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

<div align="center">

Luna and Violeta's Story

</div>

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 overwhelming[4] 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

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[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 <u>**creative**</u> 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 <u>**resource**</u> 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 <mark>a mile a minute</mark>[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?"

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[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,

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[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 <mark>confrontation</mark>[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 <mark>foreman</mark>[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 <mark>inconsiderate</mark>[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 <mark>glimpse</mark>[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."

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[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 <mark>enthusiastic</mark>[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."

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[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.

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

4. Violeta **volunteer**s 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 **remember**ed 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 **partner**s in class. They are problem **solver**s.

Exercise 18
Suffixes
Follow the directions below.

1. Find all the words in the story that end in "-ation," and <mark>highlight</mark> 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 <u>conversations</u> 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	construction	creative	insecure
items	positive	required	resource
response	selected		

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**.

<div style="border:1px solid black; padding:1em; text-align:center;">

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

</div>

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

---

[13]with; together with

to get used to the new way of doing things. After you are used to your solution, it's time for the **<u>final</u>** 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 **<u>evaluate</u>** 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 **<u>process</u>** 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: <u>Luna has a **selection** of chocolates in her room.</u>

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. <u>She</u>(4) saw <u>him</u>(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. <u>It</u>(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 <u>they</u>(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 <u>him</u>(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 <u>him</u>(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 <u>he</u>(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

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

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		

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 **<u>bold and underlined</u>**. 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 **<u>maintain</u>** a high grade point average (GPA)?

2. If you have to **<u>transfer</u>** to a different university in the future, what *factors* will you *consider* in your decision?

3. What did you breakfast **<u>consist of</u>** today?

4. What are some of the differences in problems you have encountered in your home **<u>culture</u>** and in American **<u>culture</u>**?

Part 6: Application

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 me 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.

_____

_____

_____

_____

_____

_____

_____