

YILDIZ TECHNICAL UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
DEPARTMENT OF MODERN LANGUAGES

2019-2020 ACADEMIC YEAR

FALL SEMESTER

MDB1031/1131

SUPPLEMENTARY MATERIAL PACK

TEACHER'S COPY

2019-2020 FALL - MDB1031 ADVANCED ENGLISH I
COURSE INFORMATION FORM

FACULTY / GRADUATE SCHOOL	School of Foreign Languages
DEPARTMENT / PROGRAMME	Department of Modern Languages
TITLE OF COURSE	Advanced English 1
CODE	MDB1031
LOCAL CREDIT	3
ECTS	3
LECTURE HOUR / WEEK	3
PREREQUISITE	-
SEMESTER	Fall
COURSE LANGUAGE	English
LEVEL OF COURSE	Undergraduate
COURSE TYPE	Compulsory
MODE OF DELIVERY	Face to face
INSTRUCTOR(S)	Instructors of Modern Languages
COURSE OBJECTIVES	<ul style="list-style-type: none"> • reinforcing students' ability to read analytically • facilitating students' ability to comprehend an appropriately chosen source text, to craft an effective analysis • supporting the students' exposure to a specified range of text complexity across a wide range of disciplines aligned to college and career readiness • reinforcing an understanding of relevant words in context and how word choice helps shape meaning and tone • encouraging students to write an organized summary of a given text by using annotating and paraphrasing techniques
COURSE CONTENT	<ul style="list-style-type: none"> • reading strategies • annotating, paraphrasing, summarizing techniques • vocabulary exercises
COURSEBOOK / MATERIAL / SUGGESTED SOURCES	Leap 3 Reading and Writing: Learning English for Academic Purposes (High-intermediate) <i>Julia Williams</i> , Pearson Publishing Supplementary Material Pack compiled by DML Academic Office
Course Learning Outcomes	<p>Students will be able to</p> <ul style="list-style-type: none"> • read a passage and identifying the main points • construct a summary of the important points in the texts • comprehend factual information and distinguish between facts and ideas • infer information from the passage • understand vocabulary in context

EVALUATION SYSTEM		
Activities	Number	Percentage of Grade
Attendance/Participation	70%	
Mid-Terms	2	30 + 30 = 60
Final	1	40
Percentage of In-Term Studies		60
Percentage of Final Examination		40
TOTAL		100

WEEKLY SUBJECTS AND RELATED PREPARATION STUDIES		
WEEKS	COURSE OUTLINE	SMP
16-20 SEPT 1	<p>Introduction to the course MDB1031/1131 (regarding attendance, medical reports, midterms and the final dates, the scope of the course)</p> <p>CHAPTER 1</p> <ul style="list-style-type: none"> Gearing up <i>Leap</i> pp. 2-3 Chapter 1 Reading 1 Robot Futures SMP - Vocabulary Build A - B - C - D pp. 5-6 (You can also refer to Appendix A pp. 33-34) Before You Read <i>Leap</i> p.6 While You Read <i>Leap</i> p.6 After You Read [D] (Please skip Question 10 p.9) SMP – Reading Comprehension MC Questions for Chapter 1 Reading 1 pp.6-7 	WEEK 1 MATERIAL
23-27 SEPT 2	<p>CHAPTER 1</p> <ul style="list-style-type: none"> Focus on Reading: Strategies for Understanding Words in Context (You can also cover this strategy by using the SMP pp. 8-9) Chapter 1 Reading 2 Press Release from Aeryon Labs Vocabulary Build A - B <i>Leap</i> pp.12-13 SMP - Words that Locate Together p. 10 Before You Read <i>Leap</i> p.13 While You Read <i>Leap</i> p.14 	WEEK 2 MATERIAL
30 SEPT- 4 OCT 3	<ul style="list-style-type: none"> SMP – Annotation pp.11-12-13 MODEL 9 - How to Write a Summary (<i>Leap</i> pp. 253-254) SMP – Summary Example Analysis 1 p.14 Academic Survival Skill: Avoiding Plagiarism by Paraphrasing <i>Leap</i> pp. 165-167 and/or SMP –Paraphrasing pp. 15-16 SMP – Exercises (Choose the best paraphrase & Choose the best summary) pp. 16-20 	WEEK 3 MATERIAL
7-11 OCT 4	<ul style="list-style-type: none"> SMP – Rewriting & Paraphrasing Exercises pp.21-22 SMP – Summary Example Analysis 2 pp.23-24 Writing a summary for Chapter 1 Reading 2 in groups of 4-5 T feedback on paraphrases & summaries SMP – Chapter 1 Readings 1&2 Vocabulary Review pp.25-26 (can be assigned if short of time) 	WEEK 4 MATERIAL

14-18 OCT 5	CHAPTER 2 <ul style="list-style-type: none"> Gearing up <i>Leap</i> pp. 28-29 (to help Ss get a general idea about internationalization of education) Chapter 2 Reading 3 The Internationalization of Higher Education SMP – Vocabulary & Reading Comprehension MC Questions for Chapter 2 Reading 3 pp.27-28 	WEEK 5 MATERIAL
21-25 OCT 6	MIDTERM WEEK	SS responsible for Weeks 1-4
28 OCT – 1 NOV 7 29 OCT FEB	CHAPTER 2 <ul style="list-style-type: none"> Vocabulary Build <i>Leap</i> pp.44-45 Chapter 2 Reading 2 The Contemporary Landscape of University Internationalization Before You Read <i>Leap</i> p.45 (skip Q1) While You Read <i>Leap</i> p.45-48 SMP - Chapter 2 Reading 2 (Vocabulary & Reading Comprehension MC Questions) p. 29 After You Read <i>Leap</i> (skip D) E& F pp. 48-50 	WEEK 7 MATERIAL
4-8 NOV 8	CHAPTER 2 <ul style="list-style-type: none"> Chapter Reading 2 The Contemporary Landscape of University Internationalization – Summary Writing (Ss choose one of the three parts of the text and write a summary paragraph in groups of 3 or 4) Groups give feedback on the summary of other groups. (Tuesday classes can use this week as a catch-up for week 7) SMP – Checklist p.30 	WEEK 8 MATERIAL
11-15 NOV 9	MIDTERM WEEK	SS responsible for Weeks 5-8
18-22 NOV 10	CHAPTER 3 <ul style="list-style-type: none"> Gearing up <i>Leap</i> pp.60-61 Chapter 3 Reading 1 Introduction to Innovation Vocabulary Build A&B <i>Leap</i> pp.62-63 Before You Read <i>Leap</i> p.64 After You Read <i>Leap</i> p.67 	
25-29 NOV 11	CHAPTER 3 <ul style="list-style-type: none"> Chapter 3 Reading 2 The Buyer Decision Process for New Products Vocabulary Build <i>Leap</i> p.70 Before You Read + While You Read <i>Leap</i> p.71 (Please skip After You Read) + SMP Multiple Choice Reading Comprehension Questions p. 31 	WEEK 11 MATERIAL
2-6 DEC 12	CHAPTER 4 <ul style="list-style-type: none"> Gearing up pp.88-89 Chapter 4 Reading 1 What Is Marketing? Vocabulary Build pp.90-91 Before You Read p.91 (Please skip While You Read and After You Read parts) + SMP Multiple Choice Reading Comprehension Questions p. 32 	WEEK 12 MATERIAL
9-13 DEC 13	<ul style="list-style-type: none"> In-class writing - Summary Writing - “What Is Marketing?” (Chapter 4 Reading 1) In-class feedback (You can refer to SMP Appendix B – Summary Writing Rubric p.35) 	
16-20 DEC 14	Feedback on writing (continues) + Catch up + Final Revision	

ECTS WORKLOAD TABLE			
Activities	Number	Duration (Hour)	Total Workload
Course Hours	16	3	48
Field Work			
Study Hours Out of Class	14	1	14
Mid-Terms (Examination Duration + Examination Prep. Duration)	2	4	8
Final (Examination Duration + Examination Prep. Duration)	1	6	6
Total Workload :			76
Total Workload / 30(h) :			2,53
ECTS Credit :			3

2019-2020 ACADEMIC YEAR
GRADING SCALE

GRADING SCALE		
GRADE	LETTER	ECTS
90-100	AA	4.00
80-89	BA	3.50
70-79	BB	3.00
60-69	CB	2.50
53-59	CC	2.00
48-52	DC	1.50
40-47	DD	1.00
30-39	FD	0.50
0-29	FF	0.00
ABSENTEE	F0	0.00

WEEK 1

Chapter 1 Reading 1 – Robot Futures Vocabulary Build (*Leap pp.4-5-6*)

A. Match the suggested definitions given below with the key words in the sentences.

- a. means or opportunity of obtaining information, especially on a computer – **1 access**
- b. sense, observe, or notice – **7 perceive**
- c. completely change the character, form, or appearance of something or someone – **11 transform**
- d. changing a lot so it is hard to know what will happen next – **12 unpredictable**
- e. devices used to discover heat, light, or movement – **10 sensors**
- f. quality of being very exact or accurate – **8 precision**
- g. many different types of people or things – **4 diversity**
- h. explain the meaning of something; understand – **6 interpret**
- i. directly related to the subject or problem being discussed – **9 relevant**
- j. new ideas, methods, or inventions – **5 innovation**
- k. increase in speed or amount – **2 accelerate**
- l. limited in space or time – **3 constrained**

B. Complete the table with the missing forms of the words.

noun	adjective	verb	opposite (if any)
<i>access</i>	accessible	<i>access</i>	<i>inaccessible</i>
<i>acceleration</i>	<i>accelerated</i>	accelerate	--
<i>constraint</i>	constrained	<i>constrain</i>	<i>unconstrained</i>
<i>diversity/diversion</i>	diverse	--	--
<i>innovation</i>	<i>innovative</i>	innovate	--
<i>interpretation</i>	<i>interpreted</i>	interpret	<i>misinterpret</i>
<i>perception</i>	<i>perceived</i>	perceive	--
<i>precision</i>	precise	--	--
<i>relevance/relevancy</i>	relevant	--	<i>irrelevant</i>
sensor/sense	<i>sensitive</i>	<i>sense</i>	--
<i>transformation</i>	<i>transformative</i>	transform	--
<i>prediction</i>	predictable	<i>predict</i>	<i>unpredictable</i>
<i>reception</i>	<i>received</i>	receive	--
<i>vision</i>	visible	--	<i>invisible</i>
understanding	<i>understood / understanding</i>	understand	<i>misunderstand</i>
<i>regularity</i>	regular	--	<i>irregular</i>
availability	available	--	<i>unavailable</i>

C. Complete each sentence below with an appropriate word (with the correct form) from the table above. It is possible to have multiple right answers.

1. Because of the diversity of duties and levels of responsibility, the personnel's educational backgrounds and experience vary considerably.
2. The statistics given are taken as far as possible from official returns; however, if such kind of information is unavailable/inaccessible, they are carefully compiled from reliable data.
3. Observations are not effective at all when they are made at irregular hours, or at only one or two fixed hours.
4. If you think that these transport problems can be solved by building more roads, you completely misunderstand/misinterpret the nature of the problem.
5. Automakers are demanding high-quality and innovative/accessible products as well as shorter design and delivery times, industry experts said.
6. Catalytic heaters can be used wherever heat is required, producing heat at a lower and more controlled rate than unconstrained combustion.

D. Complete each sentence with a word formed from the word in capitals. The first one has been done for you.

1. The new leisure center doesn't quite come up to my expectations. EXPECT
2. Helen's solo crossing of the Pacific was a remarkable feat. REMARK
3. All the runners, with the exception of Mark, were exhausted. EXCEPT
4. Our club has just purchased new sports equipment. EQUIP
5. Our city has some open spaces, but they are not very accessible. ACCESS
6. Is it possible to distinguish between a hobby and an interest? DISTINCT
7. Nowadays increasing numbers of people are taking up jogging. INCREASE

Chapter 1 Reading 1 – Robot Futures

Reading Comprehension (Leap pp. 6-8)

Answer the following questions according to the reading text Robot Futures on pp. 6, 7, 8.

1. **At the end of the first paragraph, what does the author mean by saying “Robotics has grown up?”**
 - a) that in the future robots will keep seeing, hearing and responding to our needs
 - b) that in the future robots will no longer be limited to imitating what humans can do
 - c) that the transformation of robotics will be much easier in the future because of technology
 - d) that robots will have stronger desire to copy humans by moving around and talking

2. According to the second paragraph, we should never ask a roboticist what a robot is because

- a) a roboticist is mainly concerned about interactive technologies.
- b) the definition can be different for everybody.
- c) modern robotics is a matter of perception.
- d) the answer becomes outdated in a short time.

3. In what ways the author thinks that robots are the living glue between our physical world and the digital universe?

- a) They are both material and digital.
- b) They have sensors guiding them.
- c) They can operate in the real world.
- d) They will have their own minds.

4. Which of the following is one of author's concerns about the new species of robots?

- a) They will not be as good as humans joining the online world and sharing information.
- b) They will be in a much more dominant position because of artificial intelligence.
- c) The future of the pattern and balance of relationship between robots and humans is unclear.
- d) They will have greater qualities than human both in digital universe and physical world.

5. According to the fourth paragraph, which of the following is NOT a factor that intelligence depends on?

- a) forming conscious relationship with the environment
- b) changing the way that we perceive the world around us
- c) having inner ability to make a choice in a particular situation
- d) initiating an activity after considering the present conditions

6. According to paragraphs 4, 5 and 6, which key area of robotics research deals with the process of making choices?

- a) cognition
- b) perception
- c) action
- d) innovation

7. Which of the following is closest in meaning to the word 'outsourcing' in line 68?

- a) using external expertise for specific tasks
- b) doing something to a greater degree
- c) becoming larger in amount than the second thing.
- d) being more successful than the competitor

8. What does the pronoun "its" in line 68 refer to?

- a) robotic decision's
- b) computer service's
- c) robot's
- d) network's

WEEK 2

A. STRATEGIES FOR UNDERSTANDING WORDS IN CONTEXT

1. Reread the sentence that contains the unknown word. Be on the lookout for signal words or punctuation.
2. Reread the sentences before and after the sentence that contains the unknown word.
3. Based on the clues, try to figure out the meaning of the word.
4. Insert your meaning in the original sentence to see whether it makes sense.

CONTEXT CLUES			
Types of Context Clues	What To Look For	Signal Words	Examples of Signal Sentences
Definition	A definition in the sentence	<ul style="list-style-type: none"> • Is, are, is called, means, or • Signal punctuation: Set off by commas 	Brick made of sun-dried clay is called adobe . The Native Americans used adobe , or bricks made of sun-dried clay, to build their homes.
Synonym	A word with a meaning that is similar to the meaning of the unknown word	<ul style="list-style-type: none"> • also, as, like, same, similarly, too 	The Zuni built their homes with brick made of sun-dried clay. The Hopi also used adobe to build their homes.
Antonym/contrast	A word or phrase that means the opposite of the unknown word	<ul style="list-style-type: none"> • but, however, in contrast, on the other hand, although, unlike 	The Hopi lived in single-family houses, but the Iroquois lived in longhouses.
Example	Several examples in a list	<ul style="list-style-type: none"> • Such as, for example, for instance, like, including 	The Pueblo people grew many crops such as corn, beans, and squash.
General	General or inexact clues		After 1700, the Pueblos got sheep from the Spanish, and wool replaced cotton as the most important textile .
WORD STRUCTURE			
Affixation	Prefixes & Suffixes	<ul style="list-style-type: none"> • pre-, re-, in- • -ist, -ion, -ive, -ly 	The story is incredible . The root cred means “to believe,” and the prefix in means “not.” Therefore, if a story is incredible, it is unbelievable.

<https://intensiveintervention.org/sites/default/files/Context-Clues-508.pdf>

EXERCISE

Choose the correct meaning of the underlined word and identify the type of context clue used: example, contrast (antonym), synonym or definition.

1. Our baseball team's pitcher has a few eccentric habits, such as throwing exactly thirteen warm-up pitches and never wearing socks.

A) normal

B) strange

C) messy

clue: **example**

2. After the heavy rains, the stream became murky; in fact, the water was so cloudy you couldn't see the bottom.

A) cloudy

B) bottomless

C) clear

clue: **definition**

3. The debris on the stadium floor included numerous paper cups, ticket stubs, and cigarette butts.

A) products

B) papers

C) trash

clue: **example**

4. The coach takes every opportunity to censure his players, yet he ignores every opportunity to praise them.

A) approve of

B) criticize

C) choose

clue: **contrast**

5. The newlyweds agreed to be very frugal in their shopping because they wanted to save enough money to buy a house.

A) economical

B) wasteful

C) interested

clue: **synonym**

6. Although Alex usually looks unkempt, he had a very neat appearance at his job interview.

A) orderly

B) handsome

C) messy

clue: **contrast**

Which type of context clue is provided for the underlined word in the sentences below?

7. I'm looking for a unique gift for my boyfriend; he appreciates unusual things.

A) example

B) synonym

C) antonym / contrast

8. Expecting that his license would be renewed, the pilot was surprised when it was revoked instead.

A) example

B) synonym

C) antonym

B. WORDS THAT LOCATE TOGETHER

Below is a list of words from Chapter 1 Reading 2. Decide which ones locate together in a meaningful way.

1. recovery	a. conditions
2. relief	b. intelligence
3. aerial	c. recognition
4. rescue	d. support
5. provide	e. through
6. collect	f. team(s)
7. extreme	g. information
8. leave	h. work
9. tear	i. aid
10. facial	j. effort(s)
11. offer	k. devastation
	l. resources
	m. organization

1. (disaster) recovery efforts
2. relief organization/team(s)/effort(s)
3. aerial intelligence
4. rescue work/resources/team(s)
5. provide information/intelligence/aid
6. collect intelligence/information
7. extreme conditions
8. leave devastation
9. tear through
10. facial recognition
11. offer support/aid

WEEK 3



A. ANNOTATION

Annotation might be considered as time-consuming, detail-oriented, and just plain boring at first, but in fact it isn't because:

1. Annotations are a record of your thinking. If you're thinking, make a record of it by writing down what scuttled through your brain.
2. Annotations make remembering your thoughts much easier. In fact, you don't even have to remember what you thought -- the paper will remember for you!
3. The act of annotating is a physical interaction with the text. Because you're interacting with the text with both your hands and your eyes, the multisensory experience makes a much stronger imprint on your mind.
4. Annotation is appropriate for ANY subject. It's not just an English class skill, it's a reading skill -- and reading happens in every course.

Also, "annotations" means much more than merely highlighting. It is a dynamic way of interacting with the text. In general, annotation refers to two related things:

Annotating Text Strategies

Within the text or on clear sticky notes, you can use the following tools and techniques for note-taking:	In the margins or on sticky notes, you can write the following information:
<ul style="list-style-type: none">• Underline• Highlight• Circle• Number• Color• Stars or other icons →  	<ul style="list-style-type: none">• Notes• Thoughts• Summaries and paraphrases• Agreements or disagreements• Definitions• Explanations

- **Title and author:** What do you know about the subject suggested in the title? What do you know about the author?
- **Headings:** What do headings tell you about the subject? What do they tell you about how the piece is organized?
- **Graphs or tables:** What do graphs or tables tell you? Do they give you information about study results or lead to a conclusion?
- **Introduction and conclusion:** What do the introduction and conclusion tell you about the reading?

How does an annotated text look like?

- You don't need to read the text below in detail. Just have a look at it. It was included only to give you an idea of what an annotated text looks like.

Student Literature Companion • 77

from *Where I Lived, and What I Lived For*

... I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived. I did not wish to live what was not life, living is so dear; nor did I wish to practice resignation, unless it was quite necessary. I wanted to live deep and suck out all the marrow of life, to live so sturdily and Spartan-like as to put to rout all that was not life.

Main idea: He went to the woods because he wanted to live life.

Resignation: Why would he have to surrender?

ancient persons with courage and self-discipline

marrow: bone

marrow? best food?

Metaphors: He wants to get the most of life, live courageously, and not focus on whatever doesn't improve life.

Student Literature Companion • 78

from *Where I Lived, and What I Lived For*

... Simplicity, simplicity, simplicity! I say, let your affairs be as two or three, and not a hundred or a thousand; instead of a million count half a dozen, and keep your accounts on your thumbnail. In the midst of this chopping sea of civilized life, such are the clouds and storms and quicksands and thousand-and-one items to be allowed for, that a man has to live, if he would not founder and go to the bottom and not make his port at all, by dead reckoning and he must be a great calculator indeed who succeeds. Simplify, simplify. Instead of three meals a day, if it be necessary eat but one; instead of a hundred dishes, five; and reduce other things in proportion.

** Main idea: Simplify and reduce. This reminds me of reduce, reuse, and recycle.*

He is giving advice: simplify your life. Cut down on stuff. He repeats that word several times. must be important.

founder: to sink

dead reckoning: ship sailing without navigation aids.

Confusing Metaphors: He uses negative words to describe civilized life - chopping sea, storms, quicksands, dead. He might be saying life is difficult and people may sink if they don't know how to count.

There is no right or wrong way to annotate. You can choose your own annotation style based on what you know or want to know about the text. You can use all the colors you want. You can invent icons for different uses. It's all up to you.

Effective annotation is a skill that must be developed through practice. It requires thought, planning, and consistency. If you do it well, it will help you to understand and remember what you read. If you don't do it well, it will do little more than provide you with patches of colored text.

Annotating helps you summarize a text because while you are annotating you pay special attention to the author and title of the text, main ideas and supporting ideas, which you need to include in your summaries.

Exercise: Annotate Chapter 1 Reading 2 Press Release from Aeryon Labs. (Leap p.15)

Directions:

Underline and/or circle important words, sentences, and ideas.

Be sure to use marginal spaces to keep track of WHY you're making marks on the text. While reading, be sure to consider the following:

- What's the main idea?
- What are the supporting ideas?
- What ideas do I agree with? Disagree with?

Also: Write notes about the key points of each paragraph in the margin using as few words as possible.

Key Points:

- 1) **Aeryon – premier manufacturer of unmanned aerial systems**
- 2) **Aeryon – partnered with Global Medic**
- 3) **Hurricane Irma – very strong, devastating, communities affected**
- 4) **UAS technology: detecting body heat, zooming capabilities –facial recognition for Irma relief efforts**
- 5) **Previous partnerships with Global Medic**

<https://www.sadlier.com/>

<http://www.teachhub.com/how-annotation-reshapes-student-reading>

<https://www.texasgateway.org/resource/annotating-deepen-understanding-english-iii-reading>

<http://www.collegewood.org/ourpages/auto/2014/8/17/63598523/Beyond%20the%20Yellow%20Highlighter.pdf>

<https://docs.google.com/document/d/1xO6JcQvnXAJNsOd-dkau265az358tNICLCGySCcD0Jc/edit>

[Hoerl, Alexandra. "How to Annotate Texts." LitCharts. LitCharts LLC, 20 Feb 2018. Web. 31 May 2019.](#)

B. SUMMARIZING

Summary Example Analysis 1 (LEAP p. 253-254)

- **Underline the main points in the text. (Sentences A, B, C, D, E, F)**
- **Paraphrase the underlined sentences (Sentences 1, 2, 3, 4, 5, 6) using writing techniques such as finding synonyms (e.g. industrialized countries-developed nations, plentiful – abundant), changing the structure of sentence (Sentence F: two independent clauses, Sentence 6: one dependent, one independent clause) changing word forms (to understand - understanding, changing the voice from active to passive. (Sentence B: passive voice, Sentence 3: active voice)**

A. Like many industrialized countries, Canada has used its water resources to promote economic development

1. *Canada like other developed nations, has sacrificed water quality for economic progress*

B. In the post-war era, progress was seen as... good, and millions were lifted out of poverty.

2. *After the Second World War, many Canadians benefited from the improved quality of life that resulted from this progress,...*

C. Water, land, forests, and minerals were so abundant it was hard to imagine any serious threat to them.

3. *..... assuming that nature would always provide.. and they assumed that the plentiful natural resources for which Canada is famous would exist forever.*

D. As a consequence, generations have dumped whatever waste we wanted into water, overextracted it for commercial food production.....in the name of economic prosperity. (2nd paragraph)

4. *As a result, Canadians have not taken particularly good care of their water resources, using their substantial water supply to drive economic development.*

E. Our understanding of the implications of such wholesale intervention in freshwater sources is slowly catching up to the damage we have caused...

5. *Canadians are beginning to understand the damage they have caused to their water supply.*

F. Canada is blessed with plentiful clean water, there are serious limits and threats to it.

Centuries of abuse and neglect are catching up.

6. *While much of Canada still has access to high quality water, that water is now in danger due to centuries of neglect.*

C. PARAPHRASING

Introduction

During your time at university you will be required to provide evidence to support your claims. This will involve using information from academic sources (such as books and journals) in your writing. In doing this, it is important to be able to reproduce this information in your own words. This key academic skill is known as paraphrasing.

Why is paraphrasing important?

There are four reasons why you should paraphrase;

- i. To demonstrate your understanding of the source
- ii. To better incorporate the information in to your discussion
- iii. To ensure you avoid plagiarism
- iv. To emphasize a particular point from information found in a source

When might I need to paraphrase?

Most assignments require students to provide evidence from a range of academic sources. Your lecturers will want to see you demonstrate an understanding of this information, and paraphrasing allows you to do this. You should paraphrase text when the meaning of the source is more important than the actual wording (so you would not normally paraphrase a technical definition). This allows you to reproduce this information in your own words focusing on specific details.

How do I effectively paraphrase?

You can use the following techniques when paraphrasing (never just change a few words and retain the sentence structure – this will mean the writing remains too similar to the original). Make sure you write sentences that are in your own words, while still retaining the original meaning.

- Use synonyms or antonyms.
- Change the parts of speech.
- Change the structure from an active to a passive or vice versa.
- Change the connector(s).
- Change the structure of the conditional clause(s).
- Change an affirmative structure to a negative one by keeping meaning the same.
- Reduce the relative clause(s) to phrases.



Examples:

Original	New Structure
Because teaching is a poorly paid job, many young people do not have the incentive to become teachers.	Many young people lack the motivation to choose teaching as a career since teachers are not well-paid.
John sought to attain his goal although he encountered some obstacles.	<ul style="list-style-type: none"> ➤ Though John faced some impediments he tried to achieve his aim. ➤ John tried to reach his target despite the barriers he encountered.
However diligent he may be, he is unlikely to be promoted.	No matter how studious he may be, he does not have a chance to get promotion.
The economic sanctions which have been imposed on Ruritania will not be lifted if it does not comply with the U.N. Security Council resolutions.	The economic sanctions imposed on Ruritania will not be lifted unless it abides by the decisions of the U.N. Security Council.
He would have been successful if he had tried hard.	He didn't succeed because he didn't try hard.
A manager's success is often due to perseverance.	<ul style="list-style-type: none"> ➤ Persistence often leads to/brings about managerial success. ➤ A persistent executive is often successful. ➤ A manager who perseveres often succeeds.
Improved service and lower prices is what competition means to a consumer.	What a customer understands from competition is paying less and getting better service/being better served.
As he got older, he became more pessimistic.	The older he got, the more pessimistic he became.

Exercise 1

Choose the sentence that is closest in meaning to the original sentence given.

1. So many years have passed since I was in Paris that I probably couldn't find my way around anymore.

a) I hadn't been to Paris for such a long time that I couldn't find my way around anymore.

b) **I doubt whether I could still find my way around Paris as I have been away for so long.**

c) No matter how many years I spent in Paris it is doubtful whether I could ever learn my way around.

2. Meals at "The Round Table" are undoubtedly the best in town and prices are reasonable.

a) **They don't overcharge you at "The round Table" and the food there is unrivalled in the town.**

b) At "The Round Table" you get extremely good food, but you certainly pay for it.

c) Considering the prices, the quality of food at "The Round Table" is not satisfactory.

3. The firm owes its success to the high-quality goods coupled with superb advertising.

- a) Both excellent advertising and reasonable prices have contributed to the success of the firm.
- b) The policy of the firm has been to concentrate on producing excellent goods backed up by attractive ads.

c) The excellent quality of the products and effective advertising have ensured the firm's success.

4. We couldn't help feeling disappointed when, after all our hard work, we had to close down the factory.

- a) By working even harder we could, perhaps, have managed to keep the factory open.
- b) However hard we worked we could not have stopped them closing down the factory.

c) Since we'd put in so much effort, it was inevitable that we should feel upset when we couldn't keep the factory open.

5. Due to the fact that the demand for tea was very high in the 19th century, its price was astronomical.

- a) It was not until the 19th century that the demand for tea started to increase.

b) The demand for tea was so high in the 19th century that its price was enormous.

- c) It was its astronomical price which decreased the demand for tea in the 19th century.

6. French is the only language other than English spoken on five continents.

a) French and English are the only languages that are spoken on five continents.

- b) Unlike French, English is spoken on five continents.
- c) Worldwide, French is the most widely taught second language after English.

7. Adults laugh less than children, probably because they play less.

- a) Unlike adults, children laugh more while playing games.
- b) Since adults have less time playing games; they don't laugh as much as children

c) The reason why adults laugh less than children might be that they play less.

8. We must remember what happened in the past so that it will never happen again.

- a) Since we all tend to forget what happened in the past we do the same mistakes again.

b) In order not to repeat the past, we should certainly not forget what happened then.

- c) Those who couldn't remember what happened in the past were more likely to repeat it.

9. After failing a doping test at the Seoul Olympics, Ben Johnson was stripped of his gold medal.

a) If Ben Johnson hadn't been tested positive for doping at the Seoul Olympics, he wouldn't have lost his gold medal.

- b) Since Ben Johnson confessed having used doping his gold medal was taken back.
- c) As Ben Johnson failed the doping test again at the Seoul Olympics, he was stripped of his gold medal.

10. Large cigars have been smoked in Cuba since the sixteenth century, but only a few are manufactured for export.

a) Although large cigars have been smoked since the sixteenth century in Cuba, not many of them are produced for export.

b) Cuba has been exporting large cigars to foreign markets since the sixteenth century but nevertheless only a few people know this fact.

c) In the sixteenth century large cigars were produced in Cuba not only for inland use but also for export.

11. I have to say that I have never been as comfortable as my brother when telling people what I think.

a) My brother is less comfortable than me in expressing himself and saying what he feels.

b) My brother has always been more comfortable than me telling people what he thinks about them.

c) I have noticed that my brother has never been comfortable when telling people what he thinks.

12. From time to time there are things we do even though we think they are wrong.

a) Sometimes we might do things that are considered wrong.

b) It is not possible to do everything right in life.

c) Although we feel that the things we sometimes do are not right, we nevertheless do them.

13. Today there is hardly any time for storytelling in homes, whereas it was a life style in the past."

a) Today hardly anyone knows how important storytelling was in the past since everybody is busy with their own lives.

b) Storytelling, which once was a vital part of life, has become significantly less common in the modern era due to lack of time.

c) Although many people can hardly find time for anything other than work, storytelling is still as important as it was in the past.

14. Sometimes what is best for society is not always good for an individual living in that society.

a) From time to time, there is a conflict between the benefits of a society and an individual living in that society.

b) Individuals not always seek for the best of the society they live in.

c) It is impossible for an individual to accept the rules of the society he or she lives in.

15. Even though many of us don't suffer from a mental disorder, it is clear that some of us are mentally healthier than others.

a) Many people who are diagnosed as having mental disorder are mentally healthier than we are.

b) The proportion of those who have been identified as having a mental disorder is higher than that of the mentally healthy.

c) That some of us are not as mentally healthy as others is obvious but the number of people having a mental disorder is not very high.

Exercise 2

Directions: For each passage, select the best summary. Be prepared to explain your choice.

Note: Remember, when you write a summary, you should

- let the main idea guide your selection of essential details;
- paraphrase rather than copy most of the original language.
- use the openings of sentences to make connections between ideas as clear as possible for readers.

1. Modifications in Consumer Behavior

In the United States and other industrialized countries, many consumers are making "green" choices in their behavior and purchases that reflect concern for the environment. In some cases, these choices carry a price tag, such as paying more for organically grown food or for clothing made from organic cotton. Consumers are also motivated to make green purchases that save money. For example, after gas prices topped \$4/gallon in 2008, sales of gas guzzling SUVs dropped, and sales of more fuel-efficient cars, such as hybrids, increased. Consumers often consider their utility bill when they choose energy-efficient appliances and electrical equipment. (Mooney et al. Understanding Social Problems, 8th ed. p.428)

- a. In the United States, growing numbers of people are thinking green, and both their purchases and actions show their desire to protect the environment.
- b. Industrialized countries like the United States have a growing number of people who, in both their actions and purchases, are concerned about the environment and thinking green. Some consumers, for instance, are even willing to pay more money for organically grown groceries.
- c. More and more people in industrialized countries like the U.S. are thinking green. They are paying more to buy organic products, saving money by avoiding high-priced gas-guzzlers, and choosing energy-efficient appliances and equipment. **(Sentence c is the best summary because it uses only two sentences to communicate the key points. It also clearly identifies the three different ways consumers are making green choices.)**

2. Not Everyone is Listening to Warnings About the Environment

Scientists seem to think that simply telling people about various threats to the environment will induce people to change their behavior. But so far at least, that hasn't been the case. Real change hasn't occurred because people generally have one or all three of these reasons for thinking that future threats to the environment are over-rated. It's all so far away. Many people believe that the environment may be in danger, but they are convinced that the threat is a distant one. Their great grandchildren, not their immediate family, will face it. One person can't do anything. Faced with the enormity of problems like pollution and global warming, many people feel that one person's refusing to use plastic bottles is just a drop in the bucket that accomplishes nothing. Technology is going to solve the problem soon. There isn't much evidence for this belief. But it's comforting. Thus people repeat it without doing any research to see if it's true.

- a. Science researchers may believe that warning people about what will happen to the environment is going to make a difference. But the warnings aren't being listened to. Or if they are, they aren't leading to action on the part of consumers.

b. There are three reasons why people don't listen to scientists' warnings about threats to the environment. They consider the threat to be far in the future and believe that even if it were closer, one person can't do anything. Some people are also convinced that threats to the environment will be solved by technological means. **Sentence b is the best summary because it sums up the main idea of the reading right at the start. Then it combines the three different reasons why people don't listen to warnings from the scientists into two sentences. In other words, it answers the question provoked by the main idea, what are those three reasons people don't listen to the warnings.**

c. Many people don't listen to warnings about threats to the environment because they are convinced that technology can save the environment. They believe this despite all evidence to the contrary, probably because it helps eliminate any anxiety they might have about the future.

3. Kevin Carter's Pulitzer Prize

Kevin Carter (1960-1994) was an award-winning photojournalist from South Africa, whose image of a starving Sudanese toddler stalked by a vulture won him a Pulitzer Prize in 1994. But prestigious as the Pulitzer is, it did not bring Carter much happiness. What it did bring was a lot of controversy and a host of personal accusations. Some of Carter's colleagues claimed that Carter had broken the photojournalist's cardinal rule of recording the moment as it happens by setting up the shot for maximum shock value. However, it was newspapers from around the world that really took him to task. An editorial in the St. Petersburg (Florida) Times said in print what many others were thinking: "The man adjusting his lens to take just the right frame of her suffering might just as well be a predator, another vulture on the scene." Carter, who had suffered for years from depression and whose drug use had been increasing in the early nineties, went into an emotional tailspin following the uproar over his Pulitzer award. On July 27, 1994, Carter committed suicide by running a garden hose from the exhaust pipe of his red Nissan truck into the passenger side window, and he died from carbon monoxide poisoning.

a. In 1994, South African photojournalist Kevin Carter won a Pulitzer for his photo of a vulture lurking nearby as a starving Sudanese child lay hunched over on the ground. The prize though brought him more misery than happiness. He was criticized from all sides, especially by the press. In one editorial, he was likened to a vulture for taking the photo rather than helping the child. Suffering from depression and the effects of long drug use and made miserable by the criticism he received, Carter committed suicide in the same year that he received the Pulitzer Prize. **(Summary a answers two of the key questions when a piece of writing focuses on a person's life, What did this person achieve or accomplish? and How did his/her life turn out?)**

b. In 1994, after newspapers called him a "vulture" for exploiting the misery of a starving child, South African photojournalist Kevin Carter was an emotional wreck. Afflicted by depression and the effects of drug use, Carter was in no shape to handle the criticism. In July of the same year, he committed suicide by hooking a garden hose up to the exhaust pipe of his truck and snaking the hose through the passenger seat window. Inhaling the fumes, Carter died of carbon monoxide poisoning.

c. Kevin Carter was a South African journalist who won the Pulitzer Prize in 1994. Unfortunately, Carter could not handle the fame that came with the prize. The effects of depression and drug use destroyed his ability to defend himself against attacks by other journalists. Shortly after receiving the Pulitzer, he committed suicide.

WEEK 4

Exercise 1: Rewriting

Rewrite the following sentences by using the words given in parentheses. The first one has been done for you.

1. Apparently her ex-husband was a terrible gambler. (*known*)
Her ex-husband is known as a terrible gambler.
2. Our MP demanded a police investigation. (*should*)
Our MP said we should conduct a police investigation.
3. Nobody there had heard of Miss Rutherford. (*who*)
Nobody there knew who Miss Rutherford was.
4. There is something on your mind, isn't there? (*about*)
You're thinking about something, aren't you?
5. Most of those who responded to the survey didn't realize how significant the findings will be. (*respondent*)
Most of the respondents didn't understand just how important the findings will be.
6. If I take the job I'll have to move to Paris. (*mean*)
Taking the job means moving to Paris.
7. Parking is not permitted here. (*park*)
You are not allowed to park here.
8. Winning the football pools meant we could buy a new car. (*enabled*)
Winning the football pools enabled us to buy a new car.
9. I think that this is the right street. (*appears*)
This appears to be the right street.
10. Jean succeeded in finishing all her work on time. (*managed*)
Jean managed to finish all her work on time.

Exercise 2: Paraphrasing

Rewrite the following sentences by changing the sentence structure as suggested in parentheses. You can also try to change the underlined words/structures. The first one has been done for you.

1. The fundamental values of the universities are reflected in their answers to survey questions. (*change from passive to active*)
The universities' responses to the questionnaire reflect their principal/central values.

2. Many people believe that international opportunities will be available only to students with financial resources. (change from active to passive)

It is believed that only students with enough money will be able to benefit from international opportunities.

3. To encourage us to practice what we have learned, in our second year, there are mandatory study hours every two weeks. (use "have to" and "in order to")

We have to attend obligatory study hours in our sophomore year in order to practice.

4. Lecturers are always available to facilitate student learning by answering questions. (use access)

You can **always access the lecturers for your questions. / You can always access the lecturers who help you learn better by answering your questions.**

5. One complaint of consumers is that, too often, products are not made well and services are not performed well by the companies. (change from passive to active)

Consumers **complain that companies too frequently manufacture low-quality products and provide poor service.**

6. It is a precious experience to meet friends from all over the world; if you don't, you might be wasting your time studying abroad. (unless)

Unless you get to know people from all over the world, which is a valuable experience, it might be a waste of time for you to study abroad. // It is a valuable experience to get to know people from different parts of the world; unless you do so, studying abroad might be a waste of time for you.

7. The term *internationalization* doesn't just apply to students; it applies to instructors and your area of study as well. (not only ... but also)

The term internationalization applies not only to students but also to instructors and your field of study/major.

8. Some scientists think that a meteor impact that occurred around 65 million years ago may have caused the extinction of the dinosaurs. (result)

In the opinion of some scientists, the extinction of the dinosaurs could have been the result of the impact of a meteor which occurred roughly 65 million years ago.

9. Although much energy and time had gone into the production of the play, the end result was extremely disappointing. (despite)

Despite all the energy and the time spent for its production, the play was a failure.

10. The new "shopping villages" were reminiscent of small-town shopping areas, even though the architecture was very different. (in spite of)

The new "shopping villages" brought to mind/reminded us of small-town shopping areas, despite their distinct architecture.

Summary Example Analysis 2 (LEAP pp. 101-103)

Examine the sample summary paragraphs organized for different sections of the reading text Social Criticisms of Marketing. You can see how some of the vocabulary items covered in your textbook can be used while paraphrasing the original text.

Original Text 1:

High advertising and promotion costs

Modern marketing is accused of pushing up prices to finance heavy advertising and sales promotion. For example, a few dozen pills of a heavily promoted brand of pain reliever sell for the same price as a hundred pills of less promoted brands ... Cosmetics, detergents, [and personal care products] include promotion and packaging costs that can amount to 40 percent or more of the manufacturer's price to the retailer. Critics charge that much of the packaging and promotion adds only **psychological** value to the product rather than functional value.

Marketers respond that although advertising is expensive, it also adds value by informing potential buyers of the availability and merits of a product. Brand name products may cost more, but branding [promises] buyers ... consistent quality. Moreover, consumers can usually buy functional versions of products at lower prices. However, they *want* and are willing to pay more for products that also provide psychological benefits—that make them feel wealthy, attractive or special. Also, advertising and promotion are sometimes necessary, especially for marketers of products such as consumer electronics, cars, and personal care products—product categories in which there exist many brands and many competitors. Otherwise, the firm would not be able to compete.

Sample Summary 1:

One criticism of modern marketing is in the **context** of high prices. Critics blame companies for high prices resulting from high advertising and promotion costs, which in fact have only a psychological **impact**. In response to this criticism, marketers point out to the fact that potential customers are informed about new and valuable products thanks to advertising. Marketers also state that brand name products promise **persistent** quality although they are more expensive.

Original Text 2:

High-Pressure Selling

Salespeople are sometimes accused of high-pressure selling that persuades people to buy goods they had not thought of buying. It is often said that insurance, real estate and used cars are *sold*, not *bought*. Salespeople are trained to be persuasive, and their companies reward them for reaching and **exceeding** their sales quotas.

However, there are laws that protect consumers from the dangers of being pressured into making a **purchase**. Ontario's Consumer Protection Act, for example, states that it is an "unconscionable representation" if "the consumer is being subjected to undue pressure to enter into a consumer transaction." In addition, the Act makes several provisions for "cooling-off periods"; that is, a period of time during which consumers may change their mind about what they've purchased, and return it or get out of the deal with no penalty. And throughout Canada, there are many similar laws protecting consumers against high-pressure sales tactics.

Sample Summary 2:

Another accusation that salespeople confront is high-pressure selling. Critics contend that marketing makes people **purchase** products that they had not thought of buying because marketers convince people to buy in order to reach their sales quotas. There are laws that protect consumer rights, though. Especially in countries like Canada, consumers are protected against high-pressure sales strategies.

Original Text 3:

Unsafe Products

Another criticism concerns poor product quality or **function**. One complaint is that, too often, products are not made well and services are not performed well. A second complaint is that many products deliver little benefit, or that they might even be harmful.

Product problems are not usually caused by a company's indifference or other improper behaviour—most manufacturers *want* to produce quality goods. But problems with product quality and safety do happen, and the way a company deals with them can damage or help its reputation. Companies selling poor-quality or unsafe products risk damaging their reputation, sustaining product liability suits, and having to pay large awards for damages. Also, with the **ubiquity** of social media, once a problem is discovered it is quickly made public; if a company doesn't take steps to respond, its reputation is **at stake**. Today's marketers know that good quality results in customer value and satisfaction, which in turn create sustainable customer relationships.

Sample Summary 3:

Poor product quality or function is another criticism. The critics complain that companies frequently manufacture low-quality and unsafe products or provide poor service. Companies like this actually put their prestige in danger. Marketers today are aware of the fact that keeping the quality high **facilitates** creating customer value and **fosters** customer relationships.

Exercise 2: Summarizing

Now your turn! Summarize Chapter 1 Reading 2: Press Release from Aeryon Labs in groups of 4-5. Use the guidelines on Leap p. 253 and the key points you outlined the previous week (on page 13) to help you write your summary. The text is 360 words. Therefore, the summary should be approximately 120 words (5-8 sentences).

Lownie (2017) states that Aeryon Labs Inc., the main producer of small unmanned aerial systems (UAS) has used SkyRanger UAS and an experienced pilot to help reduce the bad after-effects of Hurricane Irma. Aeryon has teamed with the relief organization GlobalMedic to provide assistance. Hurricane Irma was very destructive, fortunately the UAS could find out quickly how and where to help people by sensing body heat and zooming the faces of people in need from a far distance. The UAS will also be used to help make maps of the areas affected by the disaster in order to set priorities and get organized accordingly. Aeryon had worked with GlobalMedic three more times before using new technology for relief purposes in disastrous events. (125 words)

Chapter 1 Readings 1&2 Vocabulary Review

A. Choose the word or phrase that best completes each sentence. Key words are in bold.

1. Robots show great **diversity**, that is why they _.

- a) are all essentially the same
- b) **come in many shapes and sizes**
- c) cannot be easily distinguished

2. As an **asset**, a robot can be considered a _.

- a) personal friend
- b) future toy
- c) **kind of tool**

3. It's likely that many people will be **affected** _.

- a) while things stay the same
- b) if robots stay the same
- c) **as robots take their jobs**

B. Choose the correct part of speech of the word in bold.

8. We **innovated** until the robots were able to build themselves.

- a) noun
- b) **verb**
- c) adjective

4. In order to **perceive** differences in some robots, you would need to _.

- a) **understand their programs**
- b) speak to them in person
- c) ask them to do creative tasks

5. A robot has to **interpret** the real world _.

- a) with eyes like our own
- b) **through the use of sensors**
- c) by carefully listening

6. An **innovation** in robotics would be _.

- a) **a human-like degree of intelligence**
- b) being able to pick up and put down things
- c) performing jobs in a factory setting

7. For a robot to get **access** to observe inside a collapsed mine, _.

- a) it would have to be very large
- b) **it might take the form of a snake**
- c) it would likely resemble a human miner

9. It was our **perception** that they weren't getting any smarter.

- a) **noun**
- b) adjective
- c) adverb

C. Read each word in bold in context and choose the phrase that best completes each sentence.

1. In order to **enable** the robot you need to _.

a) turn it off

b) **turn it on**

c) turn it around

2. In order to **accelerate** the development of robots _.

a) things need to slow down

b) we need to return to manual labour

c) **scientists need to collaborate**

3. The type of **precision** work a robot can do is _.

a) **surgery to avoid trembling hands**

b) lifting large objects because they are strong

c) digging rock in search of minerals

4. When robots are **equipped** with cameras, they can _.

a) see the world for themselves

b) **be monitored at a distance**

c) feel more independent

5. One feature we might want to **prioritize** in terms of robots is _.

a) randomness

b) curiosity

c) **safety**

6. In order to identify **relevant** information, robots _.

a) **need to be trained**

b) should take a guess

c) can be left on their own

7. One way that robots may **transform** the world is by _.

a) **taking jobs people don't want to do**

b) firing people from existing jobs

c) applying for new jobs as they arise

D. Read the paragraph and choose the best word to complete each of the blanks.

detecting	devastation	sensors	reconnaissance
constrained	unpredictable	deploy	reliable

One of the areas where robotic devices are likely to be used is in **detecting** signs of life after the **devastation** of an earthquake. By using various **sensors**, robots can perform **reconnaissance** in dangerous buildings that have fallen down. Emergency workers who **deploy** such robots are not **constrained** by the **unpredictable** dangers that would affect human searchers. For example, robots may be capable of working in smaller spaces and in the presence of poisonous gas or even fire. When such robots become **reliable** and affordable, every fire department will want to use them.

WEEK 5

Chapter 2 Reading 3 - The Internationalization of Higher Education

Vocabulary Build (pp.50-51)

A. Match the words with their definitions

- | | |
|------------------------------|--|
| 1. aggregate | a. total amount after all figures have been added together |
| 2. conducted | b. goal; something you are trying to achieve |
| 3. demonstrate | c. people who answer questions on a survey |
| 4. distribution | d. show or prove something clearly |
| 5. fundamental | e. take action or make changes that you have already decided should happen |
| 6. implement | f. domestic students leaving home to study abroad |
| 7. outgoing student mobility | g. relating to the most basic parts of something |
| 8. respondents | h. organized and carried out |
| 9. target | i. way in which something exists in different amounts in different places |
| 10. trends | j. general tendencies or direction in the way situations are developing |

Answer KEY: 1. a 2. h 3. d 4. i 5. g 6. e 7. f 8. c 9. b 10. j

B. Complete each sentence with the correct form of the word given in the options.

- There are nine small city parks in the region with an _____ area of 39.1 acres.
a) aggregately b) **aggregate** c) aggregation
- That electric car he bought is supposed to be a _____ of his commitment to clean energy.
a) **demonstration** b) demonstrative c) demonstrate
- Immediately after his election, he began to _____ major offices among his friends and supporters.
a) distributive b) **distribute** c) distribution
- I persist in believing that the original analysis is _____ correct and the theoretical conclusions derived from it are reliable.
a) fundamentals b) fundamental c) **fundamentally**
- A vibrant and efficient service sector is important for the _____ of its core policies.
a) **implementation** b) implemental c) implement
- When the tax office wrote to me demanding unpaid income tax, I _____ that I had been working abroad since 1998.
a) **responded** b) respondent c) response

Chapter 2 Reading 3 - The Internationalization of Higher Education

Reading Comprehension (Leap pp.51-56)

Answer the following questions according to the reading text *The Internationalization of Higher Education* on pp. 52-55.

1. Which of the following is NOT one of the main points given in the report?
 - a) Potential merits and demerits of internationalization of education.
 - b) The distribution of international student acceptance among geographic regions.
 - c) **Opportunities provided for incoming students.**
 - d) Intercultural or international experiences at home universities.
2. Which of the following is TRUE according to the Introduction paragraph?
 - a) This is the first time that IAU Global Survey is held.
 - b) **The survey addresses the values and principles of internationalization of education.**
 - c) The report concentrates on the threats that student mobility poses for societies.
 - d) The main target of IAU Global Surveys is to offer solutions for the problems encountered in the process of internationalization of higher education.
3. According to the Methodology and Respondents part of the survey, _____.
 - a) the IAU Global Survey is held every four years.
 - b) the number of the respondents has gradually decreased.
 - c) the questionnaires were translated into the native language of the target respondents.
 - d) **the responding HEIs are mostly state universities.**
4. What does the pronoun 'It' in line 26 refer to?
 - a) higher education
 - b) importance
 - c) the fourth Global Survey
 - d) **internationalization**
5. What does the pronoun 'they' in line 36 refer to?
 - a) **higher education institutions**
 - b) students
 - c) responses
 - d) international opportunities
6. What is meant by the term 'commodification' in lines 36, 41, and 71?
 - a) Competition among educational institutions.
 - b) **Transformation of education into an object of trade.**
 - c) Recognition of internationalization of education.
 - d) Recruitment of international students.
7. Which of the following is closest in meaning to the word 'engagement' in line 61?
 - a) **involvement**
 - b) advancement
 - c) management
 - d) achievement
8. According to the Conclusion, the report _____.
 - a) indicates that the questionnaires failed to address the problems of student mobility.
 - b) serves as a useful resource for substantiating claims against commercialization of education.
 - c) **expands the frontier of knowledge on internationalization of higher education.**
 - d) demonstrates the urgent need for observation of international students.

WEEK 7

Chapter 2 Reading 2 - The Contemporary Landscape of University Internationalization

A. VOCABULARY

Complete the following sentences with the BEST word from the boxes.

umbrella term	core element	foster	partnership
lament	colleagues	rationale	misalignment

1. The **core elements** of marketing are analytics and reporting since they play a vital role in determining the success of your strategy.
2. New Zealand has free-trade accords with Australia and Singapore, and is in talks on a **partnership** with Thailand.
3. Cardiovascular disease is (a)n **umbrella term** used to identify a range of diseases that affect the heart and circulatory system.
4. Positive reinforcement can strengthen your child's self-esteem and **foster** a sense of independence.
5. There are several **rationales** for guaranteeing the freedom of expression. One can easily understand these underlying reasons or explanations for it.
6. Most grandparents usually **lament** the decline in moral standards in today's society. They tend to express how sorry they are about it.

B. READING COMPREHENSION – SECTION 1

Answer the questions according to the text.

1. What does the word “forging” in paragraph 1 line 3 closest in meaning to?
 - a. obligating to do something
 - b. using violence upon something
 - c. **forming or making by concentrated effort**
 - d. appearing in a prominent way
2. What does the word “their” in paragraph 1 line 5 refer to?
 - a. activities
 - b. **institutions**
 - c. global connections
 - d. global competencies
3. According to paragraphs 2&3, which of the following is TRUE?
 - a. The paces of internationalization are more or less the same in most institutions.
 - b. **Internationalization is one of the symbols of high status among universities.**
 - c. There is a set of common rules for institutions regarding internationalization.
 - d. Internationalization enables universities to create a national perspective.
4. According to paragraphs 4&5, which of the following is NOT one of the motives of Canadian universities for internationalization?
 - a. To have graduates fitting the jobs of today and future
 - b. To increase the scholarship and research worldwide
 - c. To meet the need of new citizens and workers for labor force
 - d. **To increase the motivation of domestic students**

WEEK 8

Read your partner's summary and evaluate its effectiveness by answering the questions given in the checklist below.

SUMMARY CHECKLIST	YES	NO
<i>Is the length of the summary one third of the original text?</i>		
<i>Were the key points in the original text underlined?</i>		
<i>Were all the details and examples excluded?</i>		
<i>Were the synonyms of the original words used?</i>		
<i>Were the structures of the sentences changed?</i>		
<i>Were the forms of the words changed?</i>		
<i>Were the voices of the sentences changed? (active to passive, or passive to active)</i>		
<i>Was the name of the author included in the first sentence?</i>		
<i>Were the name and the title of the article included in the first sentence?</i>		

WEEK 11

Chapter 3 Reading 2 – The Buyer Decision Process for New Products

Reading Comprehension

Answer the following questions according to the reading text The Buyer Decision Process for New Products on pp. 71, 72, 73.

1. In which stage of adoption process does the buyer want to figure out more about the products he knows of?

- a) awareness
- b) interest**
- c) trial
- d) adoption

2. In terms of individual differences in innovativeness, which group do venturesome people who are willing to take risks belong to?

- a) lagging adopters
- b) early adopters
- c) early mainstream
- d) innovators**

3. In terms of individual differences in innovativeness, which group do people who are skeptical that the new product will bring benefits belong to?

- a) early mainstream
- b) lagging adopters
- c) late mainstream**
- e) early adopters

4. _____ are very traditional and suspicious of change in terms of readiness to buy new products.

- a) innovators
- b) lagging adopters**
- c) early adopters
- d) late mainstream

5. Which of the following is NOT one of the product characteristics affecting its rate of adoption?

- a) that the product offers something special and unique**
- b) that the product is easy to use and understand
- c) that the product is of higher quality than similar products available
- d) that the product is in line with the needs of the consumers

6. Why does the author give Chevrolet and Hyundai examples for?

- a) To show how these car companies help consumers financially
- b) To demonstrate how marketers help consumers move through stages**
- c) To give a clear view about the economic meltdown in car industry
- d) To illustrate how difficult it is to get the consumers into adoption stage

7. Which of the following is closest in meaning to the word 'overnight' in line 54?

- a) happening at the same time
- b) happening later than expected
- c) happening with a great speed**
- d) happening late at night

8. What does the pronoun "their" (1st) in line 26 refer to?

- a) car makers'
- b) buyers'**
- c) barriers'
- d) incentive programs'

WEEK 12

Chapter 4 Reading 1 - What Is Marketing?

A. VOCABULARY

Fill in the blanks with the correct words or phrases. TWO are EXTRAS.

abundance	function	motto	tip of the iceberg
assembled	purchased	involve	traditional

1. The **abundance** of figures, tables, charts, and examples help make the research results more understandable.
2. A good teacher tries to **involve** children in activities where they interact with each other.
3. As with many injuries, the damage we can see is only the **tip of the iceberg**. The authorities claim that there is larger amount of damage than we already know.
4. A tremendous crowd **assembled** outside the French Embassy shortly after the news was made known.
5. Tate is an institution that houses the United Kingdom's national collection of British art. By the mid 20th century, it was fulfilling a dual **function** of showing the history of British art as well as international modern art.
6. Now I'm afraid of heights so this was quite the adventure but my **motto** is if it's got to be done, it's got to be done.

B. READING

Answer the following questions according to the text *What is Marketing?*.

1. According to paragraph 1, which of the following can be one of the goals of marketing?
 - a. forming relationship with customers in a profitable or nonprofitable way
 - b. mainly focusing on keeping the same number of customers
 - c. **trying to make more customers by creating contentment**
 - d. attracting twice as many customers even if companies lose some.
2. What do the McDonald's, Walmart and Facebook examples in paragraph 2 show us?
 - a. the importance of having a fancy company slogan
 - b. **that a company should fulfill what is promised**
 - c. the necessity of trying to make business overseas
 - d. that the company should use web tools to reach customers
3. According to paragraphs 3,4 & 5, which of the following is NOT TRUE?
 - a. Both for-profit firms and non-profit organizations make use of marketing.
 - b. **We see traditional marketing products less often around us nowadays.**
 - c. New marketing approaches are more direct, personal and interactive
 - d. Marketing is everywhere to attract our attention and our consumption.
4. Which of the following is closest in meaning to "bombarded" in paragraph 6?
 - a. prevented something from working effectively
 - b. made somebody feel uncomfortable
 - c. caused people to believe something
 - d. **directed so many things at someone**
5. What does the word in paragraph 7 line 38 "them" refer to?
 - a. **products**
 - b. customer needs
 - c. consumers
 - d. customer values

APPENDIX A

Most Common Prefixes

Prefix	Meaning	Sample Word
anti-	against	antifreeze
de-	opposite	defrost
dis-*	not, opposite of	disagree, displace
en-, em-	cause to	enable, embrace
fore-	before	forecast
in-, im-	in	infield, include
in-, im-, il-, ir-*	not	irrelevant, impossible
inter-	between	interact
mid-	middle	midway
mis-	wrongly	misfire
non-	not	nonsense
over-	over	overlook
pre-	before	premature
re-*	again	recreate
semi-	half	semicircle
sub-	under	submarine, subhuman
super-	above	superstar, superhuman
trans-	across	transform
un-*	not	unpredictable, unscrew
under-	under	undersea, underweight

*Most frequent. The four most frequent prefixes account for 97 percent of prefixed words in printed school English.

http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf

Most Common Suffixes

Suffix	Meaning/Function	Sample Word
-able, -ible	can be done	predictable, accessible
-al, -ial	having characteristics of	digital, physical
-ed*	past-tense verbs/making adjectives	constrained
-en	made of	wooden
-er	comparative	higher
-er,	one who	worker, actor, mentor
-est	comparative	biggest
-ful	full of	careful
-ic	having characteristics of	linguistic
-ing*	present participle	running
-ion, -tion,	act, process	innovation, perception
-ation, ition		
-ity, -ty	state of	validity, activity
-ive, -ative, -itive	adjective form of a noun	transformative, informative
-less	without	senseless
-ly*	characteristic of	persistently
-ment	action or process	equipment
-ness	state of, condition of	kindness
-ous, -eous, -ious	possessing the qualities of	joyous
-s, -es*	more than one	books, boxes
-y	characterized by	happy, rainy

*Most frequent. The four most frequent suffixes account for 97 percent of suffixed words in printed school English.

http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf

APPENDIX B – SUMMARY WRITING RUBRIC

SCORE	CONTENT&ORGANIZATION	SCORE	LANGUAGE USE
5	The summary starts with a reference to the text and to the author. It clearly states the main idea and author's purpose. It includes all the major and supporting information from the text.	5	The paragraph is well organized; it may include minor errors in grammar or word choice, but the errors do not impede understanding. Successful use of paraphrasing techniques.
4	The summary starts with a reference to the text and to the author. It states the main idea and author's purpose. It includes most of the key points from the text. Some points may not be fully explained or the explanation may be vague.	4	There are several minor errors with language; some ideas may not seem connected, but there are no real problems with clarity. Good use of paraphrasing techniques, could be with minor mistakes.
3	It has one or more of the following problems: does not include a key point from the text or lacks a reference to the text and to the author and main idea/author's purpose.	3	Errors in sentence structure and word choice may make the meaning of some sentences unclear; transitions and connections between ideas are not always easy to follow; yet, the important ideas in the paragraph can be understood. Fair use of paraphrasing techniques.
2	It has one or more of the following problems: does not include sufficient information from the text; at least half of the necessary information or points is missing or lacks a reference to the text and to the author and main idea/author's purpose.	2	Errors in sentence and word choice make ideas in the paragraph difficult to understand; the sentences are not easy to follow. Not paraphrasing the sentences properly.
1	It includes few or none of the key points from the reading(s). It is poorly written and difficult to understand.	1	Frequent and serious errors in grammar and word choice make some sentences impossible to understand. Not paraphrasing the sentences at all.
0	The student only copied words from the text OR, the paragraph is not related to the text at all.	0	The student only copied words from the text OR, the paragraph is not related to the text at all.

SIKÇA SORULAN SORULAR

❖ DERSİ SEÇTİĞİM GRUBUN KAPANMASI DURUMUNDA NE YAPMALIYIM?

- Ekle-sil işlemlerinin tamamlanmasını takiben, kapanan gruplar nedeniyle açılan grupların **numaraları** ve **derslik bilgilerinde değişiklikler söz konusu olabilir**. Kapatılan gruptaki öğrenciler aynı gün ve kuşaktaki başka bir gruba aktarılırlar. Bu nedenle ders kayıtları bittikten sonra **mutlaka güncel grup numaranızı USIS üzerinde kontrol ediniz**.
- Kapatılan grubun kuşağında aktarma yapılabilecek başka bir grup yoksa grup tamamen kapatılır. Bu gruba kaydolmuş öğrenciler **kendi bölümlerine dilekçe ile başvurarak** kapatılan gruptan kayıtlarını sildirmeli ve (varsa) programlarına uygun başka bir gün ve kuşaktaki bir gruba aktarılmayı talep etmelidirler.

❖ BAZI NEDENLERDEN ÖTÜRÜ SEÇMİŞ OLDUĞUM GRUPTA DERSE GİREMİYORUM. KAYITLI OLDUĞUM GRUPTAN FARKLI BİR GRUPTA DERSE DEVAM EDEBİLİR MİYİM?

Dersi hangi grupta seçtiyseniz, o grupta devam etmek zorundasınız. Hiçbir şekilde bir grupta kayıtlı iken, başka bir grupta derse devam edemez ya da sınavlara giremezsiniz.

❖ DERSE DEVAM ZORUNLULUĞU VAR MIDIR?

- Bu derste **%70 devam zorunluluğu** vardır. Resmi bir sağlık kuruluşundan alınan ya da özel kurumlardan alınıp YTU mediko ya da herhangi bir resmi kurumdan onaylatılan **sağlık raporları, %30 mazeret** (devamsızlık) **hakkına dahildir, %70 devam zorunluluğundan düşülmezler**. Devamsızlık hakkının üstüne artı olarak alınan sağlık raporları kabul edilmemektedir. MDB1031 İleri İngilizce 1 dersi için toplam **devamsızlık hakkı 12 saat**, MDB1131 kodlu (yalnızca BÖTE Öğrencileri) İleri İngilizce 1 dersi için toplam **devamsızlık hakkı 8 saattir**, bu sınırı aşan öğrenciler devamsızlıktan **(FO ile) kalır**. Tüm bölüm öğretim elemanlarımız yoklama almakla yükümlüdür, lütfen dersin öğretim elemanını devamsızlık / yoklama konusunda rahatsız etmeyiniz.
- Ayrıca, bir önceki soruyla ilişkili olarak; tüm öğrencilerimizin **USIS'deki haftalık ders programı bölümünden** güncel olarak kayıtlı oldukları grup numarasını ve "www.ybd.yildiz.edu.tr" adresinden de kayıtlı oldukları grubun derslik bilgisini kontrol etmeleri gerekmektedir. Aksi takdirde, **başka grupta derse devam etmiş olsalar dahi devamsızlıktan kalmış sayılırlar**.
- İlk haftadan itibaren dersler başlar ve yoklama alınır.
- Durumu iyi olan öğrencilere derse katılmama gibi bir hak verilemez, tüm öğrencilerin seviyeleri ne olursa olsun derse devam zorunluluğu vardır.

- İngilizce dersinizin olduđu gün ve kuşakta herhangi başka bir dersin sınavı ile çakışma yaşamanız, yine %30 mazeret hakkınıza dahil edilir.

❖ KENDİ BÖLÜMÜMÜN SINAV HAFTASINDA İNGİLİZCE DERSLERİ DE İPTAL OLUR MU?

Hayır, iptal olmaz. İngilizce dersiniz kendi bölümünüzün sınav haftasından bağımsızdır ve haftalık planda belirtildiği gibi o hafta da ders işlenir.

❖ KENDİ BÖLÜMÜMÜN HERHANGİ BİR DERSİ İLE İNGİLİZCE DERSİMİN VİZE YA DA FİNAL SINAVLARININ ÇAKIŞMASI DURUMUNDA NE YAPMALIYIM?

Böyle bir durumda servis derslerinin önceliği vardır. Dolayısı ile diğer dersiniz için bölümünüze mazeret dilekçesi vermeniz ya da yine diğer dersin öğretim elemanı ile görüşerek alternatif bir sınav tarihi belirlemelisiniz. Bölümünüze vereceğiniz hazır matbu mazeret dilekçesini MDB Sekreterliğine gelerek temin edip, imzalatmayı unutmayınız.

❖ İNGİLİZCE DERSİMİN HERHANGİ BİR VİZESİNİ KAÇIRMAM HALİNDE NE YAPMALIYIM?

Kendi bölümünüze 3 iş günü içerisinde mazeretinizi bildiren bir dilekçeyi (ya da varsa en az 3 günlük sağlık raporunuzu) teslim etmelisiniz. Eğer bölümünüz mazeretinizi kabul ederse, Modern Diller Bölüm Başkanlığı'na giremediğiniz sınavın mazeret sınavına alınmanıza dair bir üst yazı gönderir. Başkanlığımız sizi ilgili mazeret sınav listesine ekler. Mazeret sınavları genelde ilgili dönemin son haftası yapılır, ancak nihai tarih, gün, saat ve sınav salonu bilgileri içeren sınav takvimi "www.ybdyildiz.edu.tr" adresinde **MDB Duyurular başlığı** altında ilan edilir.

❖ İNGİLİZCE DERSİMİN İÇERİĞİ / SINAVLARI İÇİN YARDIM ALABİLECEĞİM HERHANGİ BAŞKA BİR KAYNAK VAR MIDIR?

Bu dersin içeriği, haftalık planı, not aralıkları vb. ders kitabının ilk sayfalarında verilmiştir. Ayrıca, derse dair tüm bilgilendirmeler, güncellemeler, cevap anahtarları ile beraber ekstra yardımcı çalışma notları ve alıştırması, konu anlatımlı videolar ve dinleme parçaları, sınav içerikleri, sınavlara yönelik tekrar çalışmalarına öğretim görevliniz tarafından duyurulacak olan Moodle adresinden dönem boyunca erişebilirsiniz.

❖ BÜTÜNLEME SINAVI İÇİN HERHANGİ BİR KAYIT YAPTIRMAM GEREKİR Mİ?

Hayır, kayıt yaptırmanız gerekmez. Bütünlemeye kaldığınız ders için kaydınız USİS üzerinde otomatik olarak işleme alınır. Ancak, bütünleme sınavına girebilmeniz için dönem içi not ortalamanızın **FF – DC aralığında olması gerekir**. Devamsızlıktan (F0) ile kalan ya da not ortalaması CC ve üstü olan öğrenciler bütünleme sınavına giremezler.

❖ İNGİLİZCE DERSLERİ İÇİN YAZ OKULU AÇILIYOR MU?

Hayır, İngilizce dersleri için yaz okulu açılmamaktadır.