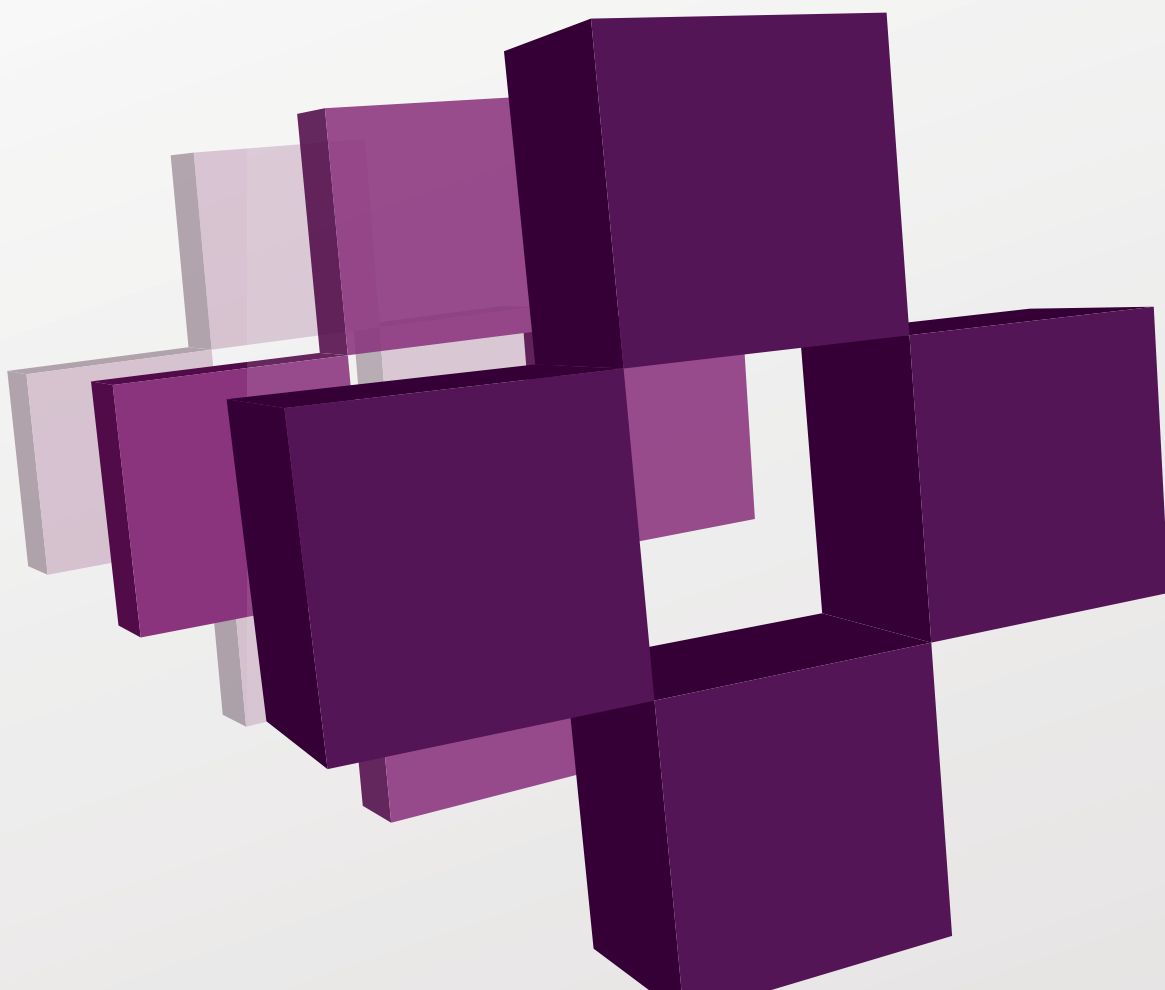


PDX Journeys: Studying and Living in the US, Low-Intermediate Novel and Textbook for University ESL Students

Amber Bliss Calderón



PDX Journeys: Studying and Living in the US, Low-Intermediate Novel and Textbook for University ESL Students

Amber Bliss Calderón

Portland State University

2016

© 2018 Amber Bliss Calderón
Originally published 2016



This work is licensed under a
[Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

You are free to:

- Share — copy and redistribute the material in any medium or format
- Adapt — remix, transform, and build upon the material

The licensor cannot revoke these freedoms as long as you follow the license terms.

Under the following terms:

- Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
- NonCommercial — You may not use the material for commercial purposes

This publication was made possible by PDXOpen publishing initiative

*Published by Portland State University Library
Portland, OR 97207-1151*

About the Book

Each unit begins with a chapter of fiction about a teacher and students in one ESL class. Reading comprehension and reading skills exercises follow. Prefix and suffix vocabulary-focus exercises are included. Academic Word List (through sublist 2) vocabulary exercises help students build a strong foundation in both receptive and productive knowledge. The following chapters in each unit expand on unit themes through non-fiction articles focusing on academic preparation, international experiences, and cultural adjustment. Vocabulary is repeated and comprehension and reading skills are further practiced.

About the Author

Amber Bliss Calderón is a Senior Instructor I in the Intensive English Language Program at Portland State University. She earned her MA in TESOL from Portland State University in 2004. Her areas of interest include teaching reading, creative writing, and student experiences. She has developed curriculum for several communication and culture experience programs for the IELP. She enjoys teaching reading and makes it a goal to turn non-readers into readers by making reading a fun and exciting way to learn.

Unit 1: Academic Expectations

Chapter 1: Stephanie's Story

You will read a story about Stephanie, an ESL teacher. You will read stories about Stephanie's students in later chapters.

Chapter 2: IELP Expectations of Students

You will read an article about some of the requirements for IELP students.

Chapter 3: The Pros and Cons of Studying Abroad

You will read about international students and make lists of pros and cons about studying abroad.

Chapter 1: Stephanie's Story

Part 1: Preview

Vocabulary: Academic Word List

Below are two lists of words from the Academic Word List. These words are important to know because they are frequently used in academic settings (university textbooks, lectures, etc.).

You need to know the parts of speech, word forms, and definition of all of the words. Additionally, you need to know how to use the bolded words in the right-hand list in sentences. Study these words carefully. Your teacher will introduce different ways to study vocabulary. Try each one until you find your preferred method or methods.

Receptive Knowledge of Vocabulary: This means you understand these words when you read them and hear them.

*These words are *italicized* in the story.

Productive Knowledge of Vocabulary: This means you correctly use these words in your own writing and speaking.

*These words are **bolded and underlined** in the story.

Receptive Knowledge

academic
acknowledge
assignment
attitude
definite
expand
find
grading
ignore
job
lecturing
pose
randomly
unappreciated

Productive Knowledge

affect
final / finally
focus
item
misinterpret
occur
previous
processing
redistribute
require
respond

Exercise 1**Vocabulary: Academic Word List****Create Your Own Glossary**

With your teacher, fill in as much information about the words as you can. Preview the story, and look at how the words are used in “Stephanie’s Story.” Use a dictionary to find the correct definition. Try *The Longman Dictionary of Contemporary English*:

<http://www.ldoceonline.com/> or another online English-English dictionary to help you.

Receptive Knowledge

AWL Vocabulary	Part of Speech	Synonym or Short Definition	Additional Knowledge (other word forms, suffixes, prefixes, roots, collocations, context)
academic			
acknowledge			
assignment			
attitude			
definite			
expand			
find			
grading			
ignore			
job			
lecturing			
pose			
randomly			
unappreciated			

You need to recognize and understand these words when you see them. As you read textbooks for your other classes, **highlight** these words. Ask yourself these things:

- What part of speech is the word, and how is it used in the sentence?
- Is this word used multiple times? Is it important?
- What other words often occur near this word?
- Can I replace this word with a synonym and still understand the sentence?
- Can I recognize other word forms of this word?

Exercise 2**Academic Word List (Sub-lists 1 and 2)****Create Your Own Glossary**

With your teacher, fill in as much information about the words as you can. Preview the story, and look at how the words are used in “Stephanie’s Story.” Use a dictionary to find the correct definition. Try *The Longman Dictionary of Contemporary English*:

<http://www.ldoceonline.com/> or another online English-English dictionary to help you.

Productive Knowledge

AWL Vocabulary	Part of Speech	Synonym or Short Definition	Additional Knowledge (other word forms, suffixes, prefixes, roots, collocations, context)
affect			
final / finally			
focus			
item			
misinterpret			
occur			
previous			
processing			
redistribute			
require			
respond			

You need to know and understand the words above when you find them in a reading. You should also begin to use these words in your conversations and writing. Study these words, look for them, listen for them, and ask yourself these things:

- What part of speech is the word, and how is it used in the sentence?
- How can I use this word in speaking? In writing?
- What other words often occur near this word?
- Can I replace a synonym with this word?
- Can I recognize and use other word forms of this word?

Exercise 3

Pre-reading Questions

1. Think back to your first ESL class in the US.
 - a. What expectations (hopes) did you have about your classes?
 - b. What expectations did you have about homework?
 - c. What expectations did you have about your teachers?
2. What expectations do you think teachers have about their classes or students?
3. Do you think teacher and student expectations are similar or different?

Part 2: Read

Stephanie's Story

A.

Stephanie opened her eyes. Morning came too soon. She stretched and turned off the alarm on her phone. She rubbed her head. She felt a headache starting behind her eyes.

Her phone chirped¹, alerting her to a text message.

READY FOR THIS?

It was from Sara, her best friend at work. Sara worked in the office, processing all the student applications.

Stephanie was a teacher. September arrived far too quickly, she thought. She was in Mexico all summer, traveling, thinking, and deciding. Did she still want to be a teacher? Did she still want to live in Portland? Did she still want to marry Steven? Well, she didn't know the answers to all of those questions yet. She didn't know if she still wanted to be a teacher or live in Portland, but she knew she didn't want to marry Steven. When she returned home two weeks earlier, she broke up with him and moved on with part of her life.

She still needed to decide if she was going to stay in town or move away, keep teaching or change careers².

Well, no decisions were going to be made today. She rolled over and got out of bed.

B.

"Sara! This is unfair!"

"I know. I'm so sorry," Sara whispered.

Stephanie was very angry. She was gone only three months and returned to work to find that the university had redistributed office spaces. The Intensive English Language Program now had to share office space with overflow³ from the World Languages Department. Since the university *expanded* several departments that brought a lot of donations⁴ to the school, other less-profitable departments were required to combine office space.

Stephanie walked through the suite to her tiny office that now held two desks. Her books were stacked *randomly* on her desk. Her small bookshelf was gone. An old, tall, metal bookshelf was in its place. Grey paint was peeling off of it, making it better suited for a junkyard than a university office. All her wall decorations and artwork were piled on the floor next to her desk.

Gritting her teeth, Stephanie walked in and set her bag down. She decided to get to work planning her classes. She wasn't usually rude⁵, but she couldn't bring herself to greet her new officemate who didn't even turn his head when she walked in. Well, if he couldn't be bothered to say hello, neither could she!

¹ a short, high sound like a bird or insect

² jobs, occupations, professions

³ extra, excess

⁴ gifts of money

⁵ impolite, bad-mannered

C.

Stephanie walked into the classroom. There were sixteen students on her class list, twelve countries represented, and at least eight languages. She looked around the room. Only half of the students were present. She checked her watch; there were still three minutes until the class started. She walked to the front and started unpacking her bag.

She wrote on the board:

Stephanie Green: *Academic* Expectations:

Reading 4

1. Attendance
2. Syllabus
3. Classroom expectations
4. Diagnostic test
5. Homework *assignment*

She heard an audible⁶ sigh from the students seated behind her as she wrote number five, and she stopped herself from turning around and *lecturing* these new students about *academic* expectations. She should ease into it, give them time to get used to her and used to a new system. She tried not to be annoyed that they expected it to be easy. She was starting to think that she should walk away from teaching and *find* a new career. However, she should not judge them too soon. She took a deep breath and turned around with a smile on her face.

D.

As Stephanie walked toward her office, she saw the door wide open. She was surprised at first, but she remembered that she now had an officemate. However, as she looked inside, she saw that no one was there. She felt frustrated and angry. First, her officemate *ignored* her when she came in before class. Second, he left the door wide open. Thieves often took advantage of opportunities like this. The campus was open, meaning anyone could walk into any building at any time, enter any office, and leave with any item. Stephanie personally knew three people on campus who had money or other items stolen from their offices.

She decided that she needed to talk to this officemate immediately. She sat down at her desk to start an email. Before she wrote one word, she realized that she should stop. She felt angry, but her wallet was still in her purse. Nothing was missing. She decided that since emails

⁶ clear, loud

were impersonal and could be **misinterpreted**, she should wait until she could talk to her officemate in person. With that decided, she started *grading* the diagnostic tests.

It was going to be a long year. She really needed to change her *attitude* about her *job*. Maybe making a pros and cons list would be a good way to help her decide about her future. She set the diagnostic tests aside and got a piece of paper out of the recycle bin and started writing.

Pros	Cons
1. good hours 2. interesting 3. time off / vacations 4. helping people 5. rewarding 6. friends and coworkers 7. always learning	1. tiring 2. a lot of work / weekends <i>grading</i> papers 3. feel <i>unappreciated</i>

There were seven pros on her list. There were only three cons. With only three drawbacks that she could think of, she decided then and there to put away her doubts and just **focus** on the things that she liked about her *job*. She could deal with everything else later.

E.

Stephanie raced into the classroom on the second day of class just seconds before it was time to start. It was not the best way to **model**⁷ good *academic* behavior, but there was no way to avoid it. She was walking out of her office when her officemate was coming in. She knew it might be her only opportunity to talk to him this week.

She stuck out her hand for a handshake. “Hi. I’m your officemate, Stephanie Green. It’s nice to meet you **finally**. I wanted to talk to you about closing and locking the office door, but I have to run to class now.” Stephanie was talking rapidly. She barely looked at him until she noticed he was waving his hands at her and pointing to his ear.

He spoke softly, “Slow down please. I can read lips.”

She stopped, shocked. She had not bothered to find out any information about her officemate. She was so upset about sharing an office, she didn’t even learn his name, what he taught, or anything at all about him. It never **occurred** to her that he was **deaf**⁸. She felt like a jerk and a fool. She felt herself blush with shame.

She started over. “It’s nice to meet you. I’m Stephanie.” Luckily, she knew how to sign the letters of her name: S-T-E-P-H-A-N-I-E. She spoke slowly and clearly again, “I have to run to class. Can we talk later?”

He smiled. “My name is Marc Smith,” he said in a soft, slightly unclear voice while signing at the same time.

⁷ demonstrate, show

⁸ unable to hear

They shook hands. They smiled. Stephanie still felt embarrassed, but she also felt relieved. She now knew why Marc hadn't *acknowledged* her when she had been in her office the **previous** day. If she was honest with herself, she had kind of crept⁹ into the office, trying not to make any noise, not actually wanting to meet the person whom she felt was invading her space.

She shook her head, trying to erase the embarrassment from her mind so that she could **focus** on class. Now, it was time to talk to her students.

"Good morning, everyone. I have looked over the results of the diagnostic tests that some of you took yesterday. Everyone who took the test has been placed in the correct class. Unfortunately, some of you didn't come to class on the first day. That's going to be the subject of our first lesson on *academic* and university expectations. What happens when you don't show up on the first day of a university class?"

"Teacher! Teacher!" A student from the back was waving his arm, practically jumping out of his seat to get her attention.

Stephanie looked at him. "Excuse me. What is your name?"

"Mohi. I just got off the plane this morning. I—"

Stephanie held her hand up to stop him. "Just a minute. This is a good place to start. Hi, Mohi. It's nice to meet you. If you had been here on the first day, you would have heard me talk about my classroom expectations. One expectation is that students call me by my name. I'm Stephanie. Please call me Stephanie. Another expectation that I have in this class is that you raise your hand quietly when you want to speak. That way everyone has an opportunity to speak. **Finally**, it's really important to attend the first day of class—without exception¹⁰. Let's get back to my question. What happens when you don't show up on the first day of a university class?" Stephanie smiled at Mohi. He seemed a little confused, and he started to open his mouth to say something, but she gave him a slight shake of her head. She knew that he wanted to continue explaining why he didn't attend the first day of class, but she needed to let him know that it wasn't the right time.

A student near the back of the classroom raised her hand.

"Yes," Stephanie smiled at her. "Can you remind me what your name is?"

"I'm Mara."

"That's right. Thanks, Mara. What did you want to say?"

"Well, my cousin told me that you get dropped if you don't show."

"That's interesting. Can you explain what that means?" Stephanie tried to pull a little more information out of her.

"I'm not totally sure. I think, like, the professor takes you off the class list. Is that right?"

"It is a *definite* possibility," Stephanie **responded**. "Does anyone have an idea why that might happen?"

Kelvin, sitting near the front, raised his hand slowly.

"Yes, go ahead, Kelvin."

⁹ past tense of *creep*; sneak, tiptoe

¹⁰ something that is not included in a general statement or does not follow a rule or pattern

“Sometimes there are other students waiting to get into the class. I’m on the waiting list for two university classes right now. The professors told me that if someone doesn’t show up on the first day, I’ll get into the class.”

“That’s right. Of course, the professor or the department has the **final** say as to whether or not students are dropped or added to the class, but if you aren’t there on the first day, it’s as if you are saying, ‘I’m not interested in being here at all.’”

A woman in the front row raised her hand. “What if you have a **legitimate**¹¹ reason for missing the class? Not bad travel plans, of course, but something serious like a sick child?”

Stephanie smiled. She liked the way this woman thought, not trying to get around the rules, but genuinely curious about something that could possibly **affect** her.

“Great question! I’ll *pose* that to the class. What do you all think?”

The room was silent. It seemed as if no one had any ideas. Stephanie turned her attention back to the woman in the front.

“Your name is Ameerah, right?”

“Yes.”

“What do you think the answer is, Ameerah? What would you do?”

“I would email the professor and tell her why I was going to miss the class.”

“Good idea.”

Mohi shouted out, “But what if you can’t? What if you’re on an airplane?”

Ameerah turned to look at him, “That won’t happen because you know better than to make your travel arrangements at the last minute. You also won’t travel on the day you are supposed to be attending your first class of the term.” Ameerah smiled at Mohi. He knew he had been outsmarted¹². He smiled back and nodded his head in agreement.

“Okay. Yes. I understand. But-”

“No buts,” Ameerah stated. “We learned that in summer term. Excuses don’t help us learn.”

Stephanie laughed. “I like that! Let’s make it our class motto¹³!”

¹¹ sincere, real

¹² winning by being clever or tricky

¹³ saying, slogan

Part 3: Comprehension

Understanding What You Read

Exercise 4**True or False**

Choose *True* or *False* based on “Stephanie’s Story.” If the statement is false, rewrite the sentence to make it true.

- True / False 1. Stephanie was teaching English in Mexico during the summer.
- True / False 2. Previously, Stephanie did not share her office with another instructor.
- True / False 3. There are twelve students from eight countries in this class.
- True / False 4. Stephanie wrote seven drawbacks to teaching on her pros and cons list.
- True / False 5. Stephanie’s officemate is deaf.
- True / False 6. If you don’t go to the first class, you might lose your place in the class.

Exercise 5**Multiple Choice**

Choose the correct answers based on “Stephanie’s Story.” In some cases, more than one answer is correct. Choose all of the correct answers.

1. Who is Sara?
 - a. Stephanie’s best friend
 - b. A university employee
 - c. An English teacher
 - d. An English student
2. Why is Stephanie angry in section B?
 - a. Her office is messy.
 - b. Other university departments receive more donations.
 - c. She has to share her office with someone.
 - d. Her bookshelf is gone.
3. Why is Stephanie unhappy with her officemate?
 - a. He ignored her.
 - b. He left the door open.
 - c. He might be a thief.
 - d. Her wallet was stolen.

4. Why didn't Marc acknowledge Stephanie in the office?
 - a. He didn't hear her.
 - b. He is rude.
 - c. He is angry that he has to share an office.
 - d. He doesn't like to talk.
5. Which classroom expectations does Stephanie talk about on the second day of class?
 - a. Attending the first day of class
 - b. The name students should call her
 - c. How to request permission to speak
 - d. When to leave the classroom

Exercise 6**Details**

Find the information in the reading and fill in the blanks to complete the sentences. Some students may have different answers. There might be several ways to complete the sentences correctly.

1. Stephanie decides not to marry Steven. She needs to decide if she wants to _____ and _____.
2. Stephanie's department _____ bring a lot of donations to the university.
3. Stephanie feels _____ on the first day of class because _____.
4. When she finds her office door open, Stephanie _____.
5. Stephanie makes a list of pros and cons about her job. There are _____ pros and _____ cons.
6. Stephanie learns that her officemate is _____.
7. Students should always _____ the first day of class.

Exercise 7**More Details**

Answer the questions with information that you find from the reading. Write complete sentences. Do not copy sentences from the story. Use the information in the story to write your own sentences.

1. What decision did Stephanie make during the summer?
2. What department does Stephanie's new officemate work in?
3. How many students were in the classroom when Stephanie walked in on the first day of class?
4. Why doesn't Stephanie write an email to her officemate about the open door?
5. What are two of Stephanie's classroom expectations that she tells her students about?

Part 4: Understanding Stories

Exercise 8

Characters: The people in the story

Who are the characters? Complete the table with information from “Stephanie’s Story.”

Character Names	Role in the Story	Additional Information
Stephanie	teacher	*Deciding what to do with her life *Teaching students about academic expectations *Unhappy about sharing her office
	Office worker Application processor	
	World Languages Instructor	
	Student	
	Student	
	Student	
	Student	

Exercise 9

Setting: The time (when) and place (where) of the story

- When does this story take place?
 - after summer
 - fall term
 - September
 - all of the above
- Where does this story take place?
 - at a university
 - in Portland
 - in a classroom
 - all of the above

Exercise 10

Plot: The events that occur (happen) in the story

Number the events from 1-6 in the order that they occur in the story.

- _____ a. Stephanie makes a list of pros and cons about her job.
- _____ b. Stephanie sees her office door open and gets angry.
- _____ c. Stephanie decides to continue teaching and focus on her job.
- _____ d. Stephanie discusses attending the first day of class with her students.
- _____ e. Stephanie learns that she has to share her office with another instructor.
- _____ f. Stephanie meets her officemate, Marc, and learns that he is deaf.

Part 5: Vocabulary Focus

Word-Building

Scan “Stephanie’s Story” and look for compound nouns. Did you find all the compound nouns? Can you figure out how to build compound nouns?

Compound Nouns

These nouns are made by combining two words. Often, they are **two nouns** or **an adjective and a noun**.

Examples:

The words, “home” and “work” together make the compound noun “homework.”

Put “rest” and “room” together to make the compound noun, “restroom.”

Exercise 11

Create Compounds

Choose the correct compound noun endings for each word below. Some words may have more than one possibility. Talk about the meaning of the compound nouns with your classmates.

- | | | | | |
|-----------------|----------|----------|----------|----------|
| 1. air _____ | a. back | b. mate | c. ache | d. plane |
| 2. class _____ | a. room | b. back | c. mate | d. ache |
| 3. junk _____ | a. shelf | b. yard | c. room | d. flow |
| 4. art _____ | a. mate | b. work | c. shelf | d. room |
| 5. draw _____ | a. plane | b. yard | c. mate | d. back |
| 6. office _____ | a. flow | b. shelf | c. work | d. mate |
| 7. book _____ | a. back | b. shelf | c. room | d. ache |
| 8. head _____ | a. ache | b. work | c. plane | d. room |
| 9. over _____ | a. room | b. flow | c. mate | d. yard |

Can you think of other compound nouns that you have heard or used frequently? Make a list with your classmates.

Prefixes: A prefix is added to the beginning of a word to add information to its definition.

re-

The prefix “re-” can mean “again” or “back.”

For example, the word “recover” means to get something “back.”
Thomas recovered his lost wallet. (He got his lost wallet **back**.)

In another example, the word “redo” means to do something “again.”
Stacy didn’t do the assignment correctly, so the teacher let her redo it. (The teacher is giving her a chance to do the assignment **again**.)

Exercise 12

Categorize

Divide the “re-” prefix words into the right category. You may have to search for the words in context or look them up in the dictionary to figure it whether the meaning is “again” or “back.”

recycle	redistributed
remember	represented
required	respond
results	return
rewarding	

“re-” again	“re-” back

Exercise 13**Matching**

Match the “re-” word with the correct definition.

- | | |
|-----------------------|---|
| _____ 1. recycle | a. to show again , to substitute for |
| _____ 2. redistribute | b. to follow or come back as a consequence |
| _____ 3. remember | c. to give something out again to achieve equality |
| _____ 4. represent | d. to need for a particular purpose |
| _____ 5. require | e. to give back |
| _____ 6. respond | f. to make a gift in appreciation (give something back) |
| _____ 7. result | g. to use again |
| _____ 8. return | h. to say something back , in reply |
| _____ 9. reward | i. to bring to mind again |

Exercise 14**Multiple Choice**

Choose the “re-” word that best completes each sentence.

- Studying vocabulary for 20 minutes every day _____ in 100% on the vocabulary exam.
a. returned b. required c. responded d. resulted
- The students _____ their water bottles by using them over and over.
a. redistribute b. respond c. recycle d. reward
- The teacher will _____ the hardworking students with no homework over the weekend.
a. reward b. require c. respond d. return
- Kelvin can never _____ the name of his grammar teacher.
a. represent b. respond c. remember d. return
- The reading teacher _____ all students to read for 20 minutes every day.
a. requires b. remembers c. rewards d. recycles
- The program _____ all the students in each level so that more languages were represented in each class.
a. returned b. redistributed c. represented d. recycled
- Stephanie _____ the assignments to the students one week after they turned them in.
a. returned b. recycled c. remembered d. responded

8. Ameerah raised her hand and _____ to the teacher's question.
 a. remembered b. responded c. required d. represented
9. Eight languages and twelve countries are _____ by students in the class.
 a. represented c. responded c. rewarded d. required

Exercise 15**Use**

Practice using words with the prefix “re-.”

1. Make a list of other words you can think of that start with the prefix “re-.”
 2. Write 5 sentences about “Stephanie’s Story” using words with the prefix “re-” (your own or from the story).
- Example: Stephanie wants to **repaint** the bookshelf in her office because it is peeling.

un-

The prefix “un-” means “not” with adjectives, adverbs or nouns. It can also mean “a reversal of action” when placed in front of a verb.

unappreciated
 unclear
 unfair
 unfortunately
 unpacking

Exercise 16**Prefixes**

Follow the directions below.

1. Which word above uses the meaning “a reversal of action?” _____
2. Find the “un-” words in the story and **highlight** the sentences you find them in.
3. Write the “un-”word from the story next to its definition.

“un-” Word	Definition
	not valued, not understood
	emptying
	not right, not equal
	unluckily, sadly
	confusing, not understandable

Exercise 17**Fill in the Blank**

Use the words below. Use each word two times.

unappreciated	unclear	unfair	unfortunately	unpack
---------------	---------	--------	---------------	--------

1. The instructions are _____. The students are not sure what they should do.
2. _____, I cannot come to the party tonight. I have to do my homework.
3. It is important to say thank you to your tutor so that she doesn't feel _____.
4. Please _____ your suitcase as soon as you get home from your vacation.
5. The students thought it was _____ when the teacher gave a quiz without announcing it.
6. The words that he spoke were _____. Stephanie asked him to repeat what he said twice.
7. _____, the students forgot to study for the test.
8. Don't _____ your bag in the middle of the living room. Please take it to your bedroom.
9. Stephanie said, "It's _____! I shouldn't have to share my office with anyone."
10. I feel so _____ in this job! Maybe I should change careers.

Exercise 18**Use**

Practice using words with the prefix "un-."

1. Make a list of other words you can think of that start with the prefix "un-."
2. Write 5 sentences about "Stephanie's Story" using words with the prefix "un-" (your own or from the story).

Example: Stephanie was **unhappy** when she saw her office.

Suffixes: A suffix is added to the end of a word. It can change the meaning or the form of the word.

The suffix “-ly” can do three things.

1. It can form an adverb from an adjective (gentle -> gently)
2. It can add the meaning “every” to nouns related to time (hour -> hourly)
3. It can mean “-like” at the end of an adjective (friendly, cowardly)

Which of the 3 options above applies to all of the “-ly” words below?

What part of speech are all of the words below?

barely
clearly
especially
finally
genuinely
immediately

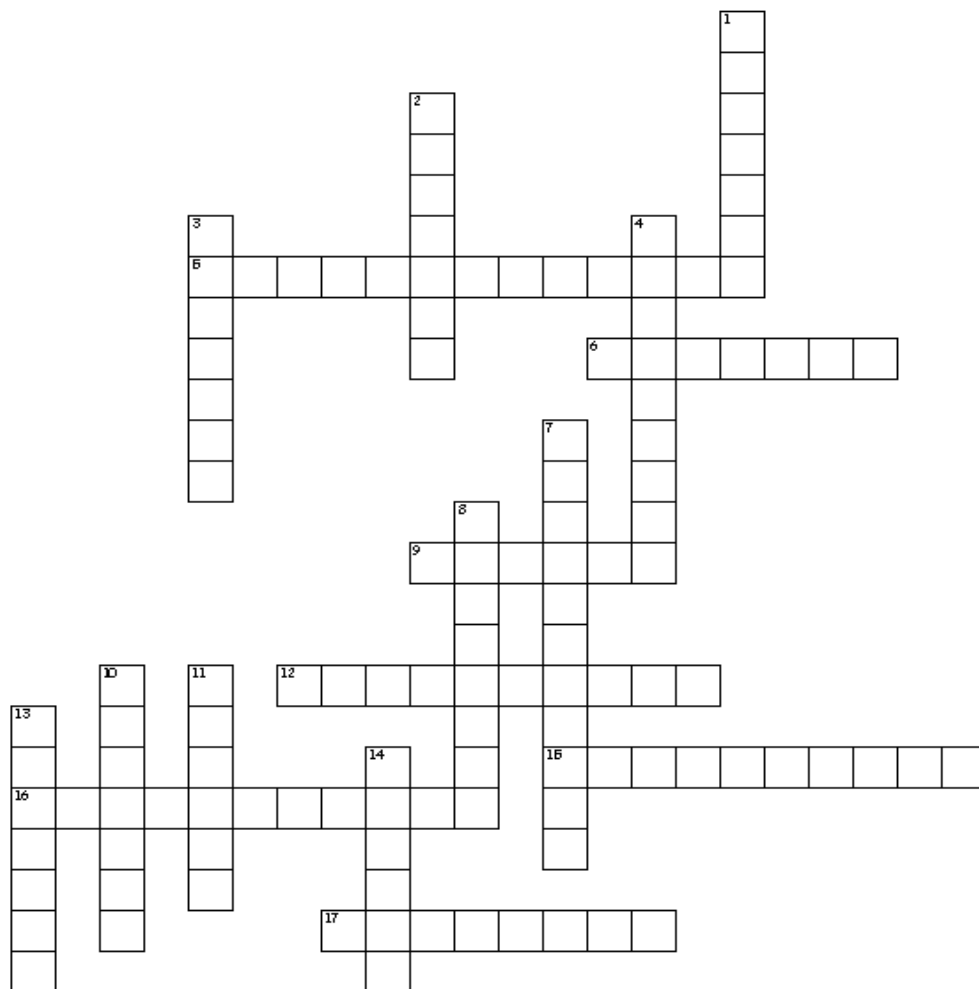
luckily
personally
practically
quickly
quietly
randomly

rapidly
slightly
slowly
softly
unfortunately

Exercise 19**-ly Crossword Puzzle**

Created by [Puzzlemaker](http://Puzzlemaker.com) at DiscoveryEducation.com

Use the “-ly” words on the previous page to complete the crossword puzzle. Use the dictionary or work with a partner.

**Across**

- 5. without luck
- 6. with speed, soon
- 9. only just, almost not
- 12. directly
- 15. mostly, mainly
- 16. almost, nearly
- 17. a little bit

Down

- 1. easy to understand
- 2. without making noise
- 3. fortunately
- 4. authentically, truly
- 7. instantly, without waiting
- 8. without a pattern
- 10. after a long time, to introduce the last point
- 11. without a lot of noise or sound
- 13. quickly
- 14. without speed, not quickly

Exercise 20

Use

Practice using words with the suffix “-ly.”

1. Make a list of other words you can think of that end with the suffix “-ly.”
2. Write 5 sentences about “Stephanie’s Story” using words with the suffix “-ly” (your own or from the story).

Example: I **finally** understand! Marc didn’t turn around because he did not hear Stephanie.

Part 6: Vocabulary Focus

Academic Word List

Review the words listed below. Talk about them with your classmates.

- Which words do you remember from the story?
- What do you remember (context, definition, part of speech)?

Write the words that you are still unsure of in your notebook for further study. Look them up in the dictionary with your classmates.

affect

final

finally

focus

item

misinterpret

occur

previous

process

redistribute

require

respond

Exercise 21

Matching

Match the words in each section with the correct definitions.

A. Nouns:

_____ 1. final

_____ 2. focus

_____ 3. item

_____ 4. occurrence

_____ 5. process

_____ 6. distribution

_____ 7. requirement

_____ 8. response

a. actions or steps to reach an end

b. thing, object

c. answer

d. something needed

e. last test of the term

f. center of interest or activity

g. sharing items among a large group in a planned way

h. incident, event

B. Verbs:

One word below has two different answers (two definitions given for 1 verb).

- | | |
|-----------------------|---|
| _____ 1. affect | a. explain the meaning |
| _____ 2. focus on | b. happen, take place |
| _____ 3. interpret | c. pay close attention to |
| _____ 4. misinterpret | d. give something out |
| _____ 5. occur | e. deal with using official procedures |
| _____ 6. process | f. say something in reply |
| _____ 7. distribute | g. not understand correctly |
| _____ 8. require | h. make a difference to; change |
| _____ 9. respond | i. need for a particular reason |
| | j. come into the mind (thought or idea) |

C. Adjectives:

One word below has two different answers (two definitions given for 1 adjective).

- | | |
|-------------------|-------------------------------|
| _____ 1. final | a. after a long time |
| _____ 2. previous | b. before, at an earlier time |
| | c. coming at the end |

D. Adverbs

- | | |
|---------------------|---|
| _____ 1. finally | a. occurring before in time order |
| _____ 2. previously | b. used to introduce a last point or reason |

Exercise 22**Fill in the Blank**

Use the words listed below to fill in the blanks. These sentences are related to context of story.

Affect
final
finally
focus

items
misinterpret
occur
previous

processes
redistributed
requires
responds

1. Sara _____ all the student applications for the program.
2. The university _____ office spaces, and Stephanie has to share an office now.
3. Stephanie was worried that _____ might be stolen from her office.
4. It is possible to _____ an email because the intention might not be clear to the reader.
5. The idea that her officemate was deaf did not _____ to Stephanie.
6. Stephanie had to get over her embarrassment from meeting Marc so that she could _____ on class.
7. When Stephanie tells Mohi what he missed on the first day of class, she uses the word, “_____,” to introduce the last item on her list.
8. In the _____ class, Stephanie explained her expectations, but Mohi was absent, so he missed it.
9. Ameerah asks a question in class that could _____ her since she has children.
10. The professor probably gets to make the _____ decision about adding more students to the class.
11. Stephanie _____ to students when they ask her questions.
12. Stephanie probably _____ her students to do homework.

Exercise 23**Fill in the Blank**

Use the words listed below to fill in the blanks. Underline the **antonym** of the word that you use to fill in the blank.

affect
final
focus

misinterpreted
previous

required
responded

1. University students are expected to _____ in class. They shouldn't be distracted during the professor's lecture.
2. A good TOEFL or IELTS score is not optional for international graduate students. It is _____.
3. I understood the teacher's words, but she _____ my question. She didn't answer the question I asked.
4. The professor emailed a question to all the students. Three students _____ to the teacher, but most students left the email unanswered.
5. The student skipped the _____ test. I hope he doesn't skip the next test.
6. Skipping multiple classes will definitely _____ your grade. It is unlikely that your grade would remain unchanged if you missed that many classes.
7. The first day of class, students may not know the expectations, but by the _____ class, everyone should be very clear about the requirements.

Exercise 24**Fill in the Blank**

Fill in the blank with the words below. Circle the **synonym** of the word you write in the blank.

finally
items

occurred
process

distributes

1. The accident _____ at 3:30pm. Where were you when it happened?
2. The teacher passed out the homework assignment. She always _____ homework at the end of the class.
3. We _____ have an answer to the grammar question we asked. In the end, the solution was simple.
4. The major steps in _____ writing are prewriting, writing, and rewriting. This method is often used in ESL writing courses.
5. The thief stole several objects from the office. The stolen _____ were listed in a report to the police.

Exercise 25**Answer Questions**

Take turns asking and answering the questions with your classmates.

1. How can skipping the first class **affect** you?
2. How do you **focus on** your homework?
3. How many **items** are in your backpack right now? What are they?
4. What are some of the **requirements** in your reading class?
5. Who usually **responds to** your questions in class?

Chapter 2: IELP Expectations of Students

Part 1: Preview

AWL Vocabulary Preparation

The following Academic Word List words are found in the article, “IELP Expectations of Students.” Notice that many of the words are repeated from chapter 1.

Receptive Knowledge: These words appear in the Academic Word list (sub-list 3-10). You need to understand these words when you read or hear them. The words repeated from chapter 1 are *italicized*. The new words are in **bold**.

Exercise 1

Word Study

Look up the words you do not know. Make a study list in your notebook. Include the part of speech, definition, and a synonym.

academic

adapt

assignment

attitudes

instructions

lecture

mentally

schedule

styles

tasks

Productive Knowledge: These words appear in the Academic Word list (sub-list 1-2). You need to learn their meaning, recognize them, and learn to use them in speaking and writing. The words repeated from chapter 1 are *italicized*. The new words are in **bold**.

Exercise 2**Word Study**

Look up the words you do not know. Make a study list in your notebook. Include the part of speech, definition, and a synonym. Try writing sentences with these words to develop your productive knowledge.

affects

environment

finally

focus

methods

policy

required

similar

Exercise 3**Pre-reading**

Answer the following questions with a partner or small group.

1. What university expectations (or requirements) are discussed in “Stephanie’s Story?”
2. What are some common university or high school expectations (or requirements) in your home country?
3. Which expectations (or requirements) are the same in the US and in your home country?
4. Which expectations (or requirements) are different in the US and in your home country?

Part 2: Read

Read the article that Stephanie gave her students to help them understand what they should do in IELP classes.

IELP Expectations of Students

It is hard to be a student: doing homework, reading books, memorizing information, and taking tests. There is so much to learn. However, being a student is not only about learning course material and passing tests. It is also about learning proper behavior and *attitudes* to help you succeed. Here are a few suggestions that will help you be more successful in the IELP.

Be in Class

Attendance **affects** student success whether you are studying ESL or chemistry. If you are not in class, you will not learn. You have a greater chance of failure. That is why the IELP Attendance **Policy** is very strict. If you drop below 80% attendance in any class, you will be placed on attendance probation.¹ This is **similar** to a warning. If your attendance improves after the warning, you will be allowed to continue studying in the IELP. If your attendance does not improve, you will be dismissed² from the IELP. Skipping classes can cause several problems including not learning the **required** material and being asked to leave the program.

Be Organized

Organization helps students with time management and completing all of their *tasks*. It also helps balance school and home life. It is a good idea to make and follow a *schedule* of your classes, homework and study time, free time, and sleep. An organized life will also help you arrive on time or early for your classes. When you are early for your classes, you will have time to review, check over your homework, or prepare *mentally* for class.

Be Prepared

Organization is key³ to helping students be prepared for class. Doing homework ahead of time is one important part of preparation. Taking the proper tools to class is also important. You should always check that you have your books, paper, a pen, a pencil, and your homework. You should also have your homework ready to turn in before you arrive in class. This means your first and last name, the date, and the *assignment* should already be written on the paper. This saves time in class and makes a great impression on the teacher. It will be much easier to **focus** on learning if you are prepared ahead of time.

Be Open-Minded⁴

Many students find it difficult to *adapt* to new ways of learning and different teaching *styles* in the US. They want to learn the same way they learned in their home country. It is important to be open-minded to different ways of teaching and learning. For example, you may be used to seeing the teacher stand in front of the class and *lecture*. However, in American universities, it is common for students to work together in groups, prepare presentations to teach

¹ a period in which the student needs to have good attendance

² sent away, asked to leave

³ very important

⁴ willing to try new things

their classmates, and study a lot of information on their own. These may be unfamiliar **methods**, but you should be willing to try them.

Be Respectful

There are many ways to be respectful in your learning **environment**. Put your phone, tablet, or laptop away during class. This shows respect to the teacher and to the classmates you will be working with. If you arrive late, enter quietly. Don't knock, don't greet your classmates, and don't announce why you are late. This is disruptive⁵ and can draw other students' **focus** away from an important lesson or *instructions*. If you need to leave the classroom before class ends, do it quietly and only in an emergency. Additionally, don't talk when your teacher is talking. You could easily miss important information from your teacher. **Finally**, when asking or **responding** to questions, raise your hand. There are many more ways to show respect in class, but these will give you a great start.

Following the tips suggested here is a smart way to begin a successful *academic* career in the US. As you gain⁶ experience, you will be able to add even more ideas about how to succeed.

Part 3: Comprehension

Understanding What You Read

Exercise 4

Multiple Choice

Choose the correct answers based on "IELP Expectations of Students." In some cases, more than one answer is correct. Choose all of the correct answers. For incorrect answers, be prepared to share the reason it is not correct.

1. You will be placed on attendance probation if
 - a. you skip a class.
 - b. you attend more than 80% of the classes.
 - c. you do not attend 80% of the classes.
 - d. you skip more than 20% of the classes.
2. Organization will help with
 - a. balancing school and home life.
 - b. passing all your classes.
 - c. going to class on time.
 - d. making a schedule.
3. Being prepared for class
 - a. is the key to organization.
 - b. helps you focus.
 - c. means you have to turn in your homework before class.
 - d. means you take everything you need to class.

⁵ causing interruption to an activity

⁶ get more of something

4. Open-minded students
 - a. are willing to try new things.
 - b. only want to learn one way.
 - c. don't like change.
 - d. are unfamiliar with new methods.
5. If you arrive late to class, you show respect by
 - a. knocking on the door.
 - b. apologizing to the teacher immediately.
 - c. coming in and sitting down quietly.
 - d. asking the teacher, "What are we doing?"

Exercise 5**True or False**

Choose *True* or *False* based on "IELP Expectations of Students." If the statement is false, rewrite the sentence to make it true.

True / False 1. Being a student is only about learning information and getting good grades.

True / False 2. Attendance is only important in IELP classes.

True / False 3. Writing and following a schedule can help you be more organized.

True / False 4. You should write your first and last names on assignments.

True / False 5. Different professors may have different teaching styles.

True / False 6. There are only five ways to show respect in the classroom.

Part 4: Reading Skills

Topic

The **topic** of a reading is a word or phrase that tells what the entire (whole) reading is about. You can find the **topic** of a sentence, a paragraph, an essay, an article, a book, or any piece of writing.

Think back to Chapter 1, “Stephanie’s Story.” What was the topic of that chapter?

- a. University
- b. Students
- c. Stephanie

The best answer is “c. Stephanie.” It’s true that the story takes place at a university, and that students are in the story. However, the entire reading is about Stephanie.

Now look at the second paragraph of “IELP Expectations of Students.” What is the topic of that paragraph? Choose the best topic below.

- a. Be in Class
- b. Attendance
- c. The attendance policy
- d. The importance of attendance

The best answer is “d.”

Explanations:

- a. “Be in Class” is actually the title or heading of this paragraph. It tells about the topic in this case but not always.
- b. “Attendance” is too general. The paragraph is about attendance, but the topic is really more specific than that.
- c. “The attendance policy” is a detail. This is not the topic of the entire paragraph. It is explained in the paragraph, but so are several other points.
- d. “The importance of attendance” is the topic because every sentence in the paragraph gives us information about this topic.

Exercise 6**Identifying the Topic**

Choose the best topic for each section of the article indicated below. Only 1 answer is correct for each.

1. “Be Organized,” Paragraph 3
 - a. make a schedule
 - b. be early
 - c. benefits of organization
2. “Be Prepared,” Paragraph 4
 - a. how to prepare
 - b. be focused
 - c. organization
3. “Be Open-Minded,” Paragraph 5
 - a. have an open mind
 - b. teaching styles are different
 - c. new methods
4. “Be Respectful,” Paragraph 6
 - a. how to focus
 - b. ways to show respect
 - c. don’t disrupt

Main Idea

The **main idea** is different than the **topic**. The **main idea** is a sentence that tells the general idea that the writer wants to tell the reader. It includes the **topic**. All the sentences in the article are related to the **main idea**.

Exercise 7**Main Idea**

Read the statements below. One is the main idea of the article. Label it “M.” One is too narrow, or small, to be the main idea. Label it “N.” One is too broad, or general, to be the main idea. Label it “B.” One sentence is unrelated to the article. Label it “U.”

- _____ 1. If you have the proper attitude and behavior, you will always succeed and get As in your classes.
- _____ 2. The right attitude and behavior will help you do well in the IELP.
- _____ 3. Respect is an important part of success.
- _____ 4. There are many ways to become successful.

Exercise 8**Details and Support**

Show that you recognize details by answering the following questions. Write complete sentences. Do not copy sentences from the article. Use the information in the article to write your own sentences.

1. What is one possible result of not attending your classes?

2. What is one way to become more organized?

3. What are some examples of “the proper tools” that you should always take to class?

4. What are some different teaching methods you might see in the US?

5. List all the ways the article gives for being respectful in the classroom.

Part 5: Vocabulary

Exercise 9

Matching

Match the words AWL words on the left with the best synonym on the right.

- | | |
|----------------------|-----------------|
| _____ 1. affect | a. lastly |
| _____ 2. environment | b. need |
| _____ 3. finally | c. concentrate |
| _____ 4. focus | d. surroundings |
| _____ 5. method | e. technique |
| _____ 6. policy | f. alike |
| _____ 7. require | g. guidelines |
| _____ 8. similar | h. influence |

Exercise 10

Fill in the Blank

Use the words listed below to fill in the blanks. These sentences are related to context of story.

affected	environments	finally	focus
methods	policy	required	similar

- The student's effort and attitude _____ his success.
- The learning _____ differ depending on the education system.
- Students who are able to _____ in class will probably be more successful.
- The program has a strict _____ on attendance.
- Most teachers use a variety of _____ to keep students interested.
- Many international students are _____ to take ESL classes.
- My grammar and reading teachers have _____ teaching styles.
- Saad _____ understands his teachers' expectations.

Exercise 11**Fill in the Blank**

Use the words below. Circle the **synonym** of the word you write in the blank.

affect	environment	finally	focus
method	policy	requirements	similar

1. There are two _____ to get your driver's license. Passing the written test and driving test is a necessity.
2. Portland's _____ is very beautiful. There are many green-forested natural areas with a lot of animals.
3. Portland and Seattle have _____ weather. They are alike because of their positions in the Pacific Northwest. They both get about 37 inches of rain each year.
4. What is your favorite _____ for learning something new? There are many different learning styles.
5. The insurance company sent Molly a new _____ in the mail. It explained all of the changes to the previous guidelines.
6. Ameerah asked her children to play quietly because she wanted to _____ on her homework. It is difficult to concentrate when they are too loud.
7. Not getting enough sleep can _____ your ability to do well. Eating well and staying healthy can also influence your success.
8. Jay _____ understands how to complete his homework assignment. In the end, he had to call his classmate to get the information.

Exercise 12**Antonyms**

Each adjective below is written with its opposite. Write a sentence or pair of sentences for each to show you understand the meaning of the words.

Example: similar—different

My mom and I like similar music. However, my dad and I like different styles of music.

1. required—unnecessary
2. final—first
3. affected—unchanged
4. similar—different

Exercise 13**Answer Questions**

Take turns asking and answering the questions with your classmates.

1. Describe your ideal (perfect) learning **environment**.
2. Explain 2 or 3 **methods** you use to **focus** in class.
3. List 2 to 3 **similarities** between your previous learning **environment** and your current (now) learning **environment**.
4. What are some of the **required** tasks in this class?
5. Make a list of people who have **affected** you. How have they **affected** you?
6. Imagine you get to make a new **policy** for the IELP. What will you call your **policy**? What will you include?

Part 6: Applications of Text

Exercise 14

Writing

Write answers to the following questions. Use information you learned from the article, the story, your background knowledge and your personal experience.

1. Add one additional detail to support each section of the article.
 - a. Attendance
 - b. Organization
 - c. Preparation
 - d. Open-mindedness
 - e. Respect
2. Give a specific example from your own experience for each section of the article.
 - a. Attendance
 - b. Organization
 - c. Preparation
 - d. Open-mindedness
 - e. Respect
3. Write an opinion paragraph (100 words) about why you think “IELP Expectations of Students” are important for students to know and follow.
4. Write a narrative paragraph (100 words) about a student who does not follow these guidelines. What happens to him/her?

Chapter 3: The Pros and Cons of Studying Abroad

Part 1: Preview

Preview

Preview means to get a look at everything to activate your background knowledge. If you are previewing a website, look at headings and titles. Look at pictures, tables, graphs, etc. Look at captions. Click on different links around the **site** to see what is there.

In this **chapter**, you will look at a website and find information to help you understand international students in the United States. By searching for and answering questions, you will be practicing scanning for information. You will then use this information and your personal experiences to write a pros and **cons** list about studying abroad with your classmates.

Since this **chapter** is a little different than the **previous chapters**, and your reading is mostly on a website, the AWL vocabulary words selected from your exercises. Below are the words you need to have *productive* knowledge of. The **bolded words** are new vocabulary words for **chapter 3**. The *italicized words* are from chapters 1 and 2.

category

chapter

create

culture

economy

evaluation

focus

institute

items

majority

percentage

previous

regional

research

section

site

specific

Exercise 1**Flashcards**

Make flashcards with the vocabulary words above. On one side of the card, write the word. On the other side, write the part of speech, a short definition, and an example sentence. Use the flashcards to quiz yourself whenever you have 5-10 minutes of free time.

Exercise 2**Preview**

Preview the **Institute** of International Education's (IIE) website (<http://www.iie.org/>).

1. Write a few notes while you are looking at the website. Your notes can include:
 - Unfamiliar vocabulary
 - Important or new information
 - Interesting facts
 - Information that applies to you
 - Descriptions of the pictures, tables or graphs you find
2. After you preview the **site**, write your main impressions or current knowledge of the **Institute** of International Education.
3. Share your knowledge with a partner in class. Do you both have the same information? If your information is different, why do you think it is different?

Part 2: Scanning

Scanning

Scanning is a useful reading skill. While scanning, you are looking for **specific** information. For example, you are looking for the answer to a question or a **specific** date or name. While you scan, keep the information you are looking for in your mind. Don't read every word. You may find it helpful to use your finger when you scan to quickly move them over the words. **Scanning** is very useful for saving time. You should use scanning when you get very large reading assignments or when you have a limited amount of time to complete a task (like on a quiz or test).

Exercise 3

Scan for Information

Look for the following information on the **Institute** of International Education (<http://www.iie.org/>).

1. Look at the headings across the top of the page. Under which heading can you find information about these things? Click on each heading to see the sub-headings and place the **items** on the list below in the correct **category**.

Awards received
Education services
General information about IIE
Help in an emergency
History of IIE
International Development

Locations that IIE serves
Reports about IIE
Research projects
Students
Teachers
The United States

Who We Are	What We Do	Our Global Reach	Research and Publications	Gateways for...

2. What year did IIE begin?
3. Name two programs administered for the Department of State.
4. What kind of organization is IIE?
5. How many programs are administered by IIE each year?
6. How many people are served by IIE each year?
7. How many offices and affiliates (connected organizations) does IIE have around the world?
8. How many **Regional** Educational Advising Coordinators are there?
9. What do the **Regional** Educational Advising Coordinators do?
10. Who does IIE provide **research** and program **evaluation** services for?

Exercise 4

Quiz Yourself

Take the IIE Global Knowledge Quiz (<http://www.iie.org/Students/Tabs/US/Global-Knowledge-Quiz>).

1. Which questions did you know the answers to?
2. Which questions did you have to guess the answers to?
3. Which questions did you have no idea what the answers were?
4. How many questions did you get right?
5. What did you learn from the quiz?

Exercise 5**Reading Graphics**

Under the “**Research** and Publications” tab, click on “Open Doors” (center of the page). Then click on “2015 Infographics” under the “Open Doors Toolkit” column on the right of the page. **Scan** the graphic titled, “A Quick Look at International Students in the US,” and answer the following questions (<http://www.iie.org/Research-and-Publications/Open-Doors/Data/Infographics>).

1. How many international students studied in the United States in the **previous** school year?
2. Since 1953, the number of international students studying in the US has _____.
 - a. gone up
 - b. gone down
 - c. stayed the same
3. What are the two most popular majors for international students?
4. In the **previous** school year, there were _____ international graduate students than international undergraduate students.
 - a. the same number of
 - b. more
 - c. fewer
5. Where did the **majority** of international students come from in the **previous** school year?
6. How do most international students pay their expenses?
7. How much money did international students contribute to the US **economy** in the last school year?
8. What three states have the highest population of international students?
9. What **percentage** of all US higher education students were international?

Part 4: Using Information

You practiced scanning. You learned information about an international education **institute**. You took a quiz about your own global knowledge. You learned about international students in the US. You should now have enough information to develop a **pros and cons list** about studying abroad. Look back at **chapter** one, on page 7, where Stephanie listed the pros and cons of her career. You can model your list after hers.

In the following **section**, you will work with a partner to **create** a list of pros and cons of studying abroad. Unlike Stephanie's list, you will not be making a decision based on the list because you are already studying abroad. However, the list is a good way to think about the positives and negatives, or advantages and disadvantages, of your current situation.

Exercise 6

Writing

With a partner, **create** a list of pros and cons for studying abroad.

1. Decide how to make your list more **specific**.

- Do you want to **focus** on the pros and cons of the **specific** location (Portland / Oregon / PSU) of study?
- Do you want to **focus** on the pros and cons of an American university?
- Do you want to **focus** on the pros and cons of being abroad or away from home?

We are writing about the pros and cons of _____.

2. Now, write a list of 5-7 pros (advantages).

Think about cost, family, friends, language, time, **culture**, education style, your future, and more to help you write your advantages.

-
-
-
-
-
-
-

3. Now, write a list of 5-7 cons (disadvantages).

Think about cost, family, friends, language, time, **culture**, education style, your future, and more to help you write your disadvantages.

-
-
-
-
-
-
-

4. Was it easier to come up with pros or cons? Discuss your answer and reasons with your partner.

5. Share your lists with another pair. Are the lists similar? Do you want to add any **items** to your lists? Make changes or additions before turning your lists in.

Part 5: Vocabulary

Exercise 7

Word Forms

Categorize the vocabulary words by their part of speech in the table below. Add the other word forms you know.

Word	Nouns	Verbs	Adjectives	Adverbs
category				
chapter				
create	creation creator	create	creative	creatively
culture				
economy				
evaluation				
focus				
institute				
items				
majority				
percentage				
previous				
regional				
research				
section				
site				
specific		specify	specific	specifically

Exercise 8

Using Word Forms

First, determine the part of speech for each missing word. Then use the correct word forms to complete each sentence below.

a. creators b. create c. creative d. creatively

1. Some teachers use very _____ teaching methods.
2. Mark Zuckerberg is one of the _____ of Facebook.
3. Stephanie solved her own problem _____.
4. The teacher asked the students to _____ flashcards to study the vocabulary.

a. previous b. previously

5. Stephanie _____ lived just outside of Portland, but now she lives in Portland.

6. Laura's _____ grammar class was easier than this grammar class.

a. culture b. cultural c. culturally

7. Jae's home _____ is very different from Mohi's.

8. In the US, it is _____ acceptable for friends to hug when they see each other.

9. Though the students are from different countries, there is rarely _____ conflict in Stephanie's class.

a. research b. researched c. researchers

10. A group of _____ is interested in studying how taking notes affects student success.

11. When Li _____ her family history, she found some interesting information.

12. The _____ was completed in 2012, but the scientists didn't publish the article until 2015.

a. specific b. specify c. specifically

13. "Can you tell me _____ what you need help with?" the tutor asked.

14. Lulu told Stephanie that she doesn't understand anything in class. Stephanie asked Lulu to _____ two or three things that she doesn't understand.

15. I don't have any _____ questions right now.

Exercise 9

Synonyms

Replace all the ***bolded and italicized words*** with good synonyms from unit 1.

1. Some ***areas*** of the US are more popular for international students. It can depend on what that place has to offer the students. Many language-learning ***academies*** are in large cities where students have a lot of options, and some are in more rural areas.

2. One of the benefits of studying abroad is that the **greater part** of the people you interact with don't speak your first language. This gives you many opportunities to improve. In the IELP, there is a large **proportion** of Arabic speaking students, but there are also students from many other language backgrounds. This **makes** a diverse learning environment for the students.

Exercise 10**Answering Questions**

The questions below use vocabulary words from chapter 3. Answer each question with a complete sentence. Your answers show that you understand the meaning of the vocabulary word.

1. How do you think teachers should **evaluate** their students?
2. Approximately what **percentage** of students in this program speak your native language? (Make a guess.)
3. What are a few of the **major** points that make your **culture** unique?
4. Which **section** of unit 1 did you find most helpful? Why?
5. What do you do to **focus** in class?

Part 6: Application

Exercise 11

Writing

Write your answers on a separate piece of paper to turn in.

1. Think of a decision you must make in the near future. Possible choices are: your undergraduate major, where to study, which elective class to take, whether or not to move to a new dorm/apartment/host family, whether or not to go on a short trip for the weekend. You might have another idea.

Write a sentence to describe the decision you must make.

Example: I need to decide where I will go to school after I finish ESL.

Your sentence: I need to decide _____.

2. Now list some choices for yourself.

Example: Choices:

1. study at PSU
2. return to my country and study at a university there
3. study at a different US university

Write at least 3 choices for yourself.

- 1.
- 2.
- 3.

3. Now, select one of the choices above. Circle it. Make a list of pros and cons about that choice. Make a chart like the one below and write a minimum of 4 pros and 4 cons for each choice.

Pros	Cons
1.	1.
2.	2.
3.	3.
4.	4.

4. Write 2-3 sentences to explain what decision you would make today (if you had to) and why.

Unit 2: Problem Solving

Chapter 4: Luna and Violeta's Story

You will read a story about Luna, a Japanese college student, and Violeta, a Mexican businesswoman. Luna is away from her family for the first time and has difficulty adjusting to her life at PSU. Violeta is living with her brother's family and is having difficulties at home. Luna and Violeta become friends and learn about problem solving.

Chapter 5: Solve That Problem

You will read about steps to take to be a successful problem solver.

Chapter 6: Easier Said than Done

You will brainstorm ideas to help international students solve common problems that they face abroad.

Chapter 4: Luna and Violeta's Story

Part 1: Preview

Vocabulary: Academic Word List

Below are two lists of words from the Academic Word List. These words are important to know because they are frequently used in academic settings (university textbooks, lectures, etc.).

You need to know the parts of speech, word forms, and definition of all of the words. Additionally, you need to know how to use the bolded words in the right-hand list in sentences. Study these words carefully. Your teacher will introduce different ways to study vocabulary. Try each one until you find your preferred method or methods.

Reminder

Receptive Knowledge of Vocabulary: This means you understand these words when you read them and hear them. The words repeated from chapter 1 are *italicized*. The new words are in **bold**.

Productive Knowledge of Vocabulary: This means you correctly use these words in your own writing and speaking. The words repeated from chapter 1 are *italicized*. The new words are in **bold**.

Receptive Knowledge

assigned
assignments
automatically
convinced
definitely
immature
instructor
interact
lecture
matured
obviously
partner
relax
resolved
schedule
strategies
stressed
technique

Productive Knowledge

affected
construction
creative
insecure
items
positive
required
resources
response
selected

Exercise 1**Vocabulary: Academic Word List****Create Your Own Glossary**

With your teacher, fill in as much information about the words as you can. Preview the story and look at how the words are used in “Luna and Violeta’s Story.” Use a dictionary to find the correct definition. Try *The Longman Dictionary of Contemporary English*:

<http://www.ldoceonline.com/> or another online English-English dictionary to help you.

Receptive Knowledge

AWL Vocabulary	Part of Speech	Synonym or Short Definition	Additional Knowledge (other word forms, suffixes, prefixes, roots, collocations, context)
assigned			
assignments			
automatically			
convinced			
definitely			
immature			
instructor			
interact			
lecture			
matured			
obviously			
partner			
relax			
resolved			
schedule			
strategies			
stressed			
technique			

You need to recognize and understand these words when you see them. As you read textbooks for your other classes, **highlight** these words. Ask yourself these things:

- What part of speech is the word, and how is it used in the sentence?
- Is this word used multiple times? Is it important?
- What other words often occur near this word?
- Can I replace this word with a synonym and still understand the sentence?
- Can I recognize other word forms of this word?

Exercise 2**Academic Word List (Sub-lists 1 and 2)****Create Your Own Glossary**

With your teacher, fill in as much information about the words as you can. Preview the story, and look at how the words are used in “Luna and Violeta’s Story.” Use a dictionary to find the correct definition. Try *The Longman Dictionary of Contemporary English*:

<http://www.ldoceonline.com/> or another online English-English dictionary to help you.

Productive Knowledge

AWL Vocabulary	Part of Speech	Synonym or Short Definition	Additional Knowledge (other word forms, suffixes, prefixes, roots, collocations, context)
affected			
construction			
creative			
insecure			
items			
positive			
required			
resources			
response			
selected			

You need to know and understand the words above when you find them in a reading. You should also begin to use these words in your conversations and writing. Study these words, look for them, listen for them, and ask yourself these things:

- What part of speech is the word, and how is it used in the sentence?
- How can I use this word in speaking? In writing?
- What other words often occur near this word?
- Can I replace a synonym with this word?
- Can I recognize and use other word forms of this word?

Exercise 3

Pre-reading Questions

1. Are you introverted (shy) or extroverted (outgoing)?
2. Think about your first experience meeting someone who was from a different country than you or who spoke a different language than you. What was that experience like? Was it positive (+) or negative (-)?
3. Why did you decide to study English here?

Part 2: Read

Luna and Violeta's Story

A.

Luna slipped into the classroom five minutes after the start of class. She was usually early for class. Back at her university in Japan, she made sure to always arrive to class five minutes early, prepared and ready to listen to the **lecture**. She had a **four point GPA**¹. However, here, in the US, she felt uncomfortable and completely lost. She couldn't sleep at night, which meant she had a hard time waking up in the morning. Everything in her life was **affected** by it. She was always forgetting homework **assignments** and arriving late to class. She forgot to study for a quiz in grammar class. She missed a **required** appointment with her **instructor**.

Luna was 20 years old. Her parents were extremely **supportive**². She only asked once, and they readily agreed that studying abroad for six months was an excellent idea. They even offered to pay all her expenses. They were excited for her to have this adventure. They believed in her.

As an introvert, Luna had a hard time reaching out to other people. In her two and a half weeks in the US, she **hardly**³ spoke more than twenty words to five people. She felt so lonely and **insecure**. She wanted a friend more than anything, but she didn't have any idea how to get one. Everyone in her classes already had friends, and they didn't appear interested in finding new ones. She didn't feel confident enough about her English to just walk up to someone and start talking. Instead, she spent a lot of time alone. She Skyped with her friends back in Japan once in a while but not too often. It made her feel even lonelier.

Everything was so overwhelming⁴ to her. She didn't have anyone to talk to in Portland. She didn't feel like she could talk to her parents about this. Even though she talked to them once a week, she made sure the calls were short. She didn't want to get too emotional and give them a reason to worry. She didn't want them to know that she was having a hard time. She didn't want them to worry about her. Mostly, though, she didn't want them to think she was unsuccessful. She didn't want them to regret supporting her. She didn't want to disappoint them.

As Luna sat in her chair near the back of the classroom, Stephanie handed her a worksheet and smiled at her.

"Good morning, Luna! Today, we are going to work with **partners** on a problem solving activity. I have already **selected** and **assigned partners**. I'm pairing you up with Violeta. Have you met her yet?"

Luna shook her head. Her heart started to beat faster. She felt sick to her stomach. It didn't matter how much she wanted a friend, she still felt **anxious**⁵ at the thought of talking to

¹ perfect Grade Point Average; all As

² provide encouragement and emotional help

³ barely, slightly

⁴ very difficult emotionally

⁵ worry or nervousness

someone she didn't know, especially in English. She often saw Violeta chatting and laughing with the other students. She always wished that she could join them, but she didn't know how. Violeta seemed so nice, but that didn't ease Luna's anxiety. She took a deep breath and tried to calm her racing heart.

"Okay. Everyone sit with the **partner I assigned** you, and go through the questions on the handout. Make sure you really discuss your answers and try to think of some **creative** solutions together. When you finish discussing each problem, I want you to make a list of **strategies** for problem solving in general. We'll combine all of our ideas to come up with a problem solving **resource** list that we can pass on to other students to help them problem solve too."

Luna stared at her notebook. Should she move? Should she wait for Violeta to come to her? This was pure torture.

"Hi!"

Luna looked up and nodded. "H-hi," she stammered.

"So, I'm Violeta. I'm from Mexico. I already know you are Luna. I really like your name. Did you know that luna means moon in Spanish? It's a very beautiful name. My name means violet. That's a flower. It's also a color. What does your name mean in Japanese?"

Luna had a hard time following Violeta. She talked **a mile a minute**⁶, but Luna couldn't help but smile at her. She also wasn't sure which question to answer first. "Um. No. I didn't know that about my name. Thank you," Luna practically whispered, but she felt so proud of herself. She was actually talking to someone, to Violeta, the most popular and outgoing woman in the class. "Um. My name is actually Runa. It also means something about the moon. I use the nickname Luna because it's probably easier for people here to say. "

"That's awesome," Violeta smiled.

Luna was starting to **relax**. This wasn't so hard. She looked at the paper and started working with Violeta.

B.

"Okay, everybody, listen up. If you didn't get a chance to finish, you'll need to meet with your **partner** outside of class. Next time, I'll have each pair share the best problem solving **technique** that they came up with.

Violeta's eyes crinkled up when she smiled. "Luna, do you want to go across the street to PDX Café? We can finish this up and keep chatting. I'm dying for a latte."

Luna loved the way Violeta talked. She was very extreme. "Sure. Let's go!"

C.

After they finished their problem solving, Violeta asked Luna, "Why did you come to Portland to study?"

⁶ very quickly

“My cousin studied here when he was in college. He had a very good experience. I just decided to try it too. It seemed easier to go someplace that my family already knew about.”

Violeta nodded. “That makes sense.”

Luna took a shallow breath. She wanted to keep the conversation going. “Um, so, what about you?”

“Well. I have been working for about ten years. I wanted a break, so I saved my money and came here to study. My brother lives here, so it was an easy choice.”

“Do you live with your brother?”

“Yes, and his wife, and their two kids.”

“That’s nice.”

“Well. Mostly. His kids are great. I kind of feel like his wife is not too happy that I’m living there for a while.”

“Why do you say that?”

“Oh, just little things. Molly always hides in her bedroom when I am there. She never wants to talk to me. She always whispers with my brother but won’t really **interact** with me. It makes me feel like maybe they are fighting about me. I might have to find a different place to stay.”

Luna was quiet, but she was thinking. “How long have you known her?”

Violeta thought for a moment, “Well, they have been married for about five years, but we met in person for the first time just a few weeks ago when I arrived.”

“Ahhh.”

“Luna, what are you thinking? I know you have an idea bouncing around in there.”

“Well. I just wondered if maybe she is shy. You know, like me. It, um, it takes a while for me to feel comfortable around other people.” She realized that she was whispering, and she **self-consciously**⁷ cleared her throat.

“I don’t know.” Violeta didn’t look **convinced**. “I guess she could be. What if she is?”

Luna felt confident. She knew about being shy. “If she is shy, it means she doesn’t dislike you. She just needs her space and maybe she needs you to, um, make the first step?”

Violeta nodded. “I’ll think about it.”

Before they parted ways, Violeta and Luna exchanged cell phone numbers. “I’ll text you tonight to let you know how it goes with my sister-in-law.”

“Okay, bye!”

Luna walked back to her dorm on a cloud. She didn’t feel lost anymore. She had a friend, a real friend. Maybe this would be good experience after all.

D.

Violeta walked into her brother and sister-in-law’s house right at six o’clock. She was tired. Two quizzes, one discussion group, and a long conversation with Luna over coffee—it was a long day. Violeta remembered what Luna said in the coffee shop. Maybe her sister-in-law,

⁷ uncomfortably, with embarrassment

Molly, was just shy. Maybe she just didn't like Violeta though. Violeta took a deep breath. She was good at **confrontation**⁸. She was a businesswoman. She had to confront coworkers and clients all the time. It was no big deal. Of course, she didn't have to live in the same house as her coworkers or employees. It was a little bit different.

Molly was pulling **items** out of the refrigerator. Mia, the two year old, was holding on to her leg and saying, "Up. Up. Up, Mommy!" over and over. Molly look exhausted and overwhelmed. She looked like she might start to cry any minute. Violeta noticed that her brother, Juan Carlos was sitting in the living room looking at his phone. He paid no attention to Molly's situation. She was **obviously** trying to start dinner. She was still wearing her work clothes, so she must have just arrived home. Juan Carlos was already showered and changed out of his work clothes. He was a **foreman**⁹ for a very good **construction** company. He usually arrived home earlier than his wife.

Suddenly, the baby started crying. Baby Nathan was probably hungry, possibly cutting a new tooth. Juan Carlos called out, "Molly, the baby!"

If Juan Carlos was not staring at his phone, he would have seen the look of anger that both his wife and sister gave him at the same time. Violeta was shocked. Juan Carlos was not usually so **inconsiderate**¹⁰. In fact, he often helped with the children and with the meals. Molly dumped all the food she had in her arms onto the counter and stomped out of the room. Violeta caught a **glimpse**¹¹ of her tears as she fled.

"*Juan Carlos! How could you be so inconsiderate! What are you doing?*" Violeta slipped **automatically** into Spanish. She was much more comfortable speaking Spanish with her brother. She usually spoke English in the house, though, because Molly only spoke a little Spanish, and Violeta didn't want her to feel left out.

"*What? I just told her the baby was crying? What's the big deal?*" Juan Carlos replied in their native language.

"*Molly was trying to start dinner. Mia was holding onto her leg, making it impossible. You are just sitting there! Are you on Facebook?*" Violeta felt like she was in high school again. She felt **immature** for yelling at her brother, but she knew Molly wouldn't say anything. She knew that she had to say something even if she wasn't doing it right. She also knew how to hurt his feelings. "*Mama would be ashamed of you.*"

Juan Carlos set his phone down. You're right. I was tired and being lazy. Violeta, will you start dinner? I'll go talk to Molly."

Wow. Violeta's eyes opened wide. She was a bit surprised about this calm **response** from her brother. She was also proud. She might not have **matured** enough to not yell at him, but he had **definitely** grown up. A tear came to her eye. She quickly wiped it away and gave her brother a big hug. "Go. Go! Talk to your beautiful wife, and tell her you're sorry! Take the baby. I'll keep Mia out here with me."

⁸ argument, conflict

⁹ a worker who supervises and directs the other workers

¹⁰ thoughtless or hurtful to others

¹¹ quick look

Violeta gathered up the food and started to make the most delicious dinner she could.

E.

“Did you get my message last night?”

“I did, but I didn’t understand it.”

“Guess what!”

Luna laughed. Violeta was always **enthusiastic**¹². “What? Tell me! I can’t guess.”

“Okay! I’ll tell you. Remember when you said that maybe Molly, my sister-in-law, might just be shy?”

Luna nodded her head.

“Well, I got home last night and everything was crazy. I yelled at my brother because he was just sitting there, and the baby was crying, and Molly was trying to make dinner. Then she started crying. It was a mess. After we all got calmed down, I just asked her how I could help out around the house. She was so nice. We made a **schedule** so that everyone will take turns cooking two nights a week so that she won’t be so **stressed out**.”

Luna smiled. Violeta was a great problem solver.

“Also,” Violeta continued, “It turns out that my brother never asked her what she thought about me staying with them. She wasn’t mad at me; she was mad at him. We had a long talk, it was really **positive**. I can’t believe my brother. He let me believe that he’d talked to her, and they had agreed together. Now, we are both mad at him.”

“Does he know?”

“Oh yes! He’s in the dog house.”

“In the what?”

“The dog house. Molly taught me. Isn’t it funny? It means he’s in big trouble.”

“Is he really in the dog house?”

“Well, no. We **resolved** the problems together by talking about everything after the kids went to bed. I think we are going to be okay. And I’m sure I don’t need to find a new place to live.”

¹² having a lot of interest or enjoyment for something

Part 3: Comprehension

Understanding What You Read

Exercise 4**True or False**

Choose *True* or *False* based on “Luna and Violeta’s Story.” If the statement is false, rewrite the sentence to make it true.

- True / False 1. Luna was a very good student in Japan.
- True / False 2. Violeta chose Luna to be her partner in class.
- True / False 3. Violeta lives with her sister’s family.
- True / False 4. Luna and Violeta are both outgoing.
- True / False 5. Violeta’s nephew and niece are Juan Carlos and Molly.
- True / False 6. Luna received a text from Violeta, but she didn’t understand it.

Exercise 5**Multiple Choice**

Choose the correct answers based on “Luna and Violeta’s Story.” In some cases, more than one answer is correct. Choose all of the correct answers.

1. How did Luna’s parents respond to her desire to study in America?
 - a. They were supportive.
 - b. They encouraged her.
 - c. They were worried about her.
 - d. They were excited.
2. Why does Violeta invite Luna to the PDX Café?
 - a. They need to finish their discussion.
 - b. Violeta is very hungry.
 - c. Violeta wants to talk to Luna more.
 - d. Violeta want to get a drink.
3. Who is Molly?
 - a. Violeta’s niece
 - b. Violeta’s sister-in-law
 - c. Violeta’s sister
 - d. Violeta’s brother’s wife

4. Who made dinner at Violeta's house?
 - a. Molly
 - b. Juan Carlos
 - c. Violeta
 - d. Luna
5. How did Violeta's family solve their problem?
 - a. They talked.
 - b. They built a dog house for Juan Carlos.
 - c. They made a cooking schedule.
 - d. Violeta moved out.

Exercise 6**Details**

Find the information in the reading and fill in the blanks to complete the sentences. Some students may have different answers. There might be several ways to complete the sentences correctly.

1. Luna is from _____, and Violeta is from _____.
2. Luna's parents _____ her, and she doesn't want them to _____.
3. Stephanie _____ Violeta and Luna to work together.
4. Luna feels _____ with Violeta.
5. Violeta _____ at her brother because he _____.
6. One of the solutions to Molly's stress was making _____.

Exercise 7**More Details**

Answer the questions with information that you find from the reading. Write complete sentences. Do not copy sentences from the story. Use the information in the story to write your own sentences.

1. Why doesn't Luna call her parents very often?
2. How are Luna and Violeta different?
3. Why did Violeta get angry with her brother?
4. Why was Molly upset with Juan Carlos?
5. How did Violeta's family resolve their problem?

Part 4: Understanding Stories

Exercise 8

Characters: The people in the story

Who are the characters? Complete the table with information from “Luna and Violeta’s Story.”

Character Names	Role in the Story	Additional Information

Exercise 9

Setting: The time (when) and place (where) of the story

1. When does this story take place?
 - a. During class
 - b. After class
 - c. In the evening
 - d. All of the above
2. Where does this story take place?
 - a. In the classroom
 - b. In a coffee shop
 - c. In Violeta’s house
 - d. All of the above

3. Review the story and match the parts of the story to the correct setting time and place.

Example: Part A takes place during class in the classroom.

Part B takes place _____.

Part C takes place _____.

Part D takes place _____.

Part E takes place _____.

Exercise 10

Plot: The events that occur (happen) in the story

Number the events from 1-7 in the order that they occur in the story.

_____ a. Violeta is Luna's partner for a problem solving activity.

_____ b. Violeta yells at her brother.

_____ c. Violeta and Luna continue their assignment in PDX Café.

_____ d. Luna is late for class.

_____ e. Violeta arrives home.

_____ f. Violeta and her family discuss their problem.

_____ g. Violeta tells Luna what happened.

Inference

Inference (Noun): a logical guess based on information from the reading

Infer (Verb): to make a logical guess based on information from the reading

Examples from “Stephanie’s Story:” Look back at chapter 1 to find evidence for the **inferences** below.

Inference: Marc did not hear Stephanie enter the office.

We can **infer** this because later we learn that he is deaf, and we know that he was not facing the door when Stephanie walked in.

Inference: Some students do not know it is important to attend the first day of class.

We can **infer** this because some students did not attend the first day of Stephanie’s class. Also, some students did not know why it is important to attend class during the discussion.

Inference: Stephanie is not going to quit her job.

We can **infer** this because _____.

Exercise 11**Making Inferences**

1. Who do you think is older, Violeta or Luna? What clues in the story allow you to make that inference?

Inference: _____ is probably older.

We can **infer** this because _____.

2. What country do you think Molly is from? What clues in the story allow you to make that inference?

Inference: Molly is probably from _____.

We can **infer** this because _____.

3. Luna feels lonely at the beginning of the chapter. How do you think she feels at the end of the chapter? What clues in the story allow you to make that inference?

Inference: Luna probably feels _____.

We can **infer** this because _____.

Part 5: Vocabulary Focus

Word-Building

Indefinite Pronouns

Indefinite pronouns, just like pronouns, take the place of nouns and noun phrases. However, indefinite pronouns are not specific. Look at some examples. The nouns have been replaced with indefinite pronouns.

<u>Complete noun phrases</u>	<u>Indefinite pronouns</u>
<u>The entire world</u> loves music.	<u>Everyone</u> loves music.
<u>A stranger</u> helped <u>the man</u> who fell.	<u>Somebody</u> helped <u>someone</u> who fell.
<u>No students</u> in the class failed the exam.	<u>No one</u> in the class failed the exam.
<u>The items</u> in my bag are wet.	<u>Everything</u> in my bag is wet.
I have <u>no tasks</u> to do today.	I have <u>nothing</u> to do today.

Common Indefinite Pronouns

Indefinite Pronouns referring to nonspecific nouns	Indefinite Pronouns referring to specific nouns
anybody	all
anyone	another
anything	any
everybody	both
everyone	each
everything	either
nobody	few
none	many
no one	neither
nothing	one
somebody	some
someone	several
something	

Sometimes an indefinite pronoun can act as an adjective. Look at the difference here:

Many passed the exam. Few failed.

In these sentences, “many” and “few” are indefinite pronouns.

Many students passed the exam. Few students failed.

In these sentences, “many” and “few” are adjectives describing “students.”

Scan “Luna and Violeta’s Story” and look for indefinite pronouns. Did you find them all? Make a list in your notebook.

Exercise 12**Indefinite Pronouns**

Choose the correct indefinite pronoun for each sentence below. Some sentences may have more than one possible answer. Check the chart on the previous page and write down other words that will also fit.

1. Luna heard _____ playing a musical instrument in the next room.
a. anybody b. somebody c. nobody d. everything
2. _____ went wrong when Violeta tried to save her document.
a. Anything b. Something c. Nothing d. Everything
3. Molly doesn't have _____ to wear to work tomorrow.
a. anything b. something c. nothing d. everything
4. Tests are difficult. _____ are more difficult than others.
a. Any b. Some c. None d. All
5. _____ is home right now. Try calling them later.
a. None b. No one c. Nobody d. Nothing
6. Is _____ in the classroom yet?
a. anybody b. somebody c. nobody d. everybody
7. You will have two tests in this class. _____ is worth 50 points.
a. Each b. Both c. One d. Some
8. You will have two tests in this class. _____ are worth 50 points.
a. Each b. Both c. One d. Some
9. Is _____ wrong? I heard a strange noise.
a. anything b. something c. nothing d. everything
10. We will take many quizzes in this class. _____ will be given at the beginning of class on Fridays.
a. All b. Any c. Each d. Many

Exercise 13**Singular or Plural**

Indefinite pronouns can be singular or plural. Choose the correct verb to make your indefinite pronoun agree with your verb.

1. When I call, someone _____ the phone, but I can't hear them.
a. answer b. answers
2. Violeta likes strawberries and blueberries. Both _____ available seasonally.
a. are b. is
3. Stephanie gave her students a quiz on Wednesday. Another _____ scheduled for Monday.
a. are b. is
4. Everybody _____ talking about the difficult quiz.
a. are b. is
5. If anybody _____, I'll be studying in the library.
a. ask b. asks

Exercise 14**Fill in the Blank**

Read the paragraph below. Fill in the blanks with an appropriate indefinite pronoun. There may be more than one possible answer for some blanks.

Luna and Violeta were walking to their favorite coffee shop. They saw _____ crossing the street. He was having a hard time because _____ of the cars were stopping. The traffic signals were broken and _____ knew what to do. Finally, two police officers arrived. _____ began to help. _____ directed the traffic, and _____ helped pedestrians cross the street. _____ was relieved that they could safely get where they wanted to go.

Now, write your own paragraph about Luna and Violeta. Use at least 5 indefinite pronouns.

Suffix: -er and -or

1. One function is to identify a noun as “a person who” does the work or job of the rest of the word. For example, a “**teacher**” is “a person who teaches.” In the same way, a “**manager**” is “a person who manages.”
2. The second function is to identify an action verb. Verbs such as **cover**, **gather**, **honor**, **matter**, and **remember** are all examples of these verbs.

Noun: a person who...**Verb: an action****Exercise 15****Multiple Choice**

Look through the “Luna and Violeta’s Story” and divide the words ending with “-or” and “-er” into two categories: nouns and verbs.

Nouns: A person who...		Verbs: An action	

Exercise 16

Read the sentences below and label the bolded “-er” and “-or” words with NOUN or VERB.

1. Juan Carlos is a construction **worker**. His **employer** is 5th Street Construction. The company employs 60 people. They **offer** great wages and benefits to all their employees.
2. Stephanie is Luna’s **teacher**. Stephanie advised Luna to try and make some good friends among her classmates. Luna took Stephanie’s advice and **considers** Violeta to be a good friend now.

3. Baby Nathan caught a cold. He isn't improving, so Molly wants to take him to the **doctor**. She really hopes that he **recovers** soon.
4. Violeta **volunteers** at an elementary school twice a week. She teaches a short Spanish lesson to the students. She is a valuable **volunteer**, and everyone really appreciates her.
5. Since Nathan was sick, Molly called a **coworker** to **cover** for her. She stayed home with her son until he felt better.
6. Luna and Violeta didn't **bother** to look up their assignment on the class website. They **remembered** what they were supposed to do.
7. It doesn't **matter** if you are a student or an **instructor**, there is always too much work.

Suffix: -ation:

Adding this to a verb forms a noun. It shows the state or result of the action.

Some common examples are:

inform + ation = information

explore + ation = exploration

combine + ation = combination

Exercise 17

Use

Practice using words with the suffix “-er” or “-or.”

1. Make a list of other words you can think of that end with the suffix “-er” or “-or.” Make sure you know if they are nouns or verbs.
2. Write 5 original sentences about “Luna and Violeta’s Story” using words with the suffix “-er” or “-or.”

Example:

Violeta and Luna are **partners** in class. They are problem **solvers**.

Exercise 18**Suffixes**

Follow the directions below.

1. Find all the words in the story that end in “-ation,” and **highlight** the sentences you find them in.
2. Read the sentences below and match the bolded “-ation” word to the definitions below by writing the word next to its definition.
 - a. Violeta and Luna had an interesting **conversation** about their families.
 - b. Teachers have **expectations** about their students, and students have **expectations** about their teachers.
 - c. Violeta’s difficult family **situation** was caused by not communicating.
 - d. Violeta doesn’t enjoy **confrontation**, but she is willing to confront her brother.
 - e. Luna learned a lot of **information** about her classmate from their discussions.
 - f. Dr. is the **abbreviation** for the word “doctor.”
 - g. Violeta is planning a party for her sister-in-law. She needs to make a lot of **preparations**.

- | | |
|-------|---|
| _____ | 1. the circumstances a person is in |
| _____ | 2. facts provided or learned about something |
| _____ | 3. something done to get ready for an event |
| _____ | 4. beliefs about how someone or something should be |
| _____ | 5. exchange of ideas by speaking |
| _____ | 6. the shortened form of a word or phrase |
| _____ | 7. an argumentative meeting between opposing people or groups |

Exercise 19

Use

Practice using words with the suffix “-ation.”

1. Make a list of other words you can think of that end with the suffix “-ation.”
2. Write 5 original sentences about “Luna and Violeta’s Story” using words with the suffix “-ation.”

Example:

Violeta and Luna had many conversations about school and life.

Part 6: Vocabulary Focus

Academic Word List

Review the words listed below. Talk about them with your classmates.

- Which words do you remember from the story?
- What do you remember (context, definition, part of speech)?

Write the words that you are still unsure of in your notebook for further study. Look them up in the dictionary with your classmates.

affect
construction
creative
insecure
item
positive
required
resource
response
select

Exercise 20

Matching

Match the words in each section with the correct definitions.

A. Nouns:

- | | |
|-----------------------|--|
| _____ 1. construction | a. someone who makes something |
| _____ 2. creator | b. a supply of money or materials |
| _____ 3. creation | c. a number of carefully chosen things |
| _____ 4. security | d. something that is needed |
| _____ 5. item | e. the building of a large structure |
| _____ 6. requirement | f. object, thing |
| _____ 7. resource | g. answer |
| _____ 8. response | h. something that is made |
| _____ 9. selection | i. state of being safe from danger |

B. Verbs

_____ 1. affect	a. to bring something into existence (make)
_____ 2. construct	b. need
_____ 3. create	c. build
_____ 4. secure	d. present a list of individual things
_____ 5. itemize	e. to protect against threats, keep safe
_____ 6. require	f. reply
_____ 7. respond	g. choose
_____ 8. select	h. make a difference to

C. Adjectives:

_____ 1. constructive	a. reacting quickly and positively
_____ 2. creative	b. showing good progress or improvement
_____ 3. secure	c. having a useful purpose
_____ 4. positive	d. tending to choose carefully
_____ 5. required	e. involving the imagination in making something
_____ 6. resourceful	f. necessary
_____ 7. responsive	g. protected, safe
_____ 8. selective	h. having the ability to find quick and good solutions

D. Adverbs

1. Which of the adjectives in section C can be made into adverbs by adding “-ly”?
2. Which adjective in section C cannot be made into an adverb? Make a list of these words in your notebook.

Exercise 21**Fill in the Blank**

Read the sentences from the story. Can you fill in the blanks with the correct AWL vocabulary word without looking back at the story?

affected items response	construction positive selected	creative required	insecure resource
-------------------------------	--------------------------------------	----------------------	----------------------

1. Molly was pulling _____ out of the refrigerator. Mia, the two year old, was holding on to her leg and saying, "Up. Up. Up, Mommy!" over and over.
2. We'll combine all of our ideas to come up with a problem-solving _____ list that we can pass on to other students to help them problem solve too.
3. She wasn't mad at me; she was mad at him. We had a long talk, it was really _____. I can't believe my brother. He let me believe that he'd talked to her, and they had agreed together. Now, we are both mad at him.
4. Juan Carlos was already showered and changed out of his work clothes. He was a foreman for a very good _____ company.
5. She missed a _____ appointment with her **instructor**.
6. She felt so lonely and _____. She wanted a friend more than anything, but she didn't have any idea how to get one.
7. Today, we are going to work with **partners** on a problem solving activity. I have already _____ and **assigned partners**. I'm pairing you up with Violeta.
8. Violeta's eyes opened wide. She was a bit surprised about this calm _____ from her brother. She was also proud.
9. She couldn't sleep at night, which meant she had a hard time waking up in the morning. Everything in her life was _____ by it. She was always forgetting homework **assignments** and arriving late to class. She forgot to study for a quiz in grammar class.
10. Make sure you really discuss your answers and try to think of some _____ solutions together.

Now look back at the story and check your answers. Did you choose the correct words?

Exercise 22**Fill in the Blank**

Use the words listed below to fill in the blanks. Underline the **antonym** of the word that you use to fill in the blank.

affected	construct	creative	insecure
positive	required	respond	

1. Molly makes delicious and different types of food. She is very _____ and makes wonderful dishes. Violeta is happy because her cooking is usually unimaginative.
2. Luna used to feel _____ about herself and her English abilities. Now that she has a good friend, she is more confident.
3. Mia likes to _____ large buildings with her blocks, then she knocks them down.
4. Luna and Violeta completed the _____ project. They can also complete an optional assignment together if they want to.
5. Violeta worried that Molly had a negative impression of her until they had a _____ and helpful discussion that improved their communication.
6. Juan Carlos didn't answer his wife when she asked him for help the first time. Since he didn't _____ right away, she repeated her request.
7. Stress _____ Luna's ability to do well. If her stress remains the same, she won't be able to succeed.

Exercise 23**Fill in the Blank**

Fill in the blank with the words below. Circle the **synonym** of the word you write in the blank.

affected	construction	create	security	items
positive	requires	response	resources	selected

1. There were several _____ projects around PSU recently. One project was a new dormitory building. Another project was modernizing some of the current buildings.
2. Stephanie sent an email to Luna and then waited for a _____. Luna's reply came in just a few minutes.
3. There are several required _____ on the reading class syllabus. A pencil, paper, and the textbook are the things I need to take to class every day.

4. My lack of sleep _____ my ability to do well. Not sleeping really influences my success in language learning.
5. _____ from my apartment complex arrived to check on a car alarm. The guard knocked on all the doors until he found the owner of the car.
6. Stephanie often gives _____ feedback to her students. She believes that affirmative comments will give them more confidence.
7. Luna and Violeta felt lucky that Stephanie _____ them to be partners. They were happy with the choice Stephanie made.
8. The IELP Learning Center offers many _____ to help language learners improve. In addition to tutors, materials such as books, test preparation, language learning applications, CDs, and more are available.
9. Stephanie asked her students to _____ a list of problems that international students might encounter. Luna and Violeta made a list that was three pages long!
10. Teachers _____ students to do homework. Students need to do homework in order to practice what they learn in class so that they won't forget.

Exercise 24**Word Forms**

Choose the correct word form to complete each sentence.

1. The _____ for this class are very difficult.
a. require b. required c. requirements
2. Violeta is very _____; she always finds solutions to her problems.
a. resource b. resourceful c. resourcefully
3. Three teachers are _____ a new elective course to help students write more clearly.
a. creation b. creative c. creating
4. The teachers keep the tests _____. They don't let students keep them.
a. secure b. security c. insecure
5. Stephanie offers _____ advice to students who meet with her during office hours.
a. construction b. constructive c. construct

6. Stephanie will _____ new partners for the students' next project.
a. select b. selection c. selective
7. Violeta saw a car accident. The driver was not _____, so she called 911.
a. respond c. response c. responsive

Exercise 25**Answer Questions**

Take turns asking and answering the questions with your classmates.

1. What is the most **constructive** advice you received? Who gave you that advice?
2. What is the most **creative** project, presentation or paper you have done in school? Explain why it was **creative**.
3. Have you ever been **insecure** about anything? Your English ability? Your sports skills? Living in a different country? Explain why you felt **insecure**.
4. Name one person who had a **positive** effect on you. Describe how they **affected** you.
5. Which **resources** have you used in the Learning Center or campus computer lab? How have these **resources** helped you?
6. Why did you **select** this English language program?
7. What are some **requirements** for international students studying in the United States?

Chapter 5: Solve That Problem

Part 1: Preview

AWL Vocabulary Preparation

The following Academic Word List words are found in the article, “Solve That Problem.” Notice that many of the words are repeated from unit 1 and chapter 4.

Receptive Knowledge: These words appear in the Academic Word list (sub-list 3-10). You need to understand these words when you read or hear them. The words repeated from previous chapters are *italicized*. The new words are in **bold**.

Exercise 1

Word Study

Look up the words you do not know. Make a study list in your notebook. Include the part of speech, definition, and a synonym.

adult

assignments

challenge

circumstances

domestic

implement

logic

precise

rely

Productive Knowledge: These words appear in the Academic Word list (sub-list 1-2). You need to learn their meaning, recognize them, and learn to use them in speaking and writing. The words repeated from previous chapters are *italicized*. The new words are in **bold**.

Exercise 2

Word Study

Look up the words you do not know. Make a study list in your notebook. Include the part of speech, definition, and a synonym. Try writing sentences with these words to develop your productive knowledge.

create

evaluate

factors

final

identification

identify

process

select

Exercise 3

Pre-reading

Answer the following questions with a partner or small group.

1. What do you do when you face a problem or a difficult situation?
 - a. ignore the problem and hope it goes away
 - b. talk to someone and get advice
 - c. try to figure out a solution by myself
 - d. Other: _____
2. Are the problems you experience different now than those you faced 5 years ago? How?
3. Have you ever helped a friend solve a difficult problem? What did you do?

Part 2: Read

Read the article that Stephanie gave her students to help them problem solve.

Solve That Problem

Problem solving is a *challenge* that everyone must face on a daily basis. Students, especially, have to work hard to overcome their problems. In some cases, this is because it is their first time away from home, in an *adult* setting. They must rise to the *challenge* of solving their own problems rather than *relying* on their parents or teachers to solve them. Some problems are given by professors as homework *assignments*. They help students to improve their *logic* and critical thinking skills. Other problems come about because of life situations. Whether you are an international or a *domestic* student, you will come up against *challenges* that you must work to overcome. There are some simple steps that you can take to help you through the problem solving **process**.

Identify

First things first. You know you have a problem. But do you know exactly what the problem is? You must gather information about your problem to determine the *precise* nature of the problem. You need to think about your current situation and what is causing this situation. What **factors** are **creating** the problematic situation? For example, if your problem is low quiz scores, consider what *circumstances* are resulting in a low grade in this area. You might brainstorm your problem **identification** like this.

Brainstorm:

Problem: Often miss quizzes at the beginning of class

Cause: Usually arrive late to class

Cause: Always wake up late

Cause: Always go to bed late

Cause: Never finish homework early

Cause: Spend too much time socializing during the day

Cause: Homesick and don't want to be alone

At first, it looks like the problem is low quiz scores, but by examining carefully and honestly **evaluating** the causes, you realize that the true problem is homesickness. Through a chain of cause and effect, this is resulting in missing the quizzes in your morning class. Now that the true problems and their causes have been **identified**, you can begin to think about possible solutions.

Create

Now, you need to brainstorm all the possible ideas to solve your problem. No idea is too ridiculous. Any idea is acceptable during the brainstorm **process**.

Homesickness Solutions
Move home
Stop studying
Study with friends
Socialize after studying
Socialize as a reward for studying
Find a roommate from my country
Study between classes
No studying after 11pm rule
In bed by 11pm rule
Wake up early to study in morning
Set more alarms
Make time to talk to my family once a day

As you can see from the brainstorm above, some of the ideas are a little silly. These can be crossed out later. Some of the ideas might work well **in conjunction with**¹³ other ideas. You might need to find just the right combination of ideas to **create** the perfect solution.

Select and Try

Now, **select** the best idea or ideas and *implement* them. What combination of the ideas from the brainstorm would you recommend putting into practice? Start small. Give yourself time

¹³with; together with

to get used to the new way of doing things. After you are used to your solution, it's time for the **final** step in problem solving.

Evaluate and Repeat

Is the problem solved? If not, is it because you need more time or because the solution you chose is not working. You need to **evaluate** the effectiveness of your solution. If you have given yourself plenty of time, and you still have your original problem, it's time to choose a different solution and repeat the steps. If you no longer have a problem, congratulations, you completed the problem solving **process** successfully on your first try!

Part 3: Comprehension

Understanding What You Read

Exercise 4

Multiple Choice

Choose the correct answers based on “Solve That Problem.” In some cases, more than one answer is correct. Choose all of the correct answers. For incorrect answers, be prepared to share the reason it is not correct.

1. We deal with problems _____.
 - a. on a daily basis
 - b. once in a while
 - c. only when we are adults
 - d. when we live abroad
2. The first step in problem solving involves _____.
 - a. collecting information about the problem
 - b. deciding what the causes are
 - c. examining the circumstances
 - d. brainstorming ideas to solve the problem
3. When brainstorming, you should _____.
 - a. not worry if an idea seems silly or ridiculous
 - b. write down anything that comes to your mind
 - c. don't write down anything until you think about it carefully
 - d. only write down ideas that you like

Exercise 5

True or False

Choose *True* or *False* based on “Solve That Problem.” If the statement is false, rewrite the sentence to make it true.

- True / False 1. Only international students have challenges to overcome.
- True / False 2. Sometimes what you think is the problem is a result of the true problem.
- True / False 3. When brainstorming, only write down ideas that you have thought about carefully.
- True / False 4. If you follow the steps, you will always solve your problem immediately.
- True / False 5. You might have to try a combination of ideas to solve your problem.
- True / False 6. There is usually only one cause to each problem.

Part 4: Reading Skills

Exercise 6

Identifying the Topic

Write a word or phrase that describes the topic for each paragraph of the article indicated below.

1. Paragraph 2: _____

2. Paragraph 3: _____

3. Paragraph 4: _____

4. Paragraph 5: _____

Exercise 7

Main Idea

Read the statements below. One is the main idea of the article. Label it “M.” One is too narrow, or specific, to be the main idea. Label it “N.” One is too broad, or general, to be the main idea. Label it “B.” One sentence is unrelated to the article. Label it, “U.”

_____ 1. Problem solving is important.

_____ 2. Brainstorming the causes of your problem will help you get to a solution.

_____ 3. By following certain steps, you can try to solve your own problems.

_____ 4. If you don’t deal with your problems, they will get worse.

Exercise 8

Details and Support

Show that you recognize details by answering the following questions. Write complete sentences. Do not copy sentences from the article. Use the information in the article to write your own sentences.

1. How many steps are described in the problem solving process? What are they?

2. Why should you brainstorm to identify your problem?

3. What should you do after you brainstorm ideas to solve your problem?

4. What should you do if your solution doesn't work?

Part 5: Vocabulary

Exercise 9

Dictionary Use

For each word below, determine the part of speech. Look the word up in the dictionary. Read through the possible definitions. Look at the word in context in the article, “Solve That Problem.” Write down the definition that best matches the way the word is used in the article. Use *The Longman Dictionary of Contemporary English*: <http://www.ldoceonline.com/> for this exercise.

1. create _____
2. evaluate _____
3. factors _____
4. final _____
5. identification _____
6. identify _____
7. process _____
8. select _____

Exercise 10

Fill in the Blank

Use the words listed below to fill in the blanks. These sentences are related to the context of the article.

create	creation	evaluate	evaluation
identify	identification	select	selection

1. a. If you can _____ your problem, it will be easier to solve it.
b. Brainstorming can be helpful for problem _____.
2. a. After brainstorming, you should have a _____ of ideas to choose from.
b. You should _____ one idea or a combination of ideas from your brainstorm.
3. a. Always _____ your solution after you have tried it.
b. _____ allows you to decide if your solution was effective or not.

4. a. _____ a list of ideas to help you solve your problem.
- b. The _____ of a list of causes can help you determine the true problem.

Exercise 11**Write Sentences**

Write an original sentence using each word below. Write about the characters from chapter 4 or about problem solving. An example sentence has been written for you.

Example: Luna has a **selection** of chocolates in her room.

1. create _____
2. creation _____
3. evaluate _____
4. evaluation _____
5. factor(s) _____
6. final _____
7. identification _____
8. identify _____
9. process _____
10. select _____

Exercise 12**Antonyms**

Each verb below is written with its opposite. Write a sentence or pair of sentences for each to show you understand the meaning of the words.

1. create / destroy
2. identify / miss

Exercise 13

Answer Questions

Take turns asking and answering the questions with your classmates.

1. In your opinion, what are the **factors** that lead to success?
2. What **factors** contributed to your decision to study abroad?
3. What are the steps to **identifying** and solving a problem?

Part 6: Applications of Text

Exercise 14

Writing

Write answers to the following questions. Use information you learned from the article, the story, your background knowledge and your personal experience.

1. What are the four steps to problem solution explained in the article?
2. Name two specific problems you have had since studying abroad? Have you solved these problems? Write the steps you took or plan to take to solve this problem.
3. Write an opinion paragraph (100 words) about why you think the problem solution process is important.
4. Write a narrative paragraph (100 words) about a problem that you had and how you solved it.

Chapter 6: Easier Said than Done

Part 1: Preview

AWL Vocabulary Preparation

The following Academic Word List words are found in the article, “Easier Said than Done.” Notice that several of the words are repeated from previous chapters.

Receptive Knowledge: These words appear in the Academic Word list (sub-list 3-10). You need to understand these words when you read or hear them. The words repeated from chapter 1 are *italicized*. The new words are in **bold**.

Exercise 1

Word Study

Look up the words you do not know. Make a study list in your notebook. Include the part of speech, definition, and a synonym.

concentrate

location

Productive Knowledge: These words appear in the Academic Word list (sub-list 1-2). You need to learn their meaning, recognize them, and learn to use them in speaking and writing. The words repeated from previous chapters are *italicized*. The new words are in **bold**.

Exercise 2

Word Study

Look up the words you do not know. Make a study list in your notebook. Include the part of speech, definition, and a synonym. Try writing sentences with these words to develop your productive knowledge.

computer

consist

culture

equate

focus

inappropriate

individual

maintain

transfer

Exercise 3**Pre-reading**

Answer the following questions with a partner or small group.

1. Think of the types of problems you and your friends have encountered during your time studying abroad.

Problems:

2. With your classmates, categorize the list of problems below as Not Serious, Serious, and Very Serious.

Not Serious Problems	Serious Problems	Very Serious Problems

Part 2: Read

Read the article that Stephanie gave her students to practice solving problems.

Easier Said Than Done

International students quickly learn to become problem solvers. At first, their problems may **consist** of things that are easily fixable like where to buy food or how to find their classes. Once figured out, these problems disappear. Other problems are more serious and take more time and consideration to work out. The problems also depend on the **individual** students. Everyone has their own opinion of what a problem **consists** of and looks like. The following students have problems that they need help solving. As you read, think about what you would do in each situation.

Fahad

Fahad has been living with a host family, the Smiths, for two months. The family is very kind. He⁽¹⁾ likes them a lot. They⁽²⁾ take him on day trips almost every weekend. He has learned a lot about American **culture** and families from the Smiths.

However, their two small children, Jessica and Lucas, cry and wake him up several times every night. He feels like he doesn't get enough sleep. In addition, the host family has two indoor dogs. He doesn't feel comfortable with the dogs living inside the house. He's getting used to them⁽³⁾, but he'd prefer to live in a house without pets.

The Smiths live very close to PSU. Fahad's commute to school is short. He loves the *location*. He enjoys the family. However, he's starting to think that he should live on his own. He doesn't have enough money to rent an apartment close to campus though.

Mercy

Mercy is in level 3 for all of her ESL classes. It's her first term in the IELP, and she feels like she is drowning. She spends five to six hours studying and doing homework outside of class every day. Every Saturday and Sunday, she studies from 8am to 8pm in the library. Nothing seems to be working. Mercy got Ds and Fs on all of her midterm exams. She feels very disappointed in herself.

Mercy doesn't know what to do. She doesn't want to fail her classes, but it looks like that will happen. She has attended every class and studies harder than all of her classmates. She can't figure out why she isn't passing. Her effort and her results don't seem to **equate**.

Ha

Ha has been studying in the IELP for about seven months. She really likes the teachers. She really likes the school. She enjoys Portland and the rainy days. Only one thing has been bothering her lately. One man who was in her class last term seems to be following her everywhere. She is not sure if he is really following her or if it is her imagination. She just knows that she feels very uncomfortable.

Yesterday, she was in the cafeteria. She⁽⁴⁾ saw him⁽⁵⁾ sitting at the table next to hers. He was staring at her. She tried not to look, but it's hard to avoid looking at someone who stares at you. She had to get up and leave the cafeteria. She couldn't even eat her food.

Last week, she was in the computer lab. He sat at the computer next to her, but he moved his chair so that it was almost touching hers. It⁽⁶⁾ seemed inappropriate to her. She didn't know what to do, so she left the lab.

A few weeks ago, Ha was leaving the library at seven o'clock. She was walking back to her dorm room with her friends. She looked behind her and saw him following her group. She knows that he lives on the opposite end of campus, but maybe he was just going to visit a friend. However, she could see him watching her, and he stayed behind her group even though they⁽⁷⁾ were walking very slowly.

Small things like these make Ha think that she needs to transfer to a different school. She doesn't know what to do about the situation. She feels too uncomfortable to talk to the man and tell him to leave her alone.

Hiroki

Hiroki's father was just diagnosed with cancer two weeks ago. His father didn't want him to know, but his mother secretly told him⁽⁸⁾. She called him crying. He had never seen or heard his mother cry before. It shocked and worried him. The next day, he called his dad and demanded to know all the details. His dad pretended that it was a small thing, but Hiroki doesn't believe him⁽⁹⁾.

Now, Hiroki has to decide if he should give up his dream to study in the US. His mother wants him to come back to Japan. His father insists that he⁽¹⁰⁾ should keep studying and not worry. Hiroki is confused. He has trouble focusing when he's studying now. He got a C- on his last test because he could not *concentrate*. He worries that he will not be able to maintain his high GPA. He has to make a decision soon.

Part 3: Comprehension

Understanding What You Read

Exercise 4

True or False

Choose *True* or *False* based on “Easier Said than Done.” If the statement is false, rewrite the sentence to make it true.

- True / False 1. This article explains how to solve problems.
- True / False 2. This article is about international students’ problems.
- True / False 3. Fahad likes cats, but he doesn’t like dogs.
- True / False 4. Mercy studies hard, but she is not passing her classes.
- True / False 5. Ha feels uncomfortable because a man is following and staring at her.
- True / False 6. Hiroki’s father is probably fine.
- True / False 7. Hiroki decided to stay in the US.

Pronoun Reference

Pronouns take the place of nouns. Every pronoun should refer to a noun that comes before it. There are a few exceptions to this rule. The noun that the pronoun refers to is called the **antecedent**.

Look at these examples from the first paragraph of “Easier Said than Done.”

International students quickly learn to become problem solvers. At first, **their** problems may consist of things that are easily fixable like where to buy food or how to find **their** classes.

In the sentences above, the possessive adjective “their” refers to “international students’.”

The following students have problems that **they** need help solving.

In the sentence above, the subject pronoun “they” refers to “the following students.”

Exercise 5**Pronoun Reference**

Read back through the article. Identify and write the antecedent for the underlined and numbered pronouns.

1. He: _____

2. They: _____

3. them: _____

4. She: _____

5. him: _____

6. It: _____

7. they: _____

8. him: _____

9. him: _____

10. he: _____

Exercise 6**Restate**

Write one sentence to describe each character's problem in "Easier Said than Done."

1. Fahad _____.

2. Mercy _____.

3. Ha _____.

4. Hiroki _____.

Part 5: Vocabulary

Exercise 7

Word Forms

Categorize the vocabulary words by their part of speech in the table below. Add the other word forms you know. Use your dictionary.

Nouns	Verbs	Adjectives	Adverbs
computer			
	consist		
culture			
	equate		
focus			
		inappropriate	
individual			
	maintain		
	transfer		

Exercise 8

Using Word Forms

Using the words from the chart above, write 10 sentences showing that you can use different word forms. One example is done for you.

Example:

Individual (n): Each individual must identify their specific problems.

Individual (adj): One problem may have several individual causes.

Individually (adv): Each student took the test individually.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

9. _____
10. _____

Exercise 9**Answering Questions**

The questions below use vocabulary words from chapter 6 in **bold and underlined**. Answer each question with a complete sentence. Your answers show that you understand the meaning of the vocabulary word. (Note: The *italicized* words are vocabulary words from previous chapters.)

1. How can an IELP student **maintain** a high grade point average (GPA)?
2. If you have to **transfer** to a different university in the future, what *factors* will you *consider* in your decision?
3. What did you breakfast **consist of** today?
4. What are some of the differences in problems you have encountered in your home **culture** and in American **culture**?

Part 6: Application

Exercise 10

Writing

Write your answers on a separate piece of paper to turn in.

1. You read about the problems of four IELP students in the text. For each case, take some notes and be prepared to talk about the following with your classmates. Some example answers have been given for the first problem.

1. Identify the problem(s).
2. Create a list of ideas to help solve the problem.
3. Select the best idea or ideas.
4. Imagine the results of this idea.
5. Determine if this is a good solution.

Example for Fahad

1. Fahad needs more sleep because he is getting woken up at night.
Fahad does not like living in a house with pets.

We can identify two problems that Fahad is facing.

2. *wear earplugs to bed
*ask family to put pets outside
*learn about pets and why they are important to family
*move to a different host family
*get his own apartment
*move onto campus

We can come up with a list of many solutions. Some solutions have Fahad staying in his current situation. Some solutions have Fahad moving out.

3. Fahad should get his own apartment in a town a little farther away from campus so that he can afford the rent.

We know that one of Fahad's concerns is cost. He doesn't have enough money to rent an apartment close to school. However, maybe he will have enough to rent a little farther away from school.

4. Possible results (from your imagination):
*Fahad comes to class late every day because he lives far away from campus
*Fahad can't pay his rent because he didn't think about other expenses like utilities, internet, food, etc.

*Fahad's neighbors have dogs and they bark all night. Fahad still can't sleep at night.

The imagined results are a little extreme, but this is part of making a good decision, you should imagine any possible result, not just the good ones.

5. The solution might not be good. Maybe Fahad should get a roommate or maybe he should try to stay with his host family.

Now, write your notes about Mercy, Ha, and Hiroki. Remember to do the following:

1. Identify the problem(s).
2. Create a list of ideas to help solve the problem.
3. Select the best idea or ideas.
4. Imagine the positive and negative results of this idea.
5. Determine if this is a good solution.

Exercise 11

Problems Faced by International Students

The following list was created by international students. The list contains real problems faced by international students at Portland State University. Read through the list with your classmates. Ask your teacher about any words that are new to you.

1. They don't know where their classes are or they are hard to find.
2. They don't know how to use the street car or trains.
3. They will not be able to find good meals that they like to eat.
4. They don't know where the good areas to live are.
5. They don't have anyone to talk to when they are homesick.
6. They feel shy when they want to ask questions.
7. They have difficulty finding real friends.
8. They have a hard time finding apartments or houses to live in.
9. They have a hard time understanding people because they speak too quickly.
10. Studying English is difficult.
11. They suffer from culture shock.
12. They live alone.
13. They can't adapt to eating American food.

14. They don't come to class on time.
15. They are not native speakers of their second language.
16. They can't find what they need.
17. Health insurance is necessary and expensive.
18. They need to get high scores on the IELTS or TOEFL.
19. They have problems with their I-20s.
20. They only have 10 minutes to get to classes, but the buildings are far apart.
21. Doing group work in class can be uncomfortable for some students.
22. They don't know how to use the money.
23. The weather is unfamiliar.
24. There is too much homework.
25. Transportation is different from their country.
26. There are a lot of different types of food.
27. Greeting culture is very difficult. For example, Americans give hugs when they greet friends.

Now, think about the list carefully. With your partners, do the following;

1. Decide if each problem relates specifically to international students. If it does not relate to (only) international students, ~~draw a line through the sentence.~~

Which numbers from the list did you remove? _____

2. Decide which problems are easily remedied. In other words, which problems can easily be fixed, and you never have to worry about them again? Circle those numbers.

Which numbers from the list did you circle? _____

3. Decide which problems would be more difficult to solve. In other words, which problems might take a while to fix or might not be fixable? **Highlight those sentences.**

Which sentences from the list did you highlight? _____

4. From the problems you and your partners highlighted, which one is the most serious problem for international students? The answer to this is your opinion. Talk to your partners and come to an agreement.

Which problem does your group think is most serious? Write the problem below.

5. Now, brainstorm some possible solutions to the problem your group has chosen. How can you remedy the problem? Remember, you can't change the problem or avoid it. You need to work to resolve it.
