

# Homework for Unit 1

## In general...

- Page numbers: “w” in front of page number means a page in the workbook *English Communication Skills 3*; “y” means “You’re In Charge.” E>3 is for our website; click on “Extras,” then “English 3-4.”
- Today, begin reading read “English 3 Writing Component 2005” and “Essay 1”; after you read them, think a little every day about a main idea and organization for Essay 1. We will need this for the writing component (after Class 7).
- For every unit, finish the Word Forms exercises and Lexicals exercises in the workbook by midway in the unit. Answers for the Word Forms exercises can be found in the answer key in E>3; answers for the Lexicals exercises are in the workbook.

## For CLASS 1: Friday 3/4

- Bring *English Communication Skills 3, Developing Reading Skills* (DRS), and a loose-leaf notebook to class.
- Read and thoroughly understand “Efficient Reading” (handout). (Keep this handout *in your DRS book* so that you can use it in the first class of each unit throughout the entire semester.)
- Think about answers for “Pre-Reading Discussion” (w21).
- Read “Using Structure for Efficient Reading” (E>3).
- Don’t read the DRS article for Unit 1.

## For CLASS 2: Monday 3/7

- Read “Homework for every unit” (w9) and “The Main Goal of English 3: Getting your point across” (w11-12), “Effective discourse in discussion and writing” (w12-13), and “Some useful expressions for group study” (w14).
- Read “Doing Exercise A with your classmates” (w10). Be ready to do Exercise A in class without my explanation from Mr. H.
- Read “The Dictionary, the BNC, and Lexical Features” in E>3, Unit 1.
- Be sure that you understand all of the language in the unit’s reading by this class. For new lexicals, first use context clues to guess the meaning; then, in an English-English dictionary, confirm your guess, study the lexical’s grammar, and study the samples. If you have any questions, ask in class. (If you don’t have any questions, that probably means you’re not really thinking.) When you study the reading, learn all of the language, not just the language in the exercises. For example, you should remember the prepositions “for” in “...people must compete for space...” (para. 13). A good way to remember these is to reconstruct the entire reading. Another way to remember is to copy the reading, then white out words that you want to remember, then copy it and review.
- Read “Essay 1” once; start thinking and planning. (See “Writing Class 2,” below.)

## For CLASS 3: Tuesday 3/8

- Thoroughly understand the handout “Essay 1” by today’s class. If you have any questions, be sure to ask them today.
- Quiz on DRS exercises B through H (m6-15), excluding F. (Do Exercise F later, with a classmate, if you have time. Follow the directions for this exercise on w28.) The answer key for the exercises is in E>3, but it will not be available until *after* the quiz; if you have any questions about the exercises, be sure to have them ready at the beginning of this class, and ask Mr. H.

## For CLASS 4: Thursday 3/10

- Read “The Dictionary and Lexical Features” (w22).
- If you haven’t done lexical exercises in English 1 or 2, read “Lexicals” (*On Your Own*, pp. 1-3) and “Lexicals Exercises” (p. 3). Then, *with a friend*, do the lexicals exercises on w26, 29. Before you answer the provided question, study the nature of the lexical; many lexicals are based on metaphors, so try to visualize the metaphor (for example, imagine a growing adolescent suffering from “growing pains.”) Then, make a new sentence for the lexical, using the lexical as it appears in the reading. After this, answer the questions. (Possible Replies are on w34; memorize them word for word.) Quiz.
- Have you done the Word Forms exercises throughout the workbook’s Unit 1? The answers are in E>3. Quiz.
- Are you thinking seriously about your essay’s thesis and support? (Refer to “Essay 1.”)

**For CLASS 5: Friday 3/11**

- Read “Homework evaluation” (w10), “Word Usage Exercise Example Answers,” “Word Usage Comments,” in E>3, and “Closure” (Extras > General), then write answers for items 6 through 11 in the Word Usage exercise (questions on w24, cues on w28). Put your answers on the front desk *before* the beginning of class.

**For CLASS 6: Monday 3/14**

- Are you getting close to a decision on your essay’s thesis and support? (Refer to “Essay 1.”) Come and talk with Mr. Holstein about it.

**For CLASS 7: Tuesday 3/15**

- Learn the language in the “Reading Reconstruction” at the end of Unit 1 in DRS. You should be able to rewrite this if you are presented with key words.
- How about your essay’s thesis and support? Have you come up with a thesis and main supports that will lead to a fully-developed essay? Ask Mr. Holstein what he thinks.

**For WRITING CLASS 1: Thursday 3/17**

- Read *You’re in Charge*, Unit 6: “From Paragraph to Essay,” y47 -51; Unit 7: “The Thesis Statement,” y55, 56 (you don’t need to do the exercises).
- Read “Plagiarism” (w187) and “Plagiarism,” in EXTRAS > General. Using someone else’s language is absolutely forbidden, and will mean a 0 on your essay.
- You should have a pretty good idea now about your essay’s thesis and support. (Refer to “Essay 1.”)

**For WRITING CLASS 2: Friday 3/18**

- Bring your thesis statement and a 4-level outline to class for your editor to help you improve. (Refer to “Essay 1.”) Be sure that your outline adheres to our standard format (E>English 1-2, “The Outline”).

**For WRITING CLASS 3: Monday 3/21**

- Bring your essay’s revised outline and first draft to class for your editor to help improve.

**For WRITING CLASS 4: Thursday 3/24 (We will have Unit 2 Class 1 on Tuesday 3/22.)**

- Revise your essay and bring it to class for one more review by your editor. Be sure that your essay adheres to our standard format (E>3, “English 3, 4 Essay Format”).

**For UNIT 2, CLASS 3: Monday 3/28**

- Submit your essay’s final draft (without an introduction or a concluding paragraph). (*Before coming to school today*, staple all of the working papers together, in the order of first work on the top to most recent work (the final draft) on the bottom. Clearly label every working paper; e.g., label the final draft as “Final Draft.” This essay pack should be on the front desk before the *beginning* of class; no last-minute panic, please. Don’t depend on the school’s computers and printers this morning—something will not work.)