

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

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Portland State University

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## **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**

<b>AWL Vocabulary</b>	<b>Part of Speech</b>	<b>Synonym or Short Definition</b>	<b>Additional Knowledge</b> (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**

<b>AWL Vocabulary</b>	<b>Part of Speech</b>	<b>Synonym or Short Definition</b>	<b>Additional Knowledge</b> (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 chirped<sup>1</sup>, 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 careers<sup>2</sup>.

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 overflow<sup>3</sup> from the World Languages Department. Since the university *expanded* several departments that brought a lot of donations<sup>4</sup> 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 rude<sup>5</sup>, 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!

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<sup>1</sup> a short, high sound like a bird or insect

<sup>2</sup> jobs, occupations, professions

<sup>3</sup> extra, excess

<sup>4</sup> gifts of money

<sup>5</sup> 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 audible<sup>6</sup> 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

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<sup>6</sup> 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**<sup>7</sup> 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**<sup>8</sup>. 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.

<sup>7</sup> demonstrate, show

<sup>8</sup> 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 crept<sup>9</sup> 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 exception<sup>10</sup>. 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."

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<sup>9</sup> past tense of *creep*; sneak, tiptoe

<sup>10</sup> 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**<sup>11</sup> 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 outsmarted<sup>12</sup>. 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 motto<sup>13</sup>!”

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<sup>11</sup> sincere, real

<sup>12</sup> winning by being clever or tricky

<sup>13</sup> 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	

### 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
- remember
- required
- results
- rewarding
- redistributed
- represented
- respond
- return

“re-” again	“re-” back

**Exercise 13****Matching**

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

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

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

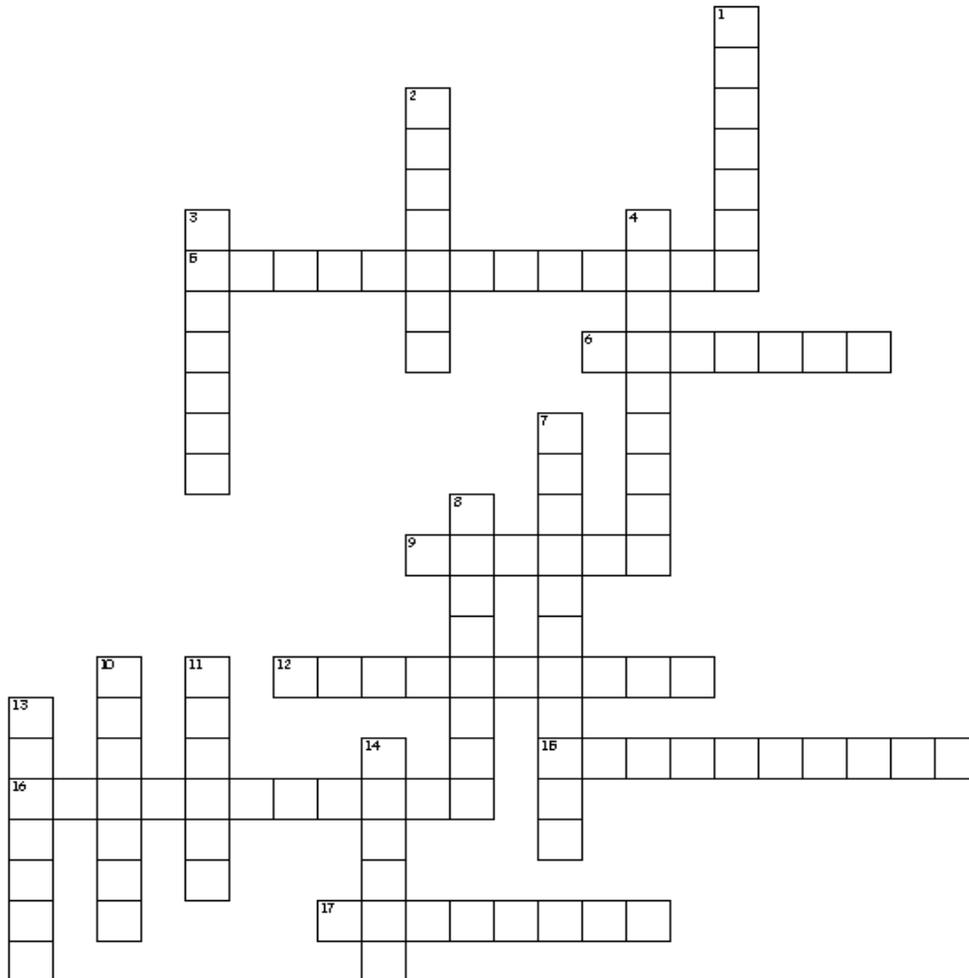
luckily  
personally  
practically  
quickly  
quietly  
randomly

rapidly  
slightly  
slowly  
softly  
unfortunately

**Exercise 19****-ly Crossword Puzzle**

Created by [Puzzlemaker](http://Puzzlemaker.com) at [DiscoveryEducation.com](http://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.<sup>1</sup> 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 dismissed<sup>2</sup> 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 key<sup>3</sup> 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-Minded<sup>4</sup>

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

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<sup>1</sup> a period in which the student needs to have good attendance

<sup>2</sup> sent away, asked to leave

<sup>3</sup> very important

<sup>4</sup> 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 disruptive<sup>5</sup> 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 gain<sup>6</sup> 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.

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<sup>5</sup> causing interruption to an activity

<sup>6</sup> 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?

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2. What is one way to become more organized?

---

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

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

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

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## 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	<b>Research</b> 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.

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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.

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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

- Some teachers use very \_\_\_\_\_ teaching methods.
- Mark Zuckerberg is one of the \_\_\_\_\_ of Facebook.
- Stephanie solved her own problem \_\_\_\_\_.
- 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.