National Tsing Hua University
中高級選讀英文　時事英文　Readings on Current Affairs
Fall 2024_M56

Course Information

Course Number	LANG 2000 _02_	Credits	2	Classroom	GEN II R204 (綜 204)
Class Hours	■ Monday　□ Tuesday　□ Wednesday　□ Thursday　□ Friday ■ 1:20P.M. – 3:10P.M.　□ 3:30P.M. – 5:20P.M.　□ _____ P.M. – _____ P.M.				
Course Type	□ EGP (English for general purposes)　■　EAP (English for academic purposes) □ EOP (English for occupational purposes)				
Language Level	□ B1（中級）　　□ B1-B2　　■ B2（中高級）　　□ B2+　　□ C1				
Core Ability	■ comprehension/reception　□ communication/interaction　□ production				
可選課學生 身分別	■ 頂標生　■ 前標生　□ 中級生　□ 初級生				
Prerequisites	本校必修英語課程				

Instructor & Contact Information

Name	Email	Office & Tel	Office Hour
劉文貞	wenchenl2013@gmail.com	綜二 210	Friday 1:30-3:30 pm (By Appointment Only)

Extra Enrollments: Not Available 本課程不開放加簽

This course does not allow for additional selections or enrollments. **However, if you are interested in taking this course, I encourage you to come to the first class and continue to check the school's course registration system frequently.** This course adopts a very strict attendance and participation policy, so some students might drop the course during the first 3 weeks.

Course Aims / Description

1. Primary aim

This course is designed to equip students with the ability to read English news articles and to express personal opinions on news and current issues in English, preparing them for future academic studies. The teaching aims at stimulating students' interest, enriching their vocabulary in journalistic English and building up their background knowledge relating to different news topics in politics, social issues, finance, technology, medicine, environment, humanities, arts, leisure and sports, etc. through extensive exposure to reading news articles.

2. Subsidiary aim

When successfully completing the course, students will be able to:

 i.   understand the structure and characteristics of news writing
 ii. extend and consolidate their vocabulary and reading ability in different fields

iii. appreciate the satires, humor and metaphors used in news reports

iv. be more familiar with the historical or cultural background information of current affairs

develop critical thinking ability, discuss with others and express their own opinions on current issues

v. Students will develop habits of reading, listening to, or watch news reports on a regular basis.

University Student Core Competency Indicators 英文核心能力指標		
No.	Core Competency Indicators	%
1.	英語溝通與表達能力 (ability to communicate and express oneself in English)	20
2.	深度分析與組織思考的能力 (ability to think critically and organize ideas logically in English)	25
3.	英語學習策略與技巧 (knowledge of English learning strategies and techniques)	20
4.	對英語與多元文化的國際視野 (global views of English and multicultural diversity)	25
5.	善用英語學習資源，培養獨立學習英語的習慣與能力 (ability to use existing English learning resources and development of independent self-learning habit)	10

Corresponding CEFR Can-do Statements

1. **Can-do Statement #1 Overall Reading Comprehension**

   〕Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.

2. **Can-do Statement #2 Reading for Orientation**

   〕Can scan quickly through long and complex texts, locating relevant details. **(EAP)**

   〕Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. **(EAP/EOP)**

3. **Can-do Statement #3 Reading for Information & Agreement**

   〕Can understand articles and reports concerned with contemporary problems in which the writer adopts particular stances or viewpoints

4. **Can-do Statement #4 Overall Spoken Interaction**

   〕Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.

   〕Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas **(EAP/EOP)**

5. **Can-do Statement #5 Formal Discussion (Meetings)**

   〕Can participate actively in routine and non-routine formal discussion **(EAP/EOP)**

   〕Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker **(EAP/EOP)**

6. **Can-do Statement #6 Addressing Audiences**

   〕Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. **(EAP)**

   〕Can give a clear, systematically developed presentation, with highlighting of significant points, and

relevant supporting details. **(EAP)**

7. **Can-do Statement #7 General Linguistic Range**

⌉Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.

⌉Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. **(EAP)**

Teaching materials and References

Textbook(s)	自編教材
	News articles from The New York Times, The Washington Post, Taipei Times, and Taiwan News etc.
	News broadcasts from CNN, BBC, FOX News, ICRT and FTV English edition, etc.
	CEFR Scale □ B1 □ B1-B2 ■ B2 ■ B2+ □ C1

Regulations for Using AI (AI 使用原則)

Students are not allowed to use AI to generate any assignments, including in-class worksheets. However, they are allowed to use AI to revise their assignments or answers. **When doing so, students need to provide their original version, the revised version by the AI, and a list of lessons or insights they have gained from the AI's revised version.**

Online Platform

https://eeclass.nthu.edu.tw

RECOMMENDED ONLINE DICTIONARIES

1. Longman Dictionary of Contemporary English Online
   https://www.ldoceonline.com/
2. Cambridge Dictionary
   https://dictionary.cambridge.org/dictionary/english/
3. The Free Dictionary
   http://www.thefreedictionary.com/

Course Requirements

1) Class Participation/ Attendance   15 %
2) Quizzes   30 %
3) News Presentation   20 %
4) In-Class Tasks/ Worksheets   10 %
5) Take-Home Assignments   15 %
6) MOOC Videos   10 %

Class Participation/ Attendance

Students are expected to attend each class punctually and actively participate in pair, group, and class discussions. **When unable to attend class, students must inform the teacher in advance and follow the school's regulations for requesting leave.** The related rules and procedures are listed below:

- Student Leave Policies: https://sa.site.nthu.edu.tw/p/406-1480-264831,r7918.php?Lang=zh-tw

- Student Leave Guidelines: https://sa.site.nthu.edu.tw/p/406-1480-269011,r7918.php?Lang=zh-tw
- Related Document Downloads: https://sa.site.nthu.edu.tw/p/412-1480-21552.php?Lang=zh-tw

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The following rules specifically apply to this course:
1.   From the second instance of sick or personal leave, students must provide valid proof.
   - Valid proof for sick leave includes a medical receipt or medical certificate.
2.   For quizzes, presentations, and the final exam, official documents are required to schedule a make-up test or presentation.
3.   If a leave application is not approved, it will be considered an absence.

Attendance, punctuality, and class participation will be recorded for evaluation. **Attendance will be tracked from the first week, so please make sure you attend the first class on time.**

Attendance Policy
- **Starting Point**: 9 (起始點: 9 分)
- **Lateness**: -2   (遲到: 2 分)
- **Absence**: -5   (缺席: 5 分)
- **Irrelevant Work in Class**: -1 (做課堂不相關的事: 1 分)

The starting point is 9. Each late arrival will cost you 2 points, each absence, 5 points, and irrelevant work in class, 1 point. (Irrelevant work in class refers to activities or tasks not related to the class, such as using a phone for non-class-related activities or working on assignments for other courses.) Accumulated points do not stop at 0 or 15 points but have an upper limit of 20 points. In other words, a negative attendance score will impact your semester grade, but a strong positive attendance score can earn you up to 5 extra points towards your semester grade.

(出席成績從 9 分開始計算：每次遲到扣 2 分，缺席扣 5 分，做課堂不相關的事扣 1 分 (不相關的事例如使用手機做課堂無關的事或完成其他課程作業)。分數累積上限是 20 分，沒有下限。換言之，出席成績是負分時，會併入學期成績計算：若達 20 分，則學期成績有 5 分的額外加分。)

All these seemingly complicated and trivial calculations for attendance and class participation are designed to encourage you to speak more English and participate more actively in class. The more you engage in each class, the more harvest you'll reap from this course.

Quizzes
Two quizzes, as scheduled in the course outline, will test students on the vocabulary, the content of the news articles discussed in class and those presented by fellow students as well as some news reading strategies and news writing conventions. Before students' news presentations, pop quizzes may be held and will account for 1/3 of the 30 percent.

News Presentation
Students have to choose a news section (i.e. international news, national news, or opinion, etc.) to **give a group OR an individual presentation** on a news article in class. The presented article has to be printed out, copied and distributed to the class **one week before the presentation day. To fulfill this course**

In-Class Tasks/ Worksheets

In each class, there are pair or group tasks and discussions, which every class member is required to actively participate in and make contributions to. At the end of the class, the worksheets will be collected by the instructor, and 3 of them will be randomly chosen and graded. LATE SUBMISSIONS WILL NOT BE ACCEPTED.

Take-Home Assignments

All of the take-home assignments must be typed and turned in on time. LATE ASSIGNMENTS WILL NOT BE GRADED.

MOOC Videos

Students are required to watch assigned MOOC videos (https://mooc.nthu.edu.tw/course/info/288) and engage in or complete after-video discussions or exercises.

Teacher's Suggestions

- Attend the class punctually and actively participate in class discussions.
- **PREVIEW EACH NEWS ARTICLE (including PRESENTATION ARTICLE) BEFORE CLASS.**
- Ask questions whenever you don't understand.
- Browse through news headlines and news stories every day.
- Listen to or watch English news broadcasts every day.
- Memorize vocabulary every day.
- Come to the teacher for help if you feel you are falling behind.

Course Outline

Week	Date	Content	News Writing Features and News Reading Strategies	News Presentations	Main EGP/EAP/EOP language skills
1	9/2	Course Orientation Syllabus Diagnostic Test			
2	9/9	News English Basics	⌉ Sources of News ⌉ 7 Characteristics of News Headlines		**[Reading EAP]** Identifying appropriate reading techniques
3	9/16	News English Basics	⌉ How to Deal with Unknown Vocabulary ⌉ News Reading Strategies		**[Reading EAP]** ✓ Identifying appropriate reading techniques ✓ Taking notes
4	9/23	International News			
5	9/30	International News			
6	10/7	International News	⌉ Use of Pronouns in News ⌉ News Leads ⌉ Organization of News Articles	⌉ Group Presentation: International News _____ _____ _____ _____	
7	10/14	International News	⌉ Headline Vocabulary ⌉ How to Read the News Critically (Parts I & II)		**[Reading EAP]** Following discussions between multiple texts or reports
8	10/21	National News			
9	10/28	National News		⌉ Group Presentation: National News _____ _____ _____ _____	
10	11/4	Opinion	⌉ Editorials ⌉ Political Cartoon		**[Reading EAP]** Comparing and synthesizing ideas and

					arguments
11	11/11	Opinion	⌉ Letter to the Editor	⌉ Group Presentation: Opinion _____ _____ _____ _____	**[Speaking EAP]** Synthesizing sources and viewpoints (comparing literature on a topic)
12	11/18	Business			
13	11/25	Business		⌉ Group Presentation: Business _____ _____ _____ _____	
14	12/2	Business			
15	12/9	Individual Presentations		✚ Individual Presentations (X7) International News _____ National News _____ Opinion _____ Business _____ Science & Environment _____ Arts & Leisure _____ Sports _____	**[Speaking EAP]** Creating a presentation to report results
16	**12/16**	Individual Presentations		✚ Individual Presentations (X7) International News _____ National News _____ Opinion _____ Business _____ Science &	**[Speaking EAP]** Creating a presentation to report results

				Environment _____ Arts & Leisure _____ Sports _____	

Academic Linguistic Skills Indicators[1]

Reading	V Understanding of a range of academic vocabulary and grammatical structures
	☐ Understanding graphic presentation of data
	☐ Evaluating, comparing and critically analyzing graphic data
	☐ Understanding graphic presentation of data
	V Identifying appropriate reading techniques
	☐ Following descriptions of processes and sequences
	☐ Interpreting process diagrams and flowcharts (critical reading)
	☐ Analyzing reported statistics (critical reading)
	V Following discussions between multiple texts or reports
	V Comparing and synthesizing ideas and arguments
	V Taking notes
Listening	☐ Understanding description of data in spoken language
	V Understanding and evaluatig a speaker's interptation of data
	☐ Understanding references to graphic data
	V Following descriptions of processes and sequences
	V Following an account of the development of ideas over time
	V Following discussions between multiple speakers
	V Comparing and synthesizing ideas and arguments
Writing	☐ Understanding the core features of a typical written report
	☐ Building paragraphs in academic writing
	☐ Using supporting information in academic writing

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[1] Teacher may indicate the academic skills taught or practiced in this course.

	☐ Incorporating graphic information and data into writing (in support of claims)
	☐ Describing research findings
	☐ Describing and explaining data
	☐ Discussing research findings
	☐ Explaining the possible implications of events
	V Explaining, comparing and interpreting sources (comparing literature on a topic)
	☐ Synthesizing sources and viewpoints (comparing literature on a topic)
	☐ Drawing conclusion from data (developing your own position on a topic)
	V Drawing cautious language for your own claim (developing your own position on a topic)
	☐ Using inferential language (communicating about ideas across contexts)
	☐ Using narrative and descriptive language (clearly describing a series of events)
	☐ Writing a literature review
	☐ Creating a poster to report results
	V Avoid plagiarism
Speaking/Discussion	☐ Discussing the meaning and implications of numerical data
	V Using statistical data in support of claims
	V Referring to graphics in support of claims
	☐ Describing research findings
	V Describing and explaining data
	V Exchaning and challenging ideas appropriately (in academic discussion)
	V Expressing and defending opinions
	V Explaining the possible implications of events
	V Explaining, comparing and interpreting sources (comparing literature on a topic)
	V Synthesizing sources and viewpoints (comparing literature on a topic)
	☐ Drawing conclusion from data (developing your own position on a topic)
	V Drawing cautious langauge for your own claim (developing your own position on a topic)
	V Creating a presentation to report results
Voca bular	V Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.)

☐	Developing a sophisticated knowledge of lexical resources (that are used to determine referents, organize ideas, establish relationships between concepts, and develop cohesion within a text)
☐	Getting familiar with discourse patterns (the structure of persuasive, argumentative, and informative texts)
☐	Developing sentence structures and discourse patterns for academic competence (comparing, classifying, synthesizing, evaluating, and inferring)

Appendix I

Guidelines for the News Article Presentation

Students have to choose a news section (i.e. international news, national news, or opinion, etc.) to <mark>give a group OR an individual presentation</mark> on a news article in class. <mark>The sign-up is to be completed **in week 3**, and the presentation list will be announced thereupon. To fulfill this course requirement, students need to **begin the preparation work about 3 weeks ahead, meet all the deadlines, memorize their speeches and be well-practiced.** The evaluation begins as early as two weeks prior to the presentation, so please read the following guidelines carefully.</mark>

I. **Three Weeks Before the Presentation Day**
   a) Begin to browse through news headlines or listen to news broadcasts to find a news topic that interests you. <mark>**(Make sure it belongs to the news section you have signed up for the presentation.)**</mark>
   b) <mark>**Email Jennifer the link to the article (the webpage)**</mark> instead of an attachment. In your email, please include your **presentation date**, **the news section** you've signed up for, and **the word count** of the news article.
   c) How to choose an article

   Please choose your news article from the following sources:
   i. newspapers:
      ■ English newspapers in Taiwan: Taipei Times, The China Post, Taiwan News (https://www.taiwannews.com.tw/en/index)
      ■ Newspapers circulated in the U.S. (ex: The New York Times, Washington Post, Los Angeles Times, USA Today, etc.)
      ■ Newspapers circulated in the UK (ex: The Times, The Guardian, etc.)
   ii. news agencies: AP, Reuters, CNA (https://focustaiwan.tw/) , etc.
      ✦ If you have other preferences, please come to discuss your choices with me in advance.
   d) The article you choose should be posted after the first day of this semester, <mark>**Sep. 2nd**</mark>.
   e) Remember to choose an article from the **news section** you have signed up for.
   f) **The length of the news article: between <mark>470 and 1200 words</mark>**
   g) Don't wait until the last minute to email me.
   h) After we finalize the article, please don't change your mind but stick to the one you have chosen.

II. **Two Weeks Before the Presentation Day**
   i) You should have finalized your article choice with Jennifer by now.
   j) **Post your article link on eeclass.**
   k) **Post your questions on the headline as well as their answers on eeclass.**
   l) <mark>**For Group Presentations Only:**</mark>
      <mark>**Show Jennifer a printed outline of your presentation.**</mark>
      <mark>**Please make an appointment with Jennifer to present in her office.**</mark>

III. **One Week Before the Presentation Day**
   a) **Distribute the copies of your presentation article to your classmates in class. (**Week 16 presenters must distribute the article copies on <mark>Dec. 2nd (for M56 Class)</mark> and <mark>Dec. 5th (For R56 Class)</mark>**
      1. When making the original copy, please make sure it includes **the date, and the names of the**

newspaper, news agency, and journalist(s). The font size should be at least 12 pt, and there is enough space in the margins for your classmates to take notes.

2. DO NOT CHANGE THE ARTICLE'S LAYOUT, INCLUDING NUMBERING THE PARAGRAPHS OR HIGHLIGHING THE VOCAB WORDS.

3. Before you want to make copies, please email Jennifer the original file for her to see if it is okay.

b) **Post your subheadings of the article on eeclass.**

    1. Please remember to number all the paragraphs first.

    2. Try to group the paragraphs and give each group of paragraphs a subheading.

    3. Your subheadings should be phrases rather than sentences.

c) **Post your vocab list of the article on eeclass.**

    1. The vocabulary list is different from 'word sharing.' There should be around 15 or more vocabulary words on the list, depending on the length and difficulty level of the article you choose.

    2. <u>How to make the vocabulary list</u>

    i. For the presentation, you have to make a vocabulary list of the words you don't know from this article. Each entry on the vocabulary list should include the word, its part of speech, (i.e. noun, verb, or adjective, etc.) the English definition used this article, and an example sentence.

    ii. Please number your vocabulary words and list the words according to the order of appearance in the article.

    iii. If not being able to find a word's example sentence from dictionaries, you can use the sentence from your article. Please do not make your own sentence.

    iv. When making the vocabulary list, use the following dictionaries to look up definitions and example sentences:

        1. Longman Dictionary of Contemporary English
        http://www.ldoceonline.com/dictionary/epidemic

        2. Cambridge Dictionary
        https://dictionary.cambridge.org/dictionary/english/

        3. TheFreeDictionary
        http://www.thefreedictionary.com/innumerable

    ✚ **Note: Please consult Longman or Cambridge first. The definitions I give you in class are mostly from these two dictionaries because their definitions are easier to understand and memorized.** If you cannot find a suitable definition in Longman or Cambridge, then try the third option, TheFreeDictionary.

d) Don't email me your vocab list. I'll leave the responsibility to you for the proof-reading work. However, if you have trouble finding a suitable definition for a word, you are welcome to ask Jennifer.

e) Please compose your speech as early as possible.

f) You will have to memorize your speech and rehearse it well before your presentation day.

g) **For Group Presentation Only:**

    1. Please have your ppt slides 100% ready for the 2nd meeint.

    2. Bring your own laptop, presentation article and vocab list.

    3. Come to Jennifer's office on time and present from the beginning to the end.

    4. Revise your presentation based on Jennifer's feedback.

IV. On the Presentation Day

a) Distribute copies of the vocabulary list to your classmates, and submit one copy of the vocabulary list to the teacher during the class recess.

b) **[For Individual Presentation]** Turn in your written report to the teacher **before** you step up to the podium to present.

c) Content of the Presentation & Time Limit

> **Individual News Presentation (7 mins.) (With NO ppt slides)**
>
> 1) **News summary (3 mins.)** : summarize the news story.
>
> (A tip for summarizing a news article is to list some **key words** first. Then, organize the key words/main ideas with your own logic and with your own words.)
>
> 2) **Vocabulary word sharing (2 mins.)** : choose **one or two new words** you have learned from the article and explain why the words have left a deep impression on you. You may also share a sentence that you find interesting in the article if time permits.
>
> 3) **Your response to the news story (2 mins.)** : Tell the audience your thoughts after reading the article.
>
> ✚ **Q&A**: After your presentation, your classmates and I will ask you questions on the article or your presentation. (People who ask questions can get extra points to their class participation that day.)

> ϖ **Group News Presentation (25 mins.) (WITH ppt slides)**
> 1) **Warm-Up Activity (5 mins.)**
> 2) **Comprehension of the News Article (10 mins.)**
> 3) **Extension Discussion (8 mins.)**
> 4) **Conclusion (2 mins.)**

✚ Please make sure you complete your speech within the time limit. Otherwise, once the time is up, you will have to stop immediately whether you finish the presentation or not.

d) **Written Report (For Individual Presentations Only)**

1. Please type a written report of your presentation and give it to the teacher before your presentation on the presentation day.

2. Content of the written report: Summary, word sharing and personal response/ thoughts after reading the article.

3. Make sure you post your written report on eeclass no later than the presentation day.

e) **PPT Slides (For Group Presentations Only)**

1. Post your ppt slides on eeclass instead of the written report.

2. Make sure your last slide includes the **work allocations** of your group members (for both the preparation work backstage and the presentation on stage.)

Appendix II

Rubric for Individual News Article Presentation_M56

Category	Description	Point Value
Volume, Articulation, & Pronunciation	· speaks loudly and clearly · articulates his/her words · uses correct pronunciation	20

Preparation	· 2 (or 3) weeks prior to the presentation day **(10 pts)**
	  ⌉ **has finalized** the presentation article with Jennifer **by 11/25**
	  ⌉ posts the article link, title Qs & Ans. on eeclass **by 11/25**
	· 1 (or 2) weeks prior to the presentation day **(5 pts)**
	  ⌉ distributes copies of the presentation article to classmates in class **on 12/2**
	  ⌉ posts the finalized version of **article subheadings** and **word list** on eeclass **1 week ahead**
	· on the presentation day **(5 pts)**
	  ⌉ distributes the copies the vocabulary list to classmates
	  ⌉ hands in to Jennifer a hard copy of the word list and written report
	  ⌉ answers questions from the audience well
	  ⌉ posts the written report on eeclass
		20

Delivery	· no long pauses · well-organized · adopts a proper speed, intonation, and suitable pauses · has enough eye contact · doesn't read notes · has good time control	20
Content	Summary: · includes the key points · does not copy sentences from the article · organized Word sharing: · explain the reason for choosing the words · explain the meanings of the words used in the article Response: · meaningful reflection	20
Vocabulary List & Written Report	Vocabulary list: · includes all important new words · chooses correct meanings used in the article · few errors · a complete list · numbers and lists the words according to their order of appearance in the article Written report: · typed · few grammatical errors · organized	20
Total		100

Rubric for Group News Article Presentation

Category	Description	Point Value
Volume, Articulation, & Pronunciation	· speaks loudly and clearly · articulates his/her words · uses correct pronunciation	20
Preparation	· two weeks prior to the presentation day **(8 pts)** 　］ **Has finalized** the presentation article with Jennifer 　］ presentation outline ready 　］ posts the article link, title Qs & Ans. on eeclass · one week prior to the presentation day **(4 pts)** 　］ distributes copies of the presentation article to classmates 　］ posts the finalized version of **article subheadings** and **word list** on eeclass · appointment with Jennifer **(4 pts)** 　］ shows up on time 　］ laptop and ppt slides 100% ready 　］ presents fluently 　］ revises the content and slides according to the meeting · on the presentation day **(4 pts)** 　］ distributes the copies the vocabulary list to classmates 　］ hands in to Jennifer a hard copy of the word list 　］ minimal technical problem on the presentation day 　］ answers questions from the audience well 　］ posts the ppt slides on eeclass	20
Delivery	· no long pauses · well-organized · adopts a proper speed, intonation, and suitable pauses · has enough eye contact · doesn't read notes · has good time control	20
Content & Interaction with the Audience	Warm-Up Activity · Interesting warm-up questions or activity · Nice lead-in to the news article Comprehension of the News Article · Understands the news article well · Difficult words/ sentences/ paragraphs explained · Answers questions from the audience well Discussion of the News Article · Meaningful discussion question or activity of the issue · Audience involved Conclusion or Prospect of the Issue · Meaningful conclusion/ insightful prospect	20
PPT slides & Vocabulary List	PPT slides · Proper word size	20

	<mark>· Proper proportion of images and words</mark> <mark>· Few grammar and spelling errors</mark> <mark>· Include group members' work allocations on the last slide</mark> Vocabulary list: · includes all important new words · chooses correct meanings used in the article · few errors · a complete list · numbers and lists the words according to their order of appearance in the article	
Total		100