

UNIT ONE

Language

Chapter One

DESTINATION: COLLEGE, U.S.A.

“Destination: College, U.S.A.,” by Yilu Zhao, is a personal essay about the culture shock felt by a student who left her home in China to come to the United States to study at Yale University.

PREREADING (pages 2–3)

See page vi of this manual for teaching guidelines about prereading and reading.

Begin by asking students to look at the illustration on page 2. Encourage them to discuss what it suggests about being a college student. How is the work in college different from that in high school? What methods do college students use to study, read textbooks, and organize their time? Students who are entering college for the first time can contrast their high school experiences with their expectations for college. Students who have gone to schools in other countries can contrast their experiences in those places with what they have found or expect to find in U.S. colleges. Then discuss the questions on page 2 with the class.

The vocabulary task on page 3 presents passages taken from the text. Students should attempt to figure out the meaning of the italicized sections from the context. If they cannot, they should feel free to use the dictionary. It is important, however, that students practice explaining the meaning of each passage in their own words.

POSTREADING (page 7)

See page vii of this manual for teaching guidelines about postreading.

Think about the Content (page 7)

- 1 Yilu Zhao grew up in China; the typical Yalie grew up in the United States. Yilu Zhao does not come from a privileged background as do many of the students at Yale. Her cultural background and references are different from the students there as well. She does not understand the jokes or the slang,

nor does she know about grills and American eating customs. Her study habits are also different from those of many of the students at Yale. She is a serious student who puts in long hours at the library and is less interested than her classmates in social life.

- 2 Yilu Zhao finds the classroom atmosphere to be very different from what she knew in China.

The professors [at Yale] do not teach in the same way that teachers in China do. Studying humanities in China means memorizing all the “correct,” standard interpretations given during lectures. [Yale] professors toss out provocative questions and let the students argue, research and write papers on their own. At Yale, I often waited for the end-of-class “correct” answers, which never came. (Par. 13)

Learning humanities was well-grounded repetition in China, but it was shaky originality here. And it could be even shakier for me. (Par. 14)

- 3 Zhao studies very hard, often staying late in the college library. “. . . I visited the writing tutor . . . for every paper I turned in. My papers were always written days before they were due.” She stays after class to ask questions of her professors and she borrows classmates’ notes to “learn the skill of note-taking in English.” (Par. 17)

Think about the Writing (page 7)

- 1 Zhao begins with a detailed story that puts the reader in her position. She concludes her story with a provocative last line: “And that is when I started to panic.” The reader wants to know what she does to handle her panic.
- 2 She describes the way students around her talked and explains that she could not understand some of their slangy expressions such as “Like I . . .” She does not know what a grill is. She does not understand the jokes that other students are laughing about.
- 3 Paragraphs 4–8 include many details of Zhao’s life in China. Here are some of them: She tells us that her father is a government clerk and her mother works in a textile factory. She describes her mother’s difficult working conditions and explains that she spent a whole year’s salary to pay for Zhao’s flight to the United States. Zhao lived in a high school dormitory with eight students to a room. Her grandparents’ one-room apartment was bigger than the apartment she shared with her parents. She studied and memorized to prepare for qualifying exams. When she was a child, her mother told her she could “do anything and be anyone.” Her family expects a lot from her.

At Yale, she is on her own. She is lonely and unfamiliar with the food. She is homesick for her family. She spends most of her time studying instead of socializing. She tries some American foods but does not like them as much as the food she grew up eating. She enrolls in courses that she knows will

be hard for her but that will introduce her to Western culture and its canons of philosophy, literature, and history.

A Personal Response (page 7)

| Answers may vary.

WRITING (pages 7–9)

See page viii of this manual for teaching guidelines about writing.

Journal Writing (page 7)

Remind students to use their journals as a place to reflect and think without worrying about spelling, grammar, or the mechanics of writing.

Formal Writing: Autobiographical Essay (page 8)

In this chapter, students write an autobiographical essay focused on their experiences as readers and writers. This type of essay is useful for teachers as well as students. It helps students identify their strengths and the areas in which they need to do more work. Teachers benefit from a personal introduction to each student and an overview of the strengths and needs of their class. Most of the other writing students do as they work in this book will be less personal, but the autobiographical essay is an effective way to begin the course.

Getting Started: Freewriting (page 9)

Most students find freewriting to be a useful technique that they use throughout their college experience. Freewriting is especially helpful for students who feel blocked or who have trouble beginning their writing. As an introduction to this activity, it will be helpful for students if you model the technique on the board. Some teachers also like to freewrite along with their students.

REVISING (pages 9–11)

See page ix of this manual for teaching guidelines about revising.

The questions on page 11 are meant to help direct your students into thinking about revising in a constructive way and also to help them become aware of essay organization.

Before students begin to analyze the essay on pages 10–11, you might want to model how to do this, working together with a student or class tutor.

After you have discussed the first paragraph of the essay (question 1), it is important to remind students to point out something good about the essay before they begin to make suggestions for changes.

Finding something good in the essay is the explicit point of question 2. You might amplify question 2 by asking students to decide what word, sentence, or idea they like best.

The purpose of question 3 is to elicit from students whether there are any parts of the essay that are not successful – parts that could be eliminated, expanded, or done in a different way. Students should be able to explain their choices.

In most chapters, students analyze their writing by filling out a *Peer Response Form*. In this chapter, therefore, it is advisable to have partners analyze each other's essays by responding to the four questions in writing. A written response gives the responder additional writing practice and also provides a document the essay writer can refer to as he or she revises.

EDITING (pages 12–17)

See page *x* of this manual for teaching guidelines about editing.

Grammar: *Appropriate Tenses for Expressing Past Time* (pages 12–15)

Understanding the various methods for expressing past experiences is critical to reading and writing. Because the writing for this chapter involves reflecting on events in the past, we begin with this review of how to express past time. Some teachers approach the past tenses by having students look at a piece of writing and underlining the past tense verbs; others begin by reviewing the rules. If you decide to look at writing, use Zhao's essay and the student essay on pages 10–11. In the student essay, begin with paragraph 2 since paragraph 1 relies heavily on the passive voice.

Many students like grammar charts because they provide a fast visual aid. You could create a chart such as the one below for regular verbs, adding as many verbs as you feel would be helpful. If you create this chart on the board, elicit as much help as possible from the class in building it. (Refer students to the chart on pages 231–234 of the Student's Book for the simple past tenses of irregular verbs.) You can add to this chart examples for each of the six tenses discussed in the chapter: simple past, past progressive, present perfect, present perfect progressive, past perfect, and past perfect progressive. Creating a chart may be too easy for many of your students. If so, assign it only as necessary – perhaps to a small group working with a tutor.

	Statement	Negative	Interrogative
Simple Past	I worked.	I did not work.	Did I work?
	etc.		
Past Progressive	I was working.	I was not working.	Was I working?
	etc.		

GRAMMAR PRACTICE 1 (page 14)

- 1 *had always lived* (past perfect); *had never traveled* (past perfect); *won* (simple past); *was* (simple past); *had wanted* (past perfect); *decided* (simple past); *studied* (simple past); *was living* (past progressive); *visited* (simple past)
- 2 *has studied* (present perfect); *studied* (simple past); *lived* (simple past); *heard* (simple past); *was studying* (past progressive); *invited* (simple past); *graduated* (simple past); *arrived* (simple past); *had been studying* (past perfect progressive)
- 3 *read* (simple past); *found* (simple past); *went* (simple past); *took* (simple past); *started* (simple past); *am working* (present progressive); *have gone* (present perfect); *spent* (simple past); *had been hoping* (past perfect progressive)

GRAMMAR PRACTICE 2 (pages 14–15)

Answers will vary. Here are some possible answers.

- 1 *has traveled; got*
- 2 *had done; received; was*
- 3 *has been; saw*
- 4 *was doing; knocked; wanted*
- 5 *did not read; took*
- 6 *ate; lived; has been*

GRAMMAR PRACTICE 3 (page 15)

See *Answer Key* in Student's Book, page 235.

Mechanics: Paper Format (pages 16–17)

In this chapter, students learn the standard format for papers. You may want to modify some of these instructions to fit your own requirements. Be sure that students make use of the editing checklist on page 17 before they hand in their autobiographical essays.

Chapter Two

HOW TO BE A SUCCESSFUL LANGUAGE LEARNER

“How to Be a Successful Language Learner” is an excerpt from a research study by Anita L. Wenden that describes a variety of learning strategies used by learners of English at Columbia University. The study makes the point that all people do not learn in exactly the same way.

PREREADING (pages 18–19)

See page vi of this manual for teaching guidelines about prereading and reading.

Begin by having students discuss what seems to be going on in the illustration on page 18. What are idioms? Why are they important to know? Then discuss the questions on page 18, which will help students realize how much they already know about methods of learning a language.

The vocabulary task on page 19 presents passages taken from the text. Students should attempt to figure out the meaning of the italicized words from the context. If they cannot, they should feel free to use the dictionary. It is important, however, that students practice explaining the meaning of each passage in their own words.

POSTREADING (pages 24–25)

See page vii of this manual for teaching guidelines about postreading.

Think about the Content (page 24)

- 1 Answers may vary.
- 2 Answers may vary.
- 3 If someone translates exactly word for word, the translation may not have the same meaning as the original.
- 4 Answers may vary.

Think about the Writing (page 24)

- 1 The italicized words describe the theme of the paragraph that will follow.
- 2 Reading original quotes gives the reader a sense of the actual students. If Wenden had summarized these, the personality and individuality of the particular students would have been lost. Retaining the flavor of the interviewee is one reason some writers prefer to quote from their sources rather than to paraphrase.
- 3 The students are described in paragraph 1. Answers may vary as to whether this is the best placement of this information. If students suggest a different place, elicit why their proposed placement would be better.
- 4 Wenden explains the significance of her study in paragraph 18, the last paragraph. She states: "The beliefs point to the fact that these learners have begun to reflect upon what they are doing in order to understand the principles behind it." Answers may vary as to whether this is the best placement of this information and as to whether this best sums up the significance of the study. As with the response to number 3, if students disagree with Wenden's placement of this information, have them explain their reasons.

A Personal Response (pages 24–25)

| Answers may vary.

WRITING (pages 25–29)

See page viii of this manual for teaching guidelines about writing.

Journal Writing (page 25)

Remind students to use their journals as a place to reflect and think without worrying about spelling, grammar, or the mechanics of writing.

Formal Writing: Introduction to the Academic Essay (pages 25–26)

On page 26 there is a graphic illustration of a typical five-paragraph academic essay. It is important to point out to students that all essays do not have to be five paragraphs, but that this graphic is meant simply to illustrate the basic components of the essay: introduction, development, and conclusion.

Formal Writing: Compare and Contrast Essay (pages 27–28)

Two methods for writing compare and contrast essays are introduced on pages 27–28: the block pattern and the alternating points pattern. As with the academic essay, a graphic illustration helps students understand the two methods – and their differences. Following each illustration, sample paragraphs in that method are provided. Students can work as a class or in small groups to read the examples and decide which pattern works better for their topic. You may also want to use the sample paragraphs as springboards for students to develop a longer essay on the topic of the sample paragraphs: whether living at home or away from home is better for college students. This could be done in class in small groups or as a homework assignment.

The writing assignment topics on page 29 call on students to compare and contrast two systems or strategies. Assignment choice 2 can be developed into a longer paper in which students do some research or work with a group of students speaking the same language to compare and contrast the characteristics of a particular language with English. Sometimes students become so interested in this topic that they want to make class presentations about it. Having students present on a topic about which they know something provides them with an excellent experience in showing their strengths and also in helping them to realize how much they know.

Getting Started: Making Lists (page 29)

In this chapter, the lists students make are meant to aid them in organizing their compare and contrast essays; however, lists can be used for other academic purposes as well. You may want to ask students in what other academic context they use lists (e.g., for what particular subjects are lists useful as a study aid? how might lists be of assistance in tasks that require

memorization?) This discussion fits in well with the overall topic of different learning styles and approaches to academic success.

REVISING (pages 30–32)

See page ix of this manual for teaching guidelines about revising.

Students begin this section by reading two drafts of an essay, analyzing how it changed, and deciding which draft they prefer and why. Then they analyze and revise their own essays.

In this chapter, students use the *Peer Response Form* on pages 228–229 of the Student's Book for the first time. The form is photocopiable and each student should use a clean copy for each essay he or she reads. Review the form with students before they begin the activities. Point out the places where they are asked to describe the strength of a draft and those where they are asked to make suggestions for change. Show students that after the first question, which asks them to address the general organization of the essay, they are asked to focus on the strengths of the essay before they discuss the places that need work. Encourage students to use the peer response process to improve the content of their essays; they should not dwell on problems in grammar and mechanics unless these interfere with meaning.

The revising sections of this book are designed to help students develop the language and skills to analyze and to describe their (and others') writing and to make decisions about revising that go beyond just correcting a few errors and moving a few words. Advise students that if there isn't enough room on the form for all their comments, they can write on the back of the form or use additional paper.

EDITING (pages 32–38)

See page x of this manual for teaching guidelines about editing.

Grammar: Using the Present Tenses (pages 33–35)

Understanding the various uses of the present tenses is critical to becoming proficient in English. Skill in manipulating these tenses allows writers (and speakers) to express subtle differences in meaning.

GRAMMAR PRACTICE 1 (page 34)

- 1 *has been teaching* (present perfect progressive); *does not always interview* (simple present); *describes* (simple present); *has discovered* (present perfect); *have been studying* (present perfect progressive); *using* (present perfect progressive); *believe* (simple present); *is* (simple present); *read, study, listen* (simple present); *write* (simple present); *is trying* (present progressive); *is* (simple present); *is* (simple present); *think* (simple present); *are* (simple present); *is* (simple present); *has learned* (present perfect); *shares* (simple present)

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Trudy Smoke

Excerpt

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- 2 *study* (simple present); *are approaching* (present progressive); *are* (simple present); *know* (simple present); *have* (simple present); *are* (simple present); *use* (simple present); *talk* (simple present); *are eating, playing, working* (present progressive); *studying* (present progressive); *talk* (simple present); *talk* (simple present); *talk* (simple present); *becomes* (simple present); *are studying* (present progressive)

GRAMMAR PRACTICE 2 (pages 34–35)

Answers may vary. Here are some possible answers.

- 1 *teaches; has taught; is*
- 2 *read; helps; require; believe; knows; is*
- 3 *think; means; think; means; discover; means*

Grammar: Subject-Verb Agreement in the Simple Present Tense (pages 35–38)

The biggest problem with the simple present tense is usually the third person -s inflection. The first thing students need to do to alleviate this problem is to be able to identify the subject of the sentence and determine whether it is singular or plural. Many students think a plural subject should be followed by a “plural” verb, which they believe is a verb ending in an *s*. Of course, it is just the opposite in English. Sometimes it helps these students to tell them that in general if the subject of a sentence ends in *s* then the verb does not. This does not always work, however; some singular nouns end in *s* and some plural nouns do not, but it is a start. Students also enjoy discovering the exceptions.

GRAMMAR PRACTICE 3 (pages 36–37)

- 1 Students in a standard six-year Chinese high school take five years of physics, four years of chemistry, and three years of biology.
- 2 Listening and speaking are both necessary to develop good pronunciation. (Correct)
- 3 No one likes to be called on when he or she is not prepared. (Correct)
- 4 Learning English, whether in a college or in other types of schools or programs, is a challenge for many students. (Correct)
- 5 The government works to ensure the safety of its citizens.
- 6 Either my older brother or my parents help me with my homework. [Note: The subject of the sentence consists of nouns joined by the conjunctions *either . . . or*. The verb should agree with the noun that is closer to it, *parents*.]
- 7 Laptop computers, which are used by students in many parts of the world, allow people to take notes, read pages, and even go on the Internet. (Correct)

[Note: The verbs *to take*, *read*, and *go* are understood to be in the infinitive form and do not require inflectional endings. You may want to point out that even though *read* and *go* are not preceded by the word *to*, they are understood to be infinitives because they directly follow the infinitive *to take*.]

- 8 Linguists agree that there are no superior or inferior languages.

[Note: The phrase “*no superior or inferior languages*” is the extraposed subject, that is a subject that is moved out of the subject position from the normal subject-verb-object (SVO) English type of sentence. *There* functions as a placeholder for the subject, and students need to look at what follows the verb to find the subject and then make sure the verb agrees with the subject. Here are some sentences for students to use as practice with *there*:

- There _____ two cars ahead of me on line for the toll.
 There _____ an opening for a roommate in my apartment.
 There _____ a free ticket waiting for you at the box office.
 There _____ a few empty seats in the auditorium.]

- 9 Either the door or the windows need to be opened to cool off the room.

(Correct)

[Note: See number 6 above.]

- 10 Reading, writing, speaking, and listening to a new language are necessary to learn it. (Correct)
- 11 The library and the Internet help students find information.
- 12 Nobody wants to fail a course.
- 13 I notice that there are always lots of people waiting for the bus at five o'clock. (Correct)
 [Note: See number 8 above.]
- 14 When I write an essay, either my teacher or the tutors in my English class go over it with me.
- 15 My neighbors, who usually drive me to work in the morning, are out of town, so I have to take the bus. (Correct)
- 16 The band and the singer are great!
- 17 The drama club goes to two plays every month. (Correct)
- 18 The children's choir sings with the adult choir on holidays. (Correct)
- 19 There are a painting and a drawing by Picasso in our local museum.
- 20 My aunt and uncle, my cousins, and my grandmother come to our house for dinner every Sunday.

GRAMMAR PRACTICE 4 (pages 37–38)

| See *Answer Key* in Student's Book, page 235.