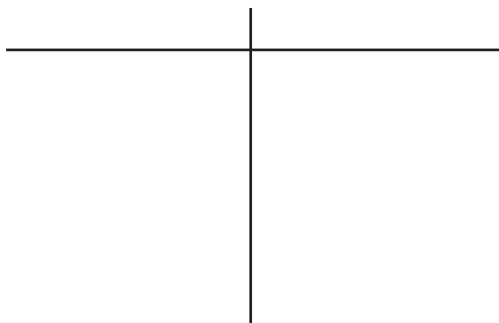
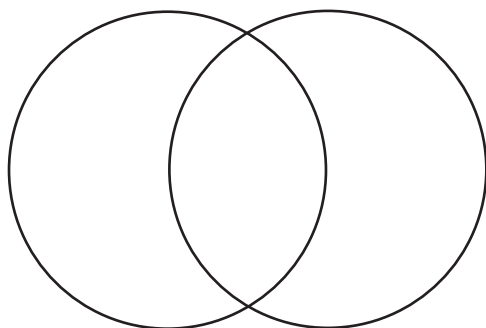
Answers

Answers may vary. Possible answers:

1. Unit 1, Reading 1: 6 vocabulary glosses
Unit 1, Reading 2: 6 vocabulary glosses
Unit 2, Reading 1: 2 vocabulary glosses
Unit 2, Reading 2: 1 vocabulary gloss
2. Unit 1, Reading 1: no explanatory notes glosses
Unit 1, Reading 2: no explanatory notes glosses
Unit 2, Reading 1: no explanatory notes glosses
Unit 2, Reading 2: 3 explanatory notes glosses
3. 3 vocabulary glosses
4. 1 explanatory note gloss

Expansion Activity

On an assigned day, ask each student to bring a textbook from another class or borrow one from the library. Encourage them to choose a textbook in a field they want to pursue as a major or as a graduate student so they will learn what is typical of materials they will be using often in their chosen field. Group students by like fields to create a list of similarities in how materials use (or don't use) glosses. Then regroup students of unlike fields to share similarities and note differences in the way glosses are handled. Ask each group to create a Venn diagram or T-Chart to present to the class.



VOCABULARY POWER (PAGE 80)

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

READING (PAGES 81–84)

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 to practice the next strategy and its practice activities in class.

Expansion Activity

Discuss that footnotes, like glosses, also contain different types of information (bibliographic information, extra information, essential information).

Challenge students to find a footnote of this type in a reading they have to do for another class or in an online search. 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 think footnotes containing more than bibliographic information are essential or nonessential.

AFTER READING STRATEGY: DECIDING IF THE AUTHOR'S PURPOSE WAS ACCOMPLISHED (PAGE 85)

Introduce this strategy as one that native speakers often use when working with academic readings. Present the information in the box. Explain that this strategy won't work with all types of readings, such as literature, as will be evident in Unit 4. Ask students to brainstorm a list of purposes authors might have for writing and in which types of materials this strategy might work best.

PRACTICE ACTIVITY: DECIDING IF THE AUTHOR'S PURPOSE WAS ACCOMPLISHED (PAGE 86)

Give students time to answer the questions on page 86. Remind students that their answers may vary since they may have different ideas of what the author's original purpose was.

Answers

Answers will vary.

Expansion Activity

Ask students to read another passage of their choice (or instructor-selected if it is preferred that students read the same piece) and write a short essay comparing and contrasting their purpose with the author's and explaining if the author's purpose was accomplished. Students can use the three questions in the practice activity (page 86) as a guide.

PRACTICE ACTIVITY: READING FOR THE BIG PICTURE (PAGE 86)

Remind students that academic reading is not always read to simply be able to answer detailed questions. The activities are designed to ensure they understand the main idea and can apply this information to other things (text-to-world connections or for research papers). Therefore, they only have to answer a couple of big picture questions.

Answers

3

PARAPHRASING TO SIMPLIFY (PAGE 87)

Review paraphrasing and any strategies previously taught. Challenge students to employ more than one strategy in order to effectively avoid plagiarism.

Answers

Answers will vary.

WRITING STRATEGY: MAKING AN ARGUMENT (PAGE 88)

Present the information in the book. Make sure students understand the example, the components, and the transition words and phrases.

Expansion Activity

Ask students to do some corpus research using MICUSP or another corpus to find examples of the transition words and phrases in written English. This can be an individual assignment or a group project. Suggest students search for examples in written works in their major or desired field. Ask students to bring examples of the words or phrases to show how the writer is making an argument.

PRACTICE ACTIVITY: MAKING AN ARGUMENT (PAGE 89)

Go over the instructions. Ask students to complete the statements individually before letting students share answers.

Answers

Answers will vary.

Expansion Activity

Bring copies of the university newspaper or that from the local community. Ask students to read an editorial to determine the author's point of view. Then challenge them to write an editorial for the paper taking the opposite side. Collect the assignments for an evaluative grade if desired and base their grades on a rubric that requires the components and language discussed in the box on page 88. Find an appropriate rubric for your class at www.rcampus.com/indexrubric.cfm. The free website has rubrics already created for argumentative essays (and other types of assignments) that can be borrowed or it is easy to make a new one that includes the components and language discussed in the text.

SHORT WRITING TASKS (PAGE 90)

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. 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 their research.

Answers

Answers will vary.

Expansion Activity

Because students will likely do a lot of secondary research throughout their academic careers and the *Four Point* series is designed to prepare students for research, 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, and 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 are listed.

- encyclopedia: *Encyclopedia Britannica; 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*

Part 2: The Hubble Telescope (pages 91–104)

GETTING STARTED (PAGE 91)

Read the short paragraph about the Hubble Telescope. 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.

Expansion Activity

Assign students or small groups to research one star. Consider assigning the stars so all the students or groups do not pick the same one. Ask them to do some light research on their star. A good starting place is the About.com website on space and astronomy at http://space.about.com/od/starsplanets/galaxies/Stars_Planets_and_Galaxies.htm and its site on specific stars at http://space.about.com/od/starprofiles/Stars_Profiles_of_Stars.htm. Require students to include details about its name, data, and any other interesting facts in their papers. Encourage students to list their sources as well as provide a few visual aids when they give their presentation to the class. If this is converted into a discussion or oral presentation, review the information on listening for and saying numbers in *Four Point Listening and Speaking 1*, (pages 3–4).

BEFORE READING STRATEGY: SCANNING FOR SPECIFIC INFORMATION (PAGE 92)

Present the short introduction on the bottom of page 91 and the top of page 92 reminding students that knowing what type of reading they are about to start can be important in preparing for the reading. Point out that this reading from a reference book. Review the Before Reading Strategy: Predicting (page 77). Consider having students predict what they may learn about the development of the Hubble Telescope and what sort of details they might expect. Then discuss the information in the box on page 92.

PRACTICE ACTIVITY: SCANNING FOR SPECIFIC INFORMATION (PAGE 92)

Give students time to work on the questions before discussing answers as a class. Consider timing this activity so students scan and don't get caught up reading.

Answers

1. 1977
2. Discovery space shuttle
3. Cassegrain reflector telescope
4. (1) primary, 7.9 feet or 2.4 meters in diameter; (2) secondary, 1.0 feet or 0.3 meters in diameter
5. two main computers
6. every 97 minutes

Expansion Activity

An additional scanning quiz can be given if desired since there is a lot of specific information in the reading. Sample questions:

1. Who proposed the idea of a telescope in space and when did this happen? (Dr. Lyman Spitzer, Jr., 1946)
2. When did the ESA and NASA draft initial plans? (1975)
3. What does ESA stand for? (European Space Agency)
4. In what year did the Challenger disaster happen? (1986)
5. What would look like the letter “W”? (the path of the incoming light)
6. How many watts of electricity can each wing-like panel convert from the sun’s energy? (2,800)
7. The onboard batteries can sustain the HST for how long? (7.5 hours)
8. What is a TDRS and how many are there? (Tracking and Data Relay Satellite, 5)

DURING READING STRATEGY: USING SIGNAL WORDS TO PROVIDE CLUES TO UNDERSTANDING (PAGE 93)

Many students have studied process essay writing. Remind them that the same words and concepts used in the five-paragraph essays about processes can be used in other types of academic writing or used to facilitate the reading process. Present the information in the box. Draw attention to the specific words and phrases.

PRACTICE ACTIVITY: IDENTIFYING SIGNAL WORDS (PAGE 93)

Let students work on their own. Then let them compare answers to see if their classmates noticed other words they should include in their lists.

Answers

Possible answers:

1. *in 1946, as the U.S. space program matured in the 1960s and 1970s, in 1975, after a long delay, on April 24, 1990, since its launch*
They provide clues that the author is writing about the topic in chronological or time order.
2. *like any telescope, just as insects, it would look like the, as such, like compasses, like those found in a clutch, in accordance with*
They provide clues that the author is comparing two objects and creating a picture for the reader of how the telescope (or parts of it) are like other objects.

Expansion Activity

The strategy suggests that students should notice phrases that will give them information about the reading. It then mentions sequence, similarity, and contrast signal words. Some words are suggested. Other spoken language words are covered in the *Four Point Listening and Speaking Intro* (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 (Unit 2 in *Four Point Listening and Speaking Intro*) to make a master list on the board.

Type 1: _____	Type 2: _____	Type 3: _____
Information and Examples	Information and Examples	Information and Examples

Ask students to copy the 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.

VOCABULARY POWER (PAGE 94)

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

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

READING (PAGES 95–98)

This reading is longer, so it might be beneficial to assign it as homework. Assign a due date so students will be prepared to move forward at the same time.

Expansion Activity

Review glosses and point out that several of the glosses are more than simple definitions. Consider assigning students to do some light research on one of the non-essential glosses and preparing a short, informational report on what they learn.

AFTER READING STRATEGY: EVALUATING THE READING EXPERIENCE (PAGE 99)

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 99)

Give students time to answer the questions on page 99. 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 101)

Remind students that this activity is simply a way to check general comprehension.

Answers

1, 5

PARAPHRASING TO SIMPLIFY (PAGE 101)

Take the chance to review paraphrasing and its relevance and prominence in academic studies. Remind them that the goal is not to be perfect but to apply different strategies and determine which work best for them.

Answers

Answers will vary.

WRITING STRATEGY: WRITING ABOUT A PROCESS (PAGE 102)

Explain that many writers will have to explain processes in academic works. Show examples of *Methods* sections of engineering, science, or education papers or other examples to illustrate the prevalence of process writing as parts of larger works. The goal is to make it logical so that the reader understands. Some of the common patterns are listed. Encourage students to look for examples in their own fields or brainstorm a list in class. Present the information in the box and make sure students understand the examples and signal words. Ask students to add other words to the list and encourage students to add them to the box or their vocabulary logs.

PRACTICE ACTIVITY: WRITING ABOUT A PROCESS (PAGES 103–104)

Depending on time, assign each student, pair, or group a different topic and ask them to write several thesis statements and then compare and contrast them.

Answers

Answers will vary.

Expansion Activity

Ask students to search MICUSP for the most commonly used words for process writing. If the Expansion Activity on page 47 was completed, add categories to the classification chart for any new words or phrases discovered.

Expansion Activity

Have students write a process/methods section for another class or for a process they are familiar with (a lab experiment, a historical event, an item they make). The writing can be submitted for a participation or evaluative grade and rubrics can be borrowed, adapted, or easily created from www.rcampus.com/indexrubric.cfm.

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.

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.

RAPID VOCABULARY REVIEW (PAGE 105)

Reiterate 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

- | | |
|-----------------|---------------|
| 1. main | 11. turn |
| 2. normal | 12. invisible |
| 3. send | 13. up |
| 4. grow older | 14. to |
| 5. first | 15. multitude |
| 6. money | 16. smaller |
| 7. more area | 17. galaxy |
| 8. put together | 18. family |
| 9. in the air | 19. arose |
| 10. add | 20. space |

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 106)

Explain how often synthesizing information is in academic study. 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

Solar Systems: This assignment is ideal to use at the end of a class period because students can use personal opinions and make connections to other ideas they have heard or read.

Expansion Activity

Expand the Solar Systems activity into a longer outside assignment by requiring students to do some light research and include evidence from other sources to support their opinion.

Process Preservation: To make sure students can complete this in class and focus on signal words, let students choose an everyday process or something they are familiar with like a hobby or recipe. A rubric can be created at or borrowed from www.rcampus.com/indexrubric.cfm.

A Constellation: Consider assigning the constellations so all the students are working on a different one. A good starting place is the International Astronomical Union at www.iau.org and its site on constellations at www.iau.org/public/constellations/. Encourage students to list their sources as well as provide visual aids.

Expansion Activity

Convert this assignment into a presentation.

Celestial Events Interview and Report: 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.

VOCABULARY LOG (PAGES 107–108)

Maintain the process previously decided upon for the vocabulary logs.

Answers

Answers will vary.

Unit 4: Literature: To Kill a Mockingbird (pages 109–142)

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
- complete a SQ3R chart
- use facts to support their writing
- do light research for academic writing tasks
- notice the context of a reading passage
- understand point of view
- broaden their own view by getting a sense of the whole reading
- write a reader response
- 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
- understanding the context of an excerpt

During Reading Strategies

- using SQ3R—read
- understanding point of view

After Reading Strategies

- using SQ3R—recite and review
- getting a sense of the whole

Writing Strategies

- using facts as support
- preparing a reader response

Unit Opening (page 109)

Begin a discussion of literature and ask students to brainstorm a list of genres they might have to read in a literature class. Elicit answers such as *poetry*, *short stories*, *novels*, *plays/dramas*, *biographies*, or any other reasonable answers students offer. If time allows, see if students can name any famous writers for each genre. Draw attention to the photo and continue the discussion by asking students what they like to read and where they like to read. Read the brief introductory paragraph.

Expansion Activity

Review the importance of synonyms and the variety of ways to express likes and dislikes (also covered in *Four Point Listening and Speaking 1* on page 49). Ask students to work in groups to brainstorm a list of words that mean *like* and *dislike*. Remind them that synonyms not only 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 literature, 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: A Famous Novel (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. Students generally like talking about famous people from their native cities or countries and other students are surprised and/or eager to learn trivia like this. Be prepared to share information about famous people from the local area or region in which students are now studying.

Answers

Answers will vary.

Expansion Activity

Ask students to do some light research on a famous person and write a report on the person's hometown or historical sites named for that person. For large institutions, students may be able to research the names of buildings on campus. Other suggestions include former graduates, U.S. Presidents, or students' favorite actors and actresses, businessmen, or inventors.

BEFORE READING STRATEGY: USING SQ3R—SURVEY AND QUESTION (PAGE 111)

Present the brief introductory paragraph at the bottom of page 110 and tell students this reading is about a topic different than what they may be expecting when they read about literature. Review the different sources of secondary information and explain that the next reading is from a newspaper. 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 on page 111.

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

Remind students that one purpose of this strategy is to simply help them focus and prepare, which will make the reading experience easier. It's helpful for students to complete this activity in class and to 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:	Why is <i>To Kill a Mockingbird</i> still endearing after 50 years?
Heading 1:	What will the party in Monroeville be like? What is the reason for the party? Where is Monroeville? Why is the party there? Who will attend the party?
Heading 2:	Why is the novel a hit with readers? Who are the reluctant readers?
Introductory Paragraph:	Why are things about to get noisier?
Concluding Paragraph:	Why didn't Lee write another book?
What do I know:	Answers will vary.
What do I want to learn:	Answers will vary.
Why does the instructor want me to read:	Answers will vary.

Expansion Activity

Ask students to choose a piece of literature (of any kind) that they appreciate. Assign them to write a short report about the piece. Require a title and headings if desired. If more direction is needed, have students write about the author, describe the writing, discuss its history, talk about the plot or characters, and their reasons for liking it. Ask them to include an illustration of the author or any other relevant visuals.

DURING READING STRATEGY: USING SQ3R—READ (PAGE 112)

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 113)

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. Discuss their answers to the questions on the day that the reading is due. Consider asking students to photocopy page 113 and turn it in for a participation grade. Reading these answers can provide an overall picture of how the students feel about reading and the strategy.

Answers

Answers will vary.

VOCABULARY POWER (PAGE 114)

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

READING (PAGES 115–119)

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 glosses and note that there are only three. Remind them that they aren't often going to be glosses to help them, so relying

on fewer of them is good practice. Consider assigning the reading as homework to make the best use of class time and to let the students try the During Reading Strategy.

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 they can be printed without copyright issues). 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, have students 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?
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.

AFTER READING STRATEGY: USING SQ3R—RECITE AND REVIEW (PAGE 120)

Present the final two steps of the SQ3R strategy. Review strategies presented earlier in the text that may be helpful, namely Drawing Conclusions (page 65) and Summarizing (page 14). Discuss graphic organizers and draw some familiar ones on the board (Venn diagram, T-Charts). Also note that if students used the *Four Point Listening and Speaking Intro* textbook, many graphic organizers are presented for use when 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 121)

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.

Answers

Answers will vary.

Expansion Activity

Revisit the Expansion Activity on page 57. 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).

Expansion Activity

Using the reports students wrote in the Expansion Activity on page 55 or using a paper from MICUSP, ask students to use the SQ3R method to read the paper. Ask them to 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 MICASE 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 122)

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

2, 3, 5

PARAPHRASING TO SIMPLIFY (PAGE 122)

Give students time to paraphrase the three sentences from the reading. Encourage the use of a variety of paraphrasing strategies.

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: USING FACTS AS SUPPORT (PAGE 123)

Present the information in the box and ensure that students understand the difference between facts and opinions. Also draw attention to the attribution phrase in the example (*According to USA Today . . .*) and stress the importance of including these in their writing.

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 them 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 in 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: DISTINGUISHING FACT FROM OPINION (PAGE 124)

Ask students to complete the activity individually before comparing answers with a partner. Allow time to discuss any differences in answers. Then draw attention to the second part of the directions and give them time to highlight the second part of the reading and compare answers with a partner.

Answers

- | | |
|------|-------|
| 1. O | 6. F |
| 2. F | 7. F |
| 3. O | 8. F |
| 4. F | 9. F |
| 5. O | 10. F |

Sentences 6, 8, and 10 are often chosen by students as “needing more proof.”

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 choose a good topic and find some facts to use as support. They can compile a short academic piece and include a visual, which is good practice for academic classes.

Answers

Answers will vary.

Part 2: *To Kill a Mockingbird* by Harper Lee (pages 126–137)

GETTING STARTED (PAGE 126)

Warm up by asking students what positive strong memory they have from their childhood, even if it is something that doesn't happen anymore or that they don't enjoy doing now. Consider sharing one or giving an example (*mother fixing soup when sick, a teacher or librarian reading a story, father taking the family to a special spot*). Read the short introductory paragraph. 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. 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 academic language.

BEFORE READING STRATEGY: UNDERSTANDING THE CONTEXT OF AN EXCERPT (PAGE 127)

Take the opportunity to review the other Before Reading Strategies, namely Making Text-to-World Connections (page 41) and Making Text-to-Text Connections (page 58). These can be especially helpful when reading literature or secondary sources on topics they aren't familiar with (newspapers, periodicals). Read the information about the next reading on the top of page 127 and encourage students to pay special attention to this introduction since it contains information that will make the excerpt easier to understand. Some students may not be interested in literature 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 practicing with a variety of different types of material will prove helpful later. Also point out that the strategies are what native speakers use, indicating that new topics are challenging even for first-language speakers, but also pointing 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 idea that this can be applied to reading part of a longer piece of writing and isn't restricted to only literature. Present the strategy.

PRACTICE ACTIVITY: UNDERSTANDING THE CONTEXT OF AN EXCERPT (PAGE 128)

Consider reviewing the Before Reading Strategy: Activating Prior Knowledge (page 20). Encourage students to do their best, even if they don't know the answers. Some students may not want to admit that they have no idea, so consider not forcing students to share. Depending on the class population, some students may like volunteering their answers. If so, ask the students how they knew some of the answers (*good understanding of Reading 1, familiarity with the topic, related field, previous study of the vocabulary in the reading, love for literature in general*).

Answers

Answers will vary. Possible answers:

1. We know the narrator is young and is concerned about what people think about her father.
2. She is about six years old.
3. Atticus is a lawyer.
4. Jem is Scout's brother.
5. This story takes place in the southern United States (Alabama).
6. Answers will vary.

DURING READING STRATEGY: UNDERSTANDING POINT OF VIEW (PAGE 129)

Focus attention on the box and present the information. Mention that this is a strategy that many native English learners use as they read. Define point of view and explain that while this is an especially important part of reading literature, all writers have a point of view and speakers in conversations and academic discussions also have points of view.

PRACTICE ACTIVITY: UNDERSTANDING POINT OF VIEW (PAGE 129)

Assign the practice activity and the reading as homework so students can complete the activity as they read. Assign a due date so students will be prepared to work on the After Reading Strategy in class.

Answers

Answers will vary. Possible answers:

1. Scout is young, and she thinks her father is old. She learns that her father really knows a lot, lets them win at games, and is accomplished.
2. Jem is Scout's brother. He loves football. He, too, thinks his father is old and can't do as much as the other fathers.
3. Atticus is an older father and a lawyer. He cares about his children and often lets them win at games. He can play the Jew's Harp.
4. Miss Maudie is an older woman who teaches Scout a lot about her father—namely that he can teach them a lot and is a good lawyer.

VOCABULARY POWER (PAGE 130)

Reiterate the importance of the selected words as useful in a variety of disciplines. Make special note that these words are not just found in fiction, but are found in all types of readings and used by writers in a variety of disciplines. Give students time to complete the activity before giving the answers and proceeding to the reading.

Answers

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

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 into the quiz, leaving the vocabulary word blank. Give the quiz to students in class.

READING (PAGES 131–133)

Although the excerpt is short, it is best assigned as homework so students can complete the During Reading Strategy practice activity on page 129 as they read.

AFTER READING STRATEGY: GETTING A SENSE OF THE WHOLE (PAGE 134)

Present the information in the box and ask students to talk about instances in their own experience when they may have to read part of a reading rather than an entire reading.

Expansion Activity

Bring an excerpt from another novel and ask students to explain the “whole” by analyzing the genre, themes, plot, and characters. Give them time to share answers or perform a quick online search for information about the novel to see if their “sense of the whole” was correct.

PRACTICE ACTIVITY: GETTING A SENSE OF THE WHOLE (PAGE 134)

Give students time to work individually to complete the questions. Allow class time for students to share their answers.

Answers

Answers will vary.

Expansion Activity

Ask students to write a paragraph about what they sense about the rest of *To Kill a Mockingbird*. Collect these for a participation grade. Then show the movie in class (or assign the novel if time and student level allow). Return their original “sense of the whole” paragraph and ask students to write a short essay comparing their sense of the whole to the actual novel.

PRACTICE ACTIVITY: READING FOR THE BIG PICTURE (PAGE 135)

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.

Answers

- | | |
|------|------|
| 1. T | 4. F |
| 2. F | 5. T |
| 3. T | |

PARAPHRASING TO SIMPLIFY (PAGE 135)

Encourage students to try a blend of wording and grammar and structure changes to avoid plagiarism. 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: PREPARING A READER RESPONSE (PAGE 136)

Begin with a discussion about what types of assignments or fields might require reader response writing. Elicit the expected answers such as *literature* or *history*, 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 writing their opinions about the material and supporting it with evidence. Review the strategies on making text-to-world (page 41) and text-to-text (page 58) connections. Present the information and sentence frames in the box.

PRACTICE ACTIVITY: WRITING RESPONSES (PAGE 137)

Present the directions. 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

Ask students to write a formal reader response. Let them choose one of the topics in the practice activity on page 137, find a related article, and write a reader response.

Expansion Activity

Direct students to MICUSP (www.elicorpora.info/) and have them search for the opinion words and phrases 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 respond to material using these words.

YOUR ACTIVE VOCABULARY (PAGE 138)

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.

Expansion Activity

Ask students to choose their own words from the unit and create a chart to submit. Then ask them to 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.

RAPID VOCABULARY REVIEW (PAGE 139)

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

- | | |
|-----------------|-------------|
| 1. 10 years | 11. a part |
| 2. few | 12. average |
| 3. unusual | 13. proud |
| 4. large number | 14. in |
| 5. lives | 15. eyes |
| 6. topics | 16. in |
| 7. extremely | 17. life |
| 8. say no | 18. to |
| 9. complete | 19. shoes |
| 10. traits | 20. job |

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.

SYNTHESIZING: WRITING PROJECTS (PAGE 140)

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

A Character Description: This assignment is ideal to use at the end of a class period because students can use any material they are familiar with. Descriptive writing or reader response rubrics are available at www.rcampus.com/indexrubric.cfm and can be borrowed, adapted, or created.

Expansion Activity

Repeat the activity by having students choose a character from *To Kill a Mockingbird*.

Short Synopsis/Plot Summary: Encourage students to include appropriate transitions to describe the plot chronologically and include details about points of view. Present the idea of an event chart or a timeline as a visual to help organize or to include as a visual in a more formal paper. A useful event chart graphic organizer is given.

WHAT was the EVENT? _____	
WHO was involved?	
WHERE did it happen?	
WHEN did it happen?	
WHY did it happen (its cause)?	
HOW did it happen?	
SIGNIFICANCE (its result)?	

How Does Scout Feel?: Remind students to include evidence from their personal experience and remind them that personal experience can be valuable in academic writing.

Comparing Authors or Writings: Discuss critical essays and review comparing and contrasting signal words and phrases. Challenge students to create a graphic organizer to help, such as a Venn diagram or a T-Chart (see samples on page 24 of this manual). Consider requiring them to turn this in as part of their grade.

VOCABULARY LOG (PAGES 149–150)

Follow the procedure of choice for the vocabulary log.

Answers

Answers will vary.

Unit 5: Civil Engineering: Bridges (pages 143–184)

Objectives

Students will be able to

- recognize text patterns and use them to prepare for readings
- make text-to-self connections
- note how and why illustrations and graphics are used in a text
- write cause-and-effect statements
- do light research for academic writing tasks
- strategize ways to manage new or technical vocabulary
- decide what information to note and evaluate its importance
- integrate information from two sources
- write about evidence or support
- read authentic academic texts
- expand their academic vocabulary
- prepare projects and presentations by synthesizing unit concepts with other material

Before Reading Strategies

- previewing for text patterns
- dealing with new or technical vocabulary

During Reading Strategies

- making text-to-self connections
- noting important information

After Reading Strategies

- reviewing how illustrations or graphics are used in a text
- integrating information from two sources

Writing Strategies

- writing cause-and-effect statements
- writing about evidence or support

Unit Opening (page 143)

Present the short introductory text. Reassure students that they don't need to know a lot about engineering to understand the strategies and language presented in the unit. Lead the students in a brainstorming session to list types of engineering they are familiar with. Elicit answers such as *civil*, *electrical*, *mechanical*, *industrial*, *computer science*, *environmental*, *aeronautical*, *agricultural*, *biomedical*, *chemical*, *materials*, and/or *nuclear*. Explain that there are many branches within fields. Focus attention on civil engineering and the photo on page 143. Read the short introductory paragraph. Mention that civil engi-

neers are often responsible for building things like bridges. Ask students to name other things that civil engineers might build (*roads, buildings, dams, sewage systems, levees, tunnels, freeways/highways*).

Expansion Activity

Divide students into groups based on their majors or areas of interest. Ask them to brainstorm a list of branches within their own discipline to present to the class. If possible, expand the activity by challenging students to brainstorm a list of items within the branches. For a writing assignment, have students write a description of their branch and why they are interested in pursuing it. Review the language useful in reader responses (page 136) as it may be helpful for this assignment. Collect the assignments for a participation or evaluative grade if desired. Rubrics for presentations and/or short papers can be borrowed from, adapted from, or created at iRubric at www.rcampus.com/indexrubric.cfm.

Part 1: How Bridges Work (pages 144–161)

GETTING STARTED (PAGE 144)

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

Answers

Answers will vary.

Expansion Activity

Assign each student to choose a bridge to use as a reference throughout the first part of this unit. They can find a rather complete list at the Famous Bridge Index at www.famousbridge.com. Consider assigning the bridges to avoid everyone writing about the same bridge.

BEFORE READING STRATEGY: PREVIEWING FOR TEXT PATTERNS (PAGE 145)

Ask students what types of reference materials they are familiar with. Elicit answers such as, *journals/periodicals, encyclopedias, dictionaries, thesauruses, organization publications, conference proceedings, annual reports, or indexes*. Then discuss how textbooks are similar to reference materials. Present the brief introductory paragraph at the top of page 145. Remind students that these mate-

rials are authentic and that can make them challenging. Point out that by identifying text patterns, students can get the gist of the main ideas.

Continue the discussion by asking about patterns. Give an example—*process*—and review process writing and signal words and phrases on page 102. Brainstorm a list of other patterns that students are familiar with. Present the information in the box.

PRACTICE ACTIVITY: PREVIEWING FOR TEXT PATTERNS (PAGES 146)

Give students time to answer the questions and make sure students understand that thinking of questions like this will improve comprehension and encourage them by explaining that this is a strategy that many native speakers use when reading. Go over the answers, but also discuss the benefits and challenges to previewing text patterns. Ask questions such as *What texts would you preview? Why? Are there some readings that might lend themselves better to this strategy than others? Are there some sources or some disciplines that lend themselves better to this strategy?* Remind students they are simply practicing the strategy and while correct answers are desirable, they are not the only goal.

Answers

Answers will vary. Possible answers:

1. *The Basics, The Beam Bridge, Truss Strength, The Arch Bridge, The Suspension Bridge.* The author has organized by bridge type.
2. Compared and contrasted. We will look at the three major types, biggest difference, main feature is the size of the obstacle, how far is it.
3. the two forces each bridge type deals with
4. See Paragraphs 6, 7, 9, 13, 14, 18, 19, 23, and 24.

Expansion Activity

Ask students to refer to the bridge they chose to use as a reference in the Expansion Activity on page 70. Challenge them to find a reading about the bridge of their choice. Have them repeat the activity using the article. Put students in groups to discuss their articles or if an evaluative grade is desired, ask students to submit their answers along with a copy of their article.

DURING READING STRATEGY: MAKING TEXT-TO-SELF CONNECTIONS (PAGE 147)

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. Ask students what other phrases

they can think of to use when making text-to-self connections and/or review helpful language from *Four Point Listening and Speaking 1*, such as agreeing and disagreeing (page 16) and expressing likes and dislikes (page 49). Also review the During Reading Strategy: Annotating as You Read on page 5 and encourage students to make text-to-self connections as part of the annotation process.

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) or the agreeing/disagreeing and expressing likes and dislikes language presented in *Four Point Listening and Speaking 1* 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 147) and look for other ways to write about the connections they make. Students can search for papers in their major or in a field of interest to them.

VOCABULARY POWER (PAGE 148)

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

READING (PAGES 149–154)

Assign the reading as homework after explaining the importance of practicing the During Reading Strategy: Making Text-to-Self Connections as they read. Give students a due date and consider collecting their responses for a participation grade or scheduling time for students to discuss answers in small groups in class.

PRACTICE ACTIVITY: MAKING TEXT-TO-SELF CONNECTIONS (PAGE 155)

If not assigned as homework, let students work on their own to complete the questions as they read. Encourage them to use the phrases and to insert their own “stop signs” in the reading. Remind them that there are no wrong answers.

Answers

Answers will vary.

Expansion Activity

Ask students to use the reading for the bridge reading they selected for the previous Expansion Activities on pages 70 and 71. Ask them to make self-to-text connections on the reading. Or, challenge them to mark stop signs and exchange readings with a partner. Give them time to make text-to-self connections on the new reading.

Expansion Activity

Give a short pop quiz on the reading to show students that making text-to-self connections helps comprehension because they will remember main ideas and some details better. Some sample questions are provided.

1. What are the three types of bridges? (beam, arch, suspension)
2. Describe a beam bridge. (a rigid, horizontal structure resting on two supports at either end)
3. What are many beam bridges made of? (concrete or steel beams) Why? (to handle loads)
4. Which is generally the longest bridge? (suspension)
5. What does “spring” mean? (to release tension, lengthen)
6. Define “buckling.” (what happens when the force of compression overcomes an object’s ability to handle compression)
7. What word defines what happens when the force of tension overcomes an object’s ability to handle tension? (snapping)
8. What are compression and tension? (they are both forces that act on something else)
9. How are compression and tension different? (compression shortens the thing it is acting on; tension lengthens it)
10. What part of the beam experiences the most compression? (the top)
11. What does the example about a corrugated box illustrate? (trusses, the top and bottom of the beam contain more material than its center)
12. Describe an arch bridge. (a semicircular structure with abutments at each end)
13. Name one arch bridge design. (Roman, Baroque, Renaissance)
14. What does a suspension bridge have that the other types do not? (cables)
15. What is the function of a deck truss? (stiffen the deck and reduce the tendency of the roadway to sway and ripple).

AFTER READING STRATEGY: REVIEWING HOW ILLUSTRATIONS OR GRAPHICS ARE USED IN A TEXT (PAGE 156)

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 and let them share the types of illustrations or graphics that are common in their textbooks or other readings in their field. Present the information in the box on page 156.

PRACTICE ACTIVITY: REVIEWING HOW ILLUSTRATIONS OR GRAPHICS ARE USED IN A TEXT (PAGE 157)

Give students time to answer the questions on page 157 and consider assigning the second question as homework. Let them share answers for the first question. Remind them that there may be some variance in answers.

Answers

Answers will vary. Possible answers:

1. Unit 1, Readings 1 and 2: setting the scene; Unit 2, Reading 1: provide a visual of the location; Unit 2, Reading 2: provide a visual of the place; Unit 3, Reading 1: setting the scene; Unit 3, Reading 2: setting the scene, visual representation of something described; Unit 4, Reading 1: provide a visual of a person; Unit 4, Reading 2: provide a visual of an event; Unit 5, Reading 1: visual representation of something described. All unit opening photos are setting the scene.
2. Answers will vary.

Expansion Activity

Ask students to bring an example of a visual from the reading they are using on the bridge of their choice from the Expansion Activity on page 70 or one from a textbook or reading for another class. Also bring in samples for students to see. Include photographs, drawings, diagrams, and a variety of graphics (bar graph, pie chart, maps, tables). Samples are readily available online.

PRACTICE ACTIVITY: READING FOR THE BIG PICTURE (PAGE 157)

Remind students that this activity is simply a way to check general comprehension.

Answers

1, 2

PARAPHRASING TO SIMPLIFY (PAGE 158)

Reiterate the importance of paraphrasing and let students share their answers to get new ideas from each other.

Answers

Answers will vary.

WRITING STRATEGY: WRITING CAUSE-AND-EFFECT STATEMENTS (PAGE 159)

Most students will be familiar with cause-and-effect essays. Remind them that essay writing isn't as frequent in academic writing, but that the concept of cause-and-effect is a part of many disciplines. Present the information, key words and phrases, and examples in the box. Encourage students to not only take notice of these words for writing, but also to notice them as they read. Review the Before Reading Strategy: Previewing Text Patterns (page 145).

PRACTICE ACTIVITY: USING CAUSE-AND-EFFECT WORDS AND PHRASES (PAGE 160)

Go over the instructions and the example before letting students work individually. Let students compare answers.

Expansion Activity

Have students from similar majors or departments work together to think of an example from their own fields and write cause-and-effect statements.

Expansion Activity

Require students bring a copy of a reference they need to read for their own field (or have students find a paper in MICUSP at www.micusp.elicorpora.info/). Ask them to search for cause-and-effect words that are presented in the box to see how frequent they are and challenge them to find any others they can. Assign a due date for students to bring data and examples to class.

SHORT WRITING TASKS (PAGE 161)

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. 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 their research. For this task, students can use their bridge research that they have referred to if the Expansion Activities on page 70, 71, and 73 were used.

Answers

Answers will vary.

Part 2: Structures (pages 162–179)

GETTING STARTED (PAGE 162)

Read the short introductory paragraph. 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.

BEFORE READING STRATEGY: DEALING WITH NEW OR TECHNICAL VOCABULARY (PAGES 163–164)

Open the discussion by asking students what some of their challenges are in reading. Solicit volunteers or put students in small groups to share. Elicit answers such as *the readings are long, it takes a long time, vocabulary is challenging in English, re-reading is necessary to understand*.

Present the detailed introduction before the box, reminding students that this information can be important in preparing for the reading—especially since this might be a new or intimidating topic for some students. Even engineering students might find this challenging since it is not in their native language. Point out that this reading is from a textbook. Review the Before Reading Strategy: Activating Prior Knowledge (page 20). Consider having students activate their prior knowledge or conduct a quick online search in class.

Discuss each strategy and example in the box and compare the differences between how new definitions are presented in reading versus how they are delivered in lectures (*Four Point Listening and Speaking 1*, page 212).

PRACTICE ACTIVITY: DEALING WITH NEW OR TECHNICAL VOCABULARY (PAGE 165)

Give students time to work on the questions before comparing answers. Ask questions such as *What strategies did you choose? Why? Which do you like best? Is there one you think is most frequent in the readings you have to do in your field?*

Answers

Answers will vary.

Expansion Activity

Assign students to use the bridge reading they have been referencing or to use a reading for another class or from a textbook and find examples of how words are defined for the readers. Ask them to highlight the examples and bring them to class.

DURING READING STRATEGY: NOTING IMPORTANT INFORMATION (PAGE 166)

Students generally like using highlighters, but many times they don't use them effectively. Poll the students to see how they note information as they read. Present the information in the box.

PRACTICE ACTIVITY: NOTING IMPORTANT INFORMATION (PAGE 167)

Assign this activity to be done as students read the next reading. Encourage them to mark in the book since this is simply for practice and it will help them learn how to use this strategy more effectively in the readings they will do in their discipline. Revisit this activity after the reading is completed.

Answers

Answers will vary.

VOCABULARY POWER (PAGE 168)

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

Answers

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

Expansion Activity

Ask students to rewrite the sentences from the Vocabulary Power practice to define the word using one of the strategies from the box on pages 163–164. This activity could also be expanded at the end of the unit to challenge students to write sentences using the words in the Rapid Vocabulary Review or Vocabulary Log.

READING (PAGES 169–173)

This reading is longer and students often find it challenging, so it might be beneficial to assign it as homework and let students apply the During Reading Strategy: Noting Important Information. Assign a due date for them to bring their marked reading to class.

Expansion Activity

Prepare a short quiz based on the bulleted list from the box on page 166. If students noted these items, they should do fairly well. Consider letting students analyze this quiz rather than testing them. Ask them to compare their notations to see if they would be able to answer the questions.

1. What is one of the main ideas of the reading?
2. What is the general principle that Hooke published?
3. What did Hooke first realize?
4. What happens if all the forces are not balanced?
5. Who is Sir Isaac Newton?
6. Give an example of a “dead weight.”
7. What three things did Hooke note in 1676?
8. How can someone “deform” a stick or steel spring?
9. What happens to most solids when the load causing them to deflect is removed?
10. Rubber bands are an example of what behavior? Putty is an example of what behavior?

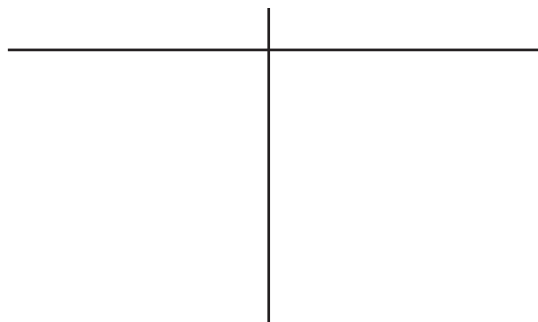
AFTER READING STRATEGY: INTEGRATING INFORMATION FROM TWO SOURCES (PAGE 174)

Discuss that integrating information from two sources is challenging and practice is imperative, which is why the synthesizing practices are frequent in this text. Read the information in the box. Ask students how many of them use the ideas presented in the bulleted list. Generate a discussion about which strategies students like and which they'd most like to try.

Expansion Activity

Present other types of graphic organizers and show examples. Refer to the *Four Point Listening and Speaking* texts for examples; many others are available online.

T-Chart



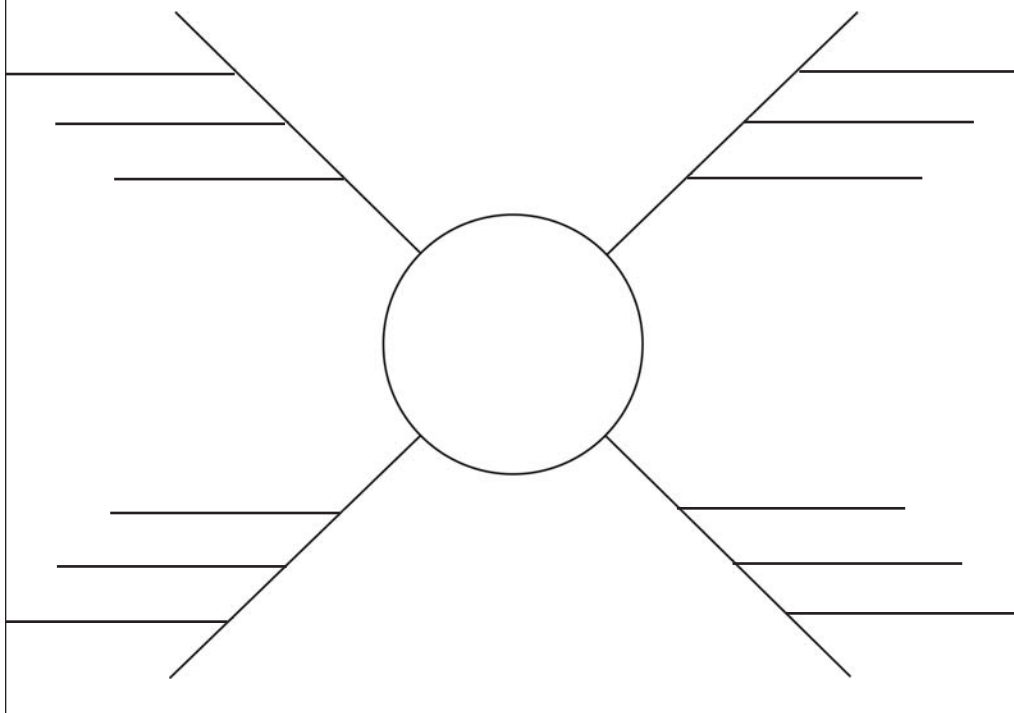
Classification Chart

Type 1: _____	Type 2: _____	Type 3: _____
Information and Examples	Information and Examples	Information and Examples

Event Chart

WHAT was the EVENT? _____	
WHO was involved?	
WHERE did it happen?	
WHEN did it happen?	
WHY did it happen (its cause)?	
HOW did it happen?	
SIGNIFICANCE (its result)?	

Spider Chart



Main Idea Table

Main Ideas	Details

PRACTICE ACTIVITY: INTEGRATING INFORMATION FROM TWO SOURCES (PAGE 175)

Give students time to work individually.

Answers

Answers will vary. Possible answers:
Reading 1: passage, obstacle, buckling, snapping
Both: compression, tension
Reading 2: foundation, support, force
Summary answers will vary.

PRACTICE ACTIVITY: READING FOR THE BIG PICTURE (PAGE 176)

Remind students that this activity is simply a way to check general comprehension.

Answers

2, 3

PARAPHRASING TO SIMPLIFY (PAGE 177)

Remind students to continue to practice paraphrasing in order to avoid plagiarism, which is a serious offense in American universities.

Answers

Answers will vary.

WRITING STRATEGY: WRITING ABOUT EVIDENCE OR SUPPORT (PAGES 178–179)

Review the scientific method and its prevalence in academic studies. Remind students that all disciplines use the basic concept behind the scientific method—learning about previous studies and adding new ideas. Go over the information in the box.

PRACTICE ACTIVITY: WRITING ABOUT FACTS AND STATISTICS (PAGE 179)

Remind students there can be more than one answer for the chart and encourage them to draw conclusions based on the information. 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 that students look at several papers in their fields in MICUSP. Ask students to bring examples of how the writers refer to evidence or support. Students can also refer to the bridge readings they have been using if the Expansion Activities in Part 1 were used.

Expansion Activity

Ask students to bring data from an experiment or from a paper in their own field (or challenge students to complete a survey of Americans and collect data on the topic of their choice). When they have data, ask them to create a chart or graph and write a paragraph or short paper based on their data. Collect this for a participation or writing grade if desired. Find an appropriate rubric for your class at www.rcampus.com/indexrubric.cfm. The free website has rubrics already created that can be borrowed or adapted or it is easy to create a new one.

YOUR ACTIVE VOCABULARY (PAGE 180)

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/compsite/4Point/) using these words and others from the unit. Assign them as homework if desired.

RAPID VOCABULARY REVIEW (PAGE 181)

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.

Answers

- | | |
|------------------|-------------------------|
| 1. move | 11. between 2 mountains |
| 2. basically | 12. like a river |
| 3. not strong | 13. is |
| 4. a barrier | 14. made |
| 5. hard | 15. of |
| 6. change places | 16. line |
| 7. wood | 17. to |
| 8. a big church | 18. tree |
| 9. the top | 19. talent |
| 10. everywhere | 20. to |

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 182)

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

Loads and Bridges: 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. Because many tests and examinations are timed, consider making this a timed activity. A rubric can be created at or borrowed from www.rcampus.com/indexrubric.cfm.

Bridge Designing: Let students be creative. Consider making this a group paper and presentation if desired. Students should be encouraged to use the ideas about writing presented in the first five units of this text as well as the spoken language taught in *Four Point Listening and Speaking 1* (if they are using that text).

The Arch or the Dome?: Give students time to research outside of class. Challenge them to do a key word search. If desired, let students choose other architectural shapes or designs. Remind them to include visuals in their final written work.

Online Research: Key Scientific Discoveries: Require the use of at least two sources and encourage the use of data so students can practice incorporating data.

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 183–184)

Maintain the process previously determined for the vocabulary logs.

Answers

Answers will vary.

Unit 6: Political Science: Early Presidents and Their Decisions (pages 185–218)

Objectives

Students will be able to

- gauge how difficult a reading is
- estimate how long a reading will take
- create visual and sensory images as they read
- re-read effectively
- write with unity and coherence
- do light research for academic writing tasks
- break a reading into manageable chunks
- ask questions as they read
- improve retention and recall of material they have read
- consider their audience when writing
- read authentic academic texts
- expand their academic vocabulary
- prepare projects and presentations by synthesizing unit concepts with other material

Before Reading Strategies

- gauging difficulty and time required
- breaking a reading into manageable chunks

During Reading Strategies

- creating visual and sensory images
- asking questions as you read

After Reading Strategies

- re-reading
- improving retention and recall

Writing Strategies

- unity and coherence
- considering your audience

Unit Opening (page 185)

Begin a discussion asking students if they like history and political science. Many students will admit they dislike those two subjects. Ask students why. Expect answers such as *it is boring, the books are hard, the readings are long, the sub-*

jects are hard to talk about in English. Remind students that they don't have to be familiar with history to do well with the material in this unit. Although the topic is history, they will be practicing the strategies and will not have to remember the history. Depending on your population, explain that it is likely they will have to take a history course as part of their higher education or study history as part of their field. Draw attention to the picture and see if students can name the men in the illustration (Benjamin Franklin, Thomas Jefferson, George Washington). Read the introductory paragraph.

Expansion Activity

Give students time to search for types of history or political science courses that are available at the institution, a local institution, or an institution students are interested in attending. Ask them to bring a list of courses that are required and a list of electives. Take time to familiarize students with academic language such as *general education* and *prerequisites*. Give them time to share what classes they think sound interesting.

Part 1: George Washington (pages 186–198)

GETTING STARTED (PAGE 186)

See if students can name any U.S. presidents. Ask students what they know about the presidents they name. Read the brief introductory paragraph and ask students to answer the questions with a partner. Open a class discussion to share answers.

Answers

Answers will vary.

Discuss how history is a key component in most disciplines and students will be expected to know the history of their own particular field. Warn students these readings might be challenging but closely resemble authentic reading assignments. Also point out that practicing this material will help students prepare for other book-length reading and long chapters in textbooks. Present the information on the bottom of page 186 and top of page 187 and answer any questions.

BEFORE READING STRATEGY: GAUGING DIFFICULTY AND TIME REQUIRED (PAGE 187)

Remind students to always read the information before readings since this is information that can be important in preparing for the reading. Warn them that this reading contains information that may be new to them but 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 first-language speakers. 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 188)

Consider having students 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. If so, lead the students into analyzing why it might take some people longer than others to read (*familiarity with the topic, related field, fewer unknown words, able to make connections to self, text, or world*).

Answers

1. 3 pages or 8 paragraphs; Answers will vary.; Answers will vary.
2. Answers will vary.
3. Possible answer: Approximately 25; Answers will vary.; Answers will vary.
4. This reading does not have any subheads so there are no obvious breaks in the text. However, it would be logical to break the reading in half, after Paragraph 4. There is a logical break there—the previous paragraphs talk about how influential/popular he was and the subsequent ones focus on the farewell itself.
5. 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 188 and a paragraph about 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.

Expansion Activity

Ask students to choose a president that they would like to know more about. A good list is available at the White House website at www.whitehouse.gov/about/presidents. Ask them to do some light research and bring details about this president to reference after the next reading strategy.

DURING READING STRATEGY: CREATING VISUAL AND SENSORY IMAGES (PAGE 189)

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 speakers use as they read.

PRACTICE ACTIVITY: CREATING VISUAL AND SENSORY IMAGES (PAGE 189)

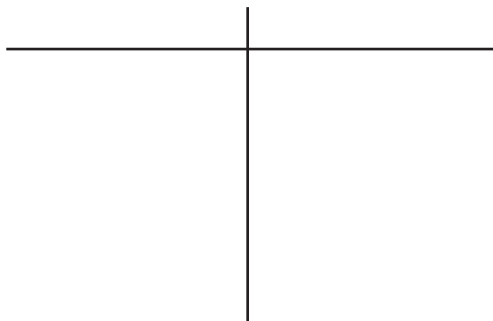
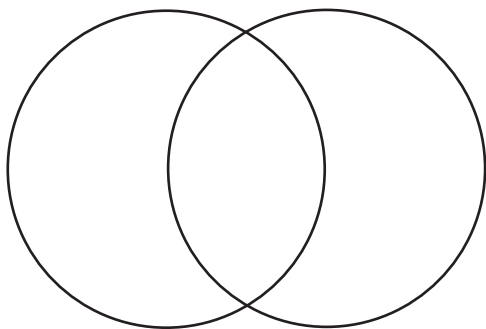
Give students time to answer the questions in preparation for the reading. If time allows, let students share their answers in small groups. Note that some students may be uncomfortable discussing personal issues that may arise in Question 4; therefore, confining the discussion to the first three questions might be best.

Answers

Answers will vary.

Expansion Activity

Assign students to use information about the birthplace and birth year of the president they used for the Expansion Activity on page 89. 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 *Four Point Listening and Speaking Intro* or *1*. If it's new material, take time to explain how a simple Venn diagram or T-chart work.



Challenge students to compare and contrast the president's birthplace 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 to the president's. 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 using *Four Point Listening and Speaking 1*) 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 the location in the present and in the 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.

VOCABULARY POWER (PAGE 190)

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

READING (PAGES 191–193)

Present the directions and require that students create visual and sensory images as well as mark the lines as instructed. Consider assigning this as homework, but assign a due date so students will be prepared to work with the After Reading Strategy in class.

AFTER READING STRATEGY: RE-READING (PAGE 194)

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 194)

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 195)

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

2, 4

PARAPHRASING TO SIMPLIFY (PAGE 195)

Give students time to paraphrase the three sentences from the reading.

Answers

Answers will vary.

Expansion Activity

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

WRITING STRATEGY: UNITY AND COHERENCE (PAGE 196)

Present the information in the box and make sure students understand the definitions of unity and coherence. Discuss the bulleted list and take time to give examples if necessary.

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: UNITY AND COHERENCE (PAGES 196–197)

Explain that the sentences are from an authentic reading. Challenge them to put them in order and give them time to address the questions on page 197.

Answers

The order of the original reading is 4, 2, 1, 6, 5, 3.
Encourage students to edit based on their answers. Remind them that just because this reading is authentic does not mean there can't be other ways to write it.

SHORT WRITING TASKS (PAGE 198)

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 find some outside sources.

Answers

Answers will vary.

Expansion Activity

Challenge students to write a short academic piece about the president they used for the Expansion Activity on pages 89 and 90. Encourage them to include a photo of the president or any other visuals.

Part 2: Thomas Jefferson (pages 199–213)

GETTING STARTED (PAGE 199)

Tell students that the focus is going to shift to another American president, Thomas Jefferson. 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 charts or graphs as a visual aid to enhance their work. For Question 2, encourage in-depth descriptions and review descriptive writing if necessary.

BEFORE READING STRATEGY: BREAKING A READING INTO MANAGEABLE CHUNKS (PAGE 200)

Go over the short introduction to the reading on the bottom of page 199 and the top of page 200. Take the opportunity to tell students that this is a common strategy that even native speakers use to better manage the wealth of reading that is part of academic studies. Reassure them that using these strategies is not admitting a lack of ability.

PRACTICE ACTIVITY: BREAKING A READING INTO MANAGEABLE CHUNKS (PAGE 200)

Have students work individually. Warn students that the reading is one of the longer practice readings.

Answers

As given in the step-by-step directions.

Expansion Activity

Ask students to bring an article or textbook chapter for another class and divide it into manageable chunks. Let students share their experience in small groups. Alternatively, students could be assigned the same reading and then compare how their manageable chunks are similar and different.

Expansion Activity

Ask students if they can name the states involved in the Louisiana Purchase (all of Arkansas, Missouri, Iowa, Oklahoma, Kansas, and Nebraska; part of Minnesota, North Dakota, South Dakota, New Mexico, Texas, Montana, Wyoming, Colorado, and Louisiana). Assign each student a state (or pair or group students). Ask them to write a report on the state as it was then and compare it to what it is like now. Encourage students to review the visual and sensory image strategy and to include visuals in their paper.

DURING READING STRATEGY: ASKING QUESTIONS AS YOU READ (PAGE 201)

Revisit the earlier discussion about active reading (Unit 4). 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 to do or are interested in. 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 (PAGES 201–202)

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 pages 201–202 and turn them in for a participation or evaluative grade.

Answers

Section 1

1. The Louisiana Purchase is an influential event in U.S. history.
2. the Louisiana Purchase, Thomas Jefferson

Section 2

1. Was the Purchase a triumph or a tragedy?
2. James Monroe, Thomas Jefferson, March 6, 1801

Section 3

1. the two assumptions of Jefferson's visions
2. Thomas Jefferson, James Monroe, Spain

Section 4

1. the threat of war and a question of who was an ally of the U.S.
2. Thomas Jefferson, James Madison, France, Britain

Other answers will vary.

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 to do 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 whole class to read and collect the work (or ask groups to write questions for other groups).

VOCABULARY POWER (PAGE 203)

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

Answers

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

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 a 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 ask students to 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.

READING (PAGES 204–209)

This reading is rather long. It might be best assigned as homework so students can answer the questions on pages 201–202. Assign a due date.

Expansion Activity

Ask students to turn in their own questions as they read or 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.

AFTER READING STRATEGY: IMPROVING RETENTION AND RECALL (PAGE 210)

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 211)

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.

Answers

Answers will vary.

PRACTICE ACTIVITY: READING FOR THE BIG PICTURE (PAGE 211)

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.

Answers

1, 4

PARAPHRASING TO SIMPLIFY (PAGE 212)

Give students time to employ a variety of paraphrasing strategies. Consider giving them time to compare answers and learn strategies and new words from their peers.

Answers

Answers will vary.

WRITING STRATEGY: CONSIDERING YOUR AUDIENCE (PAGE 212)

Open a discussion about books or movies students are familiar with. Ask students who the audience is for each. Make sure a variety is discussed so students will be able to see the importance of considering their audience when writing. Present the information in the box and spend time discussing the bulleted list. Choose one example from the books that students suggested and answer the questions for that particular book.

PRACTICE ACTIVITY: CONSIDERING YOUR AUDIENCE (PAGE 213)

Present the directions and give students time to compare answers.

Answers

Answers will vary.

Expansion Activity

Call colleagues from other departments to collect writing assignment samples or find other examples online. Bring them to class and let students discuss the answers to the questions in the box on page 212 for each one. Solicit volunteers to bring assignments from their other textbooks, other classes, or those they find online for more practice in their own fields.

YOUR ACTIVE VOCABULARY (PAGE 214)

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.

Expansion Activity

Ask students to choose their own words from the unit and create a chart. Have them complete the chart and submit it, and 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.

RAPID VOCABULARY REVIEW (PAGE 215)

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

- | | |
|----------------|---------------------|
| 1. think about | 11. limited time |
| 2. unchanging | 12. to use unfairly |
| 3. leave | 13. turns |
| 4. weak | 14. with |
| 5. solution | 15. decision |
| 6. occasional | 16. deal |
| 7. notable | 17. point |
| 8. next | 18. about |
| 9. necessary | 19. barreled |
| 10. admission | 20. take |

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.

SYNTHESIZING: WRITING PROJECTS (PAGE 216)

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.

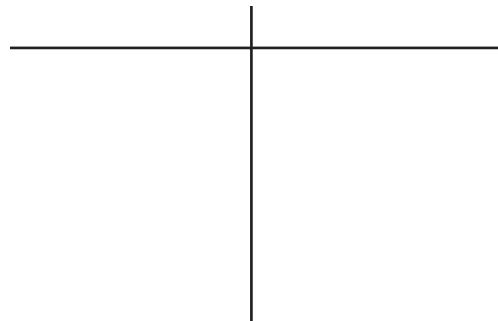
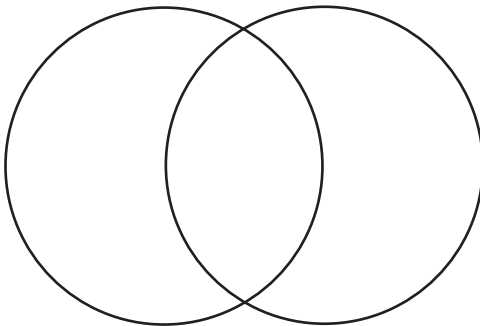
The short, in-class speaking assignments require no outside preparation and students should be able to use personal experience and information from the unit to complete the exercises. These are ideal for in-class use and it is up to the instructor whether or not to collect these assignments and/or grade 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

Thinking about the Future: 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 T-Charts or Venn diagrams for students to use for this assignment.



What Were They Thinking?: This question is similar to one that might be found on an essay test. 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. A rubric can be created at or borrowed from www.rcampus.com/indexrubric.cfm.

Good or Bad?: Explain that group projects and papers are a large part of academic studies. It is also good practice for future graduate studies, workshops, and conferences. Encourage students to work together to compile one paper. Expand this activity by asking students to convert it into an academic presentation or poster.

When You're the First: If desired, allow students to choose other decisions or other presidents to research.

VOCABULARY LOG (PAGES 217–218)

Follow the procedure of choice for the vocabulary log.

Answers

Answers will vary.