

Integrated English Core and IE Writing

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Day - Period - Room _____

Student No. _____

Year-Class-Number _____

Student's Name _____

2009



青山学院大学

Aoyama Gakuin University

Integrated English Program

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**Aoyama Gakuin University**

## Integrated English Core

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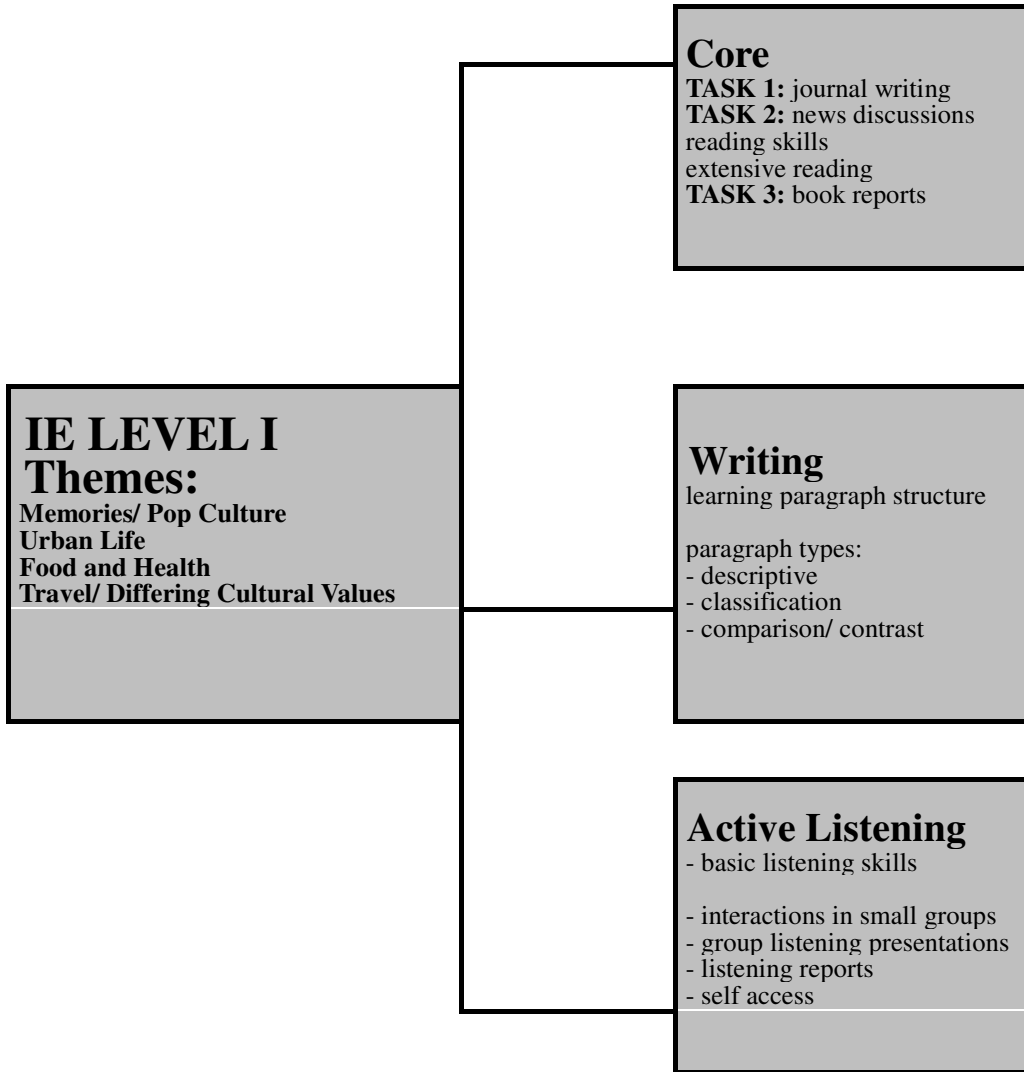
# IE CORE

The IE Core and IE Writing sections were developed by Gregory Strong with contributions from Joseph Dias and members of past IE Committees including professors Erica Aso, Keiko Fukuda, Matsuo Kimura, Mariko Kotani, Peter Robinson, Hiroko Sano, Donald Smith, Minako Tani, Jennifer Whittle, Teruo Yokotani, Hiroshi Yoshida, and Michiko Yoshida, with James Ellis, former IE Coordinator, Wayne Pounds, and IE Core and Writing teachers, including Tom Anderson, Mike Bettridge, Kazuyo Hoshizaki, and Joyce Taniguchi who provided activities, some student examples and graduate student, Mirei Hirota who typed them. Work on the program began in 1993 with the support of the English Department, particularly, chair persons Minoji Akimoto, Osamu Nemoto, Tsutomu Makino, and Kyosuke Tezuka.

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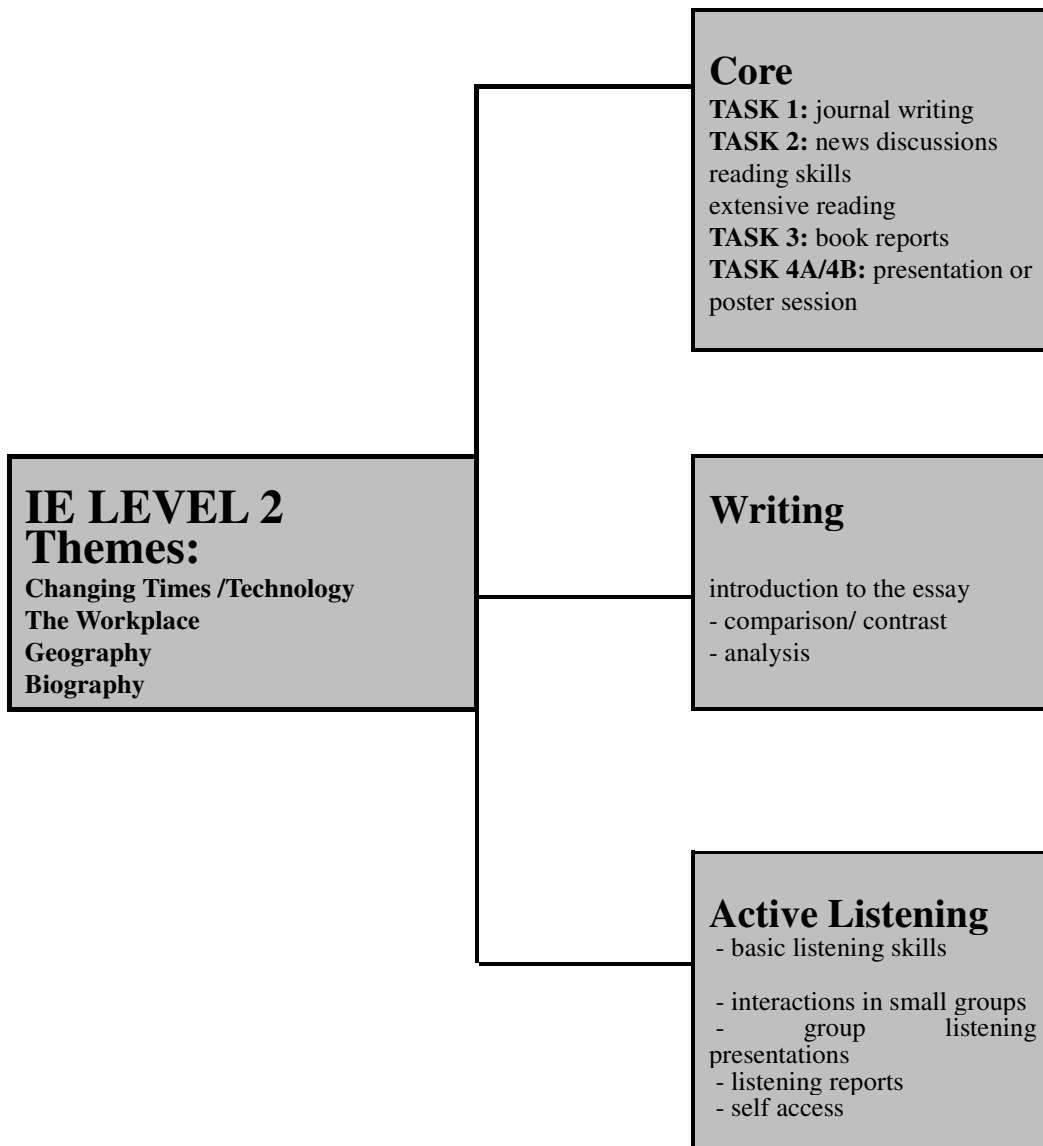
# PROGRAM ORGANIZATION

The focus of the IE (Integrated English) Program is on communicating with others. There are three sections in the IE Program: IE Core, IE Listening, IE Writing. In IE Core, you will be working on combined skills. In the IE Listening section, you will watch documentaries and popular films. The focus of the IE Writing section is on writing paragraphs and essays through brainstorming, peer tutoring, and revising. After completing the IE Program, you will be required to take an Academic Writing and an Academic Skills course, and you may be eligible for an IE Seminar in such areas as Teaching English as a Foreign Language, Cross-cultural Communication, Debate, Film and Culture, Popular Music, and Readers' Theatre.

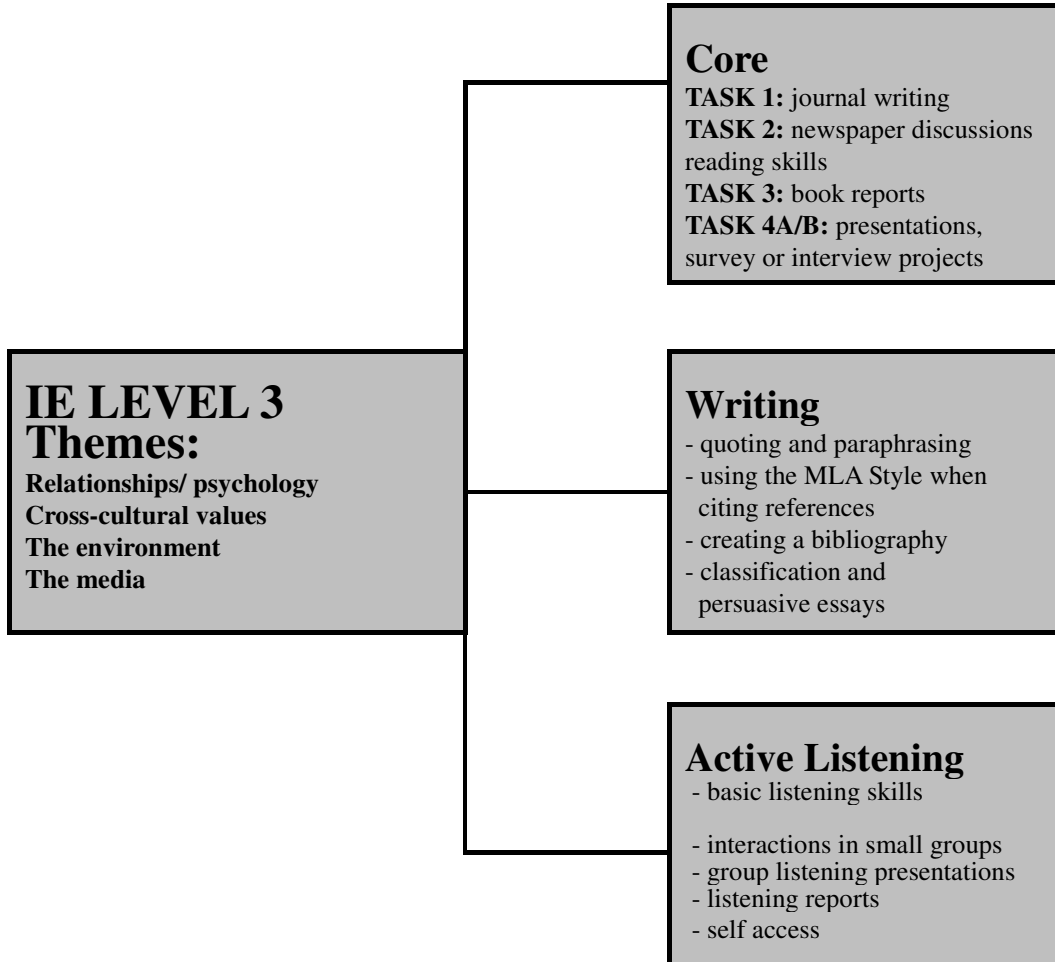


# PLACEMENT AND GRADING

Initially, we test your language ability by a TOEFL test and place you in an IE I, IE II or IE III class matched to your ability. Our IE classes are small so that you will have every chance to take part in classroom activities and to interact with your teacher. The teachers of your IE Core, Writing, and Listening sections combine your scores into a total grade for IE at the end of the term. Attendance and class participation are important in each section. Your Writing and Listening sections each count for 30% and the IE Core for the remaining 40% of your total grade. To pass each level of IE, the overall, calculated grade for the three sections must be 60 or higher, and none of the grades in the respective sections can be less than 50.



## IE CORE GUIDE



## I. JOURNAL WRITING

In your IE Core classes, you will keep a journal, have email exchanges, or contribute to a class blog. These types of writing help you to use English communicatively and improve your abilities to describe feelings, tell about experiences, and express ideas. Your teacher may assign you a “secret friend” or penpal with whom you will exchange journals. Using “pen names” can make your exchanges more exciting. Generally, students are instructed to write the equivalent of 3 double-spaced pages each week. Making regular entries in your journals/ blogs, or contributing actively to organized email exchanges, will be an important part of your IE Core grade.

### I.(a) TOPICS FOR YOUR JOURNAL

Write about as many kinds of things as you can instead. Pick the most interesting topic you can think of, review a book or a movie, make a prediction, try one of the following suggestions:

1. What would life be like without one invention, (ie. the telephone)?
2. What would you do if you were the U.S. President or the Japanese Prime Minister?
3. How would your life be if you were a celebrity?
4. Describe your future – your career, or your family.
5. How would you solve a social problem such as domestic violence, juvenile crime, homelessness, unemployment?
6. How would you compare university life to your life in high school, Japan with another country, two types of music, or two types of people?
7. Compare your life now with the future, Japan today with the past or with Japan of tomorrow.
8. Describe an important person from your childhood, an unusual person, your favorite teacher, one of your classes, or a particular lecture.
9. Describe your hometown or some other place in Japan or the world.
10. Describe a sport you play, a musical instrument, a hobby, or your heroes
11. Describe a friend, family member, or a pet.
12. Describe a new invention that would solve a problem or make life better.
13. Express your opinions on social problems or news events.
14. Tell a ghost story, a legend, or historic incident.
15. Tell a story from your childhood, your dreams, or your fears.
16. Tell the story of a modern or historical character.
17. Write about a recent trip.
18. Write about a book, film, or television program.
19. Write about a dream you recall.
20. Write a poem or a song and then describe what you meant by your word choices.

## **II. DISCUSSIONS ON NEWSPAPER ARTICLES**

You learn how to participate in a discussion in IE I. The same skills will be used in IE II and IE III, with more complex tasks, based on paraphrasing and summarizing longer news articles. How the discussions are conducted, and the subject of discussions, will differ in each of the three levels of IE. In each course, you will be asked to be a “discussion leader” about three times. The other times in class, you will be participating in discussions. If you are a group leader, you will need to use your partners’ names when speaking to them, make eye contact, and use gestures. In addition, you’ll learn phrases for asking your partners’ opinions, turn-taking while discussing topics, ways of agreeing and disagreeing, and how to ask for clarification and make additional points.

### **II.(a) INTERRUPTING, ASKING FOR CLARIFICATION**

There are many ways to practice these skills. One is a game where you interrupt and ask for clarification:

## ***IE CORE GUIDE***

1. The teacher or a student volunteer starts talking on any subject.
2. Anyone in the class can interrupt and disagree with the speaker or ask for clarification if they use the right expressions.
3. The speaker quickly answers the person who interrupted or provides clarification and resumes talking about the subject.
4. Everyone else tries to interrupt or ask for clarification as often as possible and in as many ways to sidetrack the speaker.

### **II.(b) GIVING A REASON**

Another way is to practice adding reasons:

1. Write down the names of different jobs on pieces of paper. Then fold the papers so that what's written on them can't be seen.
2. A group member draws a paper and imagines that it describes the job of the student sitting on the right. (S)he expresses why the job is a suitable one for that person. For example, "I think you would be a great singer because..."
3. The first group member passes the paper to the left and that person adds a different reason: "Furthermore..."
4. When the paper has gone all the way around, a new group member draws a second paper and the game continues.



| ASKING OPINIONS                                                                                                                                                                                                                                                                                                                                            | AGREEING                                                                                                                                                                                                                                                  | DISAGREEING                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- Could you tell me your opinion?</li> <li>- How do you feel about it?</li> <li>- I'd like to ask... ?</li> <li>- I'd like to know... ?</li> <li>- I'm interested in... ?</li> <li>- What do you think?</li> <li>- What's your opinion?</li> <li>- What's your idea?</li> <li>- What do you have to say?</li> </ul> | <ul style="list-style-type: none"> <li>- Certainly, that's true.</li> <li>- I agree.</li> <li>- I have the same opinion.</li> <li>- I feel the same way.</li> <li>- Likewise (for me).</li> <li>- Me too.</li> <li>- Yes, that's what I think.</li> </ul> | <ul style="list-style-type: none"> <li>- I can't agree.</li> <li>- I can't believe that.</li> <li>- I disagree.</li> <li>- I don't think so.</li> <li>- I have a different opinion.</li> <li>- I have another idea.</li> <li>- I feel differently.</li> </ul> |

**II.(c) ROUND ROBIN**

In this exercise, a proposition goes around the circle or small group. Students either agree or disagree and offer a reason. The propositions can be outrageous ones.

- a) The world is really flat.
- b) Santa Claus is a real person.
- c) There is a rabbit making *mochi* on the moon.
- d) The number four is unlucky.

| INTERRUPTING                                                                                                                                                                                                                                                                                                                          | CLARIFICATION                                                                                                                                                                                                                                                                                                                        | GIVING REASONS                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Excuse me for interrupting, but...<br/>                     I might add that...<br/>                     I'd like to say something.<br/>                     May I say something...<br/>                     Pardon me, but...<br/>                     Sorry, but...<br/>                     Wait a minute! / Just a moment!</p> | <p>I beg your pardon.<br/>                     I didn't catch the last part.<br/>                     I didn't get that.<br/>                     Sorry, I don't follow you.<br/>                     What was that?<br/>                     Will you please explain...<br/>                     Would you mind repeating that?</p> | <p>And another thing...<br/>                     Because...<br/>                     Furthermore...<br/>                     Next...<br/>                     Now, I'll move to/go to<br/>                     Seeing as how...<br/>                     The main reason is...<br/>                     That's why...<br/>                     (This is)the reason why...</p> |

**II.(d) CHECKLIST FOR IE I, II, III DISCUSSIONS**

Your checklist for student discussions has 3 parts: explaining, questioning, and communicating non-verbally. You will watch a DVD describing the parts of a discussion and of students leading discussions. Observe their discussion skills and discuss your observations with your teacher and classmates. This task will help you to learn what to do when you become a discussion leader.

**Items on the Checklist**

**A. Explaining**

- a) describes the content thoroughly (without excessive reading from notes)
- b) summarizes partners' comments after each question

**B. Questioning**

- c) asks partners a variety of questions
- d) uses follow-up questions when necessary

**C. Communicating Non-verbally**

- e) makes frequent eye contact with partners
- f) uses gestures frequently (e.g., pointing to a photograph or headline)

| Explaining     |  | Questioning                  |  | Communicating Non-verbally |  |
|----------------|--|------------------------------|--|----------------------------|--|
| a) describing  |  | c) asking questions          |  | e) making eye contact      |  |
| b) summarizing |  | d) using follow-up questions |  | f) using gestures          |  |

**Teacher's Role**

**i. As part of teaching the role of discussion leader, the teacher will:**

- 1) explain the checklist and describe the qualities of a "successful" discussion,
- 2) use the checklist with you to evaluate your discussions,
- 3) videotape discussion groups periodically and show you the tapes for class discussion and peer/self-evaluation.

**ii. The Teacher as Discussion Facilitator/ Cheerleader**

In addition to pre-teaching the use of questions and strategies for follow-up questioning, your teacher will circulate among the discussion groups, offering encouragement. During discussions, the teacher may:

- 1) model appropriate language,

- 2) recast phrases verbally when a student errs in pronunciation or in grammar [not excessively, as this can be disruptive],
- 3) encourage students to make thoughtful contributions to the discussion,
- 4) allow for 3 or 4 repetitions, in a different group each time, so that discussion leaders can describe their content more than once, reading less from their notes with each repetition
- 5) ask you to “shadow” your discussion leader which means paraphrasing what he or she has just said.

## II.(e) NEWSPAPER ARTICLE SUMMARY

In IE III, you are supposed to summarize an English newspaper article for your discussion. With your summary, you should also hand in a copy of the article. You must summarize it, not copy it. This important skill will be used later in Academic Writing. Here are the steps to follow:

1. Find articles from online news sources like CNN (<http://cnn.com>) and the BBC (<http://bbc.co.uk>), or from printed newspapers and magazines which you’ll find in the library, such as *The Japan Times* or *The Daily Yomiuri*. You can also find some of the articles from those newspapers, and others, online at...  
<[http://www.asahi-net.or.jp/~gj7h-andr/index.files/news\\_english\\_online2.htm](http://www.asahi-net.or.jp/~gj7h-andr/index.files/news_english_online2.htm)>  
<<http://www.cl.aoyama.ac.jp/~dias/EsllinksNewspapers.html>>

2. Print out the article, or photocopy it, and staple it to your summary.

3. Note the source of information as completely as possible (writer, title of the article, name of the newspaper or magazine, and date) according to MLA Style:  
e.g., **Park, Alice. “The Quest Resumes.” *Time* 9 Feb 2009: 30.**

or an online newspaper article in which you must note the url, too:

e.g., **Barrowclough, Anne. “Man Survives 180 Foot Plunge Over Niagara Falls.” *The Times Online*. 12 April 2009.**  
<[http://www.timesonline.co.uk/tol/news/world/us\\_and\\_americas/article5892498.ece](http://www.timesonline.co.uk/tol/news/world/us_and_americas/article5892498.ece)>.

4. In point form, note the following key information:  
**Who?      What?      Where?      When?      Why?      How?**
5. Prepare a summary of the article by answering the W/H questions.
6. Write down your opinion (“**I thought that...**” or “**I felt that...**”).
7. Finally, you should prepare three questions for your group discussion.

Example 1: Tomomi Tsunoyama, IE III Core

## Passengers the Real Heroes: Bus Driver

July 14th, 2008

**A 62-year-old bus driver attacked by two youths on Thursday says his bus passengers were the heroes.**

David Newton wrote a letter to The Bulletin yesterday, reassuring family and friends he was OK after being punched in the head outside Australia Fair about 1.20pm.

"A passenger advised me that youths were spraying graffiti on the bus using spray cans and special marker pens," he said. "I caught them in the act and advised them that I was calling the police.

"These youths then tried to escape from the bus without success, as I was assisted by a passenger. They then turned violent on me.

"But after I defended myself and with the assistance of another Surfside driver, they gave up."

Mr Newton said three youths then escaped through the rear skylight hatch of the bus.

"Many people have contacted my family, work and talk back radio about the incident, and I wish to advise them all that I only received minor injuries in the incident," he said.

"I wish to thank a New Zealand tourist, Jim McDougall, who assisted me in preventing the

youths from escaping as well as the the prompt action of the police.

"My special hero is a lady named Amber who not only rang the police on her mobile phone, she also took photos of the incident and was able to give the police very good descriptions of the offenders.

"I have since contacted her and she and my wife are going out for a celebration drink for a successful outcome in catching these offenders.

"The good news is that a mobile telephone was found in the skylight.

"On investigation, the police were able to track the owner.

"The phone supplied plenty of photos of other graffiti incidents that the youths have performed.

"A lot of people have asked me whether this incident would put me off bus driving.

"My answer is no, because I am not going to let an incident like this upset me. More than 99.9 per cent of our passengers are a pleasure to deal with."

Three of the youths involved in Thursday's incident are helping police with their investigations. Police are still looking for two of the teenagers.

[Errors of grammar and word choice have not been corrected.]

14 July 2008

**Source of the Article:**

"Passengers the real heroes: Bus Driver". *The Gold Coast Bulletin*. 14 July 2008  
<[http://www.goldcoast.com.au/article/2008/07/14/13642\\_gold-coast-news.html](http://www.goldcoast.com.au/article/2008/07/14/13642_gold-coast-news.html)>

Who? ----- David Newton

What? ----- was punched

When? ----- Monday 14 July 2008

Where? -----Australia Fair, Southport

Why? ----- Telling off youths making graffiti in the bus

How? ----- A passenger told him that there were youths vandalizing the bus

**Vocabulary**

**Attacked** –trying to harm someone or something

**Graffiti** – paint or writing on something that spoils its appearance

**Advised** – gave someone some advice or information

**Violent** – injurious or destructive force

**Hatch** – an opening that serves as a doorway or window in the floor or roof of a building.

**Summary:**

A 62 year old bus driver named David Newton was **attacked** after telling off youths about spray painting **graffiti** on the bus. While getting off the bus, a passenger informed Newton that there were youths in the back of the bus, spray cans and special marker pens, spraying graffiti. Newton caught the youths in the act and **advised** them that he was going to call the police. The three youths tried to escape from the bus, but another passenger stopped their escape, and the youths became **violent**. Then some of the youths escaped through the rear skylight **hatch** of the bus.

**My opinion:**

Graffiti is a big problem within Japan right now as it was discovered that a group of university students have "tagged" one of the world heritage buildings in Italy. Later it was also discovered that a baseball coach of a famous high school had also vandalized a world heritage place. I don't understand why people would vandalize such famous buildings. It is disrespectful to the people who built such monument. Another recent case of vandalism in Japan is the case where a bullet train was vandalized and had the word 'Hack' spray painted on. It is believed that the artist sneaked in from the gap in the fence and had around 20-30 mins to graffiti. These people should be made to clean the graffiti, as a punishment, as well

**Questions:**

1. How do you feel about the rise in vandalism?
2. What do you think would be a fair punishment for the people who vandalized?
3. Why do you think young people vandalize objects?

**II.(f) RATING SCALE FOR IE III DISCUSSIONS**

Although the student checklist in Section II.(d) will be used at all three levels, at each level of the IE Program, you will be expected to conduct better discussions, to summarize your partners' comments more accurately, to better use follow-up questions, and to direct the group more effectively, and to use reasons and examples to back up arguments, and to show evidence of original and critical thinking. The following Teacher Rating Scale will rate some of these aspects.

| <b>Explaining</b> |                                                                                                                                                                                      | <b>Questioning</b> |                                                                                                                                                                                            | <b>Non-verbally Communicating</b> |                                                                                                                                      |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>4</b>          | a) Communicated the ideas in the article without reading<br>b) Explained vocabulary when necessary, using only English<br>c) Spoke clearly and loudly enough to be easily understood | <b>4</b>           | a) Summarized your partners' comments after each question<br>b) Used follow-up questions and rephrased questions as needed<br>c) Directed the group by using names, to get others to speak | <b>4</b>                          | a) Frequent eye contact<br>b) Appropriate and helpful gestures<br>c) Good posture and sensitivity to others' nonverbal communication |
| <b>3</b>          | Any combination of 2 descriptors*                                                                                                                                                    | <b>3</b>           | Any combination of 2 descriptors*                                                                                                                                                          | <b>3</b>                          | Any combination of 2 descriptors*                                                                                                    |
| <b>2</b>          | Any 1 descriptor*                                                                                                                                                                    | <b>2</b>           | Any 1 descriptor*                                                                                                                                                                          | <b>2</b>                          | Any 1 descriptor*                                                                                                                    |

|          |                        |          |                    |          |                            |
|----------|------------------------|----------|--------------------|----------|----------------------------|
| <b>1</b> | Read the article aloud | <b>1</b> | Read the questions | <b>1</b> | No eye contact or gestures |
|----------|------------------------|----------|--------------------|----------|----------------------------|

### III. SELECTING & ANALYZING 2 NOVELS

You will be reading two novels over the term in order to develop your reading skills and your ability to analyze literature. Afterward, you will write a detailed report, discuss it with a small group, or make a presentation to the class about it. The Sagamihara library has over 3,500 novels in English. Many of them are graded according to the range of vocabulary used in them and the complexity of sentence structure. Many of the graded readers are marked with coloured dots that correspond to their level of difficulty.

Students can quickly and conveniently assess their current vocabulary level at...  
<http://www.er.uqam.ca/nobel/r21270/levels/>

You should do so before selecting a novel to ensure that it will be one you can read without too much frustration. One of the main purposes of the novel-reading requirement is to increase your enjoyment of reading. If you select a novel that's written below your ability level, you may be bored; if it is above your current level of vocabulary and reading ability, you will be frustrated and need to refer to a dictionary too often. Therefore, it is important to choose a novel that's just right for you. Your teacher will help you.

#### III.(a) ANALYZING BOOKS

To analyze books, we will use **8** literary terms: **setting, point of view, conflict, climax, plot, symbol, irony, and theme**. Irony, which is one of the more difficult terms, is known as 「アイロニー」 or 「反語」 in Japanese while 「皮肉」, a related concept, means sarcasm.

### III.(b) LITERARY TERMS

1. **Setting:** the time and location of a story or novel
2. **Point of** a story is told from one (or more) point(s) of view:  
**View:**
  - a) first person; sympathetic but, possibly, unreliable
  - b) third person; a factual account like that of a newspaper, or limited to a single character's mind with little insight into other characters
  - c) omniscient; insight into the minds and emotions of many characters
3. **Conflict:** a character is in conflict with himself/ herself or someone else:
  - a) man/ woman versus man/ woman
  - b) man/ woman versus himself/ herself
  - c) man/ woman versus his/ her environment

forces in a story are in opposition:

  - a) good versus evil
  - b) nature versus that which is man-made
  - c) hate versus the power of love
4. **Climax:** the point in a conflict when one side or the other wins a struggle
5. **Symbol:** an object which stands for something else –usually intangible:  
(e.g., a cross for Christianity or sacrifice; a grave for death; a wedding ring for marriage, partnership, or fidelity)
6. **Irony:** an event turns out to be very different than expected
7. **Theme:** the main idea; a moral or a lesson
8. **Plot:** a summary of the main events in the novel



**III.(c) EXERCISE: POINT OF VIEW**

Identify the points of view in the following vignettes:

**1**

I could hardly believe it! Ice lay on the road ahead of my car. I stepped on the brake to avoid hitting it. But it was too late. My car drove over the ice and skidded off the road. My life passed before me. What a waste! To end it all so badly. There was a crash and then everything went black.

**2**

The man driving the white Toyota sedan hit the ice before he could even see it. The car went into a skid that the man couldn't control. To his horror, his vehicle left the road and crashed into a fence. It lay there with its engine smoking. A woman who had been walking by screamed. Fearfully, she ran to the car and opened the door. "Are you okay?"

**3**

The white Toyota sedan hit the ice on the road and spun out of control. It skidded off the road and hit a fence. It stopped there. The engine was smoking. There was no sign of life.

**III.(d) EXERCISE: FIND THE CONFLICT**

\* In 1912, an Antarctic explorer, Scott, and his three companions make a terrible trip in a snowstorm trying to reach the place where they have stored their food.

\* In *The Titanic*, Jack and Rose fall in love even though Rose is engaged to someone else.

Just when they plan to leave together, the ship strikes an iceberg.

- \* In *The Lord of the Rings*, Frodo and Sam must go on a long dangerous journey to Mordor to destroy a magic ring. Not only do they face goblins and monsters, but the ring has a power over Frodo's mind.
- \* In *The Matrix Revolutions*, humans battle a computer that controls all life on earth.
- \* A student on the Sagami-hara campus sees a small red purse on the road. She picks it up and finds 10,000 yen inside it and a student card. She must decide what to do.
- \* A hunter in Siberia has the legendary white tiger in his gunsights, but then his gun jams and the tiger charges at him.
- \* A student who smokes, struggles to break her nicotine habit.

### III.(e) EXERCISE: CREATE AN IRONIC ENDING

**Irony:** 「アイロニー」 or 「反語」 *Something inappropriate, unexpected, and sometimes funny, happens in a story. Make up ironic endings to these fragments of sentences:*

1. After waiting all morning to eat his lunch, he opened the bag...  
**(And an alligator jumped out and ate him up!)**
2. She waited ten years for him, but when her lover, the American captain, finally returned to Japan...
3. To the surprise of all the wealthy, handsome men who wanted to marry the princess, she chose...
4. George Wilkinson, one the worst students at Hillside School, got a new job today. No one who knew him in high school would have guessed that it...
5. The new American B-1 bomber, built at a cost of \$1 billion, crashed yesterday because...
6. Who could have guessed that the beggar wearing rags was really...
7. The young married couple left on an ocean cruise but the name of their ship was...
8. At his last concert, the great rock star was greeted with loud applause. There was only

one big problem...

9. The UFO that invaded Earth had powerful weapons, stronger than tanks, battleships, and airplanes. However, the aliens were beaten by...
10. The thief tried to steal the old lady's purse, but...
11. Poor Alexander studied all night for his Chemistry test, but...

### **III.(f) EXERCISE: STATE THE THEME**

*Theme: A story's theme is its main idea, usually a moral or a lesson.*

**Write the theme for each of the following plot descriptions.**

#### **Treasure of the Sierra Madre**

Two unemployed men learn of some gold hidden in the mountains. They find the gold, but Dobsie tries to kill his friend so that he can keep all the money for himself.

#### **Androcles and the Lion**

Androcles, a slave in ancient Rome, sees a lion in the jungle. The lion is moaning in pain. Seeing that the lion has a thorn stuck in his paw, Androcles plucks the thorn from the lion's paw and relieves its pain. Months later, Androcles is to be sacrificed to the biggest, hungriest lion at the Coliseum. As he sits waiting fearfully for the lion to attack, it runs toward him and licks his hand because it is the same lion he once helped. The crowd at the Coliseum is astonished when it learns the truth and both Androcles and the lion become heroes.

#### **Hamlet, Prince of Denmark**

Hamlet learns that his father has been murdered by Claudius, Hamlet's uncle who has married Hamlet's mother. Hamlet cannot decide whether or not his uncle is guilty. By the time he decides to get revenge, his uncle plans to kill Hamlet. Before Hamlet dies, he kills his uncle, but his mother is also killed. Finally, with the royal family dead, Denmark is invaded by its enemies.

### **A Christmas Carol**

A miserly old man, Ebenezer Scrooge, who never gives any of his employees Christmas bonuses or holidays, is visited on Christmas Eve by ghosts who force him to re-examine his life. After those experiences, Scrooge becomes a happy, generous old man who enjoys Christmas.

### **III.(g) EXERCISE: FIND THE LITERARY TERMS**

#### **The Look**

Walking down Third Avenue, she passed the park, hardly noticing the smell of the flowers on the warm summer night. Lonely, and feeling sorry for herself, she suddenly thought of jumping off the bridge which stood a few blocks away, an ugly, gun-metal grey.

Ahead, a young man was jogging toward her. He was a handsome sportsman. Their eyes met as he passed.

BANG--she turned her head. The young man had hit a telephone pole. He must have looked back at her while he kept running.

She smiled.

#### **The Map Maker**

I was born in Genoa, Italy in 1451, but I spent the most important years of my life in Spain carrying around a leather case with a map inside it. The map was carefully drawn on very expensive paper. I had drawn it to show the size of the world. I took my map to rich businessmen and European kings and queens to ask for support for a sea voyage from Europe to Asia. But my plan was criticised. Everyone thought Asia was much farther away than I showed it on my map. But King Ferdinand and Queen Isabella of Spain finally supported me. In 1492, I sailed away with three small sailing ships.

No one, not even the king and queen expected to see me return alive. And my map was wrong! The earth was much larger than I had guessed. But luckily I had good winds to fill my ships' sails. I never got to Asia. One sunny day though, I discovered a country in between Europe and Asia. I landed on an island near what is called "Cuba" today. Thinking it was India, I called the natives who lived there, "Indians." That was another of my mistakes. They are still called Indians today.

### III.(h) BOOK REPORT FORM

BOOK REPORT

NAME \_\_\_\_\_

**1) MLA CITATION**

**Author** (family name, given name)

**Book Title:**

**City of Publication:**

**Publisher:**

**Date:**

**Number of Pages:**

**2) RESPONDING TO THE PLOT:** (2 paragraphs: Answer one of these questions)

- a) If you were a character in the story, what would you have done differently?
- b) If you were the author, what would you change in the book?
- c) Was there a character especially inspiring, depressing or even frightening? Explain why.
- d) Choose a quotation from a character in the book, include the page number, and describe the situation in which the character makes the remark. Explain why you chose it.
- e) Which incidents in the novel did you find wonderful, surprising, comical, or even shocking?
- f) Were there any parts of the plot that you found too predictable or unbelievable? Why?
- g) How did what you expect to happen in the book compare with what actually happened?

**3) ANALYZING 7 LITERARY TERMS:** (Describe each term except plot in 2-3 sentences)

**4) REFLECTING ON THE STORY:** (2 Paragraphs: Answer one of these questions)

- a) How does the character's life compare to your own?
- b) How does the environment in the story compare to that in your own country?
- c) If the book has been made into a film, how would you compare the film with the book?
- d) If you have read another of the author's books, how does this one compare?
- e) How does this book compare to books with a similar theme?
- f) Try to find out something about the author's life. What do you think might have inspired him or her to write the book?
- g) Do you agree or disagree with the author's view of people and life? Support your opinion.
- h) What is something you learned from the story?
- i) Have you changed your ideas about anything after reading this book?

**III.(i) EXERCISE: LISTENING TO A BOOK REPORT  
IN A SMALL GROUP**

**BOOK REPORT (TASK A)**

**Your Name:**

**Book Reviewer:**

**Book Title:**

**Author:**

**Note the setting and the names of the characters:**

**Ask the reviewer: “Why did you choose this book?”**

---

**BOOK REPORT (TASK B)**

**Your Name:**

**Book Reviewer:**

**Book Title:**

**Author:**

**Note which events happen in the book:**

**Ask the reviewer: “Would this make a good movie? Why or why not?”**

**BOOK REPORT (TASK C)**

**Your Name:**

**Book Reviewer:**

**Book Title:**

**Author:**

**What are some of the conflicts in the book?**

**Ask the reviewer this question: “What did you think about the book?”**

---

**BOOK REPORT (TASK D)**

**Your Name:**

**Book Reviewer:**

**Book Title:**

**Author:**

**What are some of the symbols and ironies in this book?**

**Ask the reviewer this question: “What would you criticize about the book?”**

**III.(j) RATING BOOK REPORTS: A 20-POINT SCALE**

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>AA (90%+)</b><br/>18-20 points</p> | <ol style="list-style-type: none"> <li>1. Author, title, city of publication, date, number of pages – all in MLA style.<br/>(In IE 3, novels chosen must be more than 200 pp.; In IE 2, more than 100pp.)</li> <li>2. Responding to the plot - thoughtful comments, 1 - 2 paragraphs in length.</li> <li>3. Analyzing Literary terms - each one is identified and analyzed in the story.</li> <li>4. Reflecting on the story - a narration of main events in 1 - 2 lengthy paragraphs.</li> <li>5. Communication - few errors, therefore the writing communicates.</li> </ol> |
| <p><b>A (80%+)</b><br/>16-17 points</p>  | <p>Missing 1 feature of an AA book report.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>B (70%+)</b><br/>14-15 points</p>  | <ol style="list-style-type: none"> <li>1. Author, title, city of publication, date, number of pages – all noted in MLA style.<br/>(In IE 3, novels chosen must be more than 200 pp.; In IE 2, more than 100pp.)</li> <li>2. Responding to the plot - 1 long paragraph .</li> <li>3. Analyzing Literary terms - only 5 of the 7 terms are explained in detail.</li> <li>4. Reflecting on the story - 1 long paragraph.</li> <li>5. Communication - many errors, but the meaning comes through.</li> </ol> <p>Or missing 2 features of an AA book report.</p>                   |
| <p><b>C (60%+)</b><br/>12-13 points</p>  | <p>Missing 3 features of an AA book report.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>D (50%+)</b><br/>10-11 points</p>  | <ol style="list-style-type: none"> <li>1. Author, title, city of publication, date, number of pages – all noted in MLA style.<br/>(In IE 3, novels chosen must be more than 200 pp.; In IE 2, more than 100pp.)</li> <li>2. Responding to the plot - 1 paragraph.</li> <li>3. Analyzing Literary terms - only 2 are analyzed in detail.</li> <li>4. Reflecting on the story - 1 paragraph.</li> <li>5. Communication - many errors, but the meaning manages to come through.</li> </ol> <p>Or missing 4 features of an AA book report.</p>                                    |
| <p><b>F (40%-)</b><br/>1-9 points</p>    | <p>The report is minimal and should be completely rewritten.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



### III.(k) SAMPLE IE I & II BOOK REPORTS

These sample book reports contain errors. Some are incomplete. ALL of them could be improved. But they are in this booklet to help you better understand your teachers' grading.

#### Sample 1

Dickens, Charles. *A Christmas Carol*, Oxford: Oxford University Press, 1992. 68 pages.

- 1) **Setting:** The forties of the nineteenth century in London.
- 2) **Point of View:** Omniscient
- 3) **Conflict:** Scrooge versus himself
- 4) **Climax:** When Scrooge finally changed his mind and became a good man.
- 5) **Symbol:** Christmas as a symbol of happiness
- 6) **Irony:** Scrooge thought that only having a lot of money is happiness, but his way of thinking turned out to be a mistake.
- 7) **Theme:** If people have a strong will, they can change themselves anytime.

#### Sample 2

Laye, Camara. *The African Child*, Nelson Readers, London, 1989. 80 pages.

1. **Setting:** The forties of the nineteenth century in London.
2. **Point of View:** First person.
3. **Conflict:** The hero versus his poor circumstances.
4. **Climax:** The letter that the hero write his mother. Black woman of Africa, O my mother, I am thinking of you...O my mother, you carried me on your back. You fed me, you watched my first uncertain steps. I am still close to you. This story was written by the hero when his departure from France from his mother.
5. **Symbol:** Snake -- guiding spirit. This snake can foreknow futures.
6. **Irony:** The hero decided to go to France to complete his studies. His decision was very strong. And his mother was shocked and cry.
7. **Theme:** The hero is in poor circumstance. But he never sink and complains about it. All around him come into contact with him. Because he became a tender boy. I think this story tells us this. "Have a good future and a good hope." Also there are the race problem and a cleavage in society between rich and poor.

## Sample 3

Mackenzie, David. *The Dancing Murder*, Nelson, London, 1990, 80 pp.

**Responding to the Plot: (e) Which incidents in the novel did you find wonderful, surprising, comical, or even shocking?**

I found the detective case surprising. A young lady's body floating in the River Thames, wearing purple clothes with a ring with the letter "C" on it. A detective and his assistance fight to solve the case. The hero was strange, too, George Stanford, 36 years old, a policeman for 36 years who lived alone in a clean, but untidy apartment. He and Sergeant Harry Croydon learn that the woman had broken up with her boyfriend two weeks earlier and her name was Caroline.

**Analyzing 7 Literary Terms:**

1. **Setting:** London, the present,
2. **Point of View:** The story is told in the third person.
3. **Conflict:** The two men versus the killer.
4. **Climax:** They follow the girl's ex-boyfriend from a dance and learn that Tom and his new girlfriend, Jane murdered Caroline.
5. **Symbol:** The medicine bottle -- Caroline was tricked into taking too many pills, so she became unconscious, and was drowned.
6. **Irony:** The case looked like suicide but it was murder.
7. **Theme:** Crime will be discovered.

**Reflecting on the story: (e) How does this book compare to books with a similar theme?**

I don't read so much mystery stories. But I do like to try to guess the murderer in these kinds of books. I wasn't successful in this book though. I couldn't believe that Tom was really the murderer. He should have just broke off the engagement.

## Sample 4

Calvert, Patricia, *Bigger*, Troll Medallion, 1994, 137 pages.

**Responding to the Plot:** (d) *Choose a quotation from a character in the book, include the page number, and describe the situation in which the character makes the remark. Explain why you chose it.*

On page 99, the father said, “You won’t understand about the war and how terrible it was.” These words hit my heart. Although I learned about war in my middle and high school, all I know is that what the war was called and how big war was. There are lots of wars that I don’t know. I will never know how that people really felt. Maybe, I will know when I missed people I love. What I could now is to tell younger people when I get older and will never let it happen again. Next time I read another book, I want to read about war book again.

**Setting:** This story is set in 1865 when the Civil war was over.

**Conflict:** I think there is no conflict.

**Symbols:** Tyler is a symbol of heartfulness. Bigger is a symbol of Angel.

**Point of view:** This story is told in omniscient way.

**Climax:** The climax of this story is when Tyler finds his father finally.

**Irony:** Irony of this book was when father said he would not go home with Tyler.

**Theme:** Theme of this book is that it is hard when people do thing alone, but because of the hardness, when we got helped, we really could thank them from our heart. Another theme of book is that the author wanted to tell the readers how the War was really horrible and we should never do it again.

**4) REFLECTING ON THE STORY:** (b) *How does the environment in the story compare to that in your own country?*

The book setting is the Civil War but Japan is peace now. I hope I never have the environment in the story with the country at war. Tyler has no father, just a mother. That is like my case, too. I don’t know my father so well, so I can imagine looking for him in a war. And Tyler’s father is headed for Mexico, so he can keep fighting. Maybe the situation in the book is like the environment during the Meiji period when there was a Civil War. His father could be like a samurai who didn’t surrender.

## Sample 5

Dickens, Charles. *Great Expectations*, Oxford Press, rev. 1993 (written in 1861), 95 pages.

**2. RESPONDING TO THE PLOT: (b) *If you were the author, what would you change?***

I thought the book was too sad. Pip was thinking that his benefactor was Miss Havisham, but actually his benefactor was a convict whom he had met and helped when he was a child. And after some events, Magwich, the convict returned to London to see Pip and he died. And Miss Havisham died in a fire. After that, Pip no longer had any great expectations. He never married Estella, but returned to Joe's house and started a common life. I hoped that he married Estella and that she changed into a warmheart person. But this never happened. It was beyond my expectation.

**Literary Analysis:**

- 1) **Setting:** England in London and near by in the nineteenth century.
- 2) **Point of view:** first person
- 3) **Conflict:** Pip vs. himself  
Pip vs. his environment. Pip longed to become a gentleman and he tried to overcome his poorness.
- 4) **Climax:** When Pip knew who his real benefactor was. Pip believed that his benefactor was Miss Havisham, and she would let him get married with Estella. However, it was not so. At this point, Pip was most surprised in the story.
- 5) **Symbol:** Great expectations. This was always in Pip's mind and what motivated him.
- 6) **Irony:** Pip thought Miss Havisham was his benefactor, but it was a convict named Magwich. He thought he was going to live better. However, he couldn't do so.
- 7) **Theme:** Growing up and what is needed for a happy life is human relationships. Pip had to learn these things.

**4) REFLECTING ON THE STORY: (h) *Have you changed your ideas about anything after reading this book?***

First, I learned what is important in life. I think it is not money. If I had no money, I could still live with a rich mind. Besides, if I have a good friend, my life will be better. Second, I could know about a bit of society in England in the nineteenth century. I felt that orphans were hardly able to live. However, I could not help thinking that Pip was very selfish.

He was always thinking about how to become a gentleman in order to get married with Estella. He didn't think about Joe who treated him very kindly, so I didn't like Pip's character. On the contrary, I thought that I could learn more from Joe than Pip.

## Sample 6

Burnett, Frances, *The Secret Garden*, New York: Oxford University Press, 72 pages, 1993.

**2. RESPONDING TO THE PLOT:**

**(e) Which incidents in the novel did you find wonderful, surprising, comical, or even shocking?**

I liked the part best when Mr. Craven came back from his travels and decided to enter the secret garden. The entrance he heard children laughing and shouting. He was surprised because his sick son, Colin, ran to him and said, "Father, I'm Colin. You can't believe it! I can't believe it myself. It was the garden, and Mary and Dickson and the magic that made me well. Aren't you happy, Father? I'm going to live forever and ever and ever!" I was moved by these words. When I finished reading, I felt happy. This is a heart-warming story.

**Setting:** Yorkshire England in the 19<sup>th</sup> Century

**Point of View:** This story is told from the third person.

**Conflict:** Mary was in conflict with the other people, especially adults. And Colin was also in conflict with other people. That's why Mary and Colin were alike.

**Climax:** Mary and Dickson had tried to revive the garden and finally, they could. They invited Colin to the garden. Colin felt better in the garden, and he tried to stand. Mary felt sick with fear because she wasn't sure that he could. However, Colin's thin feet were on the grass. He was standing, holding Dickson's arm. This is the climax of the story.

**Symbol:** "The secret garden" is the symbol of this story. At first the garden wasn't kept well and was overgrown. Finally, it became a beautiful and lovely garden. It stands for Mary's growth. Mary was a selfish girl, but when she found this garden and decided to revive it, her mind changed. Finally, it became pure and beautiful like the garden.

**Irony:** The irony of this book is when Colin was sick in bed, his doctor wanted him to die. He was Colin's father's cousin and wanted to get all Mr. Craven's money when Mr. Craven died. However, Colin recovered from his illness.

**Theme:** The theme of this book is "How nature heals and people grow in mind and body." At first Mary had a thin, angry face and thin yellow hair. She was selfish and didn't care about others. However, as she revived the garden with Ben and Dickson, she became healthier and stronger. And finally she helped the poor boy, Colin. He was like what Mary used to be, but he became obedient and a healthy boy as he played.

## Sample 6, continued

**4) REFLECTING ON THE STORY: e) *How does this book compare to books with a similar theme?***

This story was written in plain English, so it wasn't so difficult to understand. This story is easy to imagine and it gave me the feeling of being there. It reminds me of books like this one where someone overcomes their weaknesses through their friendships with people. It's like *Heidi*, too. In that story, a selfish girl who is in a wheelchair learns that she can really walk and it changes her personality and she becomes a much better person. Nature in *Heidi* like in *The Secret Garden* cures people of their mental and physical illness.

**III.(k) TEACHERS' COMMENTS ON THE SAMPLE REPORTS**

## Sample 1

**8 points out of 20, an "E" grade**

*This book report has no "responding to the plot" or "analyzing on the story." The novel was not analyzed, with respect to the literary terms, in enough detail. In addition, to say that the conflict is "Scrooge versus himself" is not sufficient; HOW did Scrooge act "against himself." Some examples would be helpful. Most of the statements are not complete sentences. As for communication, there are few errors but little has been written.*

## Sample 2

**10/11 points out of 20, a "D" grade**

*Again this book report on *The African Child* is missing 4 features of an AA book report. It has no "responding to the plot" or "analyzing on the story." Some of the literary terms, such as conflict, are not analyzed in any detail or are badly explained. Most of the statements are not even complete sentences. As for communication, there are few errors because very little is said.*

**Sample 3**

**14 points out of 20, a “B” grade**

*This book report on The Dancing Murder includes a short section of “responding to the plot” or “analyzing on the story” which makes it better than samples 1 and 2. The symbol (i.e., a medicine bottle) is explained well. The climax of the novel is also detailed. Some of the literary terms though are not well explained, such as the theme and the conflict. More detail is needed for both the literary concepts and for the report as a whole.*

**Sample 4**

**16 points out of 20, an “A” grade**

*This book report has a long summary but it is not easy to understand. How is his father hurt if the war is over, for example? Symbols in the novel are badly explained. The climax requires a more detailed account, though the theme and setting are fairly well covered. Where the book was published (i.e., the city) wasn’t mentioned.*

**Sample 5**

**17 points out of 20, an “A” grade**

*This is a good report on Great Expectations with fine insights on the novel in the evaluation. The summary introduces the main characters very well, too. The weaknesses of the report are that it doesn’t explain the conflict of Pip against himself and Pip’s “Great Expectations” are identified incorrectly as the symbol. Miss Havisham’s tattered old wedding dress is the most significant symbol in the book. It stands for her betrayal because her fiancée never showed up for her wedding and she has hated men ever since then.*

**Sample 6**

**20 points out of 20, a “AA” grade**

*Although there are a few grammatical errors, this is an excellent book report. The evaluation of The Secret Garden is detailed and the student writer has come up with some new and original ideas. Each one of the literary terms is explained carefully in two or three sentences, along with mention of the events in the story and of the main characters.*

### III.(I) EXERCISE: RATING IE III BOOK REPORTS

#### Sample 1

**Author:** F. Scott Fitzgerald  
**Book Title:** *The Great Gatsby*  
**Publisher:** Penguin Popular Classics, Printed in Great Britain, 1994  
**No. of pages:** 188 pages

**2) RESPONDING TO THE PLOT: (e) Which incidents did you find comical, wonderful, surprising, or even shocking?**

I find the friendship between Nick and Gatsby to be very interesting. Driven by the curiosity, Nick went over to Gatsby's party one day and they became friends. Gatsby really only held the party and became friends with Nick because he was in love with Nick's cousin, Daisy. Nick later learns that Daisy and Gatsby had a relationship before. When Gatsby was in World War I, Daisy married an extremely rich man, Tom Buchanan because Gatsby had no money. Knowing that Daisy's husband Tom is having an affair with a woman called Myrtle behind Daisy's back, Nick arranges Daisy and Gatsby's meeting. Because Gatsby has become richer than Tom, his wealth attracted Daisy.

**Literary Terms:**

The story is set in New York and the time is after the World War I, about the same time when the story was written. It is told from the first person point of view, which is Nick Carraway. The main character Gatsby is in conflict with Daisy whom he loved and devoted so much even after her marriage. The climax is at the last part when all the main characters were involved in one event, a car accident. Symbol of this story might be obsession to money which is also expressed in a famous phrase "Her voice is full of money." Ironically, there were only three people present at Gatsby's funeral at the end. The theme or idea of this story may be the vanity or decadence of this time. There must be many lessons one can learn from this story but I wouldn't like to read it that way.

**4) REFLECTING ON THE STORY: (g) What is something you learned from the story?**

I cannot understand why these characters are so obsessed with money. To me, their attitude shows that materialism is vanity. As a result, I didn't like the novel very much, especially because Daisy didn't seem to care about Gatsby after she learned that he had died.



**Sample 2**

**Author:** Daniel Keyes  
**Book Title:** *Flowers for Algernon*  
**Publisher:** Bantam Classic and Harcourt Brace Javanovich, Inc.  
**Place:** San Diego (HBJ, Inc.)     **Date:** 1996, Bantam edition, 1975  
**Pages:** 216

**2) RESPONDING TO THE PLOT: (a) *If you were a character in the story, what would you have done differently?***

The hero of this book is named Charlie Gordon, 32 who became 33 years old during the story. He has been a moron since he was born. Because of it, his parents sent him to work at his uncle's bakery. He has an operation to make him clever. He learns a lot of things thanks to the operation such as the love emotion, the cruelty of human beings on the other hand, and the warmth of people around him, but the experiment failed. But he showed a pure heart and kind soul. And he still wanted to become smarter to make the people around him happy, and he still was hopeful about the future.

**Literary Terms:**

**Setting:** 20<sup>th</sup> century in the US.

**Point of View:** first person, Charlie writes his progress report.

**Conflict:** Charlie versus Charlie (seems like Charlie versus his environment but he doesn't realize it.) The experiment (operation) wasn't a success. He lost his mental ability, so everyone felt sorry for him.

**Symbol:** Diary (Progress reports) It stands for his improving mind.

**Irony:** Becoming a genius didn't make Charlie happy. However, he has no regrets about the operation and is still thankful to the people who made the experiment.

**Theme:** What is important for human beings.

**4) REFLECTING ON THE STORY: (h) *Have you changed your ideas about anything after reading this book?***

After reading this book, I thought about what is happiness? To be a genius? To earn big money? After reading this book, I felt that having good friends and a warm heart is what makes a person happy.

**Sample 3**

**Author:** James Redfield  
**Book Title:** *The Celestine Prophecy*  
**Publisher:** Warner Brothers  
**Place:** U.S.  
**Date:** 1993  
**No. of Pages:** 381

**2) RESPONDING TO THE PLOT: (e) Which incidents in the novel did you find comical, wonderful, or surprising?**

I haven't seen his friend Shirline for a long time. They met at the restaurant. She was absorbed in finding the copy of ancient writings. They are travelling around in the South America to find the wisdom of ancient writing and by finding them they are also finding themselves.

**Literary Terms:**

This story is written in first person (I) eye explains what felt in the story directly, clearly and honestly whether he feels well or not. I tries to find nine ancient writings but there are many obstacles that prevents him from finding them, for example religion (The wisdom of ancient writings and religion Christianity are different), the army, even himself. We don't usually think much of ourselves or relationships between stranger when we think.

**4) REFLECTING ON THE STORY: (g) Do you agree or disagree with the author's view of people and life? Support your opinion.**

This book was recommended by one of my friends. He recommended this when I was in trouble. He said, I can do nothing, but I can recommend this book. This book will do somehow to cure you. At first I didn't see what he meant, but I found this book was good medicine to me!! I was, at that time, in trouble in relationship between people, that sounds quite strange but it was true, and I don't see what I am or what I want to do. I was in trouble. This book sounds adventure story but that is only surface of it; by finding nine wisdom of ancient writings we grow ourselves with I found myself a little bit by this book. Of them much seriously, it makes us headache or stomach ache. We don't feel nothing when our eyes meet strangers gaze, but that are just coincidents! We are made to know each other so, we have to talk him/her. And that relationship makes us active life. So, there are meaning when our eyes meets someone! That would be this books theme. Something will happen by the eye contact.

**Sample 4**

**Author:** James Fenimore Cooper  
**Book Title:** *The Last of the Mohicans*  
**Publisher:** Penguin Books Ltd.  
**Place:** 27 Wrights Lane, London W8 5TZ, England  
**Date:** First published 1826. This edition first published in Signet 1962  
No. of pages: p427

**2) RESPONDING TO THE PLOT: (c) Was there a character especially inspiring, depressing or even frightening? Explain why.**

Uncas, especially, is described as having a beautiful muscular body and he respects Hawkeye and his father Chingachgook. Certainly, he is the ideal Native American. However, he is killed by the evil character Magua. What does this mean? In my opinion, James Fenimore Cooper wanted Americans to change their bad images of Native Americans and to know that a great number of Native American, who have honor like Uncas, have been killed at the hand of the Whites who migrated from Europe, or through their wars, or through their Native American allies. At the same time, his noble character demonstrates Cooper's love of native in North America.

**Literary Terms:**

**(a) Setting**

In 1757, during the war between France and England in the forest between the headwaters of the Hudson river and lakes in North America. This is the colonial war of North America.

**(b) Theme**

Native Americans, especially the Mohicans, have a lot of knowledge of nature life. Furthermore they are more noble, religious and honorable than the Whites from Europe.

**(c) Point of view:** From the third person.

**(d) Conflict**

French armies verses English ones for extending their each colonies. The Mohicans verses the Hurons for protecting their each honor.

**(e) Climax**

The chief of the Delawares who is so old that he is blind, discovers that Uncas, who his tribe has captured, is the hero that they have waited for. The Delawares led by Uncas and by Hawkeye attack the Hurons in a desperate fight. They seek Cora, the daughter of Major Howard, the British commander

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**Sample 4, continued**

**(f) Symbols**

The evil character Magua has awful tattoo on his face. This shows his hard treatment from the English, and explains why he seeks revenge on them in such cruel ways. Alice is a beautiful English woman with innocent heart and she always starts to cry whenever she may feel fear. This shows that English ladies are helpless in the New World.

Nature (forest, rivers, lakes, fall and so on) which is often described in this novel, stands for beauty, power, and romance.

**(g) Irony**

Uncas, one of the last two remaining members of the Mohican tribe, and Cora, the daug are killed by Magua. Magua is killed by Hawk-eye. Therefore, finally only Chingachgook is left as the last of the Mohicans which is just as in the book title.

**4) REFLECTING ON THE STORY: (c) *If the book has been made into a film, how would you compare the film with the book?***

Before I read this book, I saw the movie based on it. It was very exciting and starred Daniel Day Lewis as Hawkeye. Both are completely different. I prefer the book because the movie's main point is the love of Hawkeye and Cora, so it is a kind of love story with adventure. On the other hand, the book shows Native American's splendid character, for example wildness, dignity, strong, passion and religion, and the beauty and large scale of nature in North America. Modern society aims to comfort and convenient human life. Because of our reckless attitude, we Humans have a lot of environmental problems to solve as soon as possible. Cooper advocated the importance of Nature over 130 years before.

**Sample 5**

**Author:** Scott Smith  
**Book Title:** A simple plan  
**Publisher:** Vintage book  
**Place:** New York, first published in 1993  
**Pages:** 416

**2) RESPONDING TO THE PLOT:** *(a) What if you were the character in the story, what would you have done differently?*

If I were the main character in this story; namely Hank, I would have two possible ways. One is that I would split up the money immediately after I find it, and doing so can make three of us, I, Jacob, and Lou even, so that the three of us can do whatever we want to. Perhaps, I would be able to flee from the country and go to where I can hide and use the money freely. I don't think that I would be traced if I gone out of the country. Even if I couldn't run away, I would prefer to be caught on the charge of stealing the money than to kill many people as Hank actually did in this novel.

Another possible way that I might take is that I wouldn't take the money in the first place, because in the novel, if I were Hank, I were rich enough to lead an ordinary life, so I think there is no use taking a risk by stealing the money which seems really dangerous. As long as I weren't struggling against the poverty, as Jacob and Lou are, I wouldn't take a risk. If the situation was different; for example, if I found the money alone, I might take it. In that case there is obviously no one that would know about it. However, in this novel, three people found the money, so I guess it would be better not to keep it; instead, I would rather hand it over to the police, because it is an ethically and morally right deed.

**Literary terms:**

- a) **Setting:** All of this happens in a rural area, somewhere in the U.S. obviously.
- b) **Theme:** The main theme of this story is human greed, which can easily turn normal people like Hank, Jacob, and Lou into brutal criminals.
- c) **Point of view:** This story is told by the first person; namely from Hank.
- d) **Climax:** The climax of this story is, after everything is settled a few years later, the scene where Hank is telling about his current situation in which he says he does not often look back his past or what he's done, justifying what he has done as well.
- e) **Symbol:** The symbol is obviously the money. This symbolizes the human greed that can corrupt ordinary people.
- f) **Irony:** That friends can turn against each other and even kill one another because of their greed.
- g) **Conflict:** Hank versus his society, and his friends.

**Sample 6**

**Author:** Arthur Hailey  
**Book Title:** Airport  
**Publisher:** Doubleday  
**Place:** Garden City, New Jersey  
**Date:** 2007  
**No. of Pages:** 440

**2) RESPONDING TO THE PLOT: (e) Which incidents in the novel did you find comical, wonderful, surprising, or even shocking?**

The incidents in the novel were all very exciting. First of all, on a Friday evening in January, Lincoln International Airport was in difficulties because of the worst storm in years. Three zero, which is the longest and widest runway in the airport, was out of use because it was blocked by an Aereo-Mexican plane which lay sideways across it.

Although they had bad weather, the golden Argosy took off for Rome. However, unfortunately, D.O. Guerreo, who was tired of life, planned to destroy the plane with a bomb. Gwen Meighen, who is an air hostess, succeeded in taking the case with the help of Mrs. Ada Quonesett who was an old stowaway. However, a man, who saw Gwen act, seized the case from her and handed it back to Guerreo. Guerreo acted like a wild animal and exploded the bomb in spite of Captain Vernon Demrest trying to persuade him against it. Guerreo died and some people were injured badly, including the pilot. Furthermore, the plane had a large hole in it and they had to make an emergency landing at Lincoln International Airport. They needed three zero, the largest runway, so workers in the airport, Mel Bakersfeld who was the Airport General Manager, Joe Patroni who was the best mechanic, and the others, tried to clear the runway. They had only a little time, but at last, they could prepare for the emergency landing. Another passenger, Keith Bakersfeld, who was Mel's brother was on the plane and he knew how to fly, and he was able to land the plane safely.

**1) Point of view**

Many characters, the workers in the airport, their families, the passengers, the people near the airport, and so on, appears in this book. And their characteristics, thinking, and feelings are drawn in detail. So, this novel has the omniscient style.

**2) Setting**

The events happen on a Friday evening in January. The specific year isn't mentioned, but it is probably 1960, because Mel met President Kennedy and Kennedy's death is mentioned in this book. The main scenes are at Lincoln International Airport in Midwestern United States and the inside of the plane, the

**Sample 6, continued**

**3) Conflict**

There are many conflicts in this story. These are big or main ones. Mel Bakersfeld vs Cindy Bakersfeld (They don't understand each other and quarrel.) D.O. Guerreo vs himself (He plans to explode the plane.) Keith vs himself (He feels frightened at the emergency landing.)

**4) Climax**

One sub-climax is when Guerreo exploded the bomb and died instantly. The biggest climax, of course, is when Keith succeeded to land the plane safely.

**5) Theme**

People live with conflicts with themselves. People who have courage can overcome the difficulties, but people who have negative thinkings cannot. Another theme is that through cooperation, disaster can be avoided.

**6) Symbol**

There were two symbols. One was the small case Guerreo had. In the case, there were bombs that brought the emergency. Another was the Aereo-Mexican plane which lay sideways across three zero runway. If people hadn't moved it aside to clear the runway, many people would have died.

**7) Irony**

This novel included many ironies. First of all, the storm and the explosion happened at the same time. Then, Mel couldn't go to the party although he had promised his wife. People near the airport complained of the noise, but it was dangerous to reduce the power to lessen the noise in the bad weather. Guerreo looked strange, but Bunnie Vorobioff sold him insurance because she wanted to win the prize for the best seller and she couldn't stop him. No one was aware of the stowaway's tricks. Inez Guerreo couldn't find her husband at the airport. Mrs. Quosett was a stowaway, but she helped Gwen to move Guerreo's dangerous case. Once Gwen took the case, but a man gave it back to Guerreo. There were many ironies, and they all happened at the same time.



**Sample 6, continued****4) REFLECTING ON THE STORY: (h) What is something you learned from the story?**

I learned how a good thriller is made. This novel had an omniscient style, so, many characters appeared in the story. It was a little bit difficult to remember each character name, and his or her position, and his or her personality. Also, the novel had three big attractions for readers. First of all, this novel had both suspense and romance. Guerreo, especially, interested me. On the other hand, romance stories also unfolded, such as Mel and Tanya, and Gwen and Vernon. Their loves after the accident weren't shown, but I hope they had better futures. Secondly, the airport and the airplanes were drawn realistically. The author seemed to have researched an airport before writing it. It brought me more excitement. Third, there were many conflicts and ironies and many characters. For example, Keith's conflict was also interesting. His act showed that people who have courage in an emergency, can overcome their difficulties. Keith's success in landing the plane was moving. It was also moving that the cooperation between everyone at the airport or on the airplane helped avoid a terrible accident. This novel brought me an interesting and exciting time. I felt as if I had watched a movie.

### III.(m) TEACHERS' COMMENTS ON THE SAMPLE REPORTS

**Sample 1**

**17 out of 20 points, or an "A" grade**

*This book report on *The Great Gatsby* has an excellent summary and evaluation. Its weak points are that the book is less than the 200-page requirement for IE III, and that some of the literary terms are not explained in enough detail.*

**Sample 2**

**16 out of 20 points, or an "A" grade**

*The book report on *Flowers for Algernon* has a good summary but the evaluation is too short. Some literary terms are not explained in enough detail, such as the symbol and the theme. Both need more explanation.*

**Sample 3**

**5 points out of 20 points, or a "D" grade**

*The book report on *The Celestine Prophecy* is very badly written. The "responding to the plot"*

*and “reflecting on the story” are very hard to understand. All of the literary terms are improperly used. The evaluation is long, but confusing. The writing is full of mistakes, making it difficult to understand. In addition, the city is not mentioned in the publication information.*

**Sample 4**

**18 points or an “AA” grade**

*The book report on *The Last of the Mohicans* has a good section on “responding to the plot.” The student stated an original opinion about the book in the “reflecting on the story.” Each of the literary terms is described in detail and fully analyzed in two or three sentences. Sometimes, the communication is a little hard to follow because of errors, so it is not perfect.*

**Sample 5**

**16 points or an “A” grade**

*A very good “responding to the plot” section in this book report, but it is missing the “reflecting on the story” section. The literary terms are not described in enough detail and fully analyzed.*

**Sample 6**

**20 points or an “AA” grade**

*This is a very good book report. The “responding to the plot,” “reflecting on the story”, and analysis of literary terms are outstanding.*

## IV. IE II & IE III PRESENTATIONS

Doing presentations in IE Core II and III will help you to learn how to make a good speech to an audience. Your teacher will help you and your partner or partners, if you are working in a small group, to find a topic related to the themes in your IE class. For example, for the *IE II* theme *Changing Times*, you might do a presentation on cell phones, alternative transportation, or a new appliance. For the *IE II* theme *The Workplace*, you and your group might talk about part-time jobs. When you make a presentation, you should prepare detailed notes and create visual aids such as OHCs, handouts, or Powerpoint slides.

A presentation is a performance. You need to think of the physical aspects of it as well as the visuals that you will show to your audience and how you will present the information. The 3 parts of a presentation to consider are the Physical Aspects, Visual Aids, and Speech Organization. The physical aspects include nonverbal communication as in an IE Discussion, but also your tone of voice, delivery, and your poster. Visual aids include handouts, OHCs, and Powerpoint slides. Finally, a good speech should be organized in the same way as a paragraph or an essay. This means that your speech organization should have an (a) *introduction*, (b) *a body* (consisting of several points that you wish to make), (c) *transitions* (to move from one point to another), and (d) *a conclusion*.

| Physical Aspects                                                                                                                                                                                                                                                                 | Visual Aids                                                                                                                                                                                                                                                                 | Speech Organization                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● Avoided reading from papers or notes as much as possible</li> <li>● Made eye contact with the audience</li> <li>● Used gestures</li> <li>● Spoke clearly and with an attractive tone of voice</li> <li>● Spoke loudly enough</li> </ul> | <ul style="list-style-type: none"> <li>● Used attractive visuals that might include photographs, board notes or sketches, models, powerpoint slides, or web sites</li> <li>● Explained them carefully</li> <li>● Operated a-v equipment smoothly and effectively</li> </ul> | <ul style="list-style-type: none"> <li>● Introduction               <ul style="list-style-type: none"> <li>- Greeting</li> <li>- Overview of main points</li> </ul> </li> <li>● Body of the talk               <ul style="list-style-type: none"> <li>- <b>1<sup>st</sup> point</b><br/>examples</li> <li>- <b>Transition</b></li> <li>- <b>2<sup>nd</sup> point</b><br/>Examples</li> <li>- <b>Transition</b></li> <li>- <b>3<sup>rd</sup> point</b><br/>examples</li> <li>- <b>Conclusion</b> <ul style="list-style-type: none"> <li>- Reminder of the 3 points</li> <li>- Thanking the audience</li> </ul> </li> </ul> </li> </ul> |

Just as in IE discussions, transitions are important as you introduce new points.

| Introducing                                                                                                                                                                                                                  | Moving Along                                                                                                                                              | Concluding                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- Let me begin with...</li> <li>- First of all...</li> <li>- In the first place...</li> <li>- To start off...</li> <li>- In the beginning...</li> <li>- It started with...</li> </ul> | <ul style="list-style-type: none"> <li>- Next...</li> <li>- Now, I'd like to go to...</li> <li>- Now, I'll move to...</li> <li>- Concerning...</li> </ul> | <ul style="list-style-type: none"> <li>- To conclude...</li> <li>- In conclusion...</li> <li>- In summary...</li> <li>- To sum up...</li> <li>- Finally...</li> </ul> |

***IE CORE GUIDE***

|  |  |                                                                                         |
|--|--|-----------------------------------------------------------------------------------------|
|  |  | <ul style="list-style-type: none"><li>- All in all...</li><li>- In the end...</li></ul> |
|--|--|-----------------------------------------------------------------------------------------|

**IE CORE GUIDE**

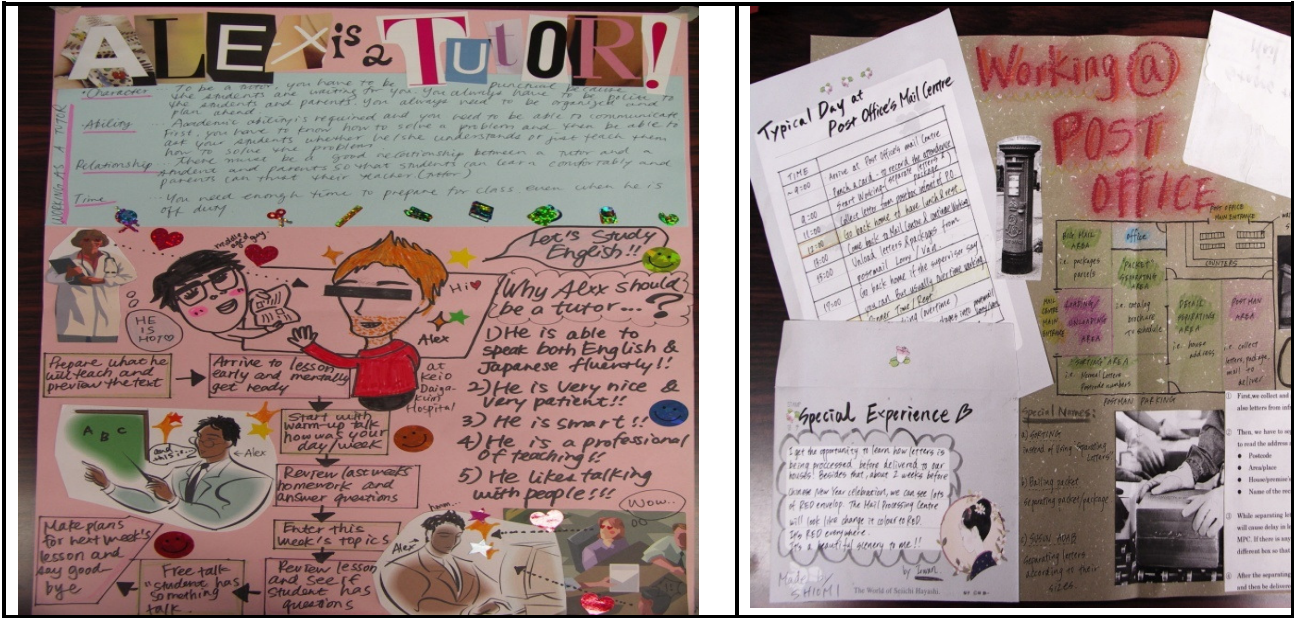
The following scale is one that is used by many IE Core and IE Listening teachers to rate student presentations. It includes parts of Physical Aspects, Visual Aids, and Speech Organization.

| <b>PRESENTATION SCALE</b>                                         |                                                            |           |
|-------------------------------------------------------------------|------------------------------------------------------------|-----------|
| <b>5 = very good, 4 = good, 3 = fair, 2 = poor, 1 = very poor</b> |                                                            |           |
| A                                                                 | Spoke clearly                                              | 5 4 3 2 1 |
| B                                                                 | Spoke with good volume                                     | 5 4 3 2 1 |
| C                                                                 | Spoke a good pace                                          | 5 4 3 2 1 |
| D                                                                 | Good posture and use of gestures                           | 5 4 3 2 1 |
| E                                                                 | Made good eye contact                                      | 5 4 3 2 1 |
| F                                                                 | Chose pictures, videos and other visual aids well          | 5 4 3 2 1 |
| G                                                                 | Made a well-organized presentation                         | 5 4 3 2 1 |
| H                                                                 | Included the right amount of content                       | 5 4 3 2 1 |
| I                                                                 | Had a presentation that was interesting and easy to follow | 5 4 3 2 1 |
| <u>Comments</u>                                                   |                                                            |           |

## V. IE II & IE III POSTER SESSIONS

An alternative to the presentation is a group poster session. Instead of making a group presentation to the whole class, you and your partner, or your group might convey your ideas by attractive and well-designed posters on A-3 size paper. The following show the work schedule for AGU Cafeteria, and two different student part-time jobs.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Time Schedule for AGU cafeteria</b><br/>By Yukari Fujibe &amp; Ikuyo Goto</p> <p>Preparation for next day (20:30)</p> <p>20:00 (CLOSE)</p> <p>19:45 (LAST ORDER)</p> <p>18:30 (2nd PEAK For Night School Students)</p> <p>14~16:00 (2nd PEAK For Night School Students)</p> <p>12:00 (LUNCH TIME PEAK)</p> <p>12:00 (Lunch Break - 30 minutes for each)</p> <p>11:00 (+5 more Part-time workers)</p> <p>9:00 (OPEN)</p> <p>8:00 (4 Full-time workers begin to work)</p> <p>20:30 (Closing up the cafeteria)</p> | <h3>Ingredients of Good Posters</h3> <ul style="list-style-type: none"> <li>• Attractive visuals (charts, diagrams, drawings, maps, photographs, or graphs)</li> <li>• Use of lettering (font, text size)</li> <li>• Written text (choice of words)</li> <li>• Use of colour</li> <li>• Information</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



**V.(a) THE POSTER CAROUSEL**

The posters go on display through a “poster carousel.” Half the class hangs their posters on the walls with masking tape, (a special tape that won’t damage paint!) and stands by the posters answering questions. The rest of the class views the posters and asks questions. Then you switch. While viewing the posters, you compare notes with other students. You might choose your favourite poster, or choose the group that gave the most interesting explanation of their poster.



## **VI. IE III SURVEY PROJECT**

In IE III, you may do a group presentation based on a survey of people you know or with whom you “come into contact” on the Internet. This task is very well suited to the themes *The Environment* and *The Media* in IE III. Groups in your class might work on recycling, the use of public transportation, energy consumption, and the appreciation of nature. Surveys related to *The Media* might concern TV news, radio, TV drama, movies, or newspapers. A group could ask questions such as “How many hours of TV do you watch each day?” “How many TVs have you got?” or “Who’s your favourite news anchor?”

Survey items may ask for numbers [e.g., How many newspapers does your family subscribe to? (a)none, (b)one, (c)two, (d)three, (e)more than three], or require a choice from a number of possibilities. Choices for the question “Which type of movie do you prefer?” might be (a)Romance, (b)Adventure, (c)Comedy, (d)Horror, or (e)Science Fiction. Other survey item types include open-ended (i.e., free answer) and sentence completion. Your teacher may prefer that you develop online surveys. A free service for creating attractive online surveys is SurveyMonkey, which can be accessed at... <http://www.surveymonkey.com/>. Before doing online surveys, you will need to pilot the survey with your classmates.



## **VI.(a) EXERCISE: WAYS OF PRESENTING DATA**

**1. Hand out scrap paper to your classmates. Ask them to answer the following:**

1.
  - (a) Have you ever been abroad?
  - (b) How long does it take you to travel to the university?
  - (c) How many people are there in your family?
  - (d) Are you the eldest child in your family? The middle? Or the youngest?
2. Collect the papers and choose 3 or 4 students to record the data on the board.
3. Once the data is on the board, with your teacher's help, turn the data into different visuals:
  - (a) pie graph for the percentage of students who have been abroad
  - (b) bar graphs for the travel times
  - (c) line graphs for family size, etc.
  - (d) proportional figures for birth order

## A SAMPLE RECYCLING SURVEY

| How often do you...                                              | ALWAYS | SOMETIMES | SELDOM | NEVER |
|------------------------------------------------------------------|--------|-----------|--------|-------|
| recycle cans                                                     |        |           |        |       |
| use your own chopsticks                                          |        |           |        |       |
| re-use, recycle paper                                            |        |           |        |       |
| wait until you have a full load before using the washing machine |        |           |        |       |
| take short showers                                               |        |           |        |       |
| use a fan instead of air conditioning                            |        |           |        |       |
| turn off the TV when you're not watching it                      |        |           |        |       |
| recycle your TVs, appliances, clothes at a secondhand shop       |        |           |        |       |

### VI.(b) VIDEO INTERVIEW PROJECT

Another type of IE III project is the video interview project, where student groups prepare a 5-7 minute interview of a foreign exchange student or a Japanese student who has lived in an English-speaking culture. The assignment should take 5-6 weeks. Here are the steps:

1. Choose partners and a focus for your interview.
2. Watch some examples of TV interviews.
3. Brainstorm interview questions with classmates.
4. Role play your interview with partners as preparation.
5. Learn how to use a video camera.
6. Find an interviewee.
7. Anticipate 5 follow-up (or “probing”) questions.

**Interviewee:** I think North Americans use many gestures.

**Interviewer:** Can you provide us with an example?

## **VII. IE III: MAKING COMMERCIALS**

For this task, you will practice using descriptive and persuasive language and writing realistic dialogue. You will also familiarize yourselves with the use of a video camera. The English Department Library at Sagamihara (B-520) has an extensive collection of commercials from around the world. Viewing these may help get you started. Here are the steps in making a commercial:

1. After viewing commercials with your group, brainstorm as many products and services as you can think of within 5 minutes.
2. Following this, try to develop slogans for a few products or services.
3. Based on the brainstorming in steps one and two, each group member should create a commercial storyboard for homework. [Use the form on the next page.]
4. The storyboards created for homework are revised with group members.
5. Rehearsals are conducted before the actual filming.
6. Filming can be done outside of class with the use of equipment borrowed from the Media Library (the 3<sup>rd</sup> Floor of Building B). If time permits, filming may be done during class time.

**Refer to these websites for inspiration:**

Adbusters — *Spoof Ads.*

<http://www.adbusters.org/spoofads/>

Ad Council — *View PSAs (public service announcements)*

<http://www.adcouncil.org/gallery.html>

Ads from an Anti-Drug Media Campaign — *Watch dozens of ads (many with transcripts)*

<http://www.mediacampaign.com/mg/television.html>

Digital Scriptorium — *See American ads in their historical context (also view by category)*

<http://scriptorium.lib.duke.edu/adaccess/>

Advertising Jingles — *Hear advertising jingles for dozens of food products*

<http://www.geocities.com/Athens/Rhodes/4190/jingles.htm>

## **STORY BOARD**

| Speaker | Dialogue | Visuals / Props | Sound Effects |
|---------|----------|-----------------|---------------|
|         |          |                 |               |

See examples of storyboards at <http://www.sotherden.com/video101/storyboard.htm>

## VIII. VOCABULARY AND THE IE THEMES

In all three sections of the IE Program (Core, Writing, and Listening) your teachers will emphasize that vocabulary words are learned more effectively the more often they are used. Vocabulary words will be reinforced when you use them in your writing and encounter them in readings and when listening to films, news, etc.

It is our hope that teachers and students will make a conscious effort to recycle the vocabulary associated with the IE themes. To aid in this task, you will find the vocabulary words listed—in the diagrams which follow—vocabulary that appears in the readings for chapters associated with the four themes of each of the three levels. We urge you to make use of it productively in your discussions and writing, even in the weekly Core journals. Please concentrate on the HIGH frequency vocabulary rather than on some of the less common items.

Notice that Mosaic’s Silver Edition has an excellent index of vocabulary associated with each of the chapters on pages 249-251. Use words from these lists in your speaking and writing in order to build your vocabulary.

### **The Academic Word List**

The University of Wellington’s (NZ) School of Linguistics and Applied Language Studies has a website called “The Academic Word List,” which offers an extensive listing of academic vocabulary items that are arranged in various ways. For example, you can download lists of headwords with their corresponding “families” of vocabulary items (consent: consensus, consented, consenting, consents) or study 10 sublists of words that are organized by frequency—the 10th sublist featuring the least frequent words and the 1st sublist the most frequent. These lists can be used for further development of vocabulary. Access them at...

<http://www.vuw.ac.nz/lals/research/awl/>

### **Student Self-assessment**

You can quickly and conveniently assess your vocabulary level at... <http://www.er.uqam.ca/nobel/r21270/levels/>. You should carry out this assessment before selecting graded readers for your Core book reports.

| <p><b>IE I THEMES</b><br/>(<i>Interchange 2</i>)</p>                                                                                                                                                                                                                                              | <p><b>AND VOCABULARY</b><br/>(<i>Mosaic 1: 4</i> selections for reading skills and vocabulary)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Memories:<br/>childhood<br/>pop culture<br/>film classics</b><br/>(pp. 2-7)</p> <p><u>Vocabulary:</u><br/>breakthrough (p. 7)</p>                                                                                                                                                           | <p><b>“Who’s Taking Care of the Children” (pp. 57-65)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• blended family, breadwinner, extended family, flex-time, glass ceiling, househusband, immediate family, in touch, job sharing, nanny, portrayal, self-employed, trend</li> </ul>                                                                                                                                                                                                                                                           |
| <p><b>Urban Life<br/>housing<br/>city problems</b><br/>(pp. 8-13)<br/>(pp. 16-20)</p> <p><u>Vocabulary:</u><br/>bright, comfortable, convenient, cramped, dangerous, dark, dingy, expensive, huge, inconvenient, modern, noisy, private, quiet, safe, shabby, small, spacious<br/>(pp. 16-18)</p> | <p><b>“Hooked on Crime” (pp. 221-231)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• addled, backslide, burly, clean-cut, cons, contentious, created, dependency, draft, extortion, homelessness, imposed, making amends, meaty, modest, principles, robberies, trend</li> </ul> <p><b>or “Eye Witness” (pp. 231-244)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• abruptly, accessory, carefully, fear, nervously, personality, quickly, Old Man, suspiciously, taxpayer, underlings, warily, wearily</li> </ul> |

|                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Food recipes<br/>fast food restaurants<br/>(pp. 22-27)</b></p> <p><u>Vocabulary:</u><br/>Bake, barbeque, boil, carbohydrates, fry, roast, selenium, serotonin, steam (pp. 24, 27)</p> | <p><b>“Eat Like a Peasant, Feel Like a King” (pp. 80-90)</b><br/><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• affluence, cuisine, diet, eclectic, elite treats, fiber, grain, heart disease, king, legumes, monounsaturates, peasant, prevent cancer, prosperity</li> </ul> <p><b>or “The Luncheon,” (pp. 139-148)</b><br/><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• <i>absentmindedly, anticipated, drama, enormous, flattered, found, imposing, inadequate, inclined, startled</i></li> </ul> |
| <p><b>Travel budget trips<br/>cultural values<br/>(pp. 30-35)</b></p> <p><u>Vocabulary:</u><br/>Cash, first-aid kit, Passport, vaccination, visa, windbreaker (pp. 16-18)</p>               | <p><b>“First Impressions” (pp. 4-16)</b><br/><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• acceptable, assume, brevity, chores, continental, desirable, do-it-yourself, formality, heritage, inhabitants, leisure, menial, nationalities, occasional, personal, refusing, responsibility, restless, thoroughly</li> </ul>                                                                                                                                                                                              |

IE Core I Readings and Vocabulary, continued



| <p><b>II THEMES</b><br/>(<i>Interchange 2</i>)</p>                                                                                                                                                                                                                                                                            | <p><b>IE II READINGS AND VIDEOS</b><br/>(<i>Mosaic 1: 4 selections for reading skills and vocabulary</i>)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Changing Times technology society</b><br/>(pp. 44-49)</p> <p><u>Vocabulary:</u><br/>browse, drag and drop, geek, hacker, highlight, satellite, technophile, transmission(pp.45-46)</p>                                                                                                                                  | <p><b>“How Hybrid Cars Work” (pp. 104-113)</b><br/><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>braking, charge, components, cool, efficient, exhaust, fuel tank, gas pump, global warming, greenhouse effect, hybrid, interwoven, mileage, parallel, propulsion, shocked, SUV, tailpipe emissions</li> </ul>                                                                                                                                                                                                                                             |
| <p><b>The Workplace overwork, skills</b><br/>(pp. 64-69)</p> <p><u>Vocabulary:</u><br/>artistic, bad-tempered, conventional, creative, disorganized, efficient, enterprising, forgetful, generous, hardworking, investigative, impatient, level-headed, moody, punctual, realistic, reliable, social, strict (pp. 67, 69)</p> | <p><b>“Outward Bound” (pp. 40-50)</b><br/><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>afford, boom, chain, executive, franchise, global, manage, marketing, mature, mental, modern, multinational, outlets, projected, prosperous, special, transform</li> </ul> <p><b>or “Executive Takes Chance on Pizza, Transforms Spain” (pp. 130-137)</b><br/><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>bark, cavorts, CEO, chant, factories, global brands, low-end, net profits, revenues, sliced, storming, testing ground, V.P.</li> </ul> |

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| <p><b>Geography<br/>remarkable places<br/>nature<br/>foreign cultures<br/>(pp. 72-77)</b></p> <p><u>Vocabulary:</u><br/>architect, currency,<br/>grown, landmark,<br/>manufactured, raised,<br/>volcano<br/>(pp. 72, 75)</p>                                     | <p><b>“My Country” (pp. 16-28)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>attitudes, environs, displays, glorious, harmful, humidity, lawmen, makeup, melting pot, moderation, newcomer, observant, outgoing, removed, settlement, symbol, style, uprisings</li> </ul> <p><b>or “Guggenheim Museum, USA” (pp. 174-183)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>cone, circle, compulsory, contemporary, continually, conventional, cube, cylinder, definitive, energetic, fatigue, individualistic, obstinacy, pioneer, polygon, proper, pyramid, rectangle, remarkably, square, smirk, spiral, startling, stunningly, triangle, weariness</li> </ul>                                                                                                                                               |
| <p><b>Biography<br/>heroes and<br/>heroines<br/>inspirational<br/>stories<br/>(pp. 78-83)</b></p> <p><u>Vocabulary:</u><br/>fortunately, luckily,<br/>miraculously, sadly,<br/>strangely, suddenly,<br/>surprisingly,<br/>unexpectedly,<br/>(pp. 72, 75, 76)</p> | <p><b>“Beckham: An Autobiography” (pp. 32-39)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>bracing myself, chested, clue, cross, feel at home, get the drift, kick-off, knock, our night, twist in the pit of my stomach, whisked, zone</li> </ul> <p><b>or “Confucius, 551 B.C.E – 479 B.C.E.” (pp. 154-160)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>commoners, Confucian, cornerstones, defender, dynasty, easily, eradicate, holocaust, influential, innovator, modernized, notions, outlook, primarily, philosophical, prestige, principality, resigned, seized</li> </ul> <p><b>or “Courage Begins With One Voice” (pp. 160-168)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>assistance, civil, depressed, founded, medical, promotion, role, violation</li> </ul> |

IE Core II Readings and Vocabulary, continued

| <b>III THEMES</b><br><i>(Interchange 2)</i>                                                                                                                                                                                                                                                                                                                                                            | <b>READINGS AND VOCABULARY</b><br><i>(Mosaic 1: 4 selections for reading skills and vocabulary)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b>Relationships</b><br/> <b>personality</b><br/> <b>psychology</b><br/> <b>marriage</b><br/> <b>(pp. 39-41)</b><br/> <b>(pp. 106-111)</b></p> <p><u>Vocabulary:</u><br/> deliberately, irritate,<br/> measure,<br/> resentment, resolve<br/> (pp. 41)</p>                                                                                                                                          | <p><b>“70 Brides for 7 Foreigners” (pp. 66-74)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• couple, exporter, fictitious, guarantee, intolerant, invalid, legal, obtain, registers, requirements</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Cross-Cultural Values</b><br/> <b>cultural values</b><br/> <b>behavior, customs</b><br/> <b>(pp. 50-55)</b><br/> <b>(pp. 92-97)</b></p> <p><u>Vocabulary:</u><br/> anniversary, fireworks,<br/> flowers, parade,<br/> presents, wedding<br/> (p. 50) annoyed, bored,<br/> confused, disgusted,<br/> embarrassed,<br/> exhausted, frustrated,<br/> impatient, irritated,<br/> nervous (p. 92)</p> | <p><b>“Ethnocentrism” (pp. 197-206)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• aspect, bias, ethnocentrism, ignorant, inconceivable, inhuman, irrational, liberal, objectively, open-minded, outcome, outlook, repugnant, repulsive, shade, subgroup, unnatural, world view</li> </ul> <p><b>or “Music Makes the World Go Round” (pp. 183-192)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• <i>academy, acoustic, ambition, circuitous, create, debut, demonstrate, discrimination, experiment, funds, guerrillas, high profile, income, indigenous, issues, launch, murdered, rapping, shooting, show business, small-scale, smuggled, sources</i></li> </ul> |

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| <p><b>Environment<br/>pollution<br/>endangered<br/>species<br/>recycling<br/>(pp. 36-39)</b></p> <p><u>Vocabulary:</u><br/>clean up, hang up, pick up, put away, take out, throw out, turn off<br/>(p. 38)</p>                                                                              | <p><b>“Here Come the Tourists” (pp. 90-99)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>acquiring, begging, benefit, bargain, communities, compensation, distinguish, ecotourism, found, locals, physical, stinginess, subculture, taboos, travelers, up-front</li> </ul>    |
| <p><b>The Media<br/>commercials<br/>the Internet<br/>amazing stories<br/>(pp. 86-91)</b></p> <p><u>Vocabulary:</u><br/>absurd, bizarre, disgusting, dreadful, dumb, fabulous, fantastic, horrible, marvelous, odd, outstanding, ridiculous, silly, terrible, unusual, weird<br/>(p. 87)</p> | <p><b>“Leapfrogging the Technology Gap” (pp. 113-126)</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>benefits, craftsmen, data, download, economy, global, grass roots, handmade, marketplace, network, telecenters, transmission, upload, vehicle, via, widespread</li> </ul> |