

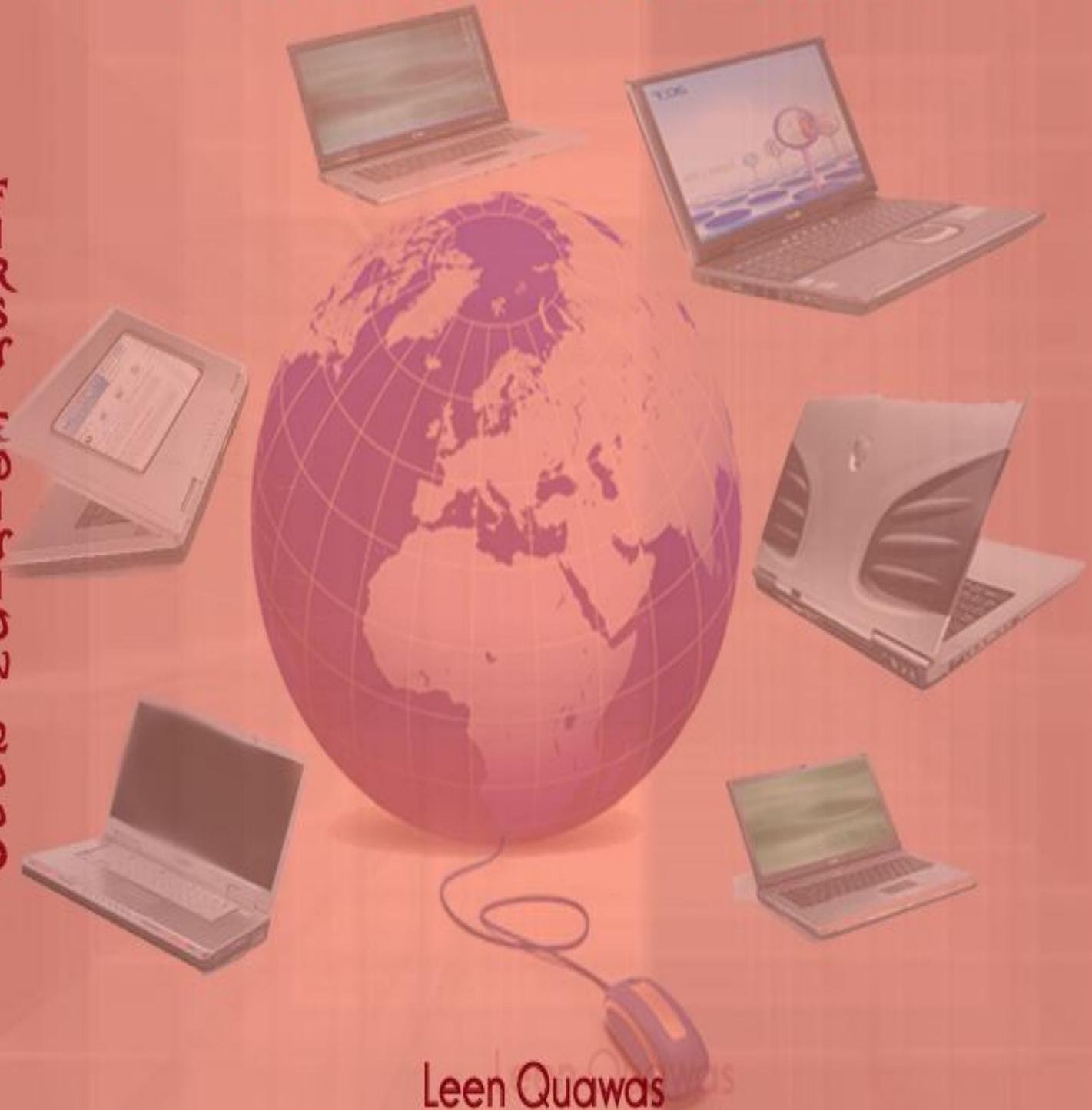
Connections Series

Intermediate: Unit 1

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Leen Quawas

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A cknowledgement

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"The main hope of a nation lies in the proper education of its youth."

- Erasmus

Learning Objectives

1. Form grammatically correct sentences using the *present simple tense*.
2. Form grammatically correct sentences using the *present continuous tense*.
3. Distinguish between the uses of the *present simple* and *continuous tenses*.
4. Read and understand passages about topics studied.
5. Write a summary.
6. Converse using the vocabulary provided in the Word List.
7. Pronounce vowel sounds and say words correctly.

Word List

lecture (n.)	a talk about a subject to an audience or a class	imperative (adj.)
highlight (v.)	to give special attention to something; emphasize	retrieve (v.)
inspiration (n.)	stimulation of mind or feelings to do something beyond a person's usual ability; creativity	magnet (n.)
register (v.)	to put someone's name in an official list	interact (v.)
coincidence (n.)	events that accidentally happen at the same time but seem to be connected	enthusiasm (n.)
demonstrate (v.)	to show or prove something	generate (v.)
sophomore (n.)	a student in the second year of a course at a high school, college or university	passively (adv.)
tutor (n.)	a person who teaches one person or a small group at a time	compete (v.)
Supervisor (n.)	a person who is in charge of someone	massive (adj.)
thesis (n.)	long written essay submitted by a candidate for a university degree	significantly (adv.)
dissertation (n.)	thesis	immensely (adv.)
module (n.)	a part of a course of learning	occupy (v.)
bachelor (n.)	a person who has earned a degree	disbelief (n.)

	conferred by a 4 year college or university	
tuition fees (n.)	the charge for instruction at a private school, college or university	freshman (n.)
determination (n.)	quality of being firmly committed to doing something	enroll (v.)
adjust (v.)	to become or make suited to new conditions; adapt	credential (n.)
administration (n.)	all the activities involved in the management or supervision of affairs or business	opportunity (n.)
internship (n.)	any official or formal program to provide practical experience for beginners in an occupation or profession	strategy (n.)
assist (v.)	to give support or aid	junior (n.)
culture (n.)	state of intellectual development of a society	senior (n.)

Note to students: The Word List covers both reading and listening texts and scripts.

Student's Responsibility: Students are responsible for knowing all the words in the Word List and will be examined accordingly. For those words that do not have a definition, students will be responsible for finding the definition.

Activity 1

Write It!

Matching the Opposites

Instructions to students: Write the words below in the spaces provided beside the words that mean the opposite.

lose	unengaged	disprove	hinder	plan
share	determination	belief	quit	tiny

Words	Opposites
coincidence	
occupy	
disbelief	
demonstrate	
massive	
retrieve	
assist	
compete	
enroll	

determination	
---------------	--

Activity 2**Write It!****Jumbled Words**

Instructions: Look at the anagrams below and arrange them into words that match the definitions provided. Write the words on the lines provided next to each definition.

1. **ostratedemn** – to show or prove something

2. **moreoophs** – a student in the second year of a course at a college or university

3. **orttu** – a person who teaches one person or a small group at a time

4. **visorpusre** – a person who is in charge of someone

5. **isthes** – long written essay submitted by a candidate for a university degree

6. **tationssdire** – thesis

7. **uledom** – a part of a course of learning

8. **baclorhe** – a person who has earned a four year degree conferred by a college or university

Activity 3**Hangman**

Instructions to students: Read the following definitions and try to guess the matching word. Be careful! Every wrong choice will bring you closer to the hangman's rope!

A talk about a subject to an audience or a class _____
to give special attention to something; emphasize _____
stimulation of mind or feelings to do something beyond a person's usual ability; creativity _____
all the activities involved in the management or supervision of affairs or business _____
any official or formal program to provide practical experience for beginners in an occupation or profession _____
a student in the second year of a course at a high school, college or university _____
a person who teaches one person or a small group at a time _____
a person who is in charge of someone _____

Activity 4**Write It!****Complete the Sentences**

Instructions to students: Select the appropriate words from the box below to complete each of the following sentences.

interact	strategy	disbelief	supervisor	immensely
highlights	lectures	determination	imperative	demonstrates

1. I am attending _____ on Greek philosophy.
2. The election _____ democracy in action.
3. The government is trying to find a new economic _____ to improve the situation.
4. It is _____ that we make a quick decision.
5. A _____ is a person who checks on others' work to make sure it is done properly.
6. It is interesting to watch people _____ with each other at parties.
7. Her _____ to learn English is amazing.
8. This TV program _____ the problems of the unemployed.
9. He listened in _____ to his son's story.
10. They enjoyed the film _____.

Activity 5**Write It!****Matching Words with Definitions**

Instruction to students: Write the words in the box next to their corresponding definitions.

lecture	coincidence	highlight	inspiration
demonstrate	adjust	peaceful	module
occupy	opportunity	massive	tutor
determination	sophomore	administration	

Word	Meaning
	a talk about a subject to an audience or a class
	to give special attention to something; emphasize
	stimulation of mind or feelings to do something beyond a person's usual ability; creativity
	the way that two things happen accidentally at

	the same time
	to show or prove something
	a student in the second year of a course at a high school, college or university
	a part of a course of learning
	quality of being firmly committed to doing something
	to become or make suited to new conditions; adapt
	a good time to do something
	Passively
	large, heavy and solid
	to fill one's time
	a person who teaches one person or a small group at a time
	managing a business

Activity 6**Anagrams****Write It!**

Instructions to students: Look at the anagrams in the box and arrange the letters into words that match one of the definitions below. Write the answers in the spaces provided.

petecom	isthes	tionspirain	roenll
tioniuat sefe	moresopho	ernshipint	enegrate

1. to become or make somebody a member of something

2. stimulation of mind to do something beyond a person's usual ability

3. the charge for instruction at a private school, college or university

4. to try to win something by defeating others who are trying to do the same

5. to produce _____
6. long written essay submitted by a candidate for a university degree

7. a student in the second year of a course at a high school or university

8. any official or formal program to provide practical experience

Activity 7**Circle It!****Multiple Choice**

Instructions to students: Circle the correct answer.

1. This disco is a _____ for young people.
 - magnet
 - disbelief
 - strategy
2. Profits have risen _____.
 - phonologically
 - genetically
 - significantly
3. A _____ is a student in his/her first year in university.
 - senior
 - sophomore
 - freshman
4. She has the perfect _____ for this job.
 - coincidence
 - credentials
 - module
5. A student in his/her third year of a four-year course at college or high school is called a _____.
 - junior
 - senior
 - freshman
6. A student in his/her last year at college is called a _____.
 - junior
 - senior
 - sophomore

Reading

Quotation

"It is a thousand times better to have common sense without education than to have education without common sense."

- Robert Green Ingersoll

Activity 1

Multiple Choice

Our Brain

Instructions to students: Read the following article carefully and then answer the multiple choice questions that follow.

Our brain is divided into two parts called right hemisphere and left hemisphere. Scientists maintain that language is related to the left side of the brain, namely the front part; that is, we speak with the left hemisphere. Therefore, injuries to the left side of the brain result in language aphasia, such as poor articulation and other language difficulties.

The period of brain development which is suited for language acquisition occurs before cerebral dominance has been established. Scientists call this period the critical period, because once this period ends, it is nearly impossible for language to be acquired. Initially, scientists believed that this period ended by the time puberty started. Certain cases however have proven this theory to be wrong. Children who grew up in isolation without learning a first language, have been able to learn how to acquire language speaking skills later. Yet some aspects of language acquisition are nearly impossible to learn after this point. For instance, a girl named Genie was discovered at the age of thirteen. When they found her, she was locked in a cellar without exposure to language or other forms of intellectual stimulation for thirteen years. Many specialists worked with her to help her learn how to speak. She did, eventually, learn some aspects of language and could communicate with those around her. Yet, she could not grasp grammar and word order. As a result of this case, scientists concluded that people who have not acquired language before puberty may be able to learn a language in a general sense; however, there are some aspects of language that they will not be able to learn.

Our brain works in a fascinating way. It stores new information and uses it according to need. This is why it is imperative to continually apply what you are learning. For example, if your mother tongue is Arabic, and you are learning Spanish, the information you acquire will only be retrieved when you are attempting to communicate in Spanish. Learning theories prove that long-life learning won't be achieved if not subjected to real practice. If, again, you are learning a new language, you need to use it over and over so that you can retain it on a long-term basis. When you learn something, you acquire new information. To retain that information on a long-term basis, you have to use it as often as possible. Remember, if you don't use it, you'll lose it!

1. In the second paragraph, 'retain it on a long-term basis' means:
 - a) remember what you learn and be able to use it.
 - b) forget it.
 - c) speak the new language for a long time.

2. In the second paragraph, 'according to need' means:
 - a) your brain keeps the information that you use a lot.
 - b) your brain does not store important information.
 - c) your brain deletes information if there is too much of it.

3. The part of the brain responsible for language is:
 - a) the left side.
 - b) the right side.
 - c) the front part.

4. People who have not acquired language before puberty:

- a) can learn language in a general sense.
 - b) can learn every aspect of language perfectly.
 - c) can not learn language.
5. According to scientists, learning theories prove that long-life learning can only be achieved:
- a) if subject to real practice.
 - b) if we lead a normal life.
 - c) spontaneously.
6. Injuries to the left side of the brain result in:
- a) language problems.
 - b) language acquisition.
 - c) good articulation.

Activity 2

Multiple Choices

The Benefits of a University Education

Instructions to students: Read the passage below and answer the multiple choice questions that follow.

Individuals benefit from attaining higher levels of education. Research findings demonstrate that university graduates earn more money, have more opportunities for promotion and better working conditions than those who are not university educated. University graduates have a raised awareness of their health. According to research findings, they take better care of their health by exercising more and having more medical and dental check ups. For example, when university educated women are compared to non-university educated women, they are found to have healthier families.

Moreover, university graduates are found to have a higher self-esteem than those who have not attained a university degree. Compared with high school graduates and non-university graduates, university graduates are more satisfied with their jobs, they change their jobs less frequently and are more enthusiastic about life. In addition to this, university graduates are less likely to engage in illegal activities.

Society, in turn, benefits from having more educated citizens. University graduates earn higher salaries and pay higher taxes. This definitely benefits society because that money will be invested in social programs or infrastructure development. Generally speaking, university graduates have better problem solving skills and they are more inclined to treat those from other cultures or those of different opinions with respect and tolerance. By doing this, they strengthen ties among the members of their communities. Finally, university educated people are more likely to be concerned about their environment; consequently, they tend to be more active in their communities, volunteer more often, inform themselves about current events, and they tend to vote. This will of course increase productivity at work immensely which is good for the economy.

1. In the second paragraph, 'graduates have a higher self-esteem' means:
 - a. graduates earn higher salaries.
 - b. graduates are smarter than those who are not university graduates.
 - c. graduates have a positive opinion about themselves.

2. University graduates probably change their jobs less frequently because;
 - a. they have better working conditions and more opportunities for promotion.
 - b. they are healthier than non-university educated people
 - c. they don't engage in illegal activities

3. University graduates pay higher taxes because:
 - a) governments want them to pay for their education.
 - b) they have higher levels of education.
 - c) they earn higher salaries.

4. Women who are university educated:
 - a) tend to take better care of their health
 - b) tend to take little care of their health.
 - c) tend to take more care of their health than men.

5. In the third paragraph, 'treating those from other cultures with respect and tolerance' means:
 - a) to treat others with acceptance.
 - b) to work with others even though you don't think they are as good as you are.
 - c) to work with people you don't like being around.

Present Simple and Present Continuous: Revision**Present Simple**

Form: The simple present tense uses the **infinitive** form of the verb [with: I, we, you, they] and the **infinitive+ s** [with: he, she, it]. Look at the following patterns of irregular verbs, for example, and decide which one is the infinitive, and why?

did, doing, do, done
rose, rise, risen, rising
heard, hears, is hearing, hear
fell, fall, has fallen, fallen
gave, given, give, giving
hid, hidden, hide, has hidden
known, know, knew, knows
grow, grew, grown, has grown

Use: The infinitive/ infinitive+ s (i.e. the simple present) is used to talk about:

- 1- Habitual/ regular actions (accompanied by adverbs of frequency)
- 2- Facts

Now study the following pairs of sentences:

1. a- Muslims **go** on pilgrimage to Mecca once a year.
b- A Muslim **goes** on pilgrimage to Mecca once a year.
2. a- Orange trees **grow** in warm climates.
b- An orange tree **grows** in warm climates.

Q.1- What is the difference between each pair of sentences?

Q.2- How is the pairs in (1) different from those in (2)?

Negation and Question Formation

The infinitive/ infinitive+ s is negated with **do not/ does not** (contracted to: **don't/ doesn't**). Examples 1 and 2 above are negated as follows:

Muslims **do not go** on pilgrimage twice a year.
A Muslim **does not go** on pilgrimage twice a year.
Orange trees **do not grow** in cold climates.
An orange tree **does not grow** in cold climates.

The infinitive/ infinitive+ s is also made into a question with **do/ does**.
Examples 1 and 2 can be made into wh-questions, for example, as follows:

How often **do** Muslims **go** on pilgrimage to Mecca?
How often **does** a Muslim **go** on pilgrimage to Mecca?

Where **do** orange trees **grow**?
 Where **does** an orange tree **grow**?

You should notice that **do, does, do not** and **does not** are followed by the infinitive form of the verb. Negatives and questions of the like are therefore **ungrammatical**:

A Muslim **does** not **goes** on pilgrimage twice a year.
 An orange tree **does** not **grows** in cold climates.
 How often **does** a Muslim **goes** on pilgrimage to Mecca?
 Where **does** an orange tree **grows**?

Spelling:

- Verbs ending in: (**ss, sh, ch, x, o**) add **-es**.
 I watch → He **watches**
 I go → She **goes**
- Verbs ending in: (**consonant + y**) remove the **y** and add **ies**
 I study → He **studies**
 But verbs ending in a (**vowel + y**) simply add **s**
 I buy → He **buys**

Present Continuous

Form: The present continuous form is made with **be+ infinitive+ing**, where **be** represents **am** (for: I), **is** (for: he, she, it) and **are** (for: we, you, they).

Use:

- Verbs of the form [**be+ infinitive+ing**] are used to describe actions happening now or longer actions around now:
 - Tom is in his room. He **is doing** his homework.
 - Tom and Lisa are busy in their room. They **are doing** their homework.
 - I can't go out with you, sorry. I **am doing** my home work.
- With always/ constantly, the present continuous expresses complaint:
 - Stay out! You are always coming late.

Note: There are some verbs that are not used in the continuous form even when they refer to the present moment. They are called stative verbs as they describe states not actions. Stative verbs include verbs of **knowledge** (know, realize, understand, think...), **sense** (see, hear...), **emotion** (love, like, hate...), **relation** (have, belong, own, consist of, contain, include, possess...) and **linking** (seem, sound, look, smell...):

- She used to have a red car. Now she has a white one.

Not: She used to have a red car. Now she is having a white one.

- Speak up, please.... Ok. Now I hear you.

Not: Speak up, please.... Ok. Now I am hearing you.

However, some of these verbs can be used in the continuous form when they describe actions:

- a. This soup tastes delicious.
b. She is tasting the soup.

- a. I think he is right.
b. I am thinking of all what he has said.

Negatives and Interrogatives

We add **not** to **am**, **is**, and **are** to make negatives:

- I am not doing anything right now.
- He/ she is not doing anything right now.
- We/ they/ you are not doing anything right now.

In questions, we use **am**, **is** and **are**, but in different positions:

- Are you doing anything right now?
- What are you doing?

• Spelling

1. When verbs end in one stressed vowel between two consonants, we double the final consonant.
e.g.: swim → **swimming**
sit → **sitting**
2. When verbs end with 'ie', we remove the **ie** and replace those with **y**.
e.g.: lie → **lying**
die → **dying**
3. When verbs end with 'e', we remove the **e** and then we add **-ing**.
e.g.: write → **writing**
take → **taking**

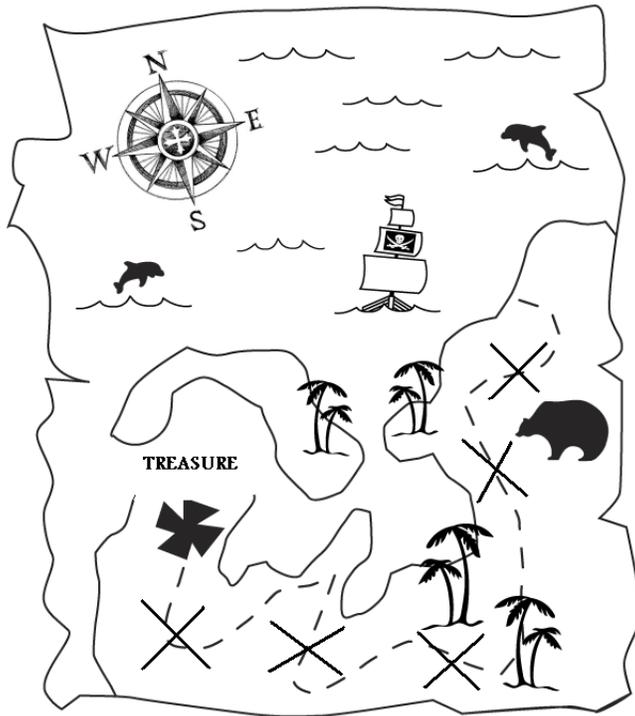
Activity 1

Circle It!

Don't Get Tense!

To take the road that leads to the treasure, you will have to unlock the cross signs. Your knowledge is the key to unlocking those signs. Each time you answer correctly, you will move closer to the treasure. On the other hand, if you do not answer correctly, you will have the chance to answer other questions that will allow you to move one step closer to the treasure. You

won't be able to reach the treasure without unlocking all the cross signs first.
Don't get tense just choose the right tense!



Cross Sign no. 1

First Question

- My parents _____ in Irbid.
- lives
 - live
 - are living

Second Question

- The weather is cold. I think it _____.
- rain
 - rains
 - is raining

Third Question

- Hurry up! Everyone _____ for you.
- is waiting
 - are waiting
 - waits

Cross Sign no. 2

First Question

- I _____ really happy to see you.
- am
 - is
 - are

Second Question

- She usually _____ for two hours on daily basis.

- a. studeis
- b. studys
- c. studies

Third Question

- They _____ to the library very often.
- a. go
 - b. goes
 - c. are going

Cross Sign no. 3**First Question**

- I've lost my key again. Oh, I _____ things.
- a. always lose
 - b. am always losing
 - c. always loses

Second Question

- You _____ television. You should do something more active.
- a. are always watching
 - b. always watch
 - c. always watches

Third Question

- George is never satisfied. He _____.
- a. is always complaining
 - b. are complaining
 - c. always complains

Cross Sign no. 4**First Question**

- Education _____ the key to knowledge.
- a. are
 - b. be
 - c. is

Second Question

- I _____ of selling my car. What do you think?
- a. think
 - b. thinks
 - c. am thinking

Third Question

- I don't understand why he _____ so selfish today.
- a. is being
 - b. is be
 - c. is

Activity 2**Write It!****Select the Correct Verb**

Read the following conversation between Fatima, a student who wants to study in the west, and Ms. Miller, Head of the Students' Services Department. Once you have done that, fill in the blanks with the correct verb from the list below. You may use some verbs more than once.

is	are providing	am going	am	feel
	am looking			

- Fatima:** Good morning.
- Ms. Miller:** Good morning. How may I help you?
- Fatima:** My name ___ Fatima. I'm from Jordan and this ___ my first semester at this university. I ___ very excited about starting here, but I ___ worried about how I _____ to adjust to all of the differences.
- Ms. Miller:** Hello Fatima, my name ___ Ms. Miller. Don't worry, we have many international students and every September, many of them feel the same way that you feel right now. This semester, we _____ specific programs to help our international students adjust to the cultural differences between their cultures and this culture.
- Fatima: Really? What a relief!
- Ms. Miller: We also have many different student groups that welcome students from a wide variety of countries and cultures. That's one of our strong points.
- Fatima:** I _____ forward to participating in these programs and student groups?
- Ms. Miller:** Just search our website for events or clubs. The information you need ___ just a click away.
- Fatima:** That sounds simple enough.
- Ms. Miller:** Before you know it, you will feel right at home here.
- Fatima:** Thanks a lot, Ms. Miller. I _____ much better now.
- Ms. Miller :** It _____ my pleasure Fatima. I _____ here everyday during the week. Please stop by and let me know how things work out for you.

Activity 3

Circle It!

Which Sentence Is Correct?

Instructions to students: Circle the sentence that is grammatically correct.

1.
We usually grow vegetables in our garden.
We are usually growing vegetables in our garden.
2.
Don't take the dictionary away, I need it.
Don't take the dictionary away, I am needing it.
3.
The water boils. Can you turn it off?
The water is boiling. Can you turn it off?
4.
I must go now. It is getting late.
I must go now. It gets late.
- 5.

- Do you usually work hard?
Are you usually working hard?
6.
She normally finishing work at 5 p.m.
She normally finishes work at 5 p.m.
7.
I am thinking of selling my car.
I think of selling my car.
8.
Sam and I are going to the library.
Sam and I am going to the library.
9.
She doesn't know how to drive.
She don't know how to drive.
10.
Please speak up. Now I hear you.
Please speak up. Now I am hearing you.

Activity 4**Circle It!****Select the Correct Option**

Instructions to Students: Look at the sentences below and circle the correct answer.

1. They (are designing / design) a new campus outside the city.
2. The assessment (are / is) next week.
3. (Do you know / Are you knowing) how to use a dictionary?
4. She (doesn't know / don't know) how to use the computer.
5. She (are dying / is dying) to win that scholarship.
6. Tim (know / knows) how to treat others with respect.
7. How often (do you study / are you studying) Arabic?
8. A liar is someone who (doesn't tell / don't tell) the truth.
9. Vegetarians (are not eating / don't eat) meat.

Listening**Activity 1****Write It!****First Day in College**

Instructions:

Listen to Nadia and Sara and work out what they are talking about.

Audio Script

- Nadia:** Excuse me, hello there!
Sara: Oh, hello!
Nadia: Is this your first day at college?
Sara: Yes, it is. How did you know that?

- Nadia:** You seem lost. How can I help you?
- Sara:** Well, I am trying to find the computer labs because my first lecture is being held there.
- Nadia:** That's great. I am heading to the same place. I can show you around the campus.
- Sara:** Oh, thank you.
- Nadia:** The building that is ahead of us is the Faculty of Medicine. It is the largest building in the university. Many students from other faculties take their lectures there because it is situated in the middle and its classrooms are spacious.
- Sara:** I see. Actually, I take my biology course there.
- Nadia:** Really? I registered for a biology course there, too.
- Sara:** Such a co-incidence! I will be really happy to be your classmate.
- Nadia:** Me too. I usually spend my time in the cafeteria right next to that classroom. So whenever you have free time you can pass by there.
- Sara:** What do they serve?
- Nadia:** Well, they make all kinds of sandwiches for breakfast. As for lunch, they prepare three main meals: hamburger with French fries, chicken with broccoli and pasta.
- Sara:** Yummy, I really like broccoli!
- Nadia:** Oops, we just passed by the computer labs! I'd better run to class. I am looking forward to seeing you in the biology lecture. Have a great day!
- Sara:** You, too! Thank you so much for showing me around.
- Nadia:** You're welcome, by the way, what's your name?
- Sara:** My name is Sara, and yours?
- Nadia:** Mine is Nadia. OK -- I'll see you soon then Sara.
- Sara:** Take care and thanks again.

Instructions: Listen and then answer the questions below by choosing the correct answer from a, b and c.

1. Sara is a _____.
a. freshman b. sophomore c. faculty
2. The Faculty of _____ is the largest in the university.
a. Administration b. Medicine c. Education
3. Sara thanked Nadia for showing her _____.
a. into b. back c. around
4. Sara is happy to be Nadia's _____.
a. classmate b. supervisor c. tutor
5. Sara and Nadia are _____ in the same biology course.
a. registered b. failing c. interested

Activity 2**Circle It!****Multiple Choice**

Instructions to students:

- 1) Listen to the following conversation and
 - i) work out the problem Dr. Mills has with her students and
 - ii) What Dr. Scott advises her to do.

Audio Script

- Dr. Mills:** Oh, my God! This lecture was a disaster!
- Dr. Scott:** Why? What happened?
- Dr. Mills:** I really don't know what to do. I tried many ways to make the lesson as interesting as possible, but the students didn't interact at all!
- Dr. Scott:** What is your lesson about?
- Dr. Mills:** It is about the water cycle.
- Dr. Scott:** Well, I know what you mean. I've found that, at this level, most students like to do things themselves instead of passively listening to lectures.
- Dr. Mills:** What do you mean?
- Dr. Scott:** Well, I find that my students like getting involved – actively participating in activities. They want to be active learners.
- Dr. Mills:** But I have all my lectures prepared.
- Dr. Scott:** Yes, but you might just find that it's worth it to include activities that your students can participate in. For instance, you can take them to the computer lab during the lesson and let them conduct their own research related to the topic and find websites related to the lessons. This way, they will be involved in the work and it will generate enthusiasm. Some of them will compete to find the most interesting website.
- Dr. Mills:** Or, instead of writing an essay about it, they can illustrate it in a diagram.
- Dr. Scott:** See, there you go!

Instructions: Listen again and answer the multiple choice questions that follow.

1. Dr. Mills and Dr. Scott are:
 - a. students
 - b. parents
 - c. instructors
2. Which one was frustrated?
 - a. Dr. Mills
 - b. Dr. Scott
 - c. neither
3. The lesson was about:
 - a. genetics
 - b. DNA
 - c. the water cycle
4. Dr. Mills suggested:
 - a. engaging the students
 - b. taking the students to the computer lab
 - c. both (a) and (b)
5. Browsing the internet:

- helps the students illustrate the water cycle in a diagram
- may generate more enthusiasm
- none of the above

Pronunciation

Pronunciation Focus: International Phonetic Alphabet (IPA)

Vowels and Diphthongs

/i:/	see	/si:/
/i/	happy	/'hæpi/
/ɪ/	sit	/sɪt/
/e/	ten	/ten/
/æ/	hat	/hæt/
/ɑ:/	arm	/ɑ:m/
/ɒ/	got	/gɒt/
/ɔ:/	saw	/sɔ:/
/ʊ/	put	/pʊt/
/u:/	too	/tu:/
/ʌ/	cup	/kʌp/
/ɜ:/	fur	/fɜ:(r)/
/ə/	ago	/ə'gəʊ/
/eɪ/	page	/p eɪdʒ/
/əʊ/	home	/həʊm/
/aɪ/	five	/faɪv/
/aʊ/	now	/naʊ/
/ɔɪ/	join	/dʒɔɪn/
/ɪə/	near	/nɪə(r)/
/eə/	hair	/heə/
/ʊə/	pure	/pjʊə(r)/

Activity 1

Write It!

Vowels

Instructions:

Write the IPA symbols from the box to match the words in the table.

/ɒ/	/ɔ/	/ɜ:/	/lə/	/i:/	/æ/	/ʌ/
/ʊ/	/ɑ:/	/əʊ/	/eɪ/			

Word	IPA symbol
Three	
Look	
Flat	
Done	
Want	
Roll	
Save	
Boy	
Earn	
Part	
Year	

Activity 2**Write It!****Words**

Instructions:

Write the words from the box into the lines provided to match their phonetic transcriptions.

came	need	work	show
does	song	decide	bought

1. /keɪm/ _____
2. /ni:d/ _____
3. /wɜ:k/ _____
4. /ʃəʊ/ _____
5. /dʌz/ _____
6. /sɒŋ/ _____
7. /dɪ'saɪd/ _____
8. /bɔ:t/ _____

Speaking

Activity 1**Offline Activity****Share Your Opinion**

- a. Form teams of four.
- b. With your teammates, discuss whether team work is an effective way of learning or not.
- c. Work together to form eight sentences to explain your opinion.
- d. Each team will be called upon to present their ideas to the class.
- e. Each team member will have to present two sentences.

The following questions may help you:

1. Do you prefer to work by yourself or as part of a team?
2. What are the advantages of studying with your teammates?
3. What are the disadvantages of studying with your teammates?
4. Would you prefer to study in a quiet place, for example in a library, or in a crowded place like a coffee shop? Why?

Activity 2

Offline Activity

What do you think?

Instructions:

- a. Form teams of four.
- b. With your teammates, discuss your thoughts about the quotations that follow these instructions. Do you agree with the quotation or disagree?
- c. Each team will choose one quotation to discuss.
- d. Each member of each team will be called upon to discuss their thoughts about the quotation they have selected. If possible, try using some of the words from the Word List in your discussion.

Quotation No. 1

"Tell me and I'll forget; show me and I may remember; involve me and I'll understand."

- Chinese Proverb

Quotation No. 2

"It is a thousand times better to have common sense without education than to have education without common sense."

- Robert Green Ingersoll

Quotation No. 3

"Education is not received. It is achieved."

- Unknown

Quotation No. 4

"I never completed high school and I am very rich and very successful."

- Unknown

Activity 3

Circle It!

Pick and Choose

Instructions:

- a. Form teams of four.
- b. Choose one of the questions.
- c. With your team members, discuss possible replies to these questions.
- d. Express your thoughts in complete sentences.
- e. Each team will be called upon to present their opinions to the class.
- f. Select one member to present his/her team's answers.

First Card's Question:

Is it important to have a dictionary while reading something for the first time? Why?

Second Card's Question:

Which kind of learning activities do you like best? Why?

Third Card's Question:

What was the most important or useful thing you learned today?

Writing

"Education is not received. It is achieved."

- Unknown

Writing Focus

Summarizing

A good way to remember a story or an article is to think about the most important ideas after you finish reading it. Then write a **summary**. A summary is a short statement, in your own words, that highlights the main ideas of an article or the most important parts of a story. A summary for an article should discuss the main ideas and leave out unimportant details. Ask yourself who, what, when and where to help you find the main ideas. For instance, a summary should point out the goals of the characters, how they tried to reach these goals, and whether they succeeded.

Summary Guidelines

1. Consider the purpose and the audience for a summary before reading.
2. Read through the article carefully.
3. Look for main ideas while reading.
4. Concentrate on what you read.
5. Read the article again.
6. Paraphrase in other words the main ideas.
7. Write the first draft of the summary. The first draft should not be longer than one third of the original length of the article.
8. Revise the first draft of your summary.
9. Write the final draft of the summary.

Activity 1

Write It!

Summarizing

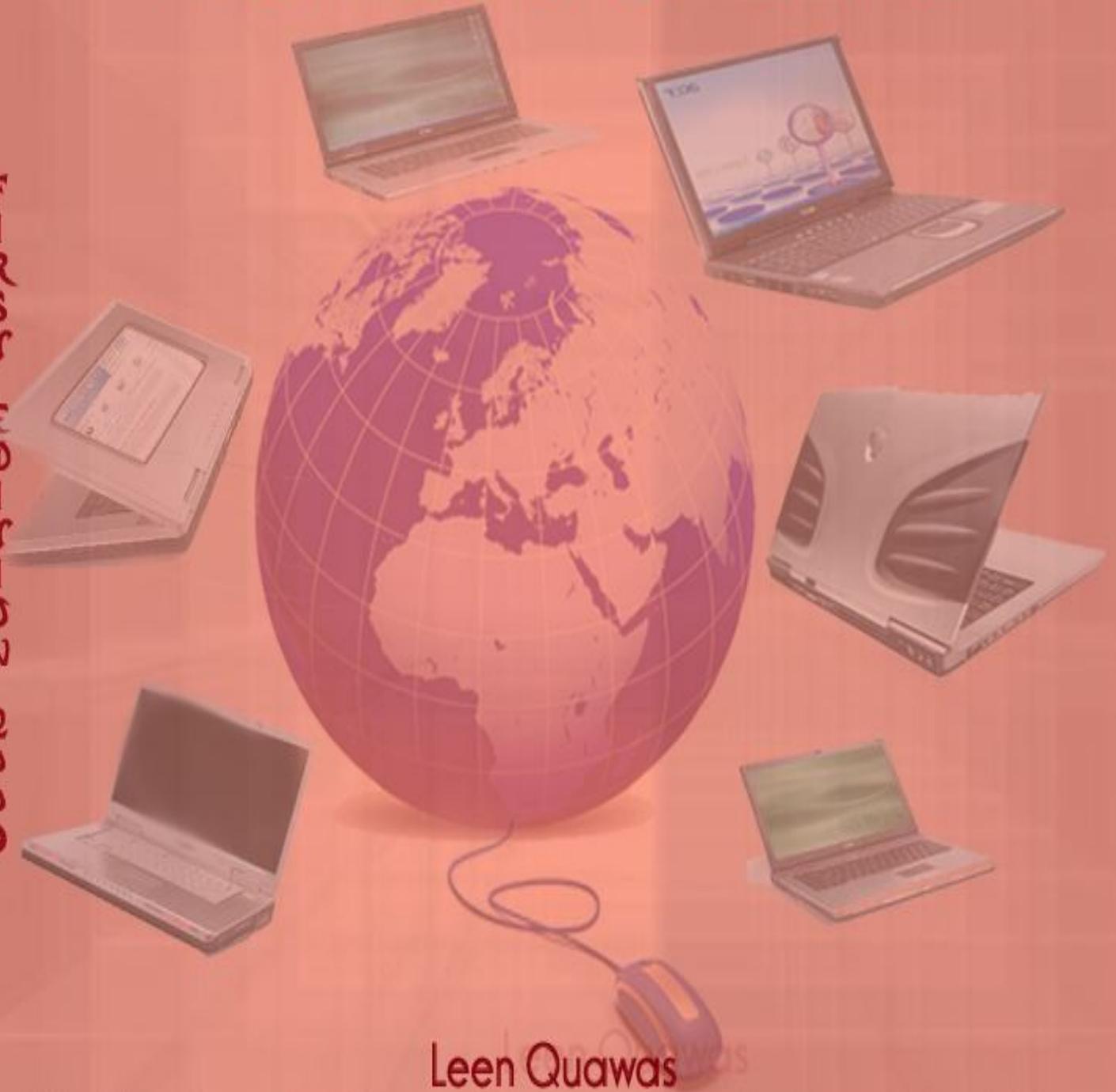
Instructions:

- a. Summarize one of the two articles in the reading section.

Connections Series

Intermediate: Unit 2

FIRST EDITION 2009



Leen Quawas

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"When I was born I was so surprised I didn't talk for a year and a half."

- Gracie Allen

Learning Objectives

1. Form sentences using the past simple tense.
2. Form sentences using the past continuous tense.
3. Distinguish between the uses of the past simple and continuous tenses.
4. Read and understand passages on topics introduced in this unit.
5. Write a meaningful paragraph with a main idea and a topic sentence.
6. Distinguish between the three types of sentences:
 - a. Topic sentence
 - b. Supporting sentence
 - c. Concluding sentence
7. Converse using the new vocabulary from this unit's Word List.
8. Pronounce the *ed* ending on past verbs properly.

Word List		
metabolism (n.)	chemical process by which living matter is broken down into simpler substances	utilize (v.)
deprivation (n.)	state of not having the normal benefits of adequate food, housing, self care, etc	quash (v.)
craving (n.)	strong desire	twist (v.)
urge (n.)	strong desire or impulse	inherit (v.)
deficit (n.)	amount by which something is too small	stockpile (v.)
disorder (n.)	lack of order	gorge (v.)
potential (n.)	qualities that exist and can be developed	prioritize (v.)
pediatrician (n.)	a specialist in the care of babies	collapse (v.)
symptom (n.)	sign of the existence of something else, such as a disease	trigger (v.)
trait (n.)	distinguishing characteristic in somebody's personality	sustain (v.)
Vain (n.)	having no value or significance	perceive (v.)
humiliation (n.)	the act of making somebody feel ashamed or disgraced	escalate (v.)
anxiety (n.)	troubled feeling in the mind	challenge (v.)

	caused by fear and uncertainty about the future	
self-esteem (n.)	good opinion of one's own character and abilities	contribute (v.)
denial (n.)	refusal to accept reality	distract (v.)
nausea (n.)	feeling of sickness or disgust	eliminate (v.)
nutritionist (n.)	an expert in the study of human diet	plead (v.)
compulsive (adj.)	caused by an obsession	vanish (v.)
diabetes (n.)	disease of the pancreas which prevents sugar and starch being properly absorbed	equip (v.)
passion (n.)	thing for which somebody has a strong liking or enthusiasm	excel (v.)

Note to students: The Word List covers both reading and listening texts and scripts.

Student's Responsibility: Students are responsible for knowing all the words in the Word List and will be examined accordingly. For those words that do not have a definition, students will be responsible for finding the definition.

Activity 1

Write It!

Matching Synonyms

Instructions to students: Write the words below in the spaces provided beside the words that mean the same thing.

revolve	store	overeat	understand	use
suppress	break	activate	receive	uphold

Words	Synonyms
utilize	
quash	
twist	
inherit	
stockpile	
gorge	
break down	

trigger	
continue	
perceive	

Activity 2**Write It!****Jumbled Words**

Instructions: Look at the anagrams below and arrange them into words that match the definitions provided. Write the words on the lines provided next to each definition.

1. **ingavcr** – strong desire

2. **ialned** – refusal to accept reality

3. **inav** – having no value or significance

4. **icfdeit** – amount by which something is too small

5. **seauna** – feeling of sickness or disgust

6. **nishav** – disappear completely and suddenly

7. **allegnehc** – test the ability of somebody

8. **dealp** – make repeated urgent requests to somebody for something

Activity 3**Hangman**

Instructions to students: Read the following definitions and try to guess the corresponding words. Be careful! Every wrong choice will bring you closer to the hangman's rope!

a specialist in the care of babies	
to stop somebody from concentrating on something	
distinguishing characteristic in somebody's personality	
troubled feeling in the mind caused by fear and uncertainty about the future	
caused by an obsession	
thing for which somebody has a strong liking or enthusiasm	
be exceptionally good at something	
state of not having the normal benefits of adequate	

food	
------	--

Activity 4
Write It!
Complete the Sentences

Instructions to students: Look at the list below and select the word that best completes the sentences that follow.

metabolism	urged	disorder	potential	symptom
humiliation	self-esteem	nutritionists	diabetes	equip

1. Everyone began shouting at once and the meeting finally ended due to the _____.
2. If you are obese, you have an increased risk of developing _____.
3. Having high _____ helps you accomplish your goals in life.
4. Frequent anxiety can be a _____ of social phobia.
5. _____ on by his colleagues, he applied for the position.
6. A good education should _____ you for life.
7. She suffered public _____ when she forgot the words to her speech.
8. It is easier to lose weight if you have fast _____.
9. She believed she had _____, but she didn't know how to make the most of it.
10. She visited many _____, but she still couldn't stop eating junk food.

Activity 5
Write It!
Anagrams

Instructions to students: Look at the anagrams and arrange the letters into words that match the definitions below. Then type the word into the spaces provided.

izeliut
ipocktsle

derorsid
ggreirt

ashuq
heritin

eadpl
tizeriorpi

1. to rank things from the most important to the least
2. lack of order _____
3. to receive (a genetic character) by the transmission of hereditary factors
4. to store a large amount of something for future use
5. to put to use _____
6. to put down or suppress completely _____
7. to use arguments or persuasions, as with a person, for or against something _____
8. activate _____

Activity 6

Circle It!

Multiple Choice

Instructions to students: Circle the correct answer.

1. A _____ diagnosed her son with autism.
 - pediatrician
 - symptom
 - disorder
2. One of his less attractive _____ is criticizing his family in public.
 - traits
 - passion
 - potential
3. Everyone should _____ what he or she can afford.
 - perceive
 - escalate
 - contribute
4. He _____ with his parents for a more understanding attitude.
 - eliminated
 - pleaded
 - excelled
5. I was _____ for a nice refreshing drink.

- craving
- sustaining
- twisting

6. I eat normally in front of people, but I _____ when I'm alone.

- quash
- gorge
- equip

Reading

"The optimist proclaims that we live in the best of all possible worlds; and the pessimist fears this is true."

- James Branch Cabell

Activity 1

Circle It!

Sally's Challenge at School

Instructions to students: Read the following story quickly and work out the problem Sally had at school.

Sally's Challenge at School

Throughout my early years at school, my teachers always seemed frustrated with me. I would always hear them say: "You forgot your homework! You don't ever complete assignments on time! You are so slow! You're such a moody child!" I still hear all of those voices in my head and they bring back very hurtful memories. Those memories remind me of how my teachers used to become upset each time I failed to answer a simple question. I used to be the subject of ridicule in class. I also can't forget how my parents were worried all the time. They were always wondering what was going on. Even my classmates used to pick on me and bully me all day long. I couldn't wait for the weekend to come so that I could hide in my house and have a break from school. Truly, they were days I wish I could forget.

One day I read an article that helped me understand. The article was about attention deficit disorder (ADD). When I was a student at school, I found it difficult to stay focused for long periods of time. Sometimes, each hour that passed felt like a day. I just couldn't listen to the teachers for more than ten minutes. I felt deep inside that I had good potential, but my problems at school were making my life miserable. When it came to school work, most of the time I felt frustrated. However, when I read that article many questions about why those things were happening to me at school were answered.

Amazingly, I made it to college, but it was very challenging. To help me reach my goals, I started making to-do lists just to get everything done without forgetting anything. It was really hard to prioritize my work because

even if I started with small things, they would take so long. When things became very stressful, sometimes I couldn't concentrate at all. At one point, I felt like everything was collapsing, even my relationships with everyone around me. Throughout my years at college, I failed many courses. Part of the problem was because I would sign up for too many courses, and by the time I realized how much work they would require, I would wait too long before deciding to drop courses. So I ended up with a lot of 'Fs'. College was a big leap forward though. I stuck to it and, even though it took me longer than it took my friends, I made it!

I still think the article on ADD helped me through many difficult times. Just knowing that others had the same challenges made me feel better. The article mentioned that the symptoms of ADD were not all negative. Adults with ADD also have many positive traits such as having free spirits and lively minds. The article also said that people with ADD have a spontaneous approach to life -- and that approach can be infectious. Although I was struggling in some ways, I also had all of these attributes as well. So the news wasn't all bad.

I felt as though no one could really accept me as I was. Although I had such problems focusing for prolonged periods of time, and I found it difficult to meet deadlines, I was creative. In fact, my boss once told me, "You excel at thinking outside of the box." This was one of the few times I felt proud of myself. It didn't use to last long though because my colleagues used to find a way to twist it all back to the fact that I wasn't as competent as they were.

After reading the article, I realized that I wasn't the only one who was facing these challenges. I scheduled an appointment with a counselor so that I could discuss my issues with someone who understood my specific challenges. I also wanted to find out whether treatment would be appropriate for me. The ball was in my court. I decided to put all of my energy into getting things on track. I joined the ADD Association where I met other people who also had ADD. Together we shared our experiences, laughed together and cried together, but mostly we all began feeling less alone in dealing with our challenges. Together, we began to look at the bright side of our situations. Things are much better now, and will still improve tremendously if I keep it up. And, the good news is: I AM KEEPING IT UP!

Instructions: Read the story again and answer the following questions.

1. The narrator's life began to change dramatically when:
 - a. she read an article about ADD.
 - b. she used to hear many disturbing comments throughout her early years at school.
 - c. she used to ignore all the disturbing comments directed to her.
2. When the narrator was a student at school, she:
 - a. used to be able to pay attention.
 - b. found it difficult to stay focused.
 - c. used to have lots of friends.
3. The narrator was devastated because:
 - a. she knew she didn't have potential.

- b. of her problems at school.
 - c. she was brilliant.
4. When she enrolled in college, she:
- a. had everything fixed by that time.
 - b. turned into an organized person.
 - c. had to deal with many stressful situations.
5. "I started looking at the bright side," means:
- a. she was a fun person.
 - b. she appreciated everything her eyes fell on.
 - c. she looked at things in a positive way.
6. The second step she took after reading the article was:
- a. putting all her energy to work things out.
 - b. setting an appointment with a counselor.
 - c. working on her self-esteem.
7. "Thinking out of the box" means:
- a. thinking negatively.
 - b. thinking positively.
 - c. thinking in a creative way.
8. "The ball was in my court" means:
- a. she was a good football player.
 - b. everything was up to her.
 - c. everything was under control.

Activity 2

True or False

Maria's Presentation Experience

Instructions to students: Read the following story quickly and find out about Maria's problem.

Maria's Presentation Experience

One day Maria's professor told the class that each of them had to do a presentation. Maria was a good student, so she enjoyed doing the research, but the thought of presenting it made her feel extremely anxious. She pleaded with her professor, but she couldn't persuade him to let her hand in an assignment instead. There was no way out – she had to do the presentation.

Maria was the kind of person who had few friends at school. Although she was a lovely person, she had a continuous fear of saying something that would lead to embarrassing her in front of everyone. In fact, that was why she often spent most of her time alone or with her best friend, Sam, who was the only person she felt comfortable with.

People with social phobia usually find their anxiety triggered by situations such as: being the centre of attention, being watched or observed while doing something, having to speak in public or even having eye contact with others. The thought of standing in front of the class to give a presentation horrified Maria. She was worried that she would embarrass herself in public and would start blushing, and sweating excessively. What if she had nausea? She was not ready to deal with all of that. Deep inside she knew she was had to confront her fears.

Two weeks before the due date of the presentation, Sam gave Maria a book about social phobia self care. The book helped Maria understand, live with and, eventually, overcome her phobia. Maria had to shift her feelings and turn them into positive thoughts. She had to stop the negative thoughts that that caused her fear of social situations. Once she was able to identify these negative thoughts, she would be able to challenge them. She wanted to steer herself away from denial and face reality. Instead of saying, "I am going to look stupid," she thought, "Even if I am nervous, will people necessarily think I look stupid?" Instead of, "I don't have anything interesting to say," she thought, "I worked hard to make sure that I knew a lot about my research topic so I will have lots of interesting things to say." By changing her way of thinking, Maria was able to perceive anxiety-triggering situations. Sam's friendship helped too.

The day of the presentation approached. Maria was so nervous that she vomited. "I can do it!" Maria kept on reminding herself. "I can do it and I will!" she said repeatedly. On stage, she slipped many times but she just paused for a moment, and refused to let her fears take over. She simply focused on the present moment, took a deep breath and continued. Maria was so grateful to Sam for providing her with that book. That presentation was an enormous challenge, but Maria succeeded.

Instructions: Read the story again and find out whether the following statements are true or false.

1. Social Phobia is an overwhelming fear of embarrassment in everyday situations.

 TRUE FALSE

2. For a person with social phobia, being the center of attention is the worst thing.

 TRUE FALSE

3. Sam wanted Maria to embarrass herself.

 TRUE FALSE

4. Going to a therapist helped Maria to perceive anxiety-triggering situations.

 TRUE FALSE

5. Sam was the only friend Maria felt comfortable with.

TRUE

FALSE

6. Maria believed that she would do worse with her next presentation.

TRUE

FALSE

7. Excessive sweating and nausea can be symptoms of social phobia.

TRUE

FALSE

Grammar

Focus 1: Simple Past

Simple Past

1. Form:

When we form the past simple we should take into account whether the verb is regular or irregular. Regular verbs form their past tense by adding (**-ed**) to the base form. For example:

Play - played

Visit - visited

Irregular verbs have no general rule that govern the formation of the past simple.

Base form	Simple past
have	had
is	was
are	were
go	went
give	gave

2. Use:

The simple past refers to an action that started and ended at **specific points in the past** (yesterday, ago, last week, in 2001, in the past, at the time, etc). Look at the following sentences:

1. Ahmed visited his parents last weekend.

2. The new manager met the sales rep. this morning. .

3. Negative:

In both regular and irregular verbs the negative form is formed with **did not + base** (contracted as **didn't + base**).

Ahmed visited his parents last weekend.	Ahmed did not visit his parents last weekend.
The new manager met the sales rep. this morning.	The new manager did not meet the sales rep. this morning.

4. Interrogative:

In both regular and irregular verbs the interrogative form is formed with (**did + subject + base**).

Ahmed visited his parents last weekend.	Did Ahmed visit his parents last weekend?
The new manager met the sales rep. this morning.	Did the new manager meet the sales rep. this morning?
Sally left two hours ago.	When did Sally leave ?
Sami killed a snake last night.	What did Sami kill last night?

5. Exception: Verb (to be)

She was absent yesterday.	Was she absent yesterday?
They were absent yesterday.	Were they absent yesterday?

6. Spelling rules:

The spelling of the verb is changed before adding the (-ed) in the following two cases:

1. In verbs ending in a consonant preceded by a vowel, double the consonant. (on the stipulation that the verb be monosyllabic or ends in a stressed syllable):

rub - rubbed
 plug - plugged
 prefer - preferred

commit - committed

2. In verbs ending in (-y) preceded by a consonant, change the (-y) into (i).

e.g:

study – studied

try - tried

3. In verbs ending in (-c) the (-c) is changed into (-ck):

traffic - trafficked

picnic - picnicked

4. In verbs ending in (-l) preceded by a vowel, the (-l) is doubled:

travel - travelled

rebel - rebelled

Focus 2: Past Continuous Tense

* Form: was/were + verb/ing

The ***past continuous tense*** is used to refer to:

1. An action that was **in the middle of happening** at a stated point of time **in the past**.
E.g.: At 8 o'clock last night she **was working** on her presentation.
2. For two or more actions which were happening at the same time in the past.
e.g.: While Maggy **was explaining** binge eating, Sally **was listening** attentively.
3. A past action which was **in progress** when another action interrupted it. We use the past continuous for the **interrupted** action and past simple for the action which interrupts it.
e.g.: She **was pleading** with her professor when Sam **called**.

Adnan will provide other table

Affirmative	Negative		Interrogative
	Long Form	Contraction	
I was gorging.	I was not gorging.	I wasn't gorging.	Was I gorging?
You were stockpiling	You were not stockpiling	You weren't stockpiling.	Were you stockpiling?
He was	He was not	He wasn't contributing	Was he contributing?

contributing	contributing		
She was pleading	She was not pleading	She wasn't pleading	Was she pleading?
It was collapsing	It was not collapsing	It wasn't collapsing	Was it collapsing?
We were chatting	We were not chatting	We weren't chatting	Were we chatting?
You were twisting	You were not twisting	You weren't twisting	Were you twisting?
They were talking	They were not talking	They weren't talking	Were they talking?

- Time Expressions used with the past continuous:

- while
- when
- as

Adnan please check to see if activities match with new grammar focus

Activity 1

Circle It

Food and Nutrition

Instructions:

Circle the correct form of the verb in brackets and write it to fill in the blanks.

1. I _____ (was buying / bought) a number of books on nutrition last week.
2. There _____ (was / were) a shortage of food in some countries after the war.
3. She _____ (ate / was eating) uncontrollably when I came in.
4. She _____ (changed / was changing) her way of dealing with negative emotions as soon as she _____ (realized / was realizing) the consequences of binge eating.
5. She _____ (gorged / was gorging) on her favorite binge food when her mother _____ (came in / was coming in).

Activity 2

Write It

Social Phobias

Instructions:

Circle the correct form of the verb between brackets and write it to fill in the blanks.

1. Although Maria was a lovely person, she _____(had / was having) a continuous fear of embarrassment.
2. Sam _____(gave / was giving) Maria a book about social phobia self care yesterday.
3. Before she _____(did / was doing) the presentation, Sam_____ (encouraged / was encouraging) her a lot.
4. Maria simply _____ (focused / was focusing) on the present moment, (took / was taking) _____ a deep breath and _____(continued / was continuing) her presentation.
5. When Maria _____(finished / was finishing) the presentation, she _____(felt / was feeling) proud of herself.

Activity 3

Multiple Choice

Choosing the Correct Tense

Instructions:

Read the sentences below and circle the correct tense for each sentence.

1. Jim and Rona _____ two years ago after having a long friendship.
 - a. married
 - b. marry
 - c. were marrying
2. Jim _____ to hide his intense feelings when he was talking to his parents.
 - a. try
 - b. was trying
 - c. were trying
3. My problems at school _____ my life miserable when I was at school.
 - a. make
 - b. were making
 - c. was making
4. College _____ a big leap forward, but it was very stressful.
 - a. were
 - b. was being
 - c. was
5. Although I _____ in some ways, I also had many strengths.
 - a. was struggled

- b. were struggling
- c. was struggling

6. When they were at school together, they shared a lot of experiences; they _____, cried and played together.

- a. laughed
- b. were laughing
- c. laugh

Activity 4

Tick It

Which Sentence Is Correct?

Instructions:

Tick next to the grammatically correct sentence.

1.
 - She recognized the potential for error in the method being used.
 - She was recognizing the potential for error in the method being used.
2.
 - What led you to this conclusion?
 - What was leading you to this conclusion?
3.
 - This demonstration was being a symptom of discontent among the students.
 - This demonstration was a symptom of discontent among the students.
4.
 - She deprived herself of food for a while, but she ended up binging and regretted it afterwards.
 - She was depriving herself of food for a while, but she ended up binging and regretted it afterwards.
5.
 - She were having a continuous fear of being humiliated in front of others.
 - She had a continuous fear of being humiliated in front of others.
6.
 - She imposed her ideas on the group during our last meeting.
 - She was imposing her ideas on the group during our last meeting.

Listening

Activity 1
Circle It
Multiple Choice

Instructions to students: Listen carefully to the following conversation between a student and her nutritionist and circle the best answers for the multiple-choice questions that follow.

Audio Script

Binge Eating Disorder

The following conversation is between a Sally, a student, and her nutritionist, Maggy. Sally was having a problem with her weight. She was overeating and felt that things were getting out of control. She didn't know what to do, so she decided to go to a nutritionist. Maggy, the nutritionist, tried her best to help her, but would it work? Let us listen to find out.

Sally: Good afternoon Ms. Maggy. It's a pleasure to meet you.

Maggy: Good afternoon Sally. The pleasure is all mine. Tell me, what brings you to my office?

Sally: Well, I really don't know where to start.

Maggy: Start from the very beginning.

Sally: Ok, my problem is, as you can see, my weight. I am still a student in university and my weight is a constant source of stress for me. I crash diet and then I binge. I just don't have the ability to stop eating or to control what I am eating. I rapidly eat large amounts of food -- even when I am full! Sometimes, I stockpile food to eat it later in secret. I eat normally in front of my family or friends, but I gorge when I am alone.

Maggy: First of all, don't despair. By coming here today, you have taken the first important step toward getting better. Let me just ask you a few yes/no questions and we'll go from there. Ok, do you think about food all the time?

Sally: Yes, I do.

Maggy: Do you eat to escape from worries or to comfort yourself?

Sally: Aha!

Maggy: And, do you feel disgusted or ashamed after eating?

Sally: Oh, yes.

- Maggy: Do you feel powerless to stop eating?
- Sally: Definitely.
- Maggy: Then, it sounds like what you are going through is what we call binge eating disorder. Binge eaters use food to cope with stress and other negative emotions, but their compulsive overeating just makes them feel worse. The good news is that binge eating disorder is treatable. You have been eating to feed your feelings, rather than your body.
- Sally: But how can I change my way of dealing with stress and negative emotions?
- Maggy: Well, as you can see, binge eating is a symptom of stress and negative emotions. I can give you my friend's number, a counselor who specializes in dealing with stress and negative emotions. He can't do it for you, but he can show you how to begin changing by learning how to deal with your emotions. However, there is another path to feeling better about yourself.
- Sally: Well, I'd like to hear about that because, to tell you the truth, I'd feel uncomfortable talking to a male counselor about my problem.
- Maggy: Ok then, let's try this. I'd like you to do research about binge eating disorder. Look ... you can get lots of information from many sources such as websites, journal articles or even health brochures. These will help you define the underlying issues you have and then how to deal with your negative emotions. As for me, I can assist you in planning a nutrient rich, low fat and healthy diet. To start with, STOP DIETING. The deprivation and hunger of strict dieting can trigger food cravings and the urge to overeat. Instead of dieting, focus on eating in moderation. I am sure you know that crash dieting is self destructive, but I believe it is time to do something about it. Second, you should know that having breakfast is essential. Skipping breakfast often leads to overeating later in the day, so start your day right with a healthy meal. Eating breakfast also starts your metabolism in the morning. Third, you should avoid temptation. You're much more likely to overeat if you have junk food, desserts and unhealthy snacks in the house. It is a step forward if you clear your fridge and cupboards of your favorite binge food.
- Sally: Wow! That's easier said than done!
- Maggy: You're right, but it's doable. Exercising is also very important. It will not only help you lose weight, but it will also lift your depression, improve your overall health and reduce your stress. You will have set backs – but even when you binge again, just

do something else you enjoy, go to the gym or for a walk and try again.

Sally: It seems it all starts from within. I really have to rebuild my self-confidence by making small changes every day. If I can just stick to those small changes, eventually I will make long term changes that I can live with. You know, I haven't ever thought of it like that before.

Maggy: Sally, just keep in mind that it's not all about food. You should develop a healthy relationship with food. Eat as much as you need; not as much as you want. You should take good care of your health to avoid the risk of having serious health problems later on, such as diabetes.

Sally: You know, I can't even climb up a flight of stairs without being totally out of breath – and that really bothers me. I'm going to start exercising a little every day, too. I'm just going to do a little every day until I can walk or run 30 minutes a day. NO MORE EXTREMES! Thanks so much for your advice.

Maggy: Sally. You're a lovely, intelligent, young woman. Be good to yourself.

1. Sally is a:
 - a. Nutritionist.
 - b. Student.
 - c. Instructor.
2. Sally made the appointment with:
 - a. Maggy.
 - b. Maggy's secretary.
 - c. herself.
3. Sally's appointment was at:
 - a. 4 p.m.
 - b. 4:30 p.m.
 - c. 5 p.m.
4. Sally's problem is:
 - a. binge eating disorder.
 - b. having an overweight friend.
 - c. being bulimic.
5. Maggy helps Sally by:
 - a. giving her tips how to overcome her problem.
 - b. to go on a crash diet to lose weight quickly.
 - c. telling her how that she should only be friends with thin people.

Activity 2
Multiple Choice
Autism

Instructions to students: Listen carefully to the following article about autism and circle the best answers for the multiple-choice questions that follow.

Audio Script

Autism

Autism is a brain disorder that impedes the brain from absorbing information. It leads to an inability to communicate with others, and it frequently disrupts education and social behavior and affects how a child talks, plays or interacts.

The symptoms of autism vary from one person to another, but they all share the following main characteristics. Typically, autistic children have difficulty understanding what others are thinking and feeling. They seem to live in their own world. They have trouble sharing emotions and making friends because they lack interest in people around them or the surrounding environment. Autistic children often perform repeated hand movements, such as playing the same game repeatedly. In fact, this is also considered to be a main symptom of autism. In addition to that, autistic children are extremely sensitive to change. For instance, they are disturbed by small changes in their routine, such as moving from one place to another. They also respond negatively to everyday sounds because they are so overly sensitive to sounds.

Melanie is a married woman who has three children. When her third child arrived, things just didn't seem right. At the age of 6 months, her child didn't show any joyful expressions or even smile. When her son was two years old, he still couldn't pronounce a word. He never looked at her when she talked to him. She tried many times to make eye contact with her son, but couldn't. He used to spend many hours just stacking blocks - one on top of the other. Whenever they fell, he would cry a bit, then he would just begin stacking them all over again. If they put him in front of the TV, he would spend hours watching without any movement. She realized that his behavior wasn't really normal. When she took him to the pediatrician, she received the shock of her life – she found out that her son was autistic.

Life was harsh for Melanie and the people around her didn't make it any easier. If she took her son to a park, the other kids would stare in astonishment at her son's behavior. The mothers would say things like "What's wrong with your son?" No one really understood which made her feel very lonely. However, she found an organization for people who shared the same challenges. They also had autistic children. Having an autistic child wasn't something easy to talk about. She felt better when she joined this group because the members shared their experiences with each other. She felt they knew exactly what she was going through, because they were going through the same vicious cycle. Suddenly, she didn't feel quite as alone. In spite of everything, Melanie, like the other parents, loved their autistic children.

1. Autism is:
 - a. a brain disorder that affects a child's development.
 - b. lacking the ability to communicate.
 - c. having the difficulty to understand what other people think or feel.
2. The symptoms of autism are:
 - a. being stressed and unfocused.
 - b. inability to communicate and repetitive behavior.
 - c. talking and laughing too much.
3. Melanie's autistic child was:
 - a. the fourth child.
 - b. the third child.
 - c. the second child.
4. At first, Melanie thought her child's behavior was:
 - a. positive.
 - b. negative.
 - c. neutral.
5. People around her used to:
 - a. stare at her son's behavior in astonishment.
 - b. make fun of her son's behavior.
 - c. tell her to keep her son quiet.
6. Melanie started feeling better when she:
 - a. went to a counselor.
 - b. joined an organization for parents with autistic children.
 - c. ignored her autistic child.

Pronunciation

The ed ending on verbs can be pronounced in three different ways:

- i) as /d/ after voiced sounds: /b, g, v, ð, z, ʒ, dʒ, m, n, ŋ, l/
Look at the following examples: rained, plugged, killed.
- ii) as /t/ after voiceless sounds: /p, k, f, θ, s, ʃ, tʃ/. Look at the following examples: stopped, asked, washed,
- iii) as /id/ after /t/ and /d/ Look at the following examples: painted, shouted, ended.

Activity 1 Write It! Suffixes *ed*

Instructions:

Write the words into the table according to how the *ed* suffix is pronounced.

twisted	collapsed	inherited	escalated
perceived	sustained	decided	challenged
equipped	sliced	faxed	triggered

/-d/	/-id/	/-t/

Speaking

Activity 1

Offline Activity

Class Presentations

Instructions:

1. Form teams of four.
2. With your team members, think and talk about how you feel about giving presentations in front of the class.
3. Share your ideas among your team.
4. Your instructor will call on you to express these feelings in front of the rest of your class.

Activity 2

Offline Activity

Binge Eaters Everywhere!

Instructions:

1. Form teams of four.
2. With your team members, discuss the differences between occasionally overeating and binge eating. Do you have a friend who binges?
3. How can you help that friend? What advice would you give him/her?
4. Your instructor will check with each team to listen to your conversations.

Activity 3

Circle It!

Pick and Choose

Instructions:

- a. Form teams of four.
- b. Choose one of the questions.
- c. With your team members, discuss possible replies to these questions.
- d. Express your thoughts in complete sentences.
- e. Each team will be called upon to present their opinions to the class.
- f. Select one member to present his/her team's answers.

First Card's Question:

How would you deal with an autistic friend or relative?

Second Card's Question:

What would you do if someone you cared about was diagnosed with ADD?
How would you help that person? Would you show your support?

Third Card's Question:

If you had a very serious problem, who would you talk to about it? Would you seek a counselor for help? Why or why not?

Writing

"Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved."

- Helen Keller

Writing Focus

The Topic Sentence

The topic sentence states the main idea of a paragraph.

The first sentence in the paragraph is usually the topic sentence. The topic sentence informs the reader of what the paragraph is going to be about.

Supporting Sentences

The sentences that follow the topic sentence provide specific information that supports the main idea in the topic sentence.

A paragraph should have enough information to develop the topic sentence. If that is not the case, you will end up with a weak paragraph; empty and uninteresting. To make your paragraph effective, you should have a minimum of three supporting sentences. If appropriate, provide examples as well.

The Concluding Sentence

The concluding sentence may be used to summarize or restate the paragraph's main idea.

Sometimes a paragraph may be long and complicated or may include details that the writer wants to emphasize. Such a paragraph may end with a concluding sentence that sums up the key points made in the paragraph.

Activity 1**Write It!****Are you emotionally intelligent?**

Instructions:

- Write the first draft of a paragraph about a time you felt you demonstrated emotional intelligence.
- Check the first draft with a classmate and correct any mistakes.
- Save your second draft. You will receive instructions in class about how to submit the assignment.

For example:

Think of a time you used your emotional intelligence to resolve a conflict or to solve a problem.

Note: Try to include words from the Word List provided for this unit, and write your paragraph using the past tense.

Activity 2**Write It****What makes you anxious?**

Instructions:

- Write two paragraphs about a time when you felt anxious.

How did you handle it?

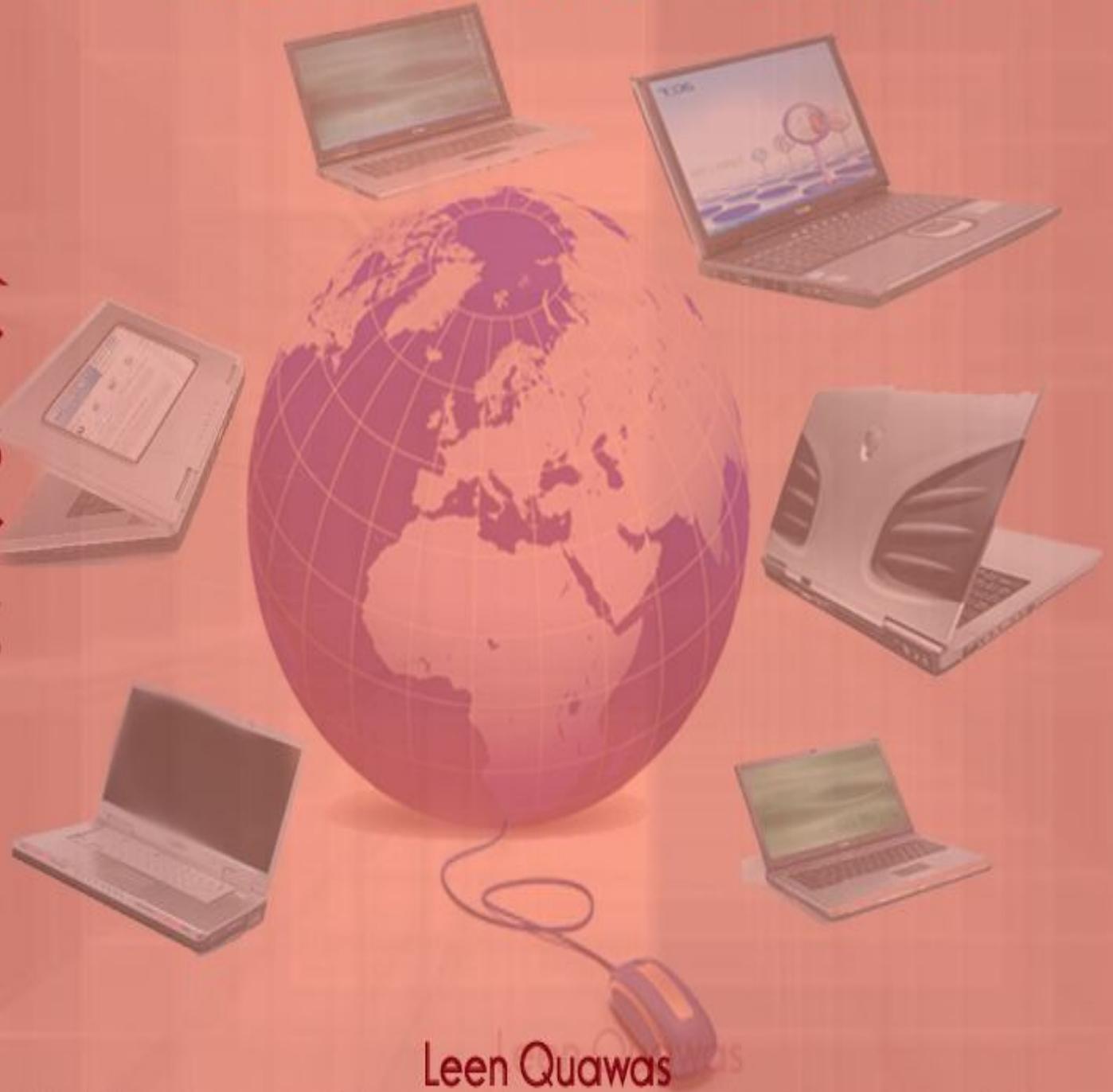
What did you do to overcome your anxiety?

- Check the first draft with a classmate and correct any mistakes.
- Save your second draft.
- You will receive instructions in class about how to submit the assignment.

Connections Series

Intermediate: Unit 3

FIRST EDITION 2009



Leen Quawas

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"The true way to render ourselves happy is to love our work and find in it our pleasure."

- Francoise De Motteville

Learning Objectives

1. Form sentences using the past perfect simple tense.
2. Form sentences using the past perfect continuous tense.
3. Form sentences using the present perfect simple tense.
4. Form sentences using the present perfect continuous tense.
5. Distinguish between the uses of the past perfect simple and past perfect continuous tenses.
6. Read and understand passages on topics introduced in this unit.
7. Plan your notes before writing a business letter.
8. Converse using the new vocabulary from this unit's Word List.
9. Pronounce the vowels in words properly.

Word List		
inventory (n.)	detailed list	resentful (adj.)
qualification (n.)	training, examination or experience that qualifies somebody for work, training, etc.	frustrate (v.)
interpersonal (adj.)	existing or done between two people	recall (v.)
Attribute (n.)	quality regarded as a natural or typical part of somebody or someone	annoyance (n.)
enhance (v.)	increase the good qualities of somebody or something	shred (v.)
fondly (adv.)	lovingly; gently	grin (n.)
pharmaceutical (adj.)	connected with the making and distribution of drugs and medicines	enraged (adj.)
proactive (adj.)	serving to prepare for, intervene in, or control an expected occurrence or situation	regret (v.)
drained (adj.)	make somebody or something weaker, poorer, etc by gradually using up his/its strength, money, etc	resign (v.)
dread (v.)	fear something greatly	cautious (adj.)
effective (adj.)	producing the intended result	bankrupt (adj.)

prescription (n.)	doctor's written instruction for the composition and use of a medicine	equivalent (adj.)
nepotism (n.)	practice among people with power or influence of favoring their own relatives, especially by giving them jobs	routine (n.)
manipulative (adj.)	tending to control or influence somebody cleverly or by unfair means	annual (n.)
unmotivated (adj.)	not very keen to do something	budget (n.)
devious (adj.)	dishonest, sneaky; not straight forward; not trustworthy	protocol (n.)
oblige (v.)	compel or require somebody by law, agreement or moral pressure to do something	competence (n.)
fund (v.)	provide (an institution, a project, etc) with money	stereotype (n.)
approach (v.)	go to somebody for help or support or in order to offer something	persist (n.)
implement (v.)	put something into effect; carry out	assumption (n.)

Note to students: The Word List covers both reading and listening texts and scripts.

Student's Responsibility: Students are responsible for knowing all the words in the Word List and will be examined accordingly. For those words that do not have a definition, students will be responsible for finding the definition.

Activity 1

Write It!

Matching Synonyms

Instructions to students: Write the words below in the spaces provided beside the words that mean the same thing.

fear	exhausted	lazy	effectual	requirement
sneaky	improve	lovingly	go about	

Words	Synonyms
Effective	
Unmotivated	
Devious	
Drained	
Enhance	
Qualification	
Fondly	
Dread	
Approach	

Activity 2**Write It!****Jumbled Words**

Instructions: Look at the anagrams below and arrange them into words that match the synonyms provided. Write the words on the lines provided next to each definition.

1. **intorveny** – detailed list

2. **mentpleim** – carry out

3. **dnuf** – provide an institute with money

4. **fultneser** – bitter

5. **acller** – remember

6. **frurtseta** – defeat

7. **gedaren** – furious

8. **gniser** – quit

Activity 3**Hangman**

Instructions to students: Read the following synonyms and try to guess the corresponding words. Be careful! Every wrong choice will bring you closer to the hangman's rope!

existing or done between two people	
compel somebody to do something	
favoritism	

persevere	
yearly	
regular	
like or equal	
tear up	

Activity 4**Write It!****Complete the Sentences**

Instructions to students: Write the words in the box in the appropriate blanks to complete the sentences.

budget	protocol	stereotype	competence	assumptions
bankrupt	cautious	regret	grin	annoyances

- The company was worried about the lack of money and how it will affect the _____.
- The organizer was familiar with the _____ of royal visits.
- I don't usually like films with bad plots and _____ characters.
- No one doubts her _____ as a teacher. Everyone agrees that she's good.
- The theory is based on a series of wrong _____.
- Tom was _____ so he couldn't pay his debts.
- Most parents teach their children to be _____ around strangers.
- I _____ to say the position has been already filled.
- He accepted my resignation with a nasty _____ on his face.
- Lack of parking near the office is the only _____ I have to deal with.

Activity 5**Write It!**

Matching Words with Definitions

Instruction to students: Write the words in the box next to their corresponding definitions.

pharmaceutical	stereotype	frustrated	implement	enhance
bankrupt	inventory	interpersonal	unmotivated	proactive
dread	resign	prescription	attribute	resentful

Word	Meaning
	Quality regarded as a natural or typical part of somebody or someone
	Connected with the making and distribution of drugs and medicines
	Serving to prepare for or control an unexpected occurrence
	Doctor's written instruction for the composition or use of a medicine
	Image, idea or character that has become fixed or standardized in a conventional form without individuality
	Marked by strong cynicism
	Disappointed
	Detailed list
	Put something into effect
	Existing or done between two people
	Improve the good qualities of somebody or something
	Fear something greatly
	Quit
	Not very keen to do something
	Person judged by a law court to be unable to pay his debts in full

Activity 6
Write It!
Anagrams

Instructions to students: Look at the anagrams below, arrange the letters into words, and write the words in the space that match the definitions.

lauann	edniadr	ceulacitmaraph	noiptmussa
usoidve	lentivauqe	tivealupinam	tismopne

1. connected with making and distribution of medicine	
2. favoritism or discrimination, not merit based	
3. very tired or exhausted	
4. the same or equal	
5. yearly	
6. supposition; not based on facts	
7. sneaky, not straight forward, not trustworthy	
8. tending to control or influence somebody cleverly or by unfair means	

Activity 7
Circle It!
Multiple Choice

Instructions to students: Circle the correct answer.

1. That silly law is no longer _____.
 - drained
 - effective
 - interpersonal
2. _____ is the practice among people with power or influence of favoring their own relatives, especially by giving them jobs.
 - Annoyance
 - Qualification
 - Nepotism
3. She found it difficult to establish a new _____ after retirement.
 - prescription
 - routine
 - attribute
4. He was _____ when he realized that his work was shredded into pieces.
 - enraged
 - cautious
 - unmotivated
5. Some people _____ going to work when they don't enjoy what they're doing.
 - enhance
 - dread

- oblige

Reading

"Always be smarter than the people who hired you."
-Lena Horne I

Activity 1 Circle It! Nepotism

Instructions to students: Read the following article and then circle the multiple choice questions that follow.

Nepotism in America

1. What is nepotism?
2. Does nepotism exist in your country?

The word *nepotism* means favoritism toward family or relatives. Generally, people understand nepotism to mean providing opportunities to relatives even when other people who are competing for the same positions may have better qualifications. For many Americans, the word nepotism conjures up images of unworthy, incompetent people taking opportunities from more deserving people. As a result, nepotism often causes resentment in those who have not been born into affluent or privileged families. Frequently, people refer to children of wealthy families as being born ‘with a silver spoon in their mouths,’ to say that these people did not earn their opportunities.

When we look at the world of business, for instance, many of the Fortune 500 businesses began as family businesses. Consequently, in many of these businesses, the founders have been appointing their relatives to powerful positions in these companies. The Ford Company and McGraw-Hill Publishing are just two examples of family run businesses.

Let’s look at nepotism in politics as another example. George Bush was born into a very powerful and rich family. His father, George Bush Senior was the former President and his brother was the governor of Florida. When George W. Bush won the 2000 presidential election, many who voted for his opponent, Al Gore Junior, pointed to Bush’s victory as the result of nepotism. Similarly, when John F. Kennedy appointed his brother, Robert Kennedy, as Attorney General, he was accused of nepotism.

We can also see many instances of nepotism in the film industry as well. Famous parents have used their contacts, wealth and power to provide their children with

opportunities to become famous. The Baldwin family, Sylvester Stallone, Martin Sheen, Goldie Hawn and Kirk Douglas are all examples of actors who have given opportunities to their sons or daughters. As a result, their children are famous celebrities.

It is not all bad though. Many people argue that opportunities should be given to those people who deserve them, based on merit instead of family ties. Others argue that nepotism helps to strengthen family ties. By strengthening family ties, nepotism upholds the very foundation of human communities.

1. Critics say that opportunities should:
 - a) go to members of powerful families.
 - b) be given based on merit.
 - c) be given based on family ties.

2. Nepotism in America:
 - a) happens only in politics.
 - b) happens only in business.
 - c) happens in many aspects of life.

3. Sylvester Stallone is one example of:
 - a) a parent who provided his child with the opportunity to succeed in business.
 - b) a parent who provided his child with the opportunity to succeed in politics .
 - c) a parent who provided his child with the opportunity to succeed in acting.

4. Being born with a ‘silver spoon in their mouths’ means:
 - a) not being able to say anything intelligent.
 - b) having opportunities they didn’t earn but have because of the influence of their families.
 - c) only caring about silver.

5. Some people argue that the positive side of nepotism is that it:
 - a) provides the best and brightest people with opportunities.
 - b) only exists in America.
 - c) makes family ties stronger.

6. In the first paragraph, *affluent* means:
 - a) wealthy
 - b) mean
 - c) unworthy

Activity 2

Matching

Postings for Jobs

Instructions to students: Read the descriptions of the people below and match each of them with the most suitable job posting for him/her, according to their qualifications.

Postings for Jobs

1.

Job Description and Requirements

You should be able to assist customers in finding what they are looking for and interest them in buying our clothes. You should feel comfortable in describing a product's features, demonstrate its use or show different models. You will help stock shelves, arrange for delivery purchases and mark price tags. You must have a high school diploma or equivalent. You enjoy working with others and have the patience to deal with difficult customers. You have a neat appearance and the ability to communicate clearly and effectively. You have an interest in sales work. You can stand up for long hours and be able to wrap gifts.

2.

Job Description and Requirements

You are creative and a university graduate with a background in Graphic Design, and you specialized in advertising. You don't believe that advertising is a science. You are self-motivated, energetic, pleasant and a strong team player. You are passionate! You are bilingual (Arabic and English) and a great writer. You are fluent in using design software and a fast learner. You are an enemy to the ordinary!

3.

Job Description

- ❖ Contributing in the development of IT long-term strategic plans and annual budgets
- ❖ Managing and supporting the IT budgeting process globally
- ❖ Prepare MIS based on Budget and Spending trends and forecasts
- ❖ Manage and maintain the global budget process
- ❖ Follow up with the different IT centers and global teams on budgets and actual spend
- ❖ Generate and prepare budget reports to management
- ❖ Implement areas of improvement in reporting budget
- ❖ Suggest and implement enhancement to the budget process and systems internally
- ❖ Coordinate and manage the communication with different departments in the group
- ❖ Prepare standard communication protocols and channels for use by all IT Functions

Job Requirements

- ❖ Education: Graduated degree in a technical discipline (e.g. computer engineering/computer science)
- ❖ Experience: 5-10 years preferably in IT technical positions in a major financial institution or in a banking solutions vendor, of which at least 2 years in a similar position
- ❖ Competencies:
 - Good English language skills.
 - Presentation and interpersonal skills

4.

Job Description and Requirements

You are required to possess the following skills and competences:

- A bachelor degree in English Language and Literature
- Fluent in English, oral as well as written
- The ability to deal with children, grades 1-3
- Computer literacy
- The ability to work in teams

5.

Job Description and Requirements

- Strong written and oral English communication skills are a must
- Creative Design Skills, Creation of new and imaginative designs that stretch the limits of what is possible
- Strong Flash skills including flash animation
- Good Knowledge of Adobe Suite applications mainly Photoshop and Illustrator
- Good knowledge of web technologies (HTML, XHTML, Java Script, etc)
- Creative and enthusiastic with a willingness to explore, propose and adopt new technologies in a multimedia environment
- The ability to take something all the way from an idea to a solution, working independently where required.
- Ability to work in a dynamic environment

a.

My name is Rana. I am 22 years old. I am a fresh graduate with a bachelor degree in Information Technology. I am looking for a job that is interesting in my specialization. I have excellent English language skills.

b.

My name is Sami. I am 24 years old. I just graduated with a bachelor degree in Graphic Design. I am looking for a job in my area of specialization.

c.

My name is Suha. I am 23 years old. I am a recent graduate with a bachelor degree in English Language and Literature. I am looking for a job vacancy in an elementary school as an English teacher.

d.

My name is Sahel. I am 30 years old. I have an MS degree in computer science. I worked in a bank for 5 years as an IT Budgeting Specialist. I would like to work in another bank.

e.

My name is Nabil. I am 20 years old. I am still a university student. I am studying Marketing. I am looking for a job during the summer that is related to sales. I have good communication skills.

Activity 3 True or False Equality in Gender

Instructions to students: Read the text below and decide whether the following statements are true or false.

Equality in Gender

When will we reach equality in gender concerning jobs? Picture, if you will, a nanny, a housekeeper or even a secretary. Are you picturing a female? What if you picture a mechanic, a pilot or a footballer? What are you picturing now? A male? In many cases, we have been conditioned to picture a female for specific jobs and a male for others. More and more, however, this is changing.

In developed countries, females are doing jobs that were once thought of as suitable for males, and males are doing jobs once thought as suitable for females. For instance, Sabiha Gokcen, a Turkish woman, was the first female combat pilot in the world. UAE President Sheikh Khalifa bin Zayed, the ruler of Abu Dhabi, appointed Kholoud Ahmad Al-Dhaheri as a judge in the emirate in March 2008. This made the UAE the second Arab country in the Gulf after Bahrain to appoint a female judge.

Many people also think that nursing is a job for females. Contrary to those perceptions, male nurses existed in the world even before female nurses. In the first nursing school that opened in India centuries ago, males were the only ones who were considered fit to this job. Female nursing organizations first began to appear in the early 1900s and nowadays we have both male and female nurses. Doors are opening for both genders across the globe.

There has been a noticeable shift away from gender stereotypes and many people argue that this is a positive step. When you hear someone say, "Oh, that job is a male's job!" or "This is girls' work!" challenge that assumption. If you look around, you will see male and female professors, male and female cleaners, male and female chefs and even male and female drivers. These people have their jobs not according to their gender, but according to their qualifications.

1. Equality in gender concerning jobs is more frequently achieved nowadays than before.

 TRUE FALSE

2. Sabiha Gokcen, a Turkish woman, was the first female combat pilot in the world.

 TRUE FALSE

3. Sheikh Khalifa bin Zayed al-Nahayan is the ruler of Dubai.

 TRUE FALSE

4. The UAE is the first Arab country in the Gulf before Bahrain to appoint a female judge.

 TRUE FALSE

5. Male nurses existed in the USA for nearly as long as female nurses.

 TRUE FALSE

6. There has been a noticeable shift away from gender stereotypes, but many people argue that this is a negative step.

 TRUE FALSE

7. Nowadays, you can find male and female professors, male and female cleaners, male and female chefs and even male and female drivers.

TRUE

FALSE

8. These people have their jobs according to their gender and qualifications.

TRUE

FALSE

Grammar

Grammar Focus 1: Past Perfect

Past perfect:

1. Form:

The past perfect is form with had + past participle

I	had	arrived
we	had	arrived
you	had	arrived
they	had	arrived
he	had	arrived
she	had	arrived
it	had	arrived

2. Use:

The past perfect is mainly used to show you which of two events happened first. Some words are used to show arrangement of events such as **after**, **before**, and **when**.

Study the following examples:

1. Sally **had studied** English before she moved to New York.
2. Ali and Ahmed were able to get a hotel room because they **had booked** in advance.
3. Ahmed **had** already **posted** the letter when I saw him yesterday.

In sentence number one, for example, the action of studying English took place before the action of moving to New York.

3. Negative:

- The past perfect is negated by adding **not** to **had**:

I	had	not	arrived
we	had	not	arrived
you	had	not	arrived
they	had	not	arrived
he	had	not	arrived
she	had	not	arrived
it	had	not	arrived

5. Interrogative:

To make a question the subject and **had** change places.

Had	I	called him before I left?
Had	we	called him before we left?
Had	you	called him before you left?
Had	they	called him before they left?
Had	he	called him before he left?
Had	she	called him before she left?
Had	it (the game)	finished before we left?

Grammar Focus 2: Present Perfect

1. Form:

Have/has + past participle

I	have	finished
we	have	finished
you	have	finished
they	have	finished
he	has	finished
she	has	finished
it	has	finished

Examples:

- She has just arrived.

- They have already posted the letter.
- Have you ever been to Mecca?

2. Use

- The present perfect is used to describe actions that happened at an indefinite point in the past. The present perfect is used with words like: Just, yet, since, for, recently, already, etc. Study the following example:

She has gone to work.

In this example we do not know exactly when the action took place.

- The present perfect is used to describe an action that started and still continuous, especially when used with **since** and **for**:

Sally has lived in Amman since 1990.

Ahmed has been a teacher for ten years.

3. Negative:

The present perfect is negated by adding **not** to **have/has**.

I	have	not	finished.
we	have	not	finished.
you	have	not	finished.
they	have	not	finished.
he	has	not	finished.
she	has	not	finished.
it	has	not	finished.

4. Interrogative:

To make a question the subject and the auxiliary (have/has) change places.

Have	I	finished?	Yes, I have. No I have not.
Have	we	finished?	Yes, we have. No we have not.
Have	you	finished?	Yes, I have. No I have not.
Have	they	finished?	Yes, they have. No they have not.
Has	he	finished?	Yes, he has. No he has not.
Has	she	finished?	Yes, she has. No she has not.
Has	it (the game)	finished?	Yes, it has. No it has not.

When	have	I	finished?
When	have	we	finished?
When	have	you	finished?
When	have	they	finished?

When	has	he	finished?
When	has	she	finished?
When	has	it (the game)	finished?

Grammar Focus 3: Present Perfect Continuous

1. Form: has (or) have + been + verb/ing

I	have	been	studying
we	have	been	studying
you	have	been	studying
they	have	been	studying
he	has	been	studying
she	has	been	studying
it	has	been	studying

2. Use

The ***present perfect continuous tense*** is used to refer to:

1. an action which started in the past and continue up to the present, for instance: I **have been packing** my case all morning. (I'm still packing.)
 2. continuous past actions which have visible results or effect in the present, for instance: They **have been working** late. (They look exhausted.)
 3. express irritation, anger, annoyance, explanation or criticism, for instance: **Have you been reading** my project? (Showing anger)
- **Time Adverbs** used with the ***present perfect continuous***:
 - since
 - for
 - how long

Activity 1

Circle It

Instructions:

Circle the correct form of the verb between brackets to fill in the blanks.

1. When the worker arrived at the office, his supervisor _____(has left / had left / had been leaving).
2. Tom (prepared / had prepared / has prepared) _____his presentation before he went to the office.

3. Jim (had worked / had been working / has worked) _____ for twenty years. He resigned a week ago.
4. Suzan (had driven / had been driving / has been driving) _____ to work for half an hour when suddenly her car broke down.
5. She (had written / had been writing / has written) _____ her resignation before her boss fired her.

Activity 2

Circle It

Present Perfect Tense

Instructions:

Circle the correct form of the verb between brackets to fill in the blanks.

1. He (has written / has been writing / wrote) _____ three letters so far.
2. She (has written / has been writing / had been writing) _____ letters all day.
3. I'm very tired. That's because I (have worked / have been working / had been working) _____ too hard.
4. My partner (has finished / has been finishing / finished) _____ his assignment.
5. He (has read / has been reading / had been reading) _____ the same newspaper for thirty years now.

Activity 3

Multiple Choice

Choosing the Correct Tense

Instructions:

Read the sentences below and circle the correct tense for each sentence.

1. A: Is it raining?
B: No, it _____.
 - a. has stopped
 - b. stopped
 - c. has been stopping
2. Good. They _____.
 - a. have been finally arriving.
 - b. have finally arrived.
 - c. had arrived.
3. We _____ for an hour.
 - a. have been waiting
 - b. waited

- c. have waited
4. _____ my file?
- Have you seen
 - Have you been seeing
 - Had you seen
5. I _____ for my glasses all morning, but I haven't found them yet.
- have been looking
 - have looked
 - had looked
6. He _____ his debts at work before the police took him.
- paid
 - have paid
 - had paid
7. She _____ with the customer all morning.
- had been talking
 - has been talking
 - talked
8. Sam _____ his project to Tom.
- has shown
 - has been showing
 - had shown
9. Sally _____ Tom 50 pounds today.
- had lent
 - had been lending
 - has lent
10. They _____ their university after three years of work.
- visited
 - had been visiting
 - had visited
11. The accountant _____ a big sum of money and ran away.
- had stolen
 - stole
 - has stolen
12. She _____ me a lot of hints on how to succeed in this company.
- had been giving
 - has given
 - has been giving

Tick It**Which Sentence Is Correct?**

Instructions:

Tick next to the grammatically correct sentence.

1.
 - My hands are very dirty. I have been repairing the car.
 - My hands are very dirty. I have repaired the car.
2.
 - How long have you read that book?
 - How long have you been reading that book?
3.
 - Have you ever been working in a supermarket?
 - Have you ever worked in a supermarket?
4.
 - Linda has visited six countries so far.
 - Linda has been visiting six countries so far.
5.
 - Ann's clothes are covered in paint. She has painted the ceiling.
 - Ann's clothes are covered in paint. She has been painting the ceiling.
6.
 - We arrived at work in the morning and found that somebody had broken into the office during the night.
 - We arrived at work in the morning and found that somebody had been breaking into the office during the night.
7.
 - The house was very quiet when I got home after work. Everybody had gone to bed.
 - The house was very quiet when I got home after work. Everybody had been going to bed.

Listening**Activity 1****Fill in the blanks****How to find a job?**

1. Instructions to students: Nadia and Melissa are giving a presentation. Listen and work out who they are talking to and why.

Audio Script

Nadia and Melissa were graduates from the same university. After three years of experience – and success – in their field of work, they wanted to share their successes and their strategies with the seniors in their former university in the hope that they could assist those students in finding the best job they could get. With this in mind, they decided to do a presentation for the seniors. Listen to the presentation:

Melissa: Our fellow seniors, just 3 years ago, we were sitting in your places. The two of us were lucky that each of us found jobs we love, but we didn't find them easily and we didn't find them right away.

Nadia: It is a great pleasure to be here today. Both of us spent such wonderful years of our lives at this university, although you're probably at the stage at which you can't wait to have university behind you, one day you'll look back fondly on these years. Once we graduated, we were unsure of what to do and the competition for jobs was fierce.

Melissa: Once you begin looking for a job, the key question is: how do you find a job (paid or volunteer) that utilizes your skills and your passions? To discover the most suitable job for you, you need to focus on your strengths and weaknesses.

Nadia: To begin with, you should take a 'personal inventory' of your strengths and weaknesses, skills, abilities and qualifications. Do you have strong interpersonal or communication skills? Are you good at research? Do you work well in a team or do you prefer working alone? Make a list of your personal attributes. Then make another list – hopefully a short one – of the things you would like to enhance. For instance, do you have a problem meeting deadlines? Think about all of these factors thoroughly – and be honest with yourself. Once you have done that, you will be in a better position to be able to determine the most suitable type of job for you.

Melissa: In your senior year, you will have to do some research about opportunities in that area. After you have discovered what you want, your questions will become more specific. You will move from, "Where can I find employers who might hire me?" to "How do I get interviewed by my preferred employer?"

Nadia: Be creative and don't limit yourself. Match your skill, or attribute set, with opportunities. Try to imagine several different scenarios. After you narrow your focus, look at the more practical aspects for instructions.

Melissa: Don't just look in the classified advertisements for jobs. Go to job fairs, attend the school workshops and speak to your professors and academic advisors. BE PROACTIVE!

Nadia: You should also create professional CV. Attend the university workshops to find out how to create a professional looking CV . Then, when you send your CVs out, follow-up to make sure that your CV didn't just get filed away in the Human

Resources Department without receiving the attention it deserves.

Melissa: Remember, the first contact probably won't hire you. However, with determination everything becomes achievable. Just set a goal, realize your abilities and give it your best shot. Keep trying until you get the job you deserve.

Instructions: Listen again and select the correct answers from the questions below.

1. Nadia and Melissa graduated:
 - a) a year ago
 - b) three years ago
 - c) two years ago.
2. To find the most suitable job, they advised students to:
 - a) to relax and be calm
 - b) to make a list of instructors and advisors
 - c) to make a list of their strengths and weaknesses
3. According to Nadia and Melissa, competition for jobs was:
 - a) easy
 - b) fierce
 - c) creative
4. To learn more about what jobs are available, they advised students to:
 - a) do some research
 - b) ask their friends
 - c) wait for a company to call them.
5. If a potential employer calls to arrange an interview, seniors should:
 - a) only wait
 - b) prepare themselves before hand
 - c) relax because that means they were accepted for the job.

Pronunciation

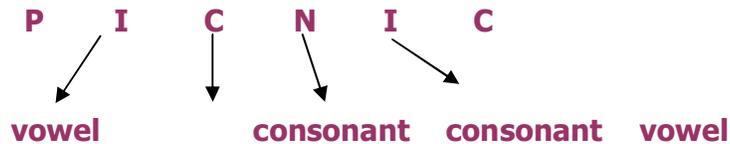
ENUNCIATION: Syllables

Enunciation is as important as pronunciation. It means the careful sounding of every syllable. Be especially careful with words that end in **ing** and words that contain similar consonants, such as: **p** and **b**, **m** and **n**, **v** and **f**.

You need to know what a syllable is. A syllable is a group of letters that form one phonic sound. A syllable is usually made of one vowel and an optional number of consonants.

When the word has more than one vowel, you can divide it into syllables according to the vowel – consonant – consonant – vowel pattern. According to this pattern, 'picnic', for example, has two syllables: [pic] and [nic].

This can be illustrated as follows:



RULES

Rule 1 When a word contains a vowel, consonant and a vowel, it will be divided based on the sound the first vowel makes. If the first vowel is long, divide after that vowel. These are called ***open syllables***.

Rule 2 If the first vowel is short, divide after the consonant.

Rule 3 When a word contains double consonants, divide it between the consonants.

Rule 4 Divide compound words between the two words which form the compound word..

Rule 5 When the word contains a vowel, consonant, consonant and a vowel, divide the word from between the two consonants. These are called ***closed syllables***.

Activity 1

Write It!

Find Similar Sounds

Instructions: Write each word from the list of words below in the space beside the word that has a similar sound in the table.

List of Words

Do	to	bat	bath	ten	then	blank	plank	bin	pin
Veil	fail	veal	feel	mutter	mother	and	ant	dare	tear

Audio Script

1. ◀ __eal	11. ◀ __eil
2. ◀ __eel	12. ◀ __ail
3. ◀ __lank	13. ◀ mu__er
4. ◀ __lank	14. ◀ mo__er
5. ◀ __are	15. ◀ an__
6. ◀ __ear	16. ◀ an__
7. ◀ __en	17. ◀ __in
8. ◀ __en	18. ◀ __in
9. ◀ __o	19. ◀ ba__
10. ◀ __o	20. ◀ ba__

Activity 2

Write It!**Dividing Words into Syllables**

Instructions:

Read the following words and divide each one into syllables using a dash (-).

1. napkin

2. massive

3. doctor

4. dentist

5. landing

6. magnet

7. random

8. secret

9. danger

10. dancer

Activity 3**Write It!****Match the Word to the Rule**

Instructions to students:

Look at the words provided and write them according to the rules given in the Focus Page.

Words:

Com-ment	let-ter	cab-in	dog-house	struc-ture
Foot-ball	fif-ty	Ra-dar	riv-er	kit-tens
dif-fer	home-work	wor-ker	ba-ker	ho-tel

Rule 1	Rule 2	Rule 3	Rule 4	Rule 5

Speaking

Activity 1**Offline Activity****Equality in Gender**

Instructions:

1. Form teams of four.
2. With your team members, think about whether you believe in gender equality regarding jobs. Do you believe that men and women can do the same work? Why and why not?
3. Share your ideas with your team members.
4. Your instructor will call on you to express your ideas in front of the rest of your class.

Activity 2**Offline Activity****Fairness**

Instructions:

1. Form teams of four.
2. With your team members, discuss whether you have ever seen examples of nepotism.
3. Think of examples and discuss those examples with your team mates.
4. Your instructor will check with each team to listen to your conversations.

Activity 3**Circle It!****Pick and Choose**

Instructions:

- a. Form teams of four.
- b. Click on one of the cards below to make a question appear.

- c. With your team members, discuss possible replies to these questions.
- d. Form five proper sentences to express your thoughts.
- e. Each team will be called upon to present their answers to the class.
- f. Select one member to present his/her team's answers.

First Card's Question:

Imagine you are a head of a department in a company. What would be the most important traits you would like to have in the workers under your supervision?

Second Card's Question:

Imagine you are a worker under someone's supervision. What would be the most important trait you would like to have in your supervisor?

Writing

"Never work just for money or power. They won't save your soul or help you sleep at night."

Marian Wright Edelman

Writing Focus**Writing a Business Letter**

As a professional or business person, business letters are an important way to communicate with other professionals or with clients. You may have already written a few business letters to request information from an institution or government department. Later you may write business letters to apply for a job or entrance to a university for a higher degree.

Planning a Business Letter

When you plan your business letters, the following steps will be helpful to you.

1. Consider your purpose. Think about the reason you are writing the letter.
2. Consider your audience. Keep in mind who you are writing to.
3. Consider your tone. Your letter will make a better impression if the tone is polite and formal.
4. Gather your ideas. Jot down exactly what you want to say or whatever information you intend to convey.
5. Be brief. Check to see that you have not included any unnecessary information. However, do not leave out any important details.

Activity 1**Write It!****All About You!**

Instructions:

- In MS Word, write the first draft of a paragraph that aims to answer the following questions:
 - Of the things you have done this year, which of those would help you obtain a job?
 - Which skills have you developed?
 - Which abilities do you have that you feel would make you more employable?
- Check the first draft with a classmate and correct any mistakes.
- Create a second draft.
- Save your second draft.
- You will receive instructions in class about how to submit the assignment.

Note: Try to include words from the Word List provided for this unit, and write your paragraph using the perfect tenses.

Activity 2**Write It****Applying for a Job**

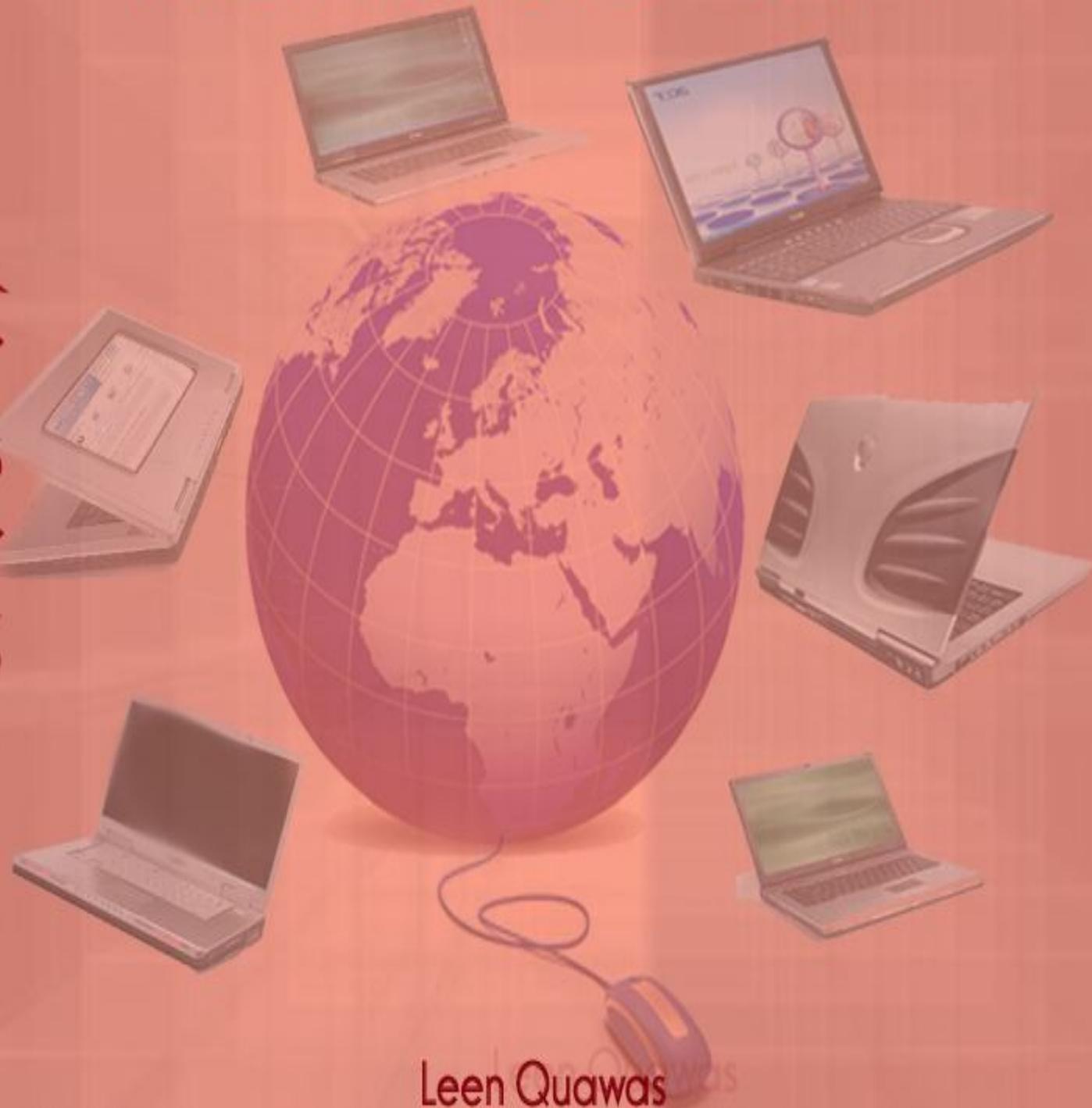
Instructions:

- In MS Word, write two paragraphs.
 - The first paragraph should be about the type of job you would like to work at.
 - The second paragraph should be about why you think you would be suitable for that job.
- The tone should be formal and business like.
- Check your work with a classmate and correct any mistakes.
- Save your work.
- You will receive instructions in class about how to submit the assignment.

Connections Series

Intermediate: Unit 4

FIRST EDITION 2009



Leen Quawas

Modified by: Bassam Saaydeh, Adnan Abu Mahfouz & Ingrid Brand

Cover Designed by: Reham Arabiat

"The goal of life is living in agreement with nature."

Zeno

Learning Objectives

1. Form sentences using *will*.
2. Form sentences using *be going to*.
3. Form sentences using *relative pronouns*.
4. Distinguish between the uses of 'will' and 'be going to'.
5. Read and understand passages about topics introduced in this unit.
6. Converse using the new vocabulary from this unit's Word List.
7. Pronounce the vowels in words properly.
8. Differentiate between falling and rising intonation.

Word List		
wilderness (n.)	a wild and uncultivated region, as of forest or desert, uninhabited or inhabited only by wild animals; a tract of wasteland	unplug (v.)
wreckage (n.)	remains or fragments of something that has been destroyed	deterioration (n.)
rescue (v.)	to free someone or something from danger, violence or evil	tribe (n.)
vicinity (n.)	the area or region near or about a place; surrounding district; neighborhood	ruin (v.)
purify (v.)	to make pure; free from anything that pollutes	shelter (n.)
pit (n.)	a naturally formed or excavated hole or cavity in the ground	tropical (adj.)
reveal (v.)	to make something known	poverty (n.)
scattered (adj.)	distributed or occurring at widely spaced and usually irregular intervals	ecosystem (n.)
driftwood (n.)	wood floating on a body of water or cast ashore by it	stabilize (v.)
mound (n.)	an artificial elevation of earth, as for a defense work or a dam or barrier; an embankment	climate (n.)
adequate (adj.)	fully sufficient, suitable, or fit	atmosphere (n.)
spear (n.)	a long, stabbing weapon for thrusting or throwing, consisting of a wooden shaft to which a sharp-pointed head, as of iron or steel, is attached	absorb (v.)
longing (n.)	strong, persistent desire or craving, esp. for something unattainable or distant	transpiration (n.)

advocate (n.)	a person who speaks or writes in support or defense of a person, cause, etc	photosynthesis (n.)
conserve (v.)	to use or manage (natural resources) wisely; preserve; save	drought (n.)
shrub (n.)	a woody plant smaller than a tree, usually having multiple permanent stems branching from or near the ground	decline (v.)
leak (n.)	an unintended hole, crack, or the like, through which liquid, gas, light, etc., enters or escapes	flood (n.)
plain (n.)	unobstructed, clear, or open ground	ash (n.)
erosion (n.)	the process by which the surface of the earth is worn away by the action of water, wind or waves	wildlife (n.)
deforestation (n.)	to clear forests or trees	moisture (n.)

Note to students: Students are responsible for knowing all the words in the Word List and will be examined accordingly. For those words that do not have a definition, students will be responsible for finding the definition.

Activity 1

Write It!

Matching Synonyms

Instructions to students: Write the words below in the spaces provided beside the words that are closest in meaning.

widespread	damage	save	ample	shortage
damp	steady	take in		refuse

Words	Synonyms
ruin	
stabilize	
rescue	
scattered	
absorb	
decline	
moisture	
poverty	
adequate	

Activity 2**Write It!****Anagrams**

Instructions: Look at the anagrams below and arrange them into words that are related to each other.

1. **clitema** – weather _____
2. **wilnedessr** – forest _____
3. **wrageeck** – remains _____
4. **tapricol** – warm _____
5. **srhteel** – lodging _____
6. **deiorrateiotn** – worsening _____
7. **fpiury** – cleanse _____

Activity 3**Hangman**

Instructions to students: Read the following synonyms and try to guess the corresponding words. Be careful! Every wrong choice will bring you closer to the hangman's rope!

the area or region near or about a place; surrounding district; neighborhood	
a naturally formed or excavated hole or cavity in the ground	
to make something known	
wood floating on a body of water or cast ashore by it	
artificial elevation of earth, as for a defense work or a dam or barrier; an embankment	
a long, stabbing weapon for thrusting or throwing, consisting of a wooden shaft to which a sharp-pointed head, as of iron or steel, is attached	
a woody plant smaller than a tree, usually having multiple permanent stems branching from or near the ground	
unobstructed, clear, or open ground	

Activity 4

Write It!
Wildlife

Instructions to students: Write the words in the box in the appropriate blanks to complete the sentences.

Deforestation	Photosynthesis	longing	transpiration
poverty	shrubs	erosion	deterioration
wreckage	drought		

1. _____ results from removal of trees without sufficient reforestation.
2. The evaporation of water from plants is called _____.
3. _____ is a series of enzyme-catalyzed steps for the conversion of light energy into chemical energy by living organisms.
4. There are millions of people in this country who are living in _____.
5. _____ has affected many countries in Africa.
6. The children were _____ to eat the cakes their mom baked.
7. Cigarettes had caused the _____ of her health.
8. There is a huge area behind that mountain that is covered with many green _____.
9. The _____ of the ship seemed far away in the sea after the storm.
10. The _____ of the coastline by the sea ruined was noticeable.

Activity 5**Write It!****Matching Game**

Instruction to students: Write the words in the box next to their corresponding definitions.

rescue	flood	pit	atmosphere
reveal	ash	purify	deforestation

Word	Meaning
	to make something known
	to free someone or something from danger
	to clear forests or trees
	a great flowing or overflowing of water
	the gaseous envelope surrounding the earth; the air
	a hole in the ground
	to make pure
	the powdery residue of matter that remains after burning

Activity 6
Write It!
Anagrams

Instructions to students: Look at the anagrams below, arrange the letters into words, and write the words in the space that match the definitions.

sionore	plgunu	ndoum	ubshr
earps	woftirddo	iliezbsat	intyciv

1. a woody plant smaller than a tree	
2. to make steady	
3. surrounding district	
4. an artificial elevation of earth	
5. a long stabbing weapon	
6. the process by which the surface of the earth is worn away	
7. to remove a plug or stopper from	
8. wood floating on water or cast ashore by it	

Activity 7
Multiple Choice
Complete the Sentences

Instructions to students: Circle the correct answer.

- _____ is considered to be a natural disaster.
 - Drought
 - Vicinity
 - Photosynthesis

2. You can use a _____ to catch fish instead of a fishing rod.
 - plain
 - leak
 - spear
3. When I entered my room, I found my clothes _____ all around the place.
 - scattered
 - adequate
 - tropical
4. All the family's secrets were _____ in the family reunion.
 - rescued
 - revealed
 - conserved
5. Many _____ live in rainforests.
 - ecosystems
 - tribes
 - mounds

Reading

"In all things of nature there is something of the marvelous."
- Aristotle

Activity 1 Multiple Choice Living in the Wilderness

Instructions to students: Read the following article and then circle the multiple choice questions that follow.

Camping in the Wilderness

Tina and Jennifer had taken survival classes and now they wanted to see if they could really survive on their own in the wilderness. So, one weekend, they drove to a remote part of British Columbia in Canada. In the midst of the Rocky Mountains, surrounded by forest, they were ready to put their survival skills to the test.

The first task was to find a source of drinkable water. Animals would head towards fresh water so they followed animals' tracks and sure enough they found a stream of fresh mountain water. Once they found water, they had to purify it so that they could drink it. If they boiled the water for ten minutes, it

would be safe to drink. Even if it looked safe before boiling, for all they knew a dead animal could be in the water up the stream and this would make it dangerous to drink. So, once they found their source of water, they had to build a fire. For this purpose, they brought matches and a lighter. Not only could the fire be used to purify the water, it would also keep animals and mosquitoes away. Animals are afraid of fires.

First, they made sure that the land next to the stream was dry, so they started digging a pit 4 – 6 inches deep and 3 feet across. Second, they collected firewood. They collected timber because timber is easy to ignite. After that, they tried to find larger branches and logs for fuel. They gathered as much wood as they needed and then they doubled that amount because they didn't want to run out in the middle of the night.

After starting the fire, they decided it was time to build a shelter for the weekend. They gathered lots of leaves so that they wouldn't be sleeping directly on the ground. Then they made a 'lean to' by putting a large fallen branch between two trees approx. 6-8 feet apart. As soon as they had that in place, they placed some sticks on a downward angle and dug them slightly into the ground to avoid movement and sliding. Then they used branches, leaves and scattered rocks as building materials and tools. They wanted to build a shelter that would protect them from the sun, wind, rain and heat. Within a few short hours, Tina and Jennifer managed to find water, start a fire and build a shelter. They felt so proud of themselves.

After working hard for several hours, both Tina and Jennifer were hungry. They decided that it was time to fish for dinner. They found a couple of sticks that they sharpened and used as spears to fish with. They rolled up their jeans, went into the stream and tried to catch fish. Those fish were much faster than Tina or Jennifer realized, but it wasn't long before they caught a nice big salmon. They couldn't wait to clean it and cook it so that they could just sit down and enjoy their evening in the wilderness.

The evening was perfect. There wasn't a cloud in the sky and the stars had never appeared more brilliant. The air smelled of trees and leaves and the camp fire provided just enough warmth to make them comfortable. Tina and Jennifer ate their dinner and thought back to their first survival class. They both grew up in a big city and, when they began, they didn't know anything about surviving in the wilderness. Only six short months later, there they were, surviving on their own and enjoying nature.

1. Tina and Jennifer had taken survival classes because:
 - a. they wanted to be prepared if one day they got lost on an island.
 - b. they wanted to see if they could really survive on their own in the wilderness.
 - c. a + b

2. The first task was:
 - a. to find a source of drinkable water.

- b. to start a fire.
 - c. to catch fish.
- 3.** The fire could be used to:
- a. purify the water.
 - b. Keep animals and mosquitoes away.
 - c. a + b
4. "They didn't want to run out in the middle of the night" means:
- a. they were very afraid.
 - b. they wanted the branches and logs to last for the whole night.
 - c. they didn't want to run away alone in the forest.
5. They decided to follow animals' tracks because:
- a. they realized that animals would head towards fresh water.
 - b. they wanted to hunt them for meat.
 - c. a + b
6. They wanted to build a shelter that would protect them from: the sun, wind, rain and heat. learned how to start a fire:
- a. the sun and wind.
 - b. the sun, wind, rain and heat.
 - c. the rain and heat.
7. Tina and Jennifer were able to catch fish by using:
- a. fish food.
 - b. a spear.
 - c. a fishing rod.

Activity 2

True or False

Natural Medicines

Instructions to students: Read the text below and decide whether the following statements are true or false.

Natural Medicines

Many people may be allergic to the medicines that we use in hospitals or the prescription drugs given by doctors. Fortunately, there are alternatives to these medicines and all of them are natural. Many different plants have been found to have powerful healing properties that can relieve symptoms and cure ailments and diseases. Not only that, many of them don't have the same

negative effects as traditional medication used nowadays. Take a look at the list below to learn more about some different plants and natural remedies to treat different ailments and diseases:

- The inner bark of the small palm tree contains chemicals that help prevent infection or pain.
- Ginger is used to treat indigestion, gas pains, stomach aches and colds. You just have to boil the root to make tea to treat all of these ailments.
- Aloe Vera treats rashes, wounds and sunburns and speeds up the healing time of wounds. It also treats hair loss!
- Lemon grass is made into tea to treat fevers, colds and coughs.
- Coco beans contain chemicals that treat asthma and caffeine.
- Banana leaves can be applied directly to a wound or burn.
- The trumpet flower may be used to open the airway in an asthma attack, but an overdose may also cause hallucinations.
- Rosy periwinkle is the basis for a new medication that is used to treat childhood leukemia.
- Cranberry juice is useful in the treatment of urinary tract infections.
- The gumbo limbo tree bark can be used to treat rashes and snakebites.
- Garlic contains allicin, which has been shown to reduce cholesterol levels, which in turn reduces the risk of heart attacks and strokes.
- Lemon balm has been shown to be effective in treating the herpes virus.
- Willow cures headaches and prevents and cures malaria.
- Marshmallow soothes sore throats.
- Chamomile teas treat upset stomachs and very high fevers.

1. Natural medicines can treat many common ailments and diseases.

T F

2. Ginger contains chemicals that help prevent infection pain.

T F

3. Garlic is useful in the treatment of urinary tract infections.

T F

4. Willow cures headaches and prevents and cures malaria.

T F

5. Cranberry juice is useful in the treatment of urinary tract infections.

T F

6. Garlic reduces the risk of heart attacks and strokes.

T F

7. Banana leaves heals wounds and burns.

T F

8. Upset stomachs and very high fevers are cured by Chamomile teas.

T F

Grammar

The Future: Forms and Uses

There are different ways/ forms of expressing the future. This unit will be limited to three: **will+ infinitive**, **be going to+ infinitive** and **the present continuous**.

Will+ infinitive can be used:

1- To make a general prediction about the future (accompanied by future expressions):

- A: What will the weather be like tomorrow?

B: It will be rainy.

I think it will rain.

It will probably/ possibly rain.

- Soon every one will have his own computer.

2- To make an instant decision/ offer that points to the future:

- A: It is hot in here.

B: I'll open the windows for you.

3- To make a request:

- Will you help me open the window?

4- To make a promise:

- I'll do my best to help you.

5- To describe what is possible to happen in a real situation (i.e. the first conditional):

- The second exam is next week. If you study hard, you will pass.

Be going to+ infinitive can be used:

1- To make a prediction about the present on the basis of evidence or what you feel definitely will happen, but may not:

- Look! It is getting cloudy. It is going to rain.

2- To describe an intention or a plan:

- I am going to buy a new car. What do you think of a Mercedes?
- Tom and Lisa are going to get married on Sunday next week.

The Present Continuous can be used to express a future arrangement/ plan of something that you have already decided (also accompanied by future expressions):

- I can't see you tomorrow morning; I am meeting my parents at the airport.
- Tom and Lisa are getting married on Sunday next week.

Activity 1

Circle It

Will / be going to

Instructions:

Circle the correct form of the verb between brackets to fill in the blanks using **will** or **be going to**.

1. The clouds are dark. It (will rain / is going to rain).
2. Look at the smoke there! The forest (will burn / is going to burn).
3. I think the plants in my garden (will grow / are going to grow) fast.
4. She hopes everything (will be / is going to be) alright.

5. I (will plant / am going to plant) shrubs all over the garden.

Activity 2

Multiple Choice

Choosing the Correct Tense

Instructions:

Read the sentences below and circle the correct tense for each sentence.

1. I am afraid the weather _____ very cold tomorrow.
 - a. will be
 - b. is going to be
 - c. are going to be
2. I _____ my best to prevent deforestation.
 - a. will try
 - b. am going to try
 - c. be going to try
3. I hope the weather _____ better soon.
 - a. will get
 - b. is going to get
 - c. be going to get
4. The average global surface temperature _____ a lot during the 21st century.
 - a. be going to rise
 - b. is going to rise
 - c. will rise
5. Now that I have got the money, I _____ a new farm.
 - a. will buy
 - b. am going to buy
 - c. be going to buy
6. Many houses _____ ruined if an earthquake occurs.
 - a. is going to get
 - b. are going to get
 - c. will get
7. The roofs of the houses near volcanoes _____ covered with ash.
 - a. will be
 - b. are going to be
 - c. is going to be
8. I hope the volcano _____ some time soon.
 - a. will not erupt

- b. is not going to erupt
c. will not erupted
9. The river _____ polluted if waste is thrown into it.
a. will be
b. is going to be
c. will going to
10. I think Ann _____ many people to her workshop.
a. is going to invite
b. will going to invite
c. will invite
11. The land ahead of you _____ some time soon.
a. will probably erode
b. is going to probably erode
c. will going to probably erode
12. I _____ an ecologist when I grow up.
a. am going to be
b. will be
c. will to be

Listening

Activity 1 In Brief Deforestation

Instructions to students: Listen carefully to this interview. In brief, write down the effects of deforestation on people.

Reporter: Moana, you live in the rainforest of Madagascar with your tribe, am I right?

Moana: Yes. I have lived here since I was born and I never knew anywhere else, but it is becoming impossible to live here anymore.

Reporter: And why is that?

Moana: That's because people who care about their own interest are cutting down trees and my tribe can't live here anymore because of the deforestation that is taking place.

Reporter: Can you tell me how deforestation affected your lives?

Moana: Oh, it has ruined our lives, not only affected it. We live in forests so we depend on them for everything. To us, deforestation is not only cutting trees, but killing people as well. First, we collect wood to build shelters so we can sleep at night and protect ourselves from the tropical sun. Second, we collect fruit and hunt wildlife to put meat on the table. Without food and shelter, no one can live. So, this is what we are dealing with right now. We don't have money to get our education so there is nowhere else we can go. That is why deforestation increases poverty and is causing the deaths of many people in my tribe.

Reporter: So, if I tell you now that you have a chance to send a message all over the world, what would that message be?

Moana: I would like everyone to know how important rainforests are, not only to us, but also to the global ecosystem. Rainforests provide a home to many plants and animals. They help stabilize the world's climate by absorbing carbon dioxide from the atmosphere. That is why rainforests are important in addressing global warming. They are also a source for medicines and food. And that's not all, rainforests are very interesting places to visit.

Reporter: What is the role of rainforests in maintaining the water cycle?

Moana: That is an excellent question. The role of rainforests in the water cycle is to add water to the atmosphere through the process of transpiration; where plants release water from their leaves during photosynthesis. This moisture contributes to the formation of rain clouds which release the water back to the land. When the forests are cut down, less moisture goes into the atmosphere and rainfall declines and sometimes leads to drought.

Reporter: Obviously then, people who are involved in deforestation are disturbing the ecosystem and life in general, especially those of the tribes who live in forests. So what are your plans now?

Moana: Our plans now are to move into another area where we can get our resources from another forest, but I assure you that without pressure from environmental groups, eventually the same thing will happen there too.

Reporter: Well, I can assure you that your message will be heard by the a large audience. Thank you so much for your time.

Moana: Thank you.

Instructions to students: Listen again and answer the following questions.

1. Deforestation leads to:
 - a. the deterioration of nature.
 - b. cutting down the trees in a forested area.
 - c. a better climate.

2. Moana lived all of her life in:
 - a. North Africa.
 - b. Madagascar.
 - c. Morocco

3. Moana says that her tribe will not be able to live there anymore because of:
 - a. rainforests.
 - b. deforestation.
 - c. the weather.

4. Moana's tribe is suffering from:
 - a. lack of company.
 - b. lack of money
 - c. **lack of food and shelter.**

5. Rainforests are important in addressing global warming because:
 - a. they provide a home for many animals and plants.
 - b. they are a source for medicines and food.
 - c. they help stabilize the world's climate.

6. Transpiration:
 - a. adds water to the atmosphere.
 - b. forms rain clouds.
 - c. leads to drought.

Activity 2

Write It

Positive or Negative

Instructions to students: Listen to the effects of different natural phenomena. Then, decide whether the effects of that phenomenon are positive or negative by writing it next to the effect.

Positive or Negative?

Volcano

Houses, buildings and fields get covered with ash. As long as people can get the ash off, their houses may not collapse, but often people leave their houses because of the ash since they are not always around to continually clean off their roofs. If the ash fall is really heavy, it can make it impossible for people to breathe.

Greenhouse

One of its effects is that heat emitted from the Earth is trapped in the atmosphere, providing us with a comfortable average temperature.

Air Pollution

It is dangerous to human health because it affects the body's respiratory system.

Water Pollution

It is dangerous to human health. It may cause diseases such cholera, diarrhea or typhoid.

Global Warming

Its main effect centers on an increase in the global average temperature. For humans, these changes in climate are dangerous to the people who live near the ocean shore or who already suffer from drought, flooding and poverty.

Pronunciation

Pronunciation Focus: Vowels and Diphthongs

/i:/	see	/si:/
/i/	happy	/'hæpi/
/ɪ/	sit	/sɪt/
/e/	ten	/ten/
/æ/	hat	/hæt/
/ɑ:/	arm	/ɑ:m/
/ɒ/	got	/gɒt/
/ɔ:/	saw	/sɔ:/
/ʊ/	put	/pʊt/
/u:/	too	/tu:/
/ʌ/	cup	/kʌp/
/ɜ:/	fur	/fɜ:(r)/
/ə/	ago	/ə'gəʊ/
/eɪ/	page	/p eɪdʒ/
/əʊ/	home	/həʊm/
/aɪ/	five	/faɪv/
/aʊ/	now	/naʊ/
/ɔɪ/	join	/dʒɔɪn/
/ɪə/	near	/nɪə(r)/
/eə/	hair	/heə/
/ʊə/	pure	/pjʊə(r)/

Activity 1**Write It!****Vowels**

Instructions:

Write the IPA symbols from the box to match the words in the table.

/ɒ/	/ɔl/	/ɜ:/	/lə/	/i:/	/æ/	/ʌ/
/ʊ/	/ɑ:/	/əʊ/	/eɪ/			

Word	IPA symbol
shot	
short	
feet	
hat	
full	
heart	
fool	
fit	

Activity 2
Write It!
Intonation

We vary the intonation of a question tag depending on whether we are asking a real question, or just using the question tag to keep the conversation flowing. See below:

Real question - rising intonation



She is going to the spa, isn't she?



They are helping in reforestation, aren't they?

Checking information or making conversation - falling intonation

She did her assignment, didn't she?



They will study about air pollution, won't they?



Instructions:

Listen carefully to these question tags then write whether they have a high or low intonation.

1. You're away next week, aren't you?
2. He's pretty good at tennis, isn't he?
3. You can't play golf, can you?
4. The restaurant isn't closed, is it?
5. They're in room 234, aren't they?
6. She went swimming, didn't she?
7. The meeting is at four, isn't it?
8. You haven't got a map, have you?

Speaking

Activity 1

Offline Activity

Presentations

Instructions:

1. Form teams of four.
2. With your team members, think about the positive and negative effects of any natural phenomenon that comes to your mind. How can you use the positive effects in your lives and how can you reduce the negative ones?
3. Share your ideas among your team.
4. Your instructor will call on you to express your ideas in front of the rest of your class.

Activity 2

Offline Activity

Your Country's Main Environmental Problem

Instructions:

1. Form teams of four.
2. With your team members, discuss the main environmental problem you have in your country. For instance, it can be air pollution, water pollution, drought, etc.
3. As a citizen in your country, how can you help reduce or prevent that natural problem? Are you willing to make a difference or would you rather prefer not to be involved?
4. Your instructor will check with each team to listen to your conversations.

Activity 3

Circle It!

Pick and Choose

Instructions:

- a. Form teams of four.
- b. Click on one of the cards shown on the screen to make a question appear.
- c. With your team members, discuss possible replies to these questions.
- d. Form five proper sentences to express your thoughts.
- e. Each team will be called upon to present their answers to the class.
- f. Select one team member to present your team's answers.

First Card's Question:

Which decision would you make if you were the one to decide between deforestation for the sake of civilization and reforestation for the sake of the environment? Why?

Second Card's Question:

Have you ever healed a wound or recovered from a disease using natural medicines? What do you think about them? Are you with natural medication or against? Why?

Third Card's Question:

Are you trying to save water? If yes, mention how. If not, why not?

Writing

"After you have exhausted what there is in business, politics, conviviality, and so on - have found that none of these finally satisfy, or permanently wear - what remains? Nature remains."

Walt Whitman

Activity 1**Write It!****All about Nature!**

Instructions:

- In MS Word, write the first draft of a paragraph that answers one of the following questions:
 - * Do you feel human beings are interconnected with nature?
 - * Do you feel involved in improving the environment around you? If yes, how?
 - * What do you do to keep your environment clean and healthy?
- Check the first draft with a classmate and correct any mistakes.
- Save your second draft.
- You will receive instructions in class about how to submit the assignment.

Note: Try to include words from the Word List provided for this unit.

Activity 2

Write It

Cause and Effect

Instructions:

- In MS Word, write the first draft of two paragraphs about the following:

Everyone living on this planet relies on fossil fuels which are a source of energy. However, this source of energy is non-renewable, therefore; scientists started to search for new renewable sources of energy, such as windmills. Write some ideas about how we can use alternative sources of energy to help us survive in the future.

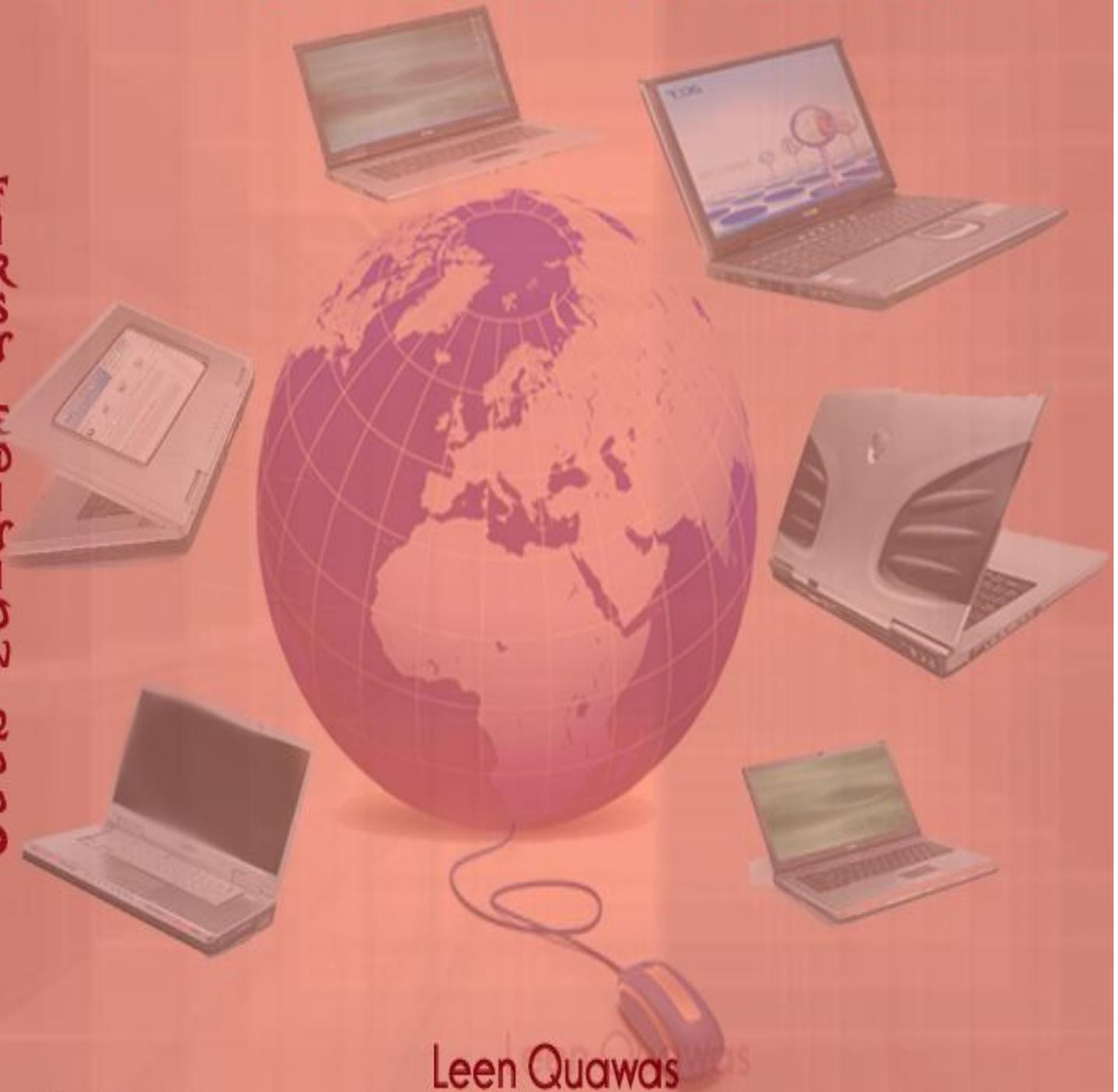
- Check your notes with a classmate and correct any mistakes.
- Save your notes.
- You will receive instructions in class about how to submit the assignment.

Note: If you need more information in order to write about this topic, simply go to the internet to find it.

Connections Series

Intermediate: Unit 5

FIRST EDITION 2009



Leen Quawas

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"Nature does nothing uselessly."

Aristotle

Learning Objectives

1. Distinguish between active and passive sentences.
2. Change sentences from *active to passive*.
3. Change sentences from *passive to active*.
4. Read and understand passages on topics introduced in this unit.
5. Converse using the new vocabulary from this unit's Word List.
6. Differentiate between words that have the /z:/ sound and words that don't.

Word List		
agriculturist (n.)	a person who cultivates the land and rears the animals; farmer	plywood (n.)
adjust (v.)	become or make suited to new conditions; adapt	drainage (n.)
cautious (adj.)	being careful	coast (n.)
prone (adj.)	liable or susceptible to something specified (especially something undesirable)	appliance (n.)
overshadow (v.)	to make something less important	psychological (adj.)
anchor (n.)	person or thing that gives stability or security	wound (n.)
crouch (v.)	lower the body by bending the knees, e.g. in fear or to hide	exceed (v.)
precisely (adv.)	exactly; just	possession (n.)
famine (n.)	extreme scarcity of food in a region	district (n.)
infest (v.)	(of pests, insects, etc.) live in a place persistently and in large numbers	unconditionally (adv.)
desertification (n.)	the process by which an area becomes a desert	steel (n.)
evacuate (v.)	to leave empty	swing (v.)
hazard (n.)	an unavoidable danger or risk, even though often foreseeable	cellar (n.)
authorities (n.)	people having the legal power to make and enforce the law; government	hysterical (adj.)
Shovel (v.)	to gather up in large quantity roughly or carelessly with or as if with a shovel	Agony (n.)
Rejoice (v.)	to be glad; take delight	Misery (n.)

sorrowful (adj.)	full of feeling grieved; sad	Intense (adj.)
Dilemma (n.)	a situation requiring a choice between equally undesirable alternatives	Clusters (n.)
irritate (v.)	to excite to impatience or anger; annoy	Altitude (n.)
endure (v.)	suffer patiently	Jolt (v.)

Note to students: Students are responsible for knowing all the words in the Word List and will be examined accordingly. For those words that do not have a definition, students will be responsible for finding the definition.

Vocabulary

Here are the definitions of the most common natural disasters:

1. **Tornadoes:** a tornado is a violent and destructive storm over a small area; whirlwind. It is mostly recognized by its towering black funnel which generates from a huge cloud and ends in a narrow funnel to the ground.
2. **Volcanoes:** a volcano is a mountain or hill with an opening through which lava, cinders, gases, etc come up from below the earth's surface (*an active volcano*), may come up after an interval (*a dormant volcano*), or have ceased to come up (*an extinct volcano*).
3. **Tsunamis:** the word 'tsunami' is a Japanese word that means 'tidal wave'. A tidal wave is an enormous wave caused by an earthquake or a volcanic explosion under the ocean. When the ocean's floor is tilted, tsunamis are formed.
4. **Lightning:** it is a flash of brilliant light in the sky produced by natural electricity passing between clouds or from clouds to the ground, usually followed by thunder.
5. **Earthquakes:** an earthquake is a sudden violent movement of the earth's surface which causes earth to shake due to the sudden dislocation of the material within the earth's outer layer; crust.
6. **Drought:** it is the period of continuous dry weather, especially when there is not enough water for people's needs.
7. **Hurricanes:** the word 'hurricane' comes from the West Indian word 'huracan' which means 'big wind'. It is a storm with a violent wind which is normally destructive.

Activity 1

Write It!**Matching Synonyms**

Instructions to students: Write the words below in the spaces provided beside the words that are closest in meaning.

careful	adapt	exactly	farmer	distress
sad	overemotional	government		overreach

Words	Synonyms
Agriculturist	
Adjust	
Cautious	
Precisely	
Authorities	
Sorrowful	
Exceed	
Hysterical	
Agony	

Activity 2**Write It!****Jumbled Letter Game**

Instructions: Look at the anagrams below and arrange them into words that match the synonyms provided. Write the words on the lines provided next to each synonym.

1. **chuocr** – bend _____
2. **euavaect** – abandon _____
3. **reicejo** – delight _____
4. **irtiarte** – annoy _____
5. **uendre** – bear _____
6. **tjlo** – bump _____
7. **isnnete** – strong _____
8. **heryicsalt** – carried away _____

9. **ismeyr** – agony _____

10. **eeecxd** – surpass _____

11. **ahradz** – endangerment _____

Activity 3

Hangman

Instructions to students: Read the following synonyms and try to guess the corresponding words. Be careful! Every wrong choice will bring you closer to the hangman's rope!

liable or susceptible to something specified	
to make something less important	
person or thing that gives stability or security	
extreme scarcity of food in a region	
the process by which an area becomes a desert	
an unavoidable danger or risk, even though often foreseeable	
the land next to the sea	
a material used for various building purposes	

Activity 4

Write It!

Complete the Sentences

Instructions to students: Write the words in the box in the appropriate blanks to complete the sentences.

wound	irritates	altitude	cautious
shovel	evacuated	misery	swung
plywood	possessions	coast	

- The defeat was a _____ to his pride.
- He lost all his _____ in the fire.
- The gymnast _____ on the parallel bars.
- We are flying at an _____ of 20000 feet.
- She is very _____ about spending money.
- The children were _____ to the country when the city was being bombed.

7. We have to _____ the snow before parking the car.
8. She has led a life of _____ after her mother's death.
9. The smoke _____ my eyes.
10. The ship was wrecked on the _____.
11. Our _____ furniture has dazzled all our visitors.

Activity 5**Write It!****Matching Game**

Instruction to students: Select the words from the box that match the definitions in the table below. Write them next to their corresponding definitions.

psychological	dilemma	cellar	appliance
sorrowful	unconditionally	endure	evacuate
cluster	drainage	district	steel
infest	cautious		

Word	Meaning
	a modified form of iron
	an underground room usually used for storage
	not limited by conditions; absolute
	dealing with or affecting the mind
	an instrument or device for a particular purpose
	the act or process of draining
	(of insects) live in a place persistently and in large numbers
	a situation requiring a choice between equally undesirable alternatives
	a division of territory, as of a country, state, or county
	a number of things of the same kind, growing or held together; a bunch
	being careful
	to leave empty
	full of feeling grieved
	suffer patiently

Activity 6**Write It!****Anagrams**

Instructions to students: Look at the anagrams below, arrange the letters into words, and write the words in the space that match the definitions.

lotj	nsiwg	ownud	curcoh	aiutrhtoy	
csato	xeeeed	irertiat	atgriurcisutl	ahradz	naogy

1. the land next to the sea	
2. an injury or hurt to feelings, sensibilities, reputation, etc.	
3. to go beyond in quantity, degree, rate, etc	
4. to cause to move to and fro, sway	
5. extreme and generally prolonged pain	
6. to knock sharply so as to dislodge	
7. to excite to impatience or anger	
8. lower the body by bending the knees	
9. a thing that can cause danger	
10. power to give orders and make others obey	
11. a person who cultivates the land and rears animals	

Activity 7

Multiple Choice

Complete the Sentences

Instructions to students: Circle the correct answer.

- It took the kids a long time to _____ to their new life.
 - adjust
 - crouch
 - evacuate
- His passion for farming _____ his fears.
 - overshadowed
 - adjusted
 - exceeded
- The family followed the safety tips _____.
 - unconditionally
 - precisely
 - sorrowfully
- It needs _____ or unseasonable heat to form.
 - intense
 - cautious

- hysterical
5. Our kitchen is full of electrical _____.
- anchors
 - appliances
 - cellars
6. We hid in the _____ till the tornado was over.
- cellar
 - steel
 - plywood
7. Our neighbor _____ a path through the snow.
- shoveled
 - swung
 - endured
8. The government is very _____ about spending money.
- prone
 - cautious
 - hysterical

Reading

"It's amazing how quickly nature consumes human places after we turn our backs on them. Life is a hungry thing."

- Scott Westerfeld

Activity 1 Multiple Choice Tornadoes

Instructions to students: Read the following article and then circle the multiple choice questions that follow.

Tornadoes

Donald was an agriculturist who married a woman, called Cynthia. They moved to the countryside because they bought a piece of land there. Donald used to love working on the farm. He had two kids, Marina and Bob. It took the kids a long time to adjust to their new life in the country since they were used to living in the city.

Because Donald was very cautious, he realized before going to the countryside, that Southern USA was more prone to having tornadoes than any other place. He knew that because he watched the news continuously and was up-to-date with the weather forecast. Two years ago, a deadly tornado occurred in Southern USA where thousands of people died and millions of houses were destroyed. That vicious tornado demolished entire neighborhoods. Experts then said that the early warning system saved many lives by giving them more time to take cover before the storms hit. However, his passion for farming and working in the fields overshadowed his fears and he decided to take his chances.

Since Donald had enough knowledge about the tornadoes that occurred in previous years, he was able to save his family from a disastrous tornado in 1999. Because he knew that a tornado might hit at any time, he made sure that his family was well prepared. His efforts paid off and the miraculous survival of his family was proof of that.

Donald knew that tornadoes occurred frequently in the spring and summer months. So, since summer was on its way, he insisted that his family members did research about tornadoes. He made sure that they all knew how to reduce their risks if a tornado hit.

Together they learned about tornadoes and they learned how to protect themselves. Their house was pretty small and made of wood. As a result, it was more likely to be damaged than their old house in the city would have been. Summer was on its way, and that was tornadoes' season. Donald told them that if they heard that a tornado was approaching, whether he was there or not, they should just go to the basement. It is the safest place to go to. He also told them not to stand near windows. They could also hold on to the toilet or the bathtub because they are anchored in the ground. They learned that they should crouch down. Before going to the basement, he told them to grab a bag that he had prepared specifically for emergencies. In that bag, he had stacks of canned food, fresh water and batteries for radios and flashlights. "No matter what happens", he told them, "DO NOT leave the basement. Just be alert and follow the instructions you hear on the radio. If you follow these steps, you will be safe."

Two weeks after Donald showed his family how to prepare for a tornado, a tornado headed in their direction. Thankfully, his family followed the plan precisely. As a result, all of his family members survived with only slight injuries. However, the tornado left some areas of the countryside in devastation. Houses were damaged, cars were sent flying for several kilometers and trees were uprooted. Like other families in the area, Donald's family suffered some losses but because they were prepared, they survived.

1. "It took the kids a long time to adjust to their new life in the country" means:
 - a. the way was too long to reach the countryside.
 - b. it took them a long time to get used to their new life.
 - c. they loved their new life in the country.

2. The disastrous tragedy that Donald saved his family from was:
 - a. a tornado.
 - b. staying in the city.
 - c. 'a' and 'b'

3. "Southern USA was more prone to having tornadoes than any other place" means:
 - a. tornadoes don't happen very often in Southern USA.
 - b. tornadoes happen a lot in Southern USA.
 - c. none of the above.

4. Donald wanted his family to research about tornadoes so that:
 - a. they would know how to reduce the risks of tornadoes.
 - b. they would be well educated.
 - c. 'a' and 'b'

5. The house that would be more likely to be damaged from a tornado was:
 - a. their house in the city.
 - b. their house in the countryside.
 - c. none of the above.

6. Donald told his family not to stand near any window in case a tornado hits because:
 - a. he didn't want them to look outside so that they wouldn't panic.
 - b. he wanted them to hide in the middle of the house instead of on the sides.
 - c. windows are most likely to break up into pieces and he didn't want them to get hurt.

7. Donald prepared a bag for emergencies which had:
 - a. canned food, fresh water and batteries for radios and flashlights.
 - b. radios and flashlights only.
 - c. canned food and fresh water only.

8. Two weeks after Donald warned his family:
 - a. they tested his plan to see if it works.
 - b. a tornado occurred.
 - c. 'a' and 'b'

9. "However, the tornado left some areas of the countryside in devastation." means:
 - a. Donald's family died because of the tornado.
 - b. the tornado ruined many things in the countryside.
 - c. the only damage that happened was that trees were uprooted.

10. Donald's family survived because they _____ for the tornado:
 - a. prepared.
 - b. doomed.
 - c. unlucky.

Activity 2**Matching****Cause and Effect**

Instructions: Match each natural disaster with its effects on people and the environment.

Earthquakes

Drought

Volcanoes

Lightning

Effects (1)

- ▶ poor air quality due to CO₂
- ▶ houses, buildings, roads and fields get covered with ash
- ▶ animals die because of famine and forest fires
- ▶ birds migrate
- ▶ death of people because of Malaria
- ▶ it helps cool off the earth, removing heat from its interior
- ▶ formation of fog

Effects (2)

- ▶ damage to buildings, bridges and dams
- ▶ the loss of human life
- ▶ triggers landslides
- ▶ blocks rivers, producing floods
- ▶ if they take place under the ocean, they sometimes cause tsunamis, or tidal waves

Effects (3)

- ▶ slowing down of economic development
- ▶ less food production
- ▶ increase in food prices
- ▶ insect infestation
- ▶ plant disease
- ▶ wild land fires
- ▶ increased desertification
- ▶ lack of drinking water
- ▶ wind and water erosion of soils
- ▶ mental and physical stress
- ▶ increased poverty

Effects (4)

- ▶ loss of human lives
- ▶ survivors sustain permanent injuries
- ▶ affects the cardiovascular system due to changes in the heart rhythm
- ▶ eye damage, usually corneal injury
- ▶ wildfires
- ▶ damage of houses
- ▶ electrical power dies down

Grammar

The Passive Voice: Revision of Forms and Functions

Passive verbs and active verbs are counterparts of different forms. The following table summarizes this difference:

<u>Tense</u>	<u>Active</u>	<u>Passive</u>
Present Simple	break/ breaks	am/is/ are broken
Present Continuous	am/ is/ are breaking	am/ is/ are being broken
Present Perfect	has/ have broken	has/ have been broken
Past Simple	broke	was/ were broken
Past Continuous	was/ were breaking	was/ were being broken
Past Perfect	had broken	had been broken
Modals	can/ must/ will...break	can/ must/ will... be broken

Obviously, the passive forms are completely different from the active forms; they are formed with: **be+ past participle (pp)**

How to Change Active Sentences into Passive?

1- The object becomes a subject

- 2- Use a suitable form of **BE** (according to the new subject)
- 3- Use **pp**
- 4- Add **by+ agent** where necessary

Examples:

- The wind **has broken** the window.
The window **has been broken** by the wind.

- The wind **has broken** the windows.
The windows **have been broken** by the wind.

Why using the passives?

Actives and passives have similar tense functions. Speakers however tend to change from active to passive and visa versa to change the focal point of the sentence.

Activity 1
Write It
Active to Passive

Instructions:

Change the following sentences into passive. You don't have to use the agent.

1. Someone is helping her with the housework.

2. The mail-order company sent Mrs. Green a parcel.

3. Someone will pay you within the next few days.

4. You can improve your health with more exercise.

5. The farmer is building a new barn.

6. Mrs. Jones has sent the letter.

7. Someone had broken our door down.

8. People must obey the law.

9. The teacher explained the lesson to the students.

10. The volcano burnt many houses.

Activity 2

Type It

Passive to Active

Instructions: Change the following sentences into active.

1. The garage ought to be painted by our neighbors.

2. He was presented with a medal by the Queen.

3. The man is being chased by a dog.

4. Ted has been sold a second-hand car by Bob.

5. You will be given some advice by Dr. Brown.

6. The hotel will be redecorated by a famous designer.

7. He has been brought up to be polite by his parents.

8. That film is being remarked by someone.

9. The email was sent by the company.

10. The railroad was fixed by the workers after the earthquake.

Activity 3

Circle It

Are these sentences active or passive?

Instructions:

Circle the 'active' button if the sentence is in the active voice, and circle the 'passive' button if the sentence is in the passive voice.

1. The helmsman stopped the boat only a few yards from an enormous iceberg.

 Active Passive

2. The titanic sank in 1912.

 Active Passive

3. Male passengers were not allowed to get in the lifeboats.

 Active Passive

4. Someone stole my pen.

 Active Passive

5. The trip was arranged by the Gordons.

 Active Passive

6. Larry is going to send a letter to Tom.

 Active Passive

7. Da Vinci painted the Mona Lisa.

 Active Passive

8. The product will be advertised on television.

 Active Passive

9. The pictures were captured by the photographer.

 Active Passive

10. The girl twisted her ankle while she was playing basketball.

 Active Passive

Listening

Activity 1 Write It A Poem

Instructions to students: Listen to the poem and find out the natural disaster being described.

Audio Script

by Stephanie Reich

People laughing, children playing
A scented breeze and palm trees swaying
Then suddenly the tide went out
They stood in awe, what's this about

Employment the element of surprise
And with no warning from the skies
She came from the oceans oh so deep
Taking thousands of lives in one clean sweep.

Thousands screaming, thousands crying
Thousands dead and thousands dying,
Nothing could stop this killer's fury
There would be no judge or assigned jury
Just the bodies to be found
Buried deep in muddied ground
It shocked the world, this devastation
And numbed the minds of every nation.

The death toll grew and grew
Any survivors, just a few
For in shocked silence frozen still
They watched the carnage from the hill
There they hugged just petrified
All our children they had cried.

The sun came up and cast its light
On this solemn and chaotic site,
Cries of help fell on deaf ears
'I must find my son!' he said through tears

And leaving her trapped from toe to head
He searched for his son in the piles of dead.
Then came the cameras exposed for all to see
The horrors that could happen to you and to me
And we count ourselves lucky not to be caught
And think of the lessons this tragedy taught.

And now the world rallies at such a great speed
To come to the aid of those people in need
Huge donations and so much relief
People are giving beyond our belief.
It feels like a miracle from above
And so perfect to see this true act of love!

Instructions to students: Listen again and answer the following questions.

1. Before the disaster happens, people:
a) were happy
b) were swimming
c) were crying
2. The tidal waves were:
a) slow
b) sweeping
c) chaotic
3. The number of survivors was:
a) a few
b) thousands
c) many
4. The disaster made the people:
a) stand in awe
b) start laughing
c) start to sway

Activity 2
Matching
How Does It Happen?

Instructions to students: Listen to the causes of different natural disasters. Match the number of the cause with the natural disaster.

Audio Script**How does it happen?****Number 1**

The lithosphere is broken up into plates. Currents in the mantle cause the plates to move in different directions. In some places the plates become locked together. Potential energy builds up in the locked plates. When the stored energy is released, the natural disaster occurs.

Number 2

It needs intense or unseasonable heat to form. As the ground temperature increases, moist air heats and starts to rise. When the warm, moist air meets cold dry air, it explodes upwards, puncturing the layer above. Upward movement of air becomes very rapid. Winds from different directions cause it to rotate.

Number 3

It starts when strong clusters of thunderstorms drift over warm ocean waters. The very warm air from the storm and the ocean surface combine and begin rising. This creates low pressure at the surface. Trade winds blowing in opposing directions cause the storm to start spinning. Rising warm air causes pressure to decrease at higher altitudes. It is made up of an eye of calm winds and low pressure surrounded by a spinning vortex of high winds and heavy rainstorms.

Number 4

It is caused by earthquakes at sea. It forms when energy from an earthquake vertically jolts the seabed by several meters, displacing hundreds of cubic kilometers of water. Large waves begin moving through the ocean, away from the earthquake's epicenter. When it reaches shallow water near coastal areas, it slows but increases in height.

Number 1**Tsunamis****Number 2****Tornadoes****Number 3****Earthquakes****Number 4****Hurricanes**

2.

shame

nerd

name

3.

foam

furl

fort

4.

whale

ward

were

5.

sat

stair

sole

6.

there

her

here

7.

hate

head

heard

8.

blur

bar

bat

9.

flee

far

flirt

10.

sore

sir

sour

11.

fair

fare

fur

12.

jack

jerk

jot

Speaking

Activity 1
Offline Activity
Wildfires

Instructions:

1. Form teams of four.
2. With your team members, discuss the following:
 - ▶ How do wildfires start?
 - ▶ If your house was in woodland or near a forest, what would you do to keep yourself safe?
3. Your instructor will call on you to express your ideas in front of the rest of your class.

Activity 2
Offline Activity
A True Story

Instructions:

1. Form teams of four.
2. With your team members, discuss an event that happened to you or to any person you know when they faced a natural disaster.
 1. What happened?
 2. How did they handle it?
 3. Were there any survivors?
 4. How did they feel after the natural disaster ended?
3. Your instructor will check with each team to listen to your conversations.

Activity 3
Offline Activity
Cards Game

Instructions:

- a. Form teams of four.
- b. Click on one of the cards shown on the screen to make a quote appear.
- c. With your team members, discuss and compare possible interpretations of these quotes.
- d. Form five proper sentences to express your thoughts.
- e. Each team will be called upon to present their answers to the class.
- f. Select one member to present his/her team's answers.

First Card's Quote:

"The least movement is of importance to all nature. The entire ocean is affected by a pebble."

– Blaise Pascal

Second Card's Quote:

"Knowledge is going to make you stronger. Knowledge is going to let you control your life. Knowledge is going to give you the wisdom to teach your children. Knowledge is the thing that makes you smile in the face of disaster."
– Avery Brooks

Third Card's Quote:

"There are two big forces at work, external and internal. We have very little control over external forces such as tornadoes, earthquakes, floods disasters, illness and pain. What really matters is the internal force. How do I respond to those disasters?"
– Leo Buscaglia

Writing

**"It's amazing how quickly nature consumes human places after we turn our backs on them. Life is a hungry thing."
Scott Westerfeld**

Activity 1**Write It!****Global Warming**

Instructions:

In MS Word, select one of the questions below and write a paragraph to answer it.

- ▶ How can people help in reducing global warming?
- ▶ What's more important, economic development or the environment?
- Check the first draft with a classmate and correct any mistakes.
- Save your second draft.
- You will receive instructions in class about how to submit the assignment.

Note: Try to include words from the Word List provided for this unit.

Activity 2**Planning****Earthquakes**

Instructions:

In MS Word, write a three paragraph essay to answer these questions. Enter the word 'earthquakes' into your search engine for help.

- Are earthquakes happening more frequently now than before?
- Can earthquakes be predicted?
- Check your notes with a classmate and correct any mistakes.

- You will receive instructions in class about how to submit the assignment.

Connections Series

Intermediate: Unit 6

FIRST
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Leen Quawas

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Unit Six: Civilization, Culture and Society

Intermediate student file

" Books are the carriers of civilization. Without books, history is silent, literature dumb, science crippled, thought and speculation at a standstill.

Barbara Tuchman

Learning Objectives:

By the end of this unit you should be able to:

1. Form sentences using *the first conditional*.
2. Form sentences using *the second conditional*.
3. Distinguish between *if* and *unless*.
4. Answer questions about topics introduced in this unit.
5. Infer meaning by looking at the context in which words are used.
6. Converse using the new vocabulary from this unit's Word List.
7. Use diphthongs properly.

Unit Six: Civilization, Culture and Society
Intermediate student file

Word List		
contribution (n.)	the act of giving (money, time, knowledge, assistance, etc.) to a common supply or fund	tolerance (n.)
founder (n.)	a person who founds or establishes something	impose (v.)
sociology (n.)	the science or study of the origin, development, organization, and functioning of human society	punctual (adj.)
gist (n.)	the main or essential part of a matter	unwise (adj.)
influential (adj.)	having or exerting a great influence	abandon (v.)
dispersion (n.)	(optics) the separation of visible light into colors	fate (n.)
eminent (adj.)	high in rank, distinguished	fracture (n.)
exponent (n.)	a person who is a representative, advocate or symbol of something	historically (v.)
retain (v.)	to keep possession of	acclaimed (adj.)
scholar (n.)	a learned person, especially one who has specialized knowledge about a particular subject	pathetic (adj.)
charity (n.)	generous actions or donations to aid the poor, ill, or helpless	discovery (n.)
intellectual (n.)	a person who has a highly developed brain; a thinker; an academic	literature (n.)
patronize (v.)	to behave in an offensive manner toward another; to talk down to another	remorse (n.)
legislation (n.)	the act of making or enacting laws	grave (n.)
norm (n.)	a standard, model or pattern	cherish (v.)
holistic (adj.)	emphasizing the organic or functional relation between the parts and the whole	festivity (n.)
advocacy (n.)	the act of pleading for, supporting or recommending	society (n.)
affection (n.)	emotions, feelings and sentiments	encompasses (v.)
disgust (n.)	extreme dislike in something	sociable (v.)
sophisticated (adj.)	changed by education, experience, etc. so as to be worldly-wise; not naïve	weave (v.)

Note: Students are responsible for knowing all the words in the Word List and will be examined accordingly. For those words that do not have a definition, students will be responsible for finding the definition.

Unit Six: Civilization, Culture and Society
Intermediate student file

Vocabulary
Activity 1
Drag and Drop
Matching Synonyms

Instructions to students: Drag and drop the words below to the spaces beside the words that are closest in meaning.

Words	Synonyms
founder	
gist	
eminent	
exponent	
retain	
affection	
disgust	
sophisticated	
encompasses	

Activity 2
Type It
Anagrams

Instructions: Look at the anagrams below and arrange them into words that match the synonyms provided. Type the words on the lines provided next to each synonym.

1. **tolerance** – _____
2. **punctual** – _____
3. **unwise** – _____
4. **abandon** – _____
5. **acclaimed** – _____
6. **pathetic** – _____
7. **remorse** – _____
8. **discovery** - _____
9. **intellectual** – _____

Activity 3
Hangman
Definitions

Read the following definitions and try to guess the corresponding words. Be careful! Every wrong choice will bring you closer to the hangman's rope!

Unit Six: Civilization, Culture and Society

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the act of making or enacting laws
a standard, model or pattern
incorporating the concept of holism in theory or practice
to talk down to
a person who has a highly developed brain; a thinker; an academic
generous actions to aid the poor
a person who has specialized knowledge about a particular subject
having or exerting authority

Activity 4

Drag and Drop

Complete the Sentences

Instructions to students: Drag and drop the words in the box to the appropriate blanks to complete the sentences.

1. I'm so glad we made a _____ to that charity. I just feel so good about it!
2. She is well-known for her _____ of women's rights.
3. We are going to the cemetery to visit our grandfather's _____.
4. She is _____ a basket from strips of willow.
5. He _____ the necklace she gave him. He wears it everyday.
- 6.. _____ is the study of the origin and functioning of human society.
7. He's always joining clubs and making friends. He is so _____.
8. That report was so thorough. It _____ all of the important benefits and costs of the project.

Activity 5

Drag and Drop

Matching Game

Instructions to students:

Match the words with the meanings, then drag and drop each word into the space beside the corresponding meaning.

Word	Meaning
	the separation of visible light into colors
	to put or set by or as if by authority

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	something that unavoidably befalls a person
	the breaking of a bone or cartilage
	throughout history; with respect to history
	a person, place or thing that has been uncovered or found
	celebration or occasion
	to include all of; to have as part; to be made up of
	inclined to seek out or enjoy the company of others
	the main or essential part of a matter

Activity 6 Type It Anagrams

Instructions to students: **Look at the anagrams and arrange the letters into words that match the definitions below. Then type the word into the spaces provided.**

1. having or exerting a great influence	
2. the act of pleading for something	
3. to behave in an offensively manner; to talk down to	
4. the act of making or enacting laws	
5. extreme dislike in something	
6. changed by education and experience	
7. to keep possession of something	
8. a person who establishes something	

"Civilization is built on a number of ultimate principles...respect for human life, the punishment of crimes against property and persons, the equality of all good citizens before the law...or, in a word justice."

- Max Nordau

Reading

Activity 1 True or False Islam and Civilization

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Instructions: Read the text below and decide whether the following statements are true or false.

Islamic Contributions to Civilization

Islam has contributed a great deal to the world's civilization. In this article, we will discuss prominent Muslims who have contributed to the world's development throughout the history of humankind.

Muhammad Bin Mousa Al-Khawarizmi is considered to be one of the founders of algebra. He was a mathematician, astrologer and geographer. He wrote a seminal book entitled *Algebra* about the systematic solution of linear and quadratic equations. His books were translated and introduced to the Western World in the 12th century. There, they were widely acclaimed.

Ibn Khaldoun is a prominent figure in the fields of history and sociology. He made significant and profound contributions to the understanding of civilization. *Al-Muqaddimah* is an impressive document which provides the gist of his wisdom and reveals the wide spectrum of knowledge he amassed during his era. His work encompasses history, science and astrology and is filled not only with his opinion, but also those of his contemporaries.

Ibn Al-Haytham made significant contributions to the principles of optics as well as to mathematics, medicine, philosophy and many other subjects. He is sometimes referred to Al-Basri, after his birthplace in the city of Basra, Iraq, though he lived most of his life in Cairo. Ibn Al-Haytham accurately explained and demonstrated the theory of vision in his influential *Book of Optics*. He conducted many experiments on lenses, mirrors, reflection and the dispersion of light into its constituent colors. He was one of the most eminent physicists of his day, and his contributions to optics and the scientific method were particularly outstanding.

In the *Introduction to the History of Science*, George Sarton said the following:

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"One of the most famous exponents of Muslim universalism and an eminent figure in Islamic learning was Ibn Sina, known in the West as Avicenna (981 – 1037). For a thousand years he has retained his original renown as one of the greatest thinkers and medical scholars in history. His most important medical works are the *Qanun* (Canon) and a treatise on cardiac drugs. The *Qanun fil Tibb* is an immense encyclopedia of medicine."

In addition to the intellectuals above, let us not forget the great travelers whose travels took them all over the world to explore and learn about life on Earth. The most popular of those was Sindbad, the sailor who was a favorite hero in stories. Many of his adventures were based on true voyages. By the time he had finished his travels, he had seen many magnificent things. In retrospect, it is awesome to realize the immense contributions those scholars have made to civilization.

1. "Al-Muqaddimah" was written by Ibn Al-Haytham.

TRUE

FALSE

2. Al-Khawarizmi is considered to be one of the founder of Algebra.

TRUE

FALSE

3. Islam has contributed a lot to the world's civilization.

TRUE

FALSE

4. The "Book of Optics" was written by Ibn Al-Haytham.

TRUE

FALSE

5. Ibn Sina was known in the east as Avicenna.

TRUE

FALSE

6. "The Qanun fil Tibb" is an immense encyclopedia of medicine written by Ibn Khaldoun.

TRUE

FALSE

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7. Sindbad and Ibn Batuta were well-known travelers who explored the world.

TRUE

FALSE

8. Al-Khawarizmi freely offered his opinions and documented well the other points of view.

TRUE

FALSE

9. The word **seminal** in the second paragraph is *not* included in the Word List, but based on the context in which it is used, try to infer the meaning.

Used in the context above, the word **seminal** means *influential* or *shaping*.

TRUE

FALSE

Activity 2
Multiple Choice
Inferring Meaning from Context

Instructions to students: Read the text below and infer the meaning of words that are not included in your Word List, by looking at the context in which those words are used. Then answer the multiple choice questions that follow.

Social Services to End Poverty and Hunger

It is a tragic but true fact that in all societies there are those who cannot survive without the help of others. Very young children, very old people, the sick and the physically challenged are just a few examples of people who require assistance to survive. In some cultures, such people are either looked after by other members of their family or by social services established for

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this purpose. Special institutions were founded to care for the helpless, including homes for old people, schools and hospitals.

Historically, social services were provided by religious groups and by the charity of wealthy people. In the 21st century, in many countries more of this care for the helpless is provided by non-profit organizations, government services and by private sector funding. From non-profit organizations, such as USAID, to multinational companies, such as Microsoft, to donations from concerned citizens across the globe, money and resources are being donated to take care of those who need it the most. Still it's not enough.

UNICEF stands as another example of a contemporary organization that plays a huge role in the fight to take care of those in need. UNICEF members work tirelessly to improve the health of children. To assist it in achieving its goals, UNICEF fosters strong partnerships with governments and non-governmental organizations. UNICEF at national and community levels continually strives to create an extensive global health presence. UNICEF brings practical solutions to women and children who are at great risk. They know what it takes to ensure the survival and health of those who require their assistance.

Every year, some 20 million children across the world suffer from severe malnutrition. More than five million of them will die. Countless others will suffer permanent physical damage, including stunted growth and developmental delays. But the outlook for these children does not have to be so grim. Organizations such as Action Against Hunger have made huge strides in learning how to treat acutely malnourished children.

Action Against Hunger is part of the ACF International Network (ACF-IN), an agency established specifically to combat global hunger. Recognized as a world leader in the fight against hunger and malnutrition, the ACF International Network has pursued its vision of a world without hunger for nearly three decades, combating hunger in emergency situations of conflict, natural disaster, and chronic food insecurity.

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Finally, we should all raise our hats to the grassroots workers. Volunteers have done so much with their continual efforts working behind the scenes at the local level. They give their time, energy and other resources to support important causes. These volunteers work to reduce hunger, provide shelters and, generally, they strive to improve the quality of life for those who have nowhere else to turn. Together, the efforts of all of these organizations, companies and caring individuals lessen poverty and hunger in their environment and make the world a better place.

1. In the third paragraph, the word *fosters* means:
 - a. destroys
 - b. promotes
 - c. donates
2. In the fourth paragraph, the word *strides* means:
 - a. progress
 - b. problems
 - c. sickness
3. In the fifth paragraph, the word *pursued* means: _____
 - a. legislation
 - b. followed or worked at
 - c. volunteer
4. In the fourth paragraph, the word *grim* means:
 - a. _hopeful
 - b. cheerful
 - c. depressing
5. In the last paragraph, the expression '*raise our hats*' means:
 - a. take off your hats because it's warm
 - b. give praise
 - c. give up

Activity 3

Multiple Choice

Guanxi and Chinese Business Culture

Instructions to students: Read the text below and infer the meaning of words that are not included in your Word List, by looking at the context in which those words are used. Then answer the multiple choice questions that follow.

Guanxi and Chinese Business Culture

In the Chinese business culture, *guanxi* refers to the network of relationships between different parties that cooperate together and support each other.

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Business anywhere is highly competitive and when the stakes are high, it can be very cut-throat. To enhance their chances of success, many business people adhere to the practice of guanxi. By nurturing relationships and continually building supportive networks, business people in China minimize their risks of being retaliated against by competitors.

In China, guanxi significantly increases the chance that a business will be successful. With this in mind, international business people who wish to do business in China, should be aware of the cultural phenomenon known as guanxi. Not only is it important to build guanxi with other business people, it is also important to build the right guanxi with the relevant authorities. In the long run, this plays a large part in determining the competitive standing of an organization in China. Moreover, the inevitable risks and barriers one would encounter in China will be minimized when he/she has the right "Guanxi" network working for him/her. That is why nurturing relationships - guanxi - is so vital to any successful business strategy in China.

Developing guanxi in China is a time consuming process. It requires the ability to listen carefully, communicate effectively and it requires resources to be allocated as well. Sometimes, this can be a costly investment. However, the money and time people invest in establishing guanxi is worth it because it results in a strong network in the long term.

Establishing a good guanxi may be done in a wide variety of ways. Money is not the only method. For instance, when a person has met with misfortune and you help them, this is one way of building good guanxi. Alternatively, bringing gifts also opens the door to the opportunity to be introduced to new resources and establishing good relationships with other companies. However, this practice may not feel comfortable for those from cultures in which this practice is looked at disapprovingly. As you spend more time learning about the Chinese culture, it will become easier to understand and take part in this practice that is so central to successful Chinese commercial activity.

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Another way to establish *guanxi* is by being reliable. This works to fortify relationships. When potential partners or colleagues know they can count on you, in good and in bad times, these important relationships can begin to flourish. As mentioned in this article, *guanxi* can appear in many forms. It does not have to be based on money. It is completely legal in Chinese culture and gifts given in many cases are not regarded as bribery in any way. There are, however, instances that are considered bribery, such as when regulatory authorities are paid to look the other way when illegal activities are conducted. In most other instances, however, *guanxi* is an important way of building trust between members of companies and between companies. The Chinese feel obligated to do business with those within their network.

There is a downside to this. For instance, as a business person in China, you may find you've received an invoice for a much greater amount than you had anticipated. This may be the price for that friendship. Also, relationships that have been challenged may quickly dissolve. Whether you agree with this method of doing business or not, as an international business person who wishes to do business in China, it is important that you are aware of this aspect of Chinese business culture.

1. In the first paragraph, the expression *cut throat* means:
 - a. someone will cut throats with a knife
 - b. very competitive and heartless
 - c. merciful
2. In the first paragraph, the term *retaliated* means:
 - a. strike back or get revenge
 - b. good business practice
 - c. forgiving
3. In the second paragraph, the word *phenomenon* means:
 - a. natural disaster
 - b. revenge
 - c. fact that can be observed
4. In the fifth paragraph, the word *bribery* means:
 - a. buying off with money, gifts or favors
 - b. getting married
 - c. getting even with
5. In the fifth paragraph, the word *fortify* means;
 - a. fire
 - b. break apart
 - c. make stronger

Unit Six: Civilization, Culture and Society
Intermediate student file

Grammar

Focus 1: Conditionals

First Conditional	If-clause	Main clause (result)	Use
Real present	IF + Present Simple	future	real or very probable situation in the present or future
		imperative	
	unless (= if not)	can/must/may + bare infinitive	
		Present Simple	

Examples:

1. **If** he **arrives** late, we **will fire** him.

If he arrives late is the if-clause and **we will fire him** is the main clause.

2. **If** you **can't afford** it, **don't buy** it.

If you can't afford it is the if-clause and **don't buy it** is the main clause.

OR **Unless** you **can afford** it, **don't buy** it.

Second Conditional	If-clause	Main clause (result)	Use
Unreal present	IF + Past Simple	would/could/might + bare infinitive	improbable situation in the present or future; also used to give advice

Examples:

1. If I **were** you, I **would see** a doctor. (advice)
2. If I **had** money, I could buy a new car. (But I don't have enough money to buy one / improbable situation)

Activity 1
Fill in the Blanks
First and Second Conditionals

Unit Six: Civilization, Culture and Society
Intermediate student file

Instructions:

Fill in the blanks with the correct form of the verb between brackets.

1. If she _____ (not/break) the window, she wouldn't have to pay for a new one.
2. If it _____ (not/be) so cold, they wouldn't have stayed in the house.
3. If she studied more, she _____ (be) a better student.
4. If I go on a diet, I _____ (lose) weight.
5. If John doesn't hurry, he _____ (be) late.
6. I would lower taxes if I _____ (be) the President.
7. If he _____ (smoke) so much, he will get ill.
8. If we _____ (think) positively, we will be successful.

Activity 2

Fill in the blanks

If or Unless

Instructions:

Fill in the blanks with *if* or *unless*.

1. _____ you continue to make so much noise, I won't be able to sleep.
2. I'll tell you _____ there are any messages for you.
3. I won't be able to finish the work _____ you help me.
4. _____ you're hungry, I will make you a sandwich.
5. We'll miss the bus _____ we hurry.
6. They won't get married _____ he gets a job.
7. You won't understand _____ you listen carefully.

Activity 3

Multiple Choice

Unit Six: Civilization, Culture and Society

Intermediate student file

First or Second Conditional?

Instructions:

Click on the 'Type 1' button if the sentence is in the first conditional, and click on the 'Type 2' button if the sentence is in the second conditional.

1. If the captain didn't stop the boat, we would have hit an enormous iceberg.

Type 1

Type 2

2. If they don't fight to end world hunger, more people will die.

Type 1

Type 2

3. If there weren't all of these discoveries, we would have harder lives.

Type 1

Type 2

4. If he would try to get the gist of the lectures, he would do better on the exams.

Type 1

Type 2

5. What would she do if he were the teacher?

Type 1

Type 2

6. If she takes her medicine, she will get better soon.

Type 1

Type 2

7. They will be punctual if they get ready earlier.

Type 1

Type 2

8. If he continues to advocate for them, they will win public approval.

Type 1

Type 2

"It is better for civilization to be going down the drain than to be coming up it."

- Henry Allen

Writing

Activity 1

Unit Six: Civilization, Culture and Society
Intermediate student file

Offline Activity
Culture and Traditions

Instructions:

- In MS Word, write a paragraph about one of the following topics:
Your country's tradition.
Your favorite tradition.
- Check the first draft with a classmate and correct any mistakes.
- Save your second draft.
- You will receive instructions in class about how to submit the assignment.

Note: Try to include words from the Word List provided for this unit.

Listening

Activity 1
Multiple Choice
A Better Life?

Instructions to students: Listen to the following poem and answer the multiple choice questions that follow.

A Better Life?
by Laura C Mayer

There was a time when life was much easier
Neighbors would smile and wave at each other
Kids played in the streets well after dark
A woman could walk alone in the park
Men would hold open the door for a lady
And a woman would take care of her baby

Life has become much harder for mankind
Neighbors don't speak and have become blind
To the children on the streets now playing with knives
To walk alone in the park is now unwise
Opening the door for a lady is considered out of date
And a woman will abandon her child to fate

I wonder when this change occurred
It happened slowly yet quickly for sure

Unit Six: Civilization, Culture and Society

Intermediate student file

Why did we have to change anyway
Life was much easier back in the day
I don't consider today progress from yesterday
But I'll always have the better life in memory

1. The main point Laura Mayor wants the readers to understand is:
 - a. life was easier and less dangerous years ago.
 - b. Today there is more hope.
 - c. She is happy about the way things have changed.
2. In *A Better Life* children *used to*:
 - a. play in the streets well after dark.
 - b. play with knives.
 - c. not play at all.
3. "It happened slowly yet quickly for sure" in *A Better Life* shows:
 - a. similarity.
 - b. contrast.
 - c. Both similarity and contrast.
4. In this poem, the expression 'neighbors don't speak and have become blind' means:
 - a. neighbors are too old to see.
 - b. neighbors are afraid so they pretend not to see.
 - c. neighbors are always away so they don't see the change.

Activity 2 Multiple Choice The Flight

Instructions to students: Listen to following poem and answer the multiple choice questions that follow.

The Fight

by Kara Chernushin Riccitelli

Bloody, broken, bruised, and branded,
Fractured ribs, the punch has landed.

Battered, wounded, twisted legs,
"Let me go!" the victim begs.

Now doubled over, spitting teeth,
His mother screams, consumed with grief.

Show no mercy, fight to death,

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Till a broken body's all that's left.

There's no reason, none at all,
To cause this high-aimed youth to fall.

"Help me! Help me!" He gasps and cries,
But knows they'll beat him till he dies.

Pathetic soul left all alone,
Bloody face, shattered bones.

The mother wails, "It's not his time!"
They will pay for this vicious crime.

With no regret, remorse, or sorrow,
The gang will strike again tomorrow.

Now roses lie upon the grave,
Cherished friend we could not save.

1. According to "The Fight", did society affect people's behavior?
 - a. No.
 - b. Yes.
 - c. This is not indicated in the poem.
2. The mother was consumed with grief because:
 - a. her son was being beaten and she couldn't help him.
 - b. she find her son.
 - c. her husband died.
3. The words 'branded' and 'landed' are:
 - a. synonyms
 - b. antonyms
 - c. rhyming words
4. "The gang will strike again tomorrow" means:
 - a. they don't feel guilty and will kill another boy the next day.
 - b. Tomorrow they will leave and go far away.
 - c. Tomorrow they will quit working.

Activity 3

Matching Activity

Different Traditions

Instructions to students: Listen to the different traditions of wedding ceremonies. Some of them are related to the traditions of their countries, while others are related to the religion this tradition represents. Match these

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traditions with either the country or the religion that the paragraph talks about.

Audio Script

Traditional Marriages

The institution of marriage is universal. However, different religions, cultures and countries celebrate their weddings in their own unique way. Listen carefully to each different type of marriage tradition and click on the matching religion or country.

Number 1

Cuban wedding receptions are famous for their festivities. There is almost always lively music and dancing at a Cuban marriage celebration. Wedding Guests do a traditional money dance, where each man who dances with the new bride must pin money on her dress, to help the newlyweds with their honeymoon expenses.

Number 2

Most marriages in Islam are arranged by the father of the bride. The couple may barely know each other until the engagement is announced. The wedding has two celebrations: an engagement party and a wedding party. After the engagement party, the process of dating and getting to know each other begins. After the engaged woman and man have signed the papers at the engagement party, they are legally married.

Number 3

In a traditional German marriage, the flower girl plays the role of a young girl who proceeds in front of the German bride as they are traveling down the path to the church. The girl sprinkles petals to wish good luck and to ward off evil spirits.

Number 4

Swedish wives wear three wedding rings: one for betrothal, the second for marriage, and the third for motherhood.

Number 5

In some Hindu wedding ceremonies, the groom is responsible for the bride's clothing. But instead of the familiar white gown, Hindu brides wear a sari. When the bride arrives at the ceremony, she wears clothing from her parents; when all is done, she is dressed in clothing her husband has provided.

Number 6

A newly married Indian bride, while entering her husband's house (in-law's) for the first time, will first have to knock down a container of uncooked rice, and enter putting forward her right foot first. This is to ensure that she brings good luck to the house.

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Number 7

A Pakistani Bride wears red on the day of her wedding because red symbolizes happiness. Another reason why red is also worn is because it is bright. No one else wears red that day except the bride.

Number 8

A Peruvian custom is to include wedding charms between the layers of the wedding cake, attached with ribbons. Before the cake is cut and served to the guests, each single woman pulls a string. This works, of course, if you have a small number of single women attending the wedding. (In several of the bridal magazines you will see ads for these charms.) According to this custom, the one who pulls the ribbon with the 'ring' on the end is the next one to marry within a year.

Number 9

In honor of the Polish bride, friends in the village weave crowns of rosemary leaves.

Number 1

Number 2

Number 3

Number 4

Number 5

Number 6

Number 7

Number 8

Pakistan

Hindu

Cuba

Islamic

India

Germany

Peru

Poland

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Intermediate student file

Number 9

Sweden

Pronunciation

Diphthongs are referred to as gliding vowels. In other words: two vowel sounds that are linked together in a gliding motion.

The three main diphthongs in Standard English are *ai*, *aw*, and *oy*. In some contexts, these diphthongs sound the same as a single vowel. In fact, that's what usually confuses people and causes them to misspell words that contain diphthongs.

Even though the diphthongs mentioned earlier are the three main diphthongs in Standard English, they are not the only ones. We have other diphthongs, such as: *ei*, *ou*, and *oo*.

Activity 1

Point and Click!

Words with 'oo'

Instructions:

Click on the five words from the list below with 'oo' that have the same sound as in 'cook'.

floor

room

shook

cool

took

look

yearbook

flood

hook

Activity 2

Click on it!

Words with "aw"

Instructions:

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Intermediate student file

Click on the five words from the list below with 'aw' that have the same sound as in 'paw'.

awkward	awake	strawberries
saw	award	law
yearbook	straw	aware

Activity 3 **Offline Activity** **The Diphthong "oy"**

Instructions:

1. List five words with the diphthong 'oy' as in 'boy'.
2. Your instructor will provide you with the instructions in class about how to submit your assignment.

Speaking

Activity 1 **Poem**

Instructions:

1. Form teams of four.
2. With your team members, read the following poem and discuss and compare different interpretations.
3. Did you like the poem? Why or why not?

Urban Contradiction

by Jennifer Johnson

Nice warm summer days,
filled with laughter and childish ways.
Life as we know it is sweet,
with the play of children at our feet.
As the day goes and night nears,
we are forced again to put on our fears.
Streets where children once were found,
are now but an evening battleground.
Into houses stray bullets fly,
where families cry and watch loved ones die.

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As day approaches and night ends,
the streets are filled again with one less friend.

4. Share your ideas with your team members.
5. Your instructor will call on you to express your ideas in front of the rest of your class.

Activity 2 Offline Activity A Saying

Instructions:

1. Form teams of four.
2. With your team members, discuss the following expression:

"When we lose our culture, we lose our identity." - Aldo Kraas

Do you agree with this expression? Why or why not?

Do you feel attached to your culture? If yes, what makes you feel attached? If no, why aren't you?

What does your nationality mean to you? How can you relate it to the saying above?

Your instructor will check with each team to hear you express your thoughts about this.

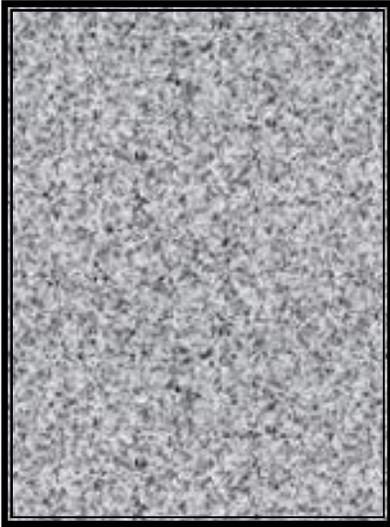
Activity 3 Pick and Choose Card Game

Instructions:

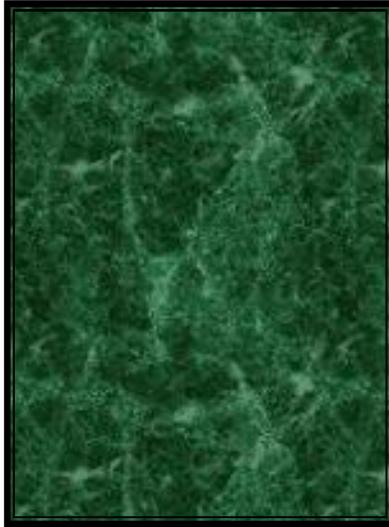
- a. Form teams of four.
- b. Click on one of the cards shown on the screen to make a quote appear.
- c. With your team members, discuss possible explanations for these quotes.
- d. Form five proper sentences to express your thoughts.
- e. Each team will be called upon to present their answers to the class.
- f. Select one member to present your team's answers.

Unit Six: Civilization, Culture and Society

Intermediate student file



Card One



Card Two



Card Three

First Card's Quote:

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."

- Margaret Mead

Second Card's Quote:

"The end of the human race will be that it will eventually die of civilization."

- Ralph Waldo Emerson

Third Card's Quote:

"Civilization begins with order, grows with liberty, and dies with chaos."

- Will Durant

Connections Series

Intermediate: Unit 7

FIRST EDITION 2009



Leen Quawas

Modified by: Bassam Al-Saaydeh, Adnan Abu Mahfouz & Ingrid Brand

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"Necessity is the mother of invention."

Richard Franck

Learning Objectives

1. Form grammatically correct sentences using a verb followed by *ing*.
2. Form grammatically correct sentences using a verb preceded by *to*.
3. Distinguish between the uses of *to* and *ing*.
4. Read and understand passages about topics studied.
5. Write a draft of two paragraphs.
6. Converse using the vocabulary provided in the Word List.
7. Demonstrate proper intonation.

Word List		
disinfect (v.)	clean something by destroying germs that cause disease	laboratory (n.)
appliance (n.)	instrument or device for a specific purpose	patent (adj.)
conceive (v.)	form an idea or a plan in the mind; imagine something	analyst (adj.)
ventilator (n.)	device or opening for allowing air to move freely in a room, building, etc.	arthritis (n.)
envision (v.)	to picture mentally, especially some future event or events	perfectionist (adj.)
fade away (v.)	to disappear	mimeograph (n.)
ensue (v.)	to follow in order; come afterward, especially in immediate succession	license (v.)
roll out (v.)	to move along a surface by revolving or turning over and over, as a ball or a wheel	trademark (n.)
exponentially (adv.)	increasing or growing rapidly	technician (n.)
revolution (n.)	a sudden, complete or marked change in something	penicillin (n.)
browser (n.)	a software program that allows the user to find and read encoded documents in a form suitable for display, especially such a program for use on the WWW	complement (v.)
innumerable (adj.)	very hard to count	invention (n.)
spyglass (n.)	a small telescope	estate (n.)
heresy (n.)	opinion or doctrine that does not agree	arrest (v.)

	with the orthodox or accepted doctrine, esp. of a church or religious system	
accuse (v.)	to charge with a negative quality, offense, or crime	phase (n.)
violation (n.)	the act of breaking a law, rule or agreement	chemist (n.)
imprisonment (n.)	putting someone in prison or in jail as lawful punishment	astronomy (n.)
institute (v.)	to set up, establish or organize	solar system (n.)

Note to students: The Word List covers both reading and listening texts and scripts.

Student's Responsibility: Students are responsible for knowing all the words in the Word List and will be examined accordingly. For those words that do not have a definition, students will be responsible for finding the definition.

Vocabulary

Activity 1

Write It!

Matching Synonyms

Instructions to students: Write the words below in the spaces provided beside the words that are closest in meaning.

telescope	rapidly	imagine	device
revolve	countless	organization	discovery

Words	Synonyms
innumerable	
conceive	
exponentially	
institute	
invention	
spyglass	
roll	
appliance	

Activity 2**Write It!****Anagrams**

Instructions: Look at the anagrams below and arrange them into words that match the synonyms provided. Write the words on the lines provided next to each synonym.

1. **disfectin** – purify

2. **veatentil** – circulate

3. **enonvisi** – predict

4. **deaf aayw** – disappear

5. **asylnat** – investigator

6. **fecpertiisont** – idealist

7. **arerst** – capture

8. **ateste** - area

Activity 3**Hangman****Definitions**

Instructions to students: Read the following synonyms and try to guess the corresponding words. Be careful! Every wrong choice will bring you closer to the hangman's rope!

to stamp or otherwise place a mark or designation upon	
to grant authoritative permission	
a building or other place equipped to conduct scientific experiments	
combine well with something to form a whole	
a specialist in chemistry	
the science that deals with the material universe beyond the earth's atmosphere	
the sun together with all the planets and other bodies that revolve around it	

Activity 4**Write It!****Complete the Sentences**

Instructions to students: Write the words in the box in the appropriate blanks to complete the sentences.

heresy	imprisonment	brightest
Jupiter	telescope	arrest

- _____ is a theory or belief that rejects the acceptance of a church or a religious system.
- _____ is the fifth planet from the sun and is the largest planet on the solar system.
- Jupiter is the fourth _____ object in the sky.
- A _____ is an optical instrument for making distant objects appear larger and therefore nearer.
- Galileo was sentenced to life _____ in 1633.
- Attempts are being made to _____ the spread of the disease.

Activity 5
Write It!
Card Game

Instruction to students: Select the words from the box that match the definitions in the table below. Write them next to their corresponding definitions.

appliance	roll out	revolution	browser
institute	violation	ensue	conceive
imprisonment	heresy	exponentially	accuse

Word	Meaning
	form an idea or a plan in the mind
	instrument or device for a specific purpose
	to follow in order; come afterward, especially in

	immediate succession
	to move along a surface by revolving or turning over and over, as a ball or a wheel
	increasing or growing rapidly
	a sudden, complete or marked change in something
	a software program that allows the user to find and read encoded documents in a form suitable for display, especially such a program for use on the WWW
	very hard to count
	opinion or doctrine at variance with the orthodox or accepted doctrine, esp. of a church or religious system
	to charge with the fault, offense or crime
	the act of breaking a law, rule or agreement
	putting someone in prison or in jail as lawful punishment
	to set up, establish or organize

Activity 6**Write It!****Anagrams**

Instructions to students: Look at the anagrams below, arrange the letters into words, and write the words in the space that match the definitions.

acusec	arritthis	linnepicil	relutionvo
sglaspys	eusne	arsert	paentte
ivntieonn	teccihanni	pshae	

1. to follow in order	
2. seize somebody with the authority of the law	
3. to charge with fault, offense or crime	
4. official document giving the holder the sole right to use	
5. inflammation of a joint of the body, causing pain	
6. action of creating something new	
7. substance obtained from mould fungi, used as an antibiotic drug	
8. expert in the technical aspect of a particular area	
9. a sudden, complete or marked change in something	

10. a stage in a process of change or development	
11. a small telescope	

Activity 7**Multiple Choice****Complete the Sentences**

Instructions to students: Circle the correct answer to complete the following sentences.

- Doctors have to _____ their surgical instruments before operating.
 - disinfect
 - complement
 - invent
- The washing machine is an essential _____ in all houses.
 - browser
 - appliance
 - heresy
- My office is well _____.
 - rolled out
 - trademarked
 - ventilated
- As the days _____, he got his money back.
 - faded away
 - ensued
 - conceived
- He was _____ of murder.
 - faded away
 - accused
 - conceived
- The employee _____ the terms of agreement so he was fired.
 - violated
 - accused
 - conceived
- Each _____ of life is special in its own way.
 - imprisonment
 - spyglass
 - phase

Reading

"We are more ready to try the untried when what we do is inconsequential, hence the fact that many inventions had their birth as toy."

- Eric Hoffer

Activity 1
True or False
A Cool Invention

Instructions to students: Read the text below and decide whether the following statements are true or false.

A Cool Invention

Air conditioning means the process of cooling, heating or disinfecting that modifies the condition of the air. An air conditioner is an appliance designed to stabilize the air temperature and humidity within an area.

In ancient Rome, the concept of air conditioning was applied by circulating water through the walls of houses to cool them. In medieval Persia, similar techniques involved the use of wind towers to cool buildings during the hot season. However, advances in chemistry during the 19th century led to the emergence of modern air conditioning. The first large scale electrical air conditioner was invented and used in 1902 by Willis Haviland Carrier.

It is awesome to realize how a simple idea conceived a long time ago, turned into such a useful invention. It is worth knowing how the concept of air conditioning began historically. During the Middle Ages, ventilators were invented in Egypt and, as a result, used widely in many houses throughout Cairo. In 1200, Abd al-Latif al-Baghdadi described in detail how these ventilators worked. At that time almost every house in Cairo had a ventilator to cool its walls.

Look at the table below which shows the development of air conditioning:

1820	Michael Faraday, a British scientist and inventor, discovered the cooling of air when liquefied ammonia was allowed to evaporate.
1842	John Gorrie, a physician, used compressor technology to create ice. He also envisioned centralized air conditioning to cool entire cities.
1851	Gorrie was granted a patent for his ice-making machine.
1855	Gorrie died and the idea of air conditioning faded away for 50 years.
1902	The first modern electrical air conditioner was invented by Willis Haviland Carrier in New York.
1950s	Air conditioning came to be used to improve comfort in homes and vehicles.

Nowadays, we have all sorts of air conditioners. In fact, air conditioners have become an essential part of our lives. In many parts of the world, the first thing a person will check before buying a car is whether it has an air conditioner or not. This is because air conditioners allow the driver to feel more comfortable during long, hot trips. For older people this is essential. Moreover, many houses are air-conditioned and even those that are not often have a portable air conditioner which moves on wheels and can be easily transported inside a house or office. Such inventions significantly improve the quality of our daily lives.

1. An air conditioner is an appliance designed to stabilize the air temperature and humidity within an area.

 TRUE FALSE

2. The concept of air conditioning was not applied in ancient Rome.

 TRUE FALSE

3. The emergence of modern air conditioning was during the 18th century.

 TRUE FALSE

4. The first large scale electrical air conditioner was invented by Abd al-Latif al-Baghdadi.

 TRUE FALSE

5. Michael Faraday, a British scientist and inventor, discovered the cooling of air when the liquefied ammonia was allowed to evaporate.

 TRUE FALSE

6. The first modern electrical air conditioner was invented by Willis Haviland Carrier in New York.

 TRUE FALSE

7. Air conditioning came to be used to improve comfort in homes and vehicles in the 1930s.

 TRUE FALSE

8. An air conditioner is an essential part of our lives nowadays.

 TRUE FALSE

Activity 2

True or False

The Internet and the World Wide Web

Instructions: Read the text below and decide whether the following statements are true or false.

The Internet and the World Wide Web

The Internet is a worldwide network consisting of millions of computers and networks. It is not owned or operated by a single organization; it is a public and cooperative effort between connected organizations and homes.

In 1973, an American computer scientist, Vinton Cerf, initially developed the Internet and Transmission Control Protocols. He had the design published in 1974. Ten years of exhausting work ensued, but all of that hard work paid off. It resulted in the Internet in 1983.

Internet technology provides schools, libraries, businesses and homes universal access to valuable information that educates, informs and entertains. More than 25 million computers were interconnected in over 180 countries by early 1996. This number continues to grow exponentially.

It is vital for everyone who wants to keep up with the most relevant and reliable information to be connected. The Internet is formed by connecting local networks through special computers in each network known as gateways. Gateway interconnections are made through different communication paths, such as radio links and telephone lines. If individuals would like to add additional networks, this may be done by linking to new gateways. Internet is becoming increasingly more accessible for more and more people spanning the globe.

The Internet has different types of addressing formats to identify where the information can be delivered. There are two different formats: the dotted decimal and another format which describes the name of the destination computer. In the second type of format, the suffix at the end of the Internet address indicates the type of organization that owns that particular computer network. Read the table below which shows what each suffix refers to.

Suffix	Type of Organization
.edu	educational institutions
.mil	military locations
.gov	government offices
.org	non-profit organizations

Outside the United States, networks use suffixes that indicate the country, for example: (.jo) for Jordan, (.ae) for United Arab Emirates and (.eg) for Egypt. Once the information is addressed, it leaves its home network and reaches the local network containing the destination machine through travelling from gateway to gateway. Internet has no central control, therefore; there is no single computer to direct the flow of information.

The Internet transformed our world dramatically. It bridges the barriers of time and distance by enabling people to share information and work together no matter how many miles separate them. This revolution will

continue at an accelerating rate and available content will grow rapidly and will be easily accessible.

After the invention of the Internet, Timothy John Berners-Lee, an English computer scientist, was credited with inventing the first successful communication between an HTTP client and server via the Internet. Later, he explained, "I just had to take the hypertext idea and connect it to the Transmission Control Protocol and domain name system ideas and – ta-da! – the World Wide Web!"

The first Web site built was put online on 6 August 1991. It explained what the World Wide Web was, how one could own a browser and how to set up a Web server. As a result of this marvelous invention that has transformed our lives in innumerable ways; Berners-Lee was considered one of the greatest living geniuses.

Sentences:

1. The Internet was invented by Lee Bernard in 1957.
2. The first website explained what a search engine was.
3. The Internet has similar types of addressing formats to identify where the information can be delivered.
4. Vinton Cerf is an American computer scientist.
5. The suffix at the end of the Internet address demonstrates the type of city that owns that particular computer network.
6. Berners-Lee was considered one of the greatest living geniuses.
7. The Internet has no central control, which means: there is no single computer to direct the flow of information.

Activity 3 **Multiple Choices** **Galileo the Inventor**

Instructions to students: Read the article below and then circle the correct answers from the multiple-choice questions that follow.

Galileo Galilei was born in Pisa in 1564. His father, who was a well known musician, wanted his son to be a doctor. With that in mind, in 1581, he sent him to a university to study medicine. While Galileo was at university, he discovered that he was a very good mathematician, so he obtained

permission from his father to leave the university and become a tutor in mathematics. His father agreed and later he became a professor in mathematics.

In 1609, Galileo heard about the invention of the spyglass which is a device that makes far away objects look closer. Today most of us know this instrument as a magnifying glass. Galileo used his mathematics knowledge to improve upon the spyglass and build a telescope. A telescope is an optical instrument for making distant objects appear larger and therefore nearer. That year, Galileo was the first person who looked at the Moon through the telescope and discovered that the Moon was not smooth, but had mountains just like our planet.

After Galileo discovered the telescope, the Copernicus' theory came up. According to this theory, Earth and the other planets revolve around the Sun which makes our universe Sun-centered. This theory contradicted the theory that the Catholic Church believed in. The Catholic Church believed that our universe was Earth-centered, so Galileo's theory, which agreed with the Copernicus' theory, rejected the church's teachings. So, when he published papers about it, the Catholic Church pressed charges against him accusing him of heresy. Heresy is a theory or belief that rejects the acceptance of a church or a religious system. At the end of the trial, Galileo was found innocent. However, he was released under the condition that he would stop publishing more papers about the Sun-centered universe. However, Galileo continued his research and because his belief in this theory grew stronger, he published a book in 1632 which included his strong believe in that theory. In response to his violation of the condition of his release, the Catholic Church charged him with heresy again – but this time he was found guilty. As a result, he was sentenced to life imprisonment in 1633, but because of his age and poor health, he was given permission to serve his life imprisonment under house arrest.

Inventing the telescope was not the only mark Galileo left in history. He also discovered that there were four moons circling Jupiter, which later on were named after him, the Galilean Moons. Jupiter is the fifth planet from the sun and is the largest planet in the solar system. It is a huge ball of hydrogen gas and helium gas. It gives off more heat than it receives from the Sun. Jupiter has many moons and several thin rings encircle it. Jupiter's moons and rings are like a little solar system. Comparing it with the Sun, Jupiter was formed in the same way. The sun sucked in gas and got bigger and bigger and hotter and hotter till it was big enough and hot enough to become a star, but Jupiter never got big enough or hot enough to become a star like our Sun. However, it was called the king of the gods because it is the fourth brightest object in the sky.

1. Galileo died when he was:
 - a. 77 years old.
 - b. 78 years old.
 - c. 80 years old.

2. Galileo's father was:
 - a. a musician.
 - b. a doctor.
 - c. an inventor.

3. Spyglass is known in our time as:
 - a. a magnifying glass.
 - b. a telescope.
 - c. an optical instrument.

4. The Moon has mountains just like:
 - a. Jupiter.
 - b. Venus.
 - c. Earth.

5. Sun-centered universe means:
 - a. all planets revolve around the Sun.
 - b. Earth only revolves around the Sun.
 - c. the sun revolves around Earth.

6. Galileo was accused of _____ by the Catholic Church.
 - a. house arrest.
 - b. heresy.
 - c. imprisonment.

7. Galileo was found guilty the second time the Catholic Church pressed charges against him because he:

- a. violated the condition of his first release.
 - b. published papers about the Galilean Moons.
 - c. 'a' and 'b'
8. The largest planet on the solar system is:
- a. the Moon.
 - b. Jupiter.
 - c. Earth.

Grammar

Grammar Focus 1

Verb + *ing*

- Look at these examples:
 - ✚ I **enjoy** studying. (*not* 'I enjoy to study')
 - ✚ Would you **mind** helping me with the essay? (*not* 'mind to help')
 - ✚ John **suggested** playing volleyball. (*not* 'suggested to play')

After **enjoy**, **mind** and **suggest**, we use *ing* (not to...)

Here are some more verbs that are followed by *ing*:

stop, delay, fancy, consider, admit, miss, involve, finish, postpone, imagine, avoid, deny, risk and practice

Note the negative form (**not + verb/ing**):

When I'm on holiday, I **enjoy not having** to get up early.

- We also use *ing* after:
 - ✚ give up (stop)
 - ✚ put off (postpone)
 - ✚ carry on/ go on (continue)
 - ✚ keep/ keep on (do something continuously)

For example:

- Laura has given up smoking.
- We must do something. We can't go on living like this!
- Don't keep interrupting me while I'm speaking.

Sub Focus

Verb + *ing* or to + verb

Some verbs are followed by *ing* or they may be preceded by *to*. The meaning of the sentence changes depending on how these verbs are presented. Take a look at the examples below:

Remember

<p>I remember doing something. (I did it and now I remember this.) You remember doing something <i>after</i> you have done it:</p> <ul style="list-style-type: none"> ✚ I am sure I read that article. I clearly remember reading it. (I read it and now I remember this) 	<p>I remembered to do something. (I remembered that I had to do it, and so I did it.) You remember to do something <i>before</i> you do it:</p> <ul style="list-style-type: none"> ✚ I remembered to send the email yesterday but I totally forgot to leave my signature.
---	---

Regret

<p>I regret doing something. (I did it and now I am sorry about it):</p> <ul style="list-style-type: none"> ✚ Now I regret hitting my son. I shouldn't have hit him. 	<p>I regret to say / to tell you / to inform you (I am sorry that I have to say (etc.)):</p> <ul style="list-style-type: none"> ✚ We regret to inform you that we are unable to offer you the job.
---	---

Go on

<p>Go on doing something (continue doing the same thing):</p> <ul style="list-style-type: none"> ✚ The officer went on talking for hours. 	<p>Go on to do something (do or say something new):</p> <ul style="list-style-type: none"> ✚ After attacking the government's economic policy, he went on to describe how the Labor party would reduce unemployment.
--	---

Activity 1**Write It****Complete the Sentences**

Instructions to students: Choose the best verb from the box and write it in its appropriate form to complete the sentences.

answer	work	apply	be
use	write	make	listen

1. I enjoy _____ to music.
2. I don't mind you _____ the phone as long as you pay for the bill.
3. I put off _____ that letter so many times. I really must do it today.

4. I considered _____ for the job but in the end, I decided against it.
5. What a stupid thing to do! Can you imagine anybody _____ so stupid?
6. Could you please stop _____ so much noise?
7. He tried to avoid _____ my question.
8. Jim is 65 but he isn't going to retire yet. He wants to carry on _____.

Activity 2

Offline Activity

Complete the Sentences

Instructions:

- a. Work with a partner to complete these sentences using *ing*.
- b. Write your answers and your instructor will provide you with instructions in class about how to submit the assignment.

1. She is a very interesting person. I always enjoy _____.
2. I'm afraid there aren't any chairs. I hope you don't mind _____.
3. It was a lovely day, so I suggested _____.
4. It was very funny. I couldn't stop _____.
5. My car isn't very reliable. It keeps _____.
6. The lecture is very boring. I suggested _____.
7. She knows how to start the engine. I hope she doesn't mind _____.

Activity 3

Circle It

ing or to

Instructions:

Circle the correct answer.

1. I was very tired. I tried **(keeping/ to keep)** my eyes open but I couldn't.

keeping

to keep

2. I tried **(studying/ to study)** because the exam is approaching.

studying

to study

3. The rooms are dirty. They need **(cleaning/ to clean)**.

cleaning

to clean

4. You don't need **(cleaning/ to clean)** the room. I did that this morning.

cleaning

to clean

5. She doesn't mind **(going/ to go)** to the grocery store.

going

to go

6. They look so happy. Whenever I see them, I can't help **(smiling/ to smile)**.

smiling

to smile

7. The good weather helped **(making/ to make)** our vacation the best ever.

making

to make

8. Please try **(being/ to be)** quiet when you come home. Everyone will be asleep.

being

to be

Listening

Activity 1 Write It Fictional Diary Entry

Instructions to students: Listen to the fictional entry of a diary written by Chester Carlson, then write the appropriate word to the spaces provided.

Audio Script**Chester Carlson's Story**

Since I entered school, I had this big dream to invent something that would make life easier. At the age of 12, I told my cousin, Ray, "Someday, I'm going to make a great invention." I dreamt about it every single day and since then, I have turned my dream into reality.

While growing up, I never lost my desire to impact the world. During the first decade of the twentieth century, my father was crippled by arthritis so my mother had to work as a housekeeper to support the family. When I turned 14, I also suffered from arthritis and near-sightedness, but that didn't stop me from being the main financial supporter of my family. When I turned seventeen, my mother died of tuberculosis. Things just seemed to be falling apart and every path seemed to lead to a dead end.

In spite of everything, I attended junior college and majored in chemistry. Afterwards, I graduated from the California Institute of Technology with a science degree, majoring in physics. Even though I worked full-time during college, it was difficult for me to find a job after I graduated. I became very depressed because I tried so hard to find work and no one would hire me. I sent out 82 applications, but received only 2 replies. Eventually, I worked with Bell Laboratories, but was laid off within a year.

Eventually I found a job. While I was working as a patent analyst, the idea of inventing a photocopier inspired me. The task of making hard copies of patent documents was tedious. Making these hand copies seemed like an endless and incredibly exhausting job to me because of my near-sightedness and arthritis. I wanted to be a perfectionist in my job; that was why I had to rewrite and recreate the original documents by hand. The messy carbon paper and ink mimeographs were ineffective ways to make high quality copies. I came up with the idea of the photocopier simply to find an easier and more efficient way to complete my work.

In 1938, a wonderful thing happened. I created the electrostatic copying method in a rented lab. There, I discovered a process that could be

used to put an image on paper. Of course, none of this would have happened unless I gathered and combined the proper material.

In 1942, I patented the process. For the next 6 years, I continuously tried to interest companies in my invention, but my voice was not heard – not by any of them. The IBM, RCA and GE companies all turned me away. However, I never lost faith. I believed deep inside that there must be at least one person who would listen to what I had to say. I was right! It finally happened one day in 1944. A non-profit research group called Battelle Memorial Institute licensed my idea. In 1947, Xerox, later known as the Haloid Company, had an agreement with the Battelle Memorial Institute, giving Haloid the right to produce a xerographic machine. That was one of the most rewarding experiences of my life. All the hard work finally paid off!

Twenty-one years after the original invention, my idea turned into reality in the form of a 2,000 pound copy machine. Looking back, I kept my promise to Roy, my cousin, and here I am; the inventor of the photocopier machine. The Xerox Corporation trademarked the name 'Xerox' and has protected my name carefully. So just remember, everything is possible if you hang on to your dreams and if you are willing to work hard to make those dreams come true.

impact**patent****arthritis****tedious****trademarked****cousin****brother****uncle****near-sightedness****copyright**

1. Chester Carlson started working as a _____ analyst.
2. Making hard copies was _____ work.
3. Chester Carlson had arthritis and _____.
4. The Xerox corporation _____ the name Xerox.
5. Roy was Chester's _____.

Activity 2
Multiple Choices
Fictional Diary Entry

Instruction to students: Listen carefully to the audio script in Activity 1 and circle the correct answers from the multiple-choice questions that follow.

1. Chester Carlson told his _____ that someday he was going to be a great inventor.

- a. cousin
- b. mother
- c. father



2. Chester had a desire to:

- a. impact the world.
- b. do something that would have an impact on the world
- c. travel to California.

3. His _____ had arthritis.

- a. father
- b. mother
- c. cousin

4. His _____ died of tuberculosis.

- a. father
- b. mother
- c. cousin

5. Carlson's first work after college was:

- a. working as a patent analyst.
- b. working with Bell Laboratories.
- c. 'a' and 'b'

6. Carlson suffered from:

- a. near-sightedness.
- b. arthritis.
- c. 'a' and 'b'

7. Carlson created the electrostatic copying method in:

- a. 1938.
- b. 1942.
- c. 1947.

8. What urged Carlson to create the photocopier was:

- a. the idea of inventing something.
- b. to be able to support his family.
- c. the messy carbon paper and ink mimeographs.

Activity 3
True or False
Did you know?

Instructions: Listen to the audio script and decide whether the following statements are true or false.

Audio Script**Did you know?*****Did you know?***

Antibiotics were not available until the early 1940s when Alexander Fleming invented penicillin. Up until the Second World War, people and soldiers used to die because of diseases and simple wounds that can be healed today with a small pill. The invention of penicillin was considered to be a miracle. The credit went to Alexander Fleming but he discovered penicillin accidentally. The team of scientists from Oxford University who followed-up Fleming's discovery and started selling penicillin to the public, made the discovery so well known. Imagine life without penicillin, would you still be alive today? Think twice!

Did you know?

In 1911, matches were first released publically by the Diamond Match Company. It was the outcome of many discoveries that began in 1669 when phosphorus was first discovered and soon used in match heads. In 1827, John Walker discovered that a fire could be started by striking a stick anywhere, coated at one end with certain chemicals and letting them dry. In 1830, Charles Sauria who was a French chemist created a match made with white phosphorus. Such a simple invention – but it made such a difference in our lives.

Did you know?

Surely, most of you are familiar with the game Monopoly. Who invented this game? Well, it all started when a man, by the name of Charles Darrow, wanted to find a job even if it was an odd one. He simply wanted to find any

way to earn money to survive, so he used to go for long walks to think about how to earn money. One day, after walking for a long time in the streets of his town, he went back home. He was bored and frustrated. To help him relax, he started drawing the streets that he finished walking on his kitchen table cloth. He drew the streets, the buildings and all the surroundings. After he finished his drawing, he came up with the idea of inventing a game. He created play money and then added the idea of buying and selling buildings and estates to make it more interesting. His friends used to gather every night around the kitchen table and play that game - which he later called 'Monopoly'. Selling the game started when his friends asked him to give them the game on a board so they could play at home. Afterwards, he started printing copies and selling it to people. In fact, he sold so many of those that he ended up being a millionaire!

It is really fascinating how people use many machines and instruments to complement their lives. Yet, how often do we ever really think about who invented them or even how they arrived at their ideas? If you look around you, you will find millions of things that you wouldn't be able to survive without – things that you just take for granted. Maybe it is time to do a small research project just to be able to find out about the people who invented small, yet essential, inventions. Who knows, after reading their stories, you may get some ideas of your own. You can become a great inventor by accident or by choice!

1. Charles Sauria invented matches.

 TRUE FALSE

2. Alexander Fleming's invention of penicillin was useless.

 TRUE FALSE

3. Antibiotics were invented before the 1940s.

 TRUE FALSE

4. Phosphorus was first discovered in 1669.

TRUE

FALSE

5. Monopoly is a board game that was invented by Charles Darrow.

TRUE

FALSE

6. The aim of the game 'Monopoly' is to buy as many estates and collect as much play money as possible.

TRUE

FALSE

7. Alexander Fleming discovered penicillin accidentally.

TRUE

FALSE

8. Penicillin could not save the lives of soldiers in the Second World War.

TRUE

FALSE

Pronunciation

Pronunciation Focus

Polite Intonation

To be able to know whether sentences have a polite intonation, you should be able to read the text and from the **context** you should be able to realize if the speaker has a polite intonation or not. You should note that not all the sentences which include the word *please* have a polite intonation. For example, sometimes, when a speaker says please, the intonation changes the question into a direct and gruff request. Listen to the following example:

Can I have my keys back please!

He expects me to pay for the damage – PLEASE, give me a break!

Activity 1

Circle It!

Direct or Polite?

Instructions:

Circle the *polite* or *direct* buttons to choose whether each sentence has a polite or direct intonation.

1. Please give me that book.

Direct

Polite

2. Give me **that book, please!**

Direct

Polite

3. Will you **please sit down?**

Direct

Polite

4. Will you please sit down?

Direct

Polite

5. Could you hand me that book?

Direct

Polite

6. Give me a ride home.

Direct

Polite

7. The menu, please.

Direct

Polite

8. This is the third time I am asking you for the menu, **please!**

Direct

Polite

Activity 1
Offline
Activity
New Inventions

Speaking

Instructions:

1. Form teams of four.
2. With your team members, read the following poem and discuss different interpretations.
3. Share your ideas with your team members.
4. Your instructor will call on you to express your ideas in front of the rest of your class.

New Inventions

David Darbyshire

I wish someone would Invent
A car that will not Dent
Or a bulb that won't go Out
Also a Land without Drought

Maybe never ending Food
Police that are always in a good Mood
A Lawyer that won't get you Screwed
Or Oil without Crude
Maybe just maybe I am being a Little Shrewd
But others told me I am to Prude

Activity 2 Pick and Choose Cards Game

Instructions:

- Form teams of four.
- Click on one of the cards shown on the screen to make a quote appear.
- With your team members, discuss possible interpretations of these quotes.
- Form five proper sentences to express your thoughts.
- Each team will be called upon to discuss their interpretations to the class.
- Select one member to present his/her team's interpretations.

First Card's Quote:

"The best way to predict the future is to invent it."

- Alan Kay

Second Card's Quote:

"An inventor is simply a fellow who doesn't take his education too seriously."

- Charles F. Kettering

Third Card's Quote:

"To invent, you need a good imagination and a pile of junk."

- Thomas A. Edison

Writing

"Getting caught is the mother of invention."

- Robert Byrne

**Activity 1
Write It!
A Famous Inventor**

Instructions:

- In MS Word, write a paragraph about an inventor you find interesting.
- Check the first draft with a classmate and correct any mistakes.
- Save your second draft.
- You will receive instructions in class about how to submit the assignment.

Note: Try to include words from the Word List provided for this unit.

Activity 2

Write It!

A Chance to Invent

Instructions:

- In MS Word, write the first draft of two paragraphs. These paragraphs should be about an invention you think would make your life easier at university, at home or at work.
 - The first paragraph should identify and explain the need for the invention.
 - The second paragraph should describe how the invention would address that need.
- Check your draft with a classmate and correct any mistakes.
- Your instructor will provide you with instructions in class about how to submit the assignment.

Connections Series

Intermediate: Unit 8

FIRST EDITION 2009



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"In today's knowledge-based economy, what you earn depends on what you learn. Jobs in the information technology sector, for example, pay 85 percent more than the private sector average."

Learning Objectives

Bill Clinton

1. Form grammatically correct sentences using a model verb.
2. Distinguish between the uses of different model verbs.
3. Read and understand passages about topics studied.
4. Write a draft of two paragraphs.
5. Converse using the vocabulary provided in the Word List.
6. Distinguish between the *i* strong and weak sounds.

Word List		
economy (n.)	operation and management of a country's money supply, trade and industry	partnership (n.)
initiative (n.)	action taken to resolve a difficulty	objective (n.)
launch (v.)	put something/someone into action; set going	gateway (n.)
emphasis (n.)	(placing of) special meaning, value or importance on something	interactive (adj.)
rehabilitation (n.)	restoring something to what it used to be	tend (v.)
excellence (n.)	quality of being excellent	labor market (n.)
skill (n.)	ability to do something well	demand (v.)
stability (n.)	the state or quality of being firm	postgraduate (n.)
leadership (n.)	the ability to lead	critical thinking (n.)
adaptability (n.)	the ability to change to fit changed circumstances	analytical thinking (n.)
premier (adj.)	first in rank; most important	requirement (n.)
interpersonal (adj.)	of or pertaining to the relations between people	trade (n.)
detached (adj.)	not attached; separated	hub (n.)
globalization (n.)	growth to a global or worldwide scale	profit (n.)

investment (n.)	the investing of money or capital in order to gain profitable returns, as interest, income, or appreciation in value	benefit (n.)
exploitation (n.)	use or utilization, especially for profit	intensity (n.)
aid (v.)	to promote the progress or accomplishment of; facilitate	capitalism (n.)
talent (n.)	special or very great ability	customer (n.)
establish (v.)	set something up on a firm or permanent basis	supplier (n.)
industry (n.)	trade or manufacture in general	factor (n.)

Note to students: The Word List covers both reading and listening texts and scripts.

Student's Responsibility: Students are responsible for knowing all the words in the Word List and will be examined accordingly. For those words that do not have a definition, students will be responsible for finding the definition.

Vocabulary

Activity 1

Write It!

Matching Synonyms

Instructions to students: Write the words below in the spaces provided beside the words that are closest in meaning.

found	aim	advantage	accumulation
alliance	goal	main	frugality

Words	Synonyms
economy	
establish	
premier	
tend	
objective	
benefit	
profit	
partnership	

Activity 2

Hangman

Definitions

Instructions to students: Read the following synonyms and try to guess the corresponding words. Be careful! Every wrong choice will bring you closer to the hangman's rope!

trade or manufacture in general	
restoring something to what it used to be	
to be inclined in action or effect to do something	
the desire to purchase, coupled with the power to do so	
central point of activity, interest or importance	
a person who buys something from a tradesman or shop	
one of the elements contributing to a particular result or situation	
a person or firm that provides goods	

Activity 3

Write It!

Card Game

Instruction to students: Select the words from the box that match the definitions in the table below. Write them next to their corresponding definitions.

detached	skill	postgraduate
leadership	launch	requirement
critical thinking	adaptability	

Word	Meaning
	put something/someone into action; set going
	separated
	a thing demanded or obligatory
	ability to do something well
	the mental process of actively and skillfully applying, analyzing, and evaluating information to reach an answer or conclusion
	a student who is taking advanced work after graduation, as from a high school or college
	the ability to change to fit changed

	circumstances
	the ability to lead

Activity 4**Write It!****Anagrams**

Instructions to students: Look at the anagrams below, arrange the letters into words, and write the words in the space that match the definitions.

enomcoy	pireemr	dia	eslitabsh
glizlatoiaobn	semispha	ninevtmest	etnatl

1. growth to a global or worldwide scale	
2. operation and management of a country's money supply, trade and industry	
3. (placing of) special meaning, value or importance on something	
4. first in rank; most important	
5. the investing of money or capital in order to gain profitable returns, as interest, income, or appreciation in value	
6. to promote the progress or accomplishment of; facilitate	
7. set something up on a firm or permanent basis	
8. special or very great ability	

Reading

"Nowadays, anyone who cannot speak English and is incapable of using the Internet is regarded as backward."

- Prince Alwaleed Bin Talal Al Saud

Activity 1**True or False****Universities and the Knowledge-based Economy**

Instructions to students: Read the text below and decide whether the following statements are true or false.

Universities and Knowledge-based Economy

In many countries all over the world, politicians and policy makers are aiming to improve labor market performance as measured by annual earnings. Universities and colleges play a major role in preparing students by increasing their problem solving abilities and skill levels to meet the demands of the evolving knowledge-based economy. Employment opportunities, globally, have increased significantly for degree holding students with computer skills.

To prepare students to meet the demands of the knowledge-based economy, universities should aim to ensure that their graduate students are: computer literate, able to identify, retrieve and manage information, able to communicate effectively, and they should be able to think analytically.

Today's students should strive to improve their communication skills. Today, societies in many countries are becoming more diverse, however, most professionals from other countries speak English. So, by developing their English speaking skills, students go a long way toward improving their communication skills.

In this rapidly changing environment, it is imperative that universities continually strive to improve the quality of their programs so that they can assist students in developing the necessary skills and knowledge to work in the knowledge-based economy. Just as importantly, today's students should strive to improve the skills that prepare them to compete for jobs in the knowledge-based economy.

1. Many societies today have people from many different countries in their work force.

 TRUE FALSE

2. Computer literacy is an important requirement to compete for jobs in knowledge-based economies.

 TRUE FALSE

3. Problem-solving skills and communication skills are not that important in knowledge-based economies.

 TRUE FALSE

4. It is important to learn English because people from many different countries can speak English.

 TRUE FALSE

5. University students only have to graduate to qualify for good positions in the knowledge-based economy.

 TRUE FALSE

Activity 2

Multiple Choices

How can you be part of the knowledge economy?

Instructions to students: Read the article below and then circle the correct answers from the multiple-choice questions that follow.

In a knowledge-based economy, knowledge is produced and information is processed rather than simply producing goods. This is the difference between informational capitalism and industrial capitalism. This knowledge-based economy is networked, with co-operation between different parts of the global network connecting customers and suppliers.

If you want to prepare yourself to compete in the knowledge-based economy, you should:

1. Use information and communication technologies as much as possible.
2. Work within a technological culture and develop ideas about how to use technology to improve efficiency.
3. Learn to communicate effectively using web-based technologies.
4. Develop your ability to work in a team.

We should not forget that in the current economic climate, competition is fierce. Societies are becoming increasingly diverse. More than ever, tomorrow's jobs will require you to be able to work with a wide range of people from different cultures.

1. The value of a knowledge-based economy lies in:
 - a. producing knowledge and processing information.
 - b. producing goods.
 - c. none of the above.
2. A person should:
 - a. use information and communication technologies.
 - b. benefit from using information and communication technologies.
 - c. use information only.
3. The knowledge-based economy is:
 - a. networked.
 - b. not networked.
 - c. locally networked.
4. A person who seeks to be part of the knowledge-based economy should:
 - a. not be educated.
 - b. be educated.
 - c. be educated, be computer literate and be able to get along with people from different cultures.
5. _____ is very important in the knowledge-based economy.
 - a. The ability to communicate effectively
 - b. Postgraduate degree
 - c. Producing goods.

Grammar

Grammar Focus 1

Modal Verbs

The most common modal verbs in the English language are:

can, could, must, may, might, should, can't, mustn't and **shouldn't**.

- ❖ **Can** is used to say that something is possible or that somebody has the ability to do something.
- ❖ **Could** is sometimes used as the past of can. It is used especially with: *see, hear, smell, taste, feel, remember* and *understand*.
- ❖ **Must** is used to say that we feel sure something is true.
- ❖ **May** and **might** are used to say that something is a possibility.
- ❖ **Should** is used to give advice or an opinion.

Must and Have to

Must	Have to
<p>Must is personal. We use must when we give our personal feelings. For example:</p> <ul style="list-style-type: none"> ❖ I haven't phoned Maria for ages. I must phone her tonight. ❖ I must get up early tomorrow. There are a lot of things I want to do. 	<p>Have to is impersonal. We use have to for facts, not for personal feelings. For example:</p> <ul style="list-style-type: none"> ❖ My eyesight is not very good. I have to wear glasses. ❖ I have to get up early tomorrow. I am going away and my train leaves at 8.

Could (do) and could have (done)

Could do	Could have done
<p>We use could do for things which are possible to happen now. For example:</p> <ul style="list-style-type: none"> ❖ I am so tired. I could sleep for a week. (<i>now</i>) 	<p>We use could have done for things which were possible but did <i>not</i> happen. For example:</p> <ul style="list-style-type: none"> ❖ Why didn't you pass the ball to Jim? He could have scored a goal. (<i>He had the opportunity to pass the ball, but he didn't.</i>)

Activity 1

Write It

Complete the Sentences

Instructions to students: Write **can** or **should** to complete the sentences.

1. Sonia _____ drive because she got her license last year, but she doesn't have a car.
2. I think you _____ leave for work now. If you wait any longer, you will be late.
3. I can't see you now, but I _____ meet you on Saturday because I will have more time then.
4. Keith has travelled a lot. He _____ speak four languages.
5. We _____ get going or else we will miss the plane.
6. She _____ know her limits because lately she's been really rude.
7. The boys _____ be playing football at this time but they aren't. Where are they?
8. I _____ understand the lesson, but I can't answer the questions.

Activity 2
Multiple Choice
must or have to

Instructions:

Circle the appropriate verb **must** or **have to** to complete the sentences below.

1. In Jordan, many students (**must/ have to**) wear uniform when they go to school.

must

have to

2. I'm sorry I won't be able to come tomorrow. I (**must/ have to**) work late.

must

have to

3. You really (**must/ have to**) study harder if you want to pass the exam.

must

have to

4. They (**must/ have to**) finish the project tonight.

must

have to

5. You **(must/ have to)** keep it a secret.

must

have to

6. She's really a nice person. You **(must/ have to)** meet her.

must

have to

7. You **(must/ have to)** tell the truth if you take an oath to do so.

must

have to

8. Sandra may **(must/ have to)** go away next week.

must

have to

Activity 3

Offline Activity

Could do or could have done

Instructions:

Write 5 sentences about what you **could do**, and another 5 sentences about what you **could have done**. The instructor will tell you how to submit your assignment.

Listening

Activity 1

True or False

Did you know?

Instructions: Listen to the audio script and decide whether the following statements are true or false.

Audio Script

Towards a Knowledge-based Economy

Jordan has recently launched different initiatives to improve education and raise the skill level of its citizens. Together, these projects aim to shift Jordan's labor market toward a knowledge-based economy. This shift is part

of a global trend. The following is one example of the projects designed to help Jordan make this transition.

Jordan Education Initiative

Advancing education is the gateway for economic and social development. In 2003, the government of Jordan formed partnerships with the international and local private sectors, donors and NGOs to launch the Jordan Education Initiative. This initiative aims to develop Jordan's human capital and help it shift toward a knowledge-based economy. Education creates opportunities both within and outside of Jordan. For those who cannot find job opportunities in Jordan, with strong ICT skills, there will be opportunities for employment in many other countries. Having gained experience outside of Jordan, when those people return to Jordan, they will be returning to more opportunities there because of their job experience elsewhere.

In addition to strong ICT skills, it is important to develop English language proficiency. Let's put it this way: the internet language is English, many of the books published and used in the Middle East are written in English, and the most common language used around the globe is the English language. So basically, by improving your English language skills, you will be improving your ability to communicate with a wide spectrum of people from different countries. With enhanced communication skills, you will find more opportunities in a knowledge-based economy.

1. According to the text, gaining experience in another country will increase your job opportunities in your own country.

TRUE

FALSE

2. The ability to communicate with people from many different countries is important in a knowledge-based economy.

TRUE

FALSE

3. Jordan is developing its human capital by improving the education and skill level of its citizens.

TRUE

FALSE

4. Public-private partnership made the Jordan Education Initiative possible.

TRUE

FALSE

5. English is considered to be a hub language.

TRUE

FALSE

6. Improving education and development is the gateway for industrial development.

TRUE

FALSE

Pronunciation

Pronunciation Focus

Long and short 'i' sound

There are three main letter patterns that make the long *i* sound in words:

1. **igh**
2. **i-e**
3. **y**

Activity 1

Write It

Long or Short

Instructions:

Decide whether the *i* sound in each word has a long or short sound and write either **long** or **short** in the spaces provided beside each word.

1. swim _____
2. pin _____
3. despite _____
4. pig _____
5. light _____
6. spine _____

Activity 2**Choose and Click****Letter Patterns**

Instructions:

Circle the *igh*, *i-e* and *y* buttons to choose whether each word has the right letter pattern.

1. buy

igh**i-e****y**

2. slide

igh**i-e****y**

3. sky

igh**i-e****y**

4. brightening

igh**i-e****y**

5. trying

igh**i-e****y**

6. twice

igh**i-e****y**

7. bypass

igh**i-e****y**

8. imply

igh**i-e****y**

Speaking

Activity 1

A Saying

Education and the Knowledge-based Economy

Instructions:

1. Form teams of four.
2. With your team members, read the following saying and discuss different interpretations.

"Public education is the key civil rights issue of the 21st century. Our nation's knowledge-based economy demands that we provide young people from all backgrounds and circumstances with the education and skills necessary to become knowledge workers. If we don't, we run the risk of creating an even larger gap between the middle class and the poor. This gap threatens our democracy, our society and the economic future of America."

- Eli Broad

3. Share your ideas with your team members.
4. Your instructor will call on you to express your ideas in front of the rest of your class.

Activity 2

Pick and Choose

Cards Game

Instructions:

- a. Form teams of four.
- b. Click on one of the cards shown on the screen to make a quote appear.
- c. With your team members, discuss possible interpretations of these quotes.
- d. Form five proper sentences to express your thoughts.
- e. Each team will be called upon to discuss their interpretations to the class.
- f. Select one member to present his/her team's interpretations.

First Card's Quote:

"If we are going to carry on growing, and we will, because no country is going to forfeit its right to economic growth, we have to find a way of doing it sustainably."

- Tony Blair

Second Card's Quote:

"In the new economy, information, education, and motivation are everything."

- Bill Clinton

Third Card's Quote:

"I once met an economist who believed that everything was fungible for money, so I suggested he enclose himself in a large bell-jar with as much money as he wanted and see how long he lasted."

- Amory Lovins

Writing

"This is the nature of genius, to be able to grasp the knowable even when no one else recognizes that it is present."

- Deepak Chopra

Activity 1**Write It!****Be Part of the Knowledge Economy**

Instructions:

- In MS Word, write a paragraph about how to improve your skills to meet the demands of the knowledge-based economy in your country. Do you have the skills needed? If not, what would you do to gain these skills? How can technology help you in doing that?
- Check the first draft with a classmate and correct any mistakes.
- Save your second draft.
- You will receive instructions in class about how to submit the assignment.

Note: Try to include words from the Word List provided for this unit.

Connections Series

Intermediate: Unit 9

FIRST EDITION 2009



Leen Quawas

Modified by: Bassam Al-Saaydeh, Adnan Abu Mahfouz & Ingrid Branc

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**"Fire and swords are slow engines of destruction,
compared to the tongue of a gossip."**

Richard Steele, Sr.

Learning Objectives

1. Form sentences in reported speech.
2. Distinguish between direct and reported speech.
3. Form grammatically correct sentences using direct and reported speech.
4. Read and understand passages about topics studied.
5. Write two paragraphs using both reported speech and direct speech.
6. Converse using the vocabulary provided in this unit's Word List.
7. Use and distinguish between silent letters.
8. Use and distinguish between the long and short 'o' vowel sounds.

Word List		
celebrity (n.)	a famous or well-known person	fish (v.)
fame (n.)	widespread reputation, especially of a favorable character	interfere (v.)
seek (v.)	to try to find or discover by searching or questioning	suicide (v.)
consequence (n.)	the effect, result, or outcome of something occurring earlier	gossip (v.)
screen (v.)	to select, reject, consider, or group (people, objects, ideas, etc.) by examining systematically	media (n.)
ban (v.)	to prohibit, forbid, or bar	publish (v.)
amendment (n.)	a change made by correction, addition, or deletion	decent (adj.)
ritual (n.)	any practice or pattern of behavior regularly performed in a set manner	mean-spirited (adj.)
abundantly (adv.)	in a sufficient degree; fully; amply; plentifully; in large measure	dish out (v.)
right (n.)	a just claim or title, whether legal, prescriptive, or moral	variable (adj.)
documentary (n.)	a work, such as a film or television program, presenting political, social, or historical subject matter in a factual and informative manner	influence (v.)
stereotype (n.)	a conventional, formulaic, and oversimplified conception, opinion, or image	motivate (v.)

admirer (n.)	one who esteems or loves greatly	mock (v.)
critic (n.)	one who finds fault	mimic (v.)
malicious (adj.)	full of, characterized by, or showing malice; malevolent; spiteful	hilarious
haunt (v.)	to visit habitually or appear to frequently as a spirit or ghost	purpose (n.)
offensive (adj.)	causing resentful displeasure; highly irritating, angering, or annoying	phase (n.)
privacy (n.)	the state of being private; retirement or seclusion	relevant (adj.)
propaganda (n.)	information, ideas, or rumors deliberately spread widely to help or harm a person, group, movement, institution, nation, etc.	violate (v.)
harass (v.)	to disturb persistently; torment, as with troubles or cares; bother continually; pester; persecute	legal (adj.)

Note to students: The Word List covers both reading and listening texts and scripts.

Student's Responsibility: Students are responsible for knowing all the words in the Word List and will be examined accordingly. For those words that do not have a definition, students will be responsible for finding the definition.

Vocabulary

Activity 1

Write It!

Matching Synonyms

Instructions to students: Write the words below in the spaces provided beside the words that are closest in meaning.

hateful	revisit	respectable	fan
doubter	funny	famous	search

Words	Synonyms
malicious	
admirer	
critic	
haunt	

seek	
celebrity	
decent	
hilarious	

Activity 2
Hangman
Definitions

Instructions to students: Read the following synonyms and try to guess the corresponding words. Be careful! Every wrong choice will bring you closer to the hangman's rope!

having much variation or diversity	
to attack or treat with ridicule	
idle talk or rumor, especially about the private affairs of others	
properly applying to; applicable	
permitted by law	
to provide with an incentive	
to imitate or copy in action or speech	
to catch or attempt to catch	

Activity 3
Write It!
Match the Meanings with the Words

Instruction to students: Select the words from the box to match the definitions in the table below. Write them next to their corresponding definitions.

consequence	privacy	abundantly
propaganda	ritual	ban
offensive	right	

Word	Meaning
	a just claim or title, whether legal, prescriptive, or moral
	the effect, result, or outcome of something occurring earlier
	causing resentful displeasure; highly irritating,

	angering, or annoying
	the state of being private; retirement or seclusion
	in a sufficient degree; fully; amply; plentifully; in large measure
	any practice or pattern of behavior regularly performed in a set manner
	to prohibit, forbid, or bar
	information, ideas, or rumors deliberately spread widely to help or harm a person

Activity 4**Write It!****Anagrams**

Instructions to students: Look at the anagrams below, arrange the letters into words, and write the words in the space that match the definitions.

puisblh	paesh	sueidci	esncre
docutamenry	vateiol	ppsoeur	maied

1. the means of communication, as radio and television, newspapers, and magazines	
2. to issue publicly the work of	
3. the reason for which something exists or is done	
4. a stage in a process of change or development	
5. to treat disrespectfully or disturb rudely	
6. a program presented in a factual and informative manner	
7. the intentional taking of one's own life	
8. to select by examining systematically	

Reading

"A rumor without a leg to stand on will get around some other way."

- John Tudor

Activity 1**True or False****Gossip and the Media**

Instructions to students: Read the text below and decide whether the following statements are true or false.

Gossip and the Media

Many people dream of fame. To become famous, some people develop their intellectual skills and their creativity, while other people simply strive to be in the spotlight. However, those who want to be in the spotlight sometimes find that there is a negative side to fame. When they succeed, it feels glorious; however, as the public becomes more interested in celebrities, they want to find out more about the people they admire.

Many fans live vicariously through the lives of their favorite celebrities. This creates a demand for more details about celebrities' private lives than some celebrities wish to make public. In some cases this causes the media to intrude into the private lives of celebrities which can be quite stressful for them. As a genre, gossip magazines have flourished in response to the public's desire to know more about the personal lives of celebrities. Often scandalous stories are featured inside these magazines. Frequently, these stories are based on a kernel of truth combined with rumors and gossip. It's a sad fact that scandals sell. While some people may consider these stories entertaining, they can be a source of frustration for the celebrities who are the subject of the story. On a positive note, even negative publicity can cause the public to watch celebrities on talk shows or in film. That's just one aspect of entertainment.

1. People who strive to be in the spotlight discover that the negative side of being famous is that the fans who live vicariously through their lives demand more details about their personal lives.

 TRUE FALSE

2. The media is not allowed to intrude into the private lives of celebrities because it can be quite stressful for them.

 TRUE FALSE

3. As a genre, gossip magazines have flourished in response to the public's desire to know more about the personal lives of celebrities.

 TRUE FALSE

4. Usually, stories written by journalists are based on a kernel of truth combined with rumors and gossip.

 TRUE FALSE

5. Scandals have no positive side at all. It only brings frustration to both celebrities and to the public.

 TRUE FALSE

Activity 2

Multiple Choices

Juicy Campus.com

Instructions to students: Read the article below and then circle the correct answers from the multiple-choice questions that follow.

In 2008, Juicy Campus.com hit universities and colleges in the United States of America. Juicy Campus is a gossip site that was launched by a graduate from Duke, named Matt Ivester. The gossip website gave students in many universities the right to publish whatever stories or gossip they wanted online. Ivester knew he would quickly lose control of the content that was on the

site, but still he insisted on starting this college site. He wanted to create a place online where people could gossip.

This website had both admirers and critics. Some thought it was a great website. It provided a space for everyone to share their stories and find out about the latest gossip in their universities. On the other hand, critics described it as a place for mean-spirited and malicious lies that haunted many innocent and decent people who were trying to find a job or start a new relationship.

This issue was taken to court in response to the request of many university presidents. The U.S. Legal Code Title 47 Section 230 offers protection for private blocking and screening of offensive material. The code states that "No provider or user of an interactive computer service shall be treated as the publisher or speaker of any information provided by another information content provider." Therefore, the U.S. law protected Juicy Campus from being banned on the basis that all people, including students, have the freedom of speech. By attempting to ban this popular gossip web site at a public university, critics would have been violating one of the students' First Amendment rights, which is Freedom of Speech.

1. Juicy Campus is:
 - a. the name of a university's campus.
 - b. a gossip website.
 - c. a place where students can gather and gossip.

2. Matt Ivester is:
 - a. a graduate from Duke.
 - b. the person who launched Juicy Campus.
 - c. both 'a' and 'b'.

3. "No provider or user of an interactive computer service shall be treated as the publisher or speaker of any information provided by another information content provider," is
 - a. a law written by Matt Ivester.
 - b. the students' First Amendment rights.
 - c. the U.S. Legal Code Title 47 Section 230.
4. Freedom of speech is:
 - a. a law written by Matt Ivester.
 - b. the students' First Amendment rights.
 - c. the U.S. Legal Code Title 47 Section 230.
5. Some students found the website:
 - a. a place for mean-spirited and malicious speeches
 - b. a place where everyone could share their stories
 - c. both 'a' and 'b'
6. Juicy Campus will:
 - a. be banned.
 - b. remain running.
 - c. neither 'a' nor 'b'
7. In the second paragraph, the "lies that haunted many innocent and decent people" means:
 - a. ghosts are on campus.
 - b. students are visited by their former friends.
 - c. Hurtful statements continually reappear to cause pain and discomfort for innocent people.

Grammar

Grammar Focus 1

Direct and Reported Speech

There are two ways of relating what a person has said: direct and indirect. In direct speech we repeat the original speaker's exact words, which we also call **Quoted Speech**:

■ He said, 'I lost my job as a reporter.'

The exact words repeated are placed between inverted commas, and a comma or colon is placed immediately before the remark. Direct speech is found in conversations in books, in plays and in quotations.

In indirect (or reported) speech we give the exact meaning or idea of a remark or a speech, without necessarily using the speaker's exact words:

- He said (that) he had lost his job as a reporter.

There is no comma after **say** in indirect speech. **That** can usually be omitted after **say** and **tell**. Indirect speech is normally used when conversation is reported verbally.

When we turn direct speech into indirect, some changes are usually necessary.

Indirect speech is usually introduced by a verb in the past tense. Verbs in the direct speech have then to be changed into a corresponding past tense. The changes are shown in the following table.

Direct Speech	Reported Speech
Present Simple 'I never eat meat,' he explained.	Past Simple He explained that he never ate meat.
Present Continuous 'I'm waiting for Ann,' he said.	Past Continuous He said (that) he was waiting for Ann.
Present Perfect 'I have found a flat,' he said.	Past Perfect He said (that) he had found a flat.

Pronouns usually change from first or second to third person except when the speaker is reporting his own words:

- He said, 'I've forgotten to fasten my seat belt.'

=

He said that he had forgotten to fasten his seat belt.

- I said, 'I like my new house.'

=

I said that I liked my new house. (Speaker reporting his own words)

Expressions of Time and Place in Reported Speech

Adverbs and adverbial phrases of time change as follows.

Direct	Reported
Today	That day
Yesterday	The day before
The day before yesterday	Two days before
Tomorrow	The next day / the following day
The day after tomorrow	In two days' time
Next week / year etc.	The following week / year etc.
Last week / year etc.	The previous week / year etc.
A year etc. ago	A year before / the previous year

■ 'I'll do it tomorrow,' he promised

=

He promised that he would do it the next day.

■ 'I am starting the day after tomorrow, mother,' he said.

=

He told his mother that he was starting in two days' time.

Using Say vs. Tell

1. **Say** can introduce a statement or follow it:

■ Tom said, 'I've just heard the news'

Or

'I've just heard the news,' Tom said.

2. **Tell** requires the person addressed:

Tell me.

He told us.

I'll tell Tom.

Activity 1

Write It

Changing from Direct to Reported

Instructions to students: Change the following sentences from direct to reported speech and write the changed sentences on the lines provided.

1. She said, "I will give you a call tomorrow."

2. Fred said, "I am not coming to the meeting."

3. Jim said, "I visited France last year."

4. John said, "I have given up my job."

5. "I want to go away for a holiday, but I don't know where to go," she declared.

6. Tom said, "I woke up not feeling well, so I didn't go to school."

7. She said, "Margaret has had a baby."

8. He said, "I don't know what Sally is doing."

Activity 2

Write It

Changing from Reported to Direct

Instructions to students: Change the following sentences from direct to reported speech and write the changed sentences on the lines provided.

1. The doctor told me to stay in bed for a few days.

2. I told Jim not to shout.

3. Jim said that he couldn't afford to buy a new car.

4. Sally said that she might not be able to go to the party.

5. Laura said that her trip to New York was fantastic.

6. Kelly said that her house needed some renovations.

7. Charlie said that he was living in London then.

8. Grant said that it was safer to go on than to return.

Activity 3

Multiple Choices

Direct or Reported?

Instructions:

Circle the **direct** button if the sentence is in the direct speech, or circle the **reported** button if it is in the reported speech.

1. Nadia said that she tried to imagine how things used to be.

direct

reported

2. Nadia said, "England is a wonderful country."

direct

reported

3. Bess said, "I am going to come back so please wait for me."

direct

reported

4. "Please don't forget to do your homework for tomorrow," the teacher said.

direct

reported

5. Sally told me that I should keep it a secret.

direct

reported

6. He said that Jim changed his mind the day before.

direct

reported

7. Hally Berry said that she didn't want to revisit that period of her life.

direct

reported

8. The reported said, "The website will not be banned."

direct

reported

Listening

Activity 1

True or False

Did you know?

Instructions: Listen to the audio script and decide whether the following statements are true or false.

Audio Script

In general, the term "media" refers to different means of communication.

Television, radio, newspapers and the internet are considered to be different

types of media. Thanks to technology, it's much easier to find out about many things today than it used to be.

By simply turning on your television, you can learn about politics and history in the making. Al Jazeera, the BBC and CNN provide you with different points of view about events that take place all over the world. People watch television for many purposes. Some watch television for entertainment, others watch documentaries to inform themselves about different topics and others watch television as a bonding ritual with their family members.

The radio is still popular today as well. Many people listen to the news or for information about traffic to see which roads to take when traveling. Another example which demonstrates the importance of radio is when a natural disaster occurs. Often when a natural disaster takes place, the electricity goes off. You can turn on the radio in that case, using batteries, to listen to the useful tips and guidelines to survive that natural disaster.

Then there is the Internet. Many people now simply point and click their way through their favourite online newspaper to catch up on current events. By looking at blogs, you can get the unofficial stories about some topics. Unlike just a few decades ago, thanks to the Internet, it's easy to find out what everyday people from far away think about important developments by looking at blogs or forums on topics you are interested in.

The modern media has also changed the face of contemporary education. Nowadays more and more courses, like this one, are delivered by way of the Internet and web-based technologies. This means that the way instructors

are delivering these courses has also been transformed from the old days of writing on blackboards. In addition to this, students today can access the most reliable and current information from academic journals in online databases. That means no more spending hours and hours in the library and dragging home enormous piles of books to complete assignments.

1. Television, radio, newspapers and the media are considered to be different types of media.

 TRUE FALSE

2. The modern media has changed the way courses are being taught today.

 TRUE FALSE

3. People use the television for entertainment only.

 TRUE FALSE

4. Media has advantages only, without any disadvantages.

 TRUE FALSE

5. The term "media" refers to different means of communication.

 TRUE FALSE

6. The radio can help its listeners when a natural disaster occurs.

 TRUE FALSE

Pronunciation

Focus 1

Silent Letters

Silent letters are letters that you can't hear when you say the word, but that doesn't mean they are not there when you write the words. There are no specific rules to follow; you just have to learn the words by heart.

Silent N	Silent D	Silent G	Silent H	Silent T
Autum <u>n</u>	ed <u>g</u> e	<u>g</u> nome	w <u>h</u> at	wit <u>ch</u>
dam <u>n</u>	hed <u>g</u> e	<u>g</u> narl	w <u>h</u> en	fast <u>e</u> n
hym <u>n</u>	Wed <u>g</u> nesday	si <u>g</u> n	w <u>h</u> y	cast <u>l</u> e
colu <u>m</u> n	hand <u>s</u> ome	resi <u>g</u> n	w <u>h</u> ich	wat <u>ch</u>

Silent U	Silent L	Silent W	Silent K	Silent B
<u>g</u> uest	al <u>l</u> mond	<u>w</u> ren	<u>k</u> nife	lamb <u>b</u>
<u>g</u> uess	pal <u>l</u> m	<u>w</u> rote	<u>k</u> nee	thumb <u>b</u>
<u>g</u> uitar	Yo <u>l</u> k	<u>w</u> restling	<u>k</u> not	num <u>b</u>
<u>g</u> uard	Cal <u>l</u> m	<u>w</u> riggle	<u>k</u> nitting	crumb <u>b</u>

Focus 2

The Vowel 'o'

The short 'o' sound

The vowel 'o' has different sounds. In most cases, the vowel 'o' has a short sound when it comes in a closed pattern, such as: *dot*, *clock*, *frog* and *hot*. However, the short vowel 'o' can be represented in different patterns, for example: 'ou' as in *cough*, 'au' as in *astronaut*, and 'oh' as in *John*.

The long 'o' sound

As in most long vowel sounds, the long sound is caused by the magic 'e' which comes at the end of the word, for example: *stove* and *lonely*. However, there are other reasons why we have long 'o' sound, such as: 'oa' and 'ow' sounds as in: *narrow*, *elbow*, *float* and *road*.

Activity 1

Write It

Silent Letters

Instructions:

Write the words in the correct column; according to which letter is silent. Some do not go in any column.

talk	who	clerk	knife	comb	school
cake	chemistry	blank	bomb	chimney	what
scientist	calm	where	walk	hour	knee
doubt	want	climb	ghost	half	debt

silent 'c'	silent 'h'	silent 'k'
silent 'l'	silent 'w'	silent 'b'

Activity 2
Circle It
Long or Short?

Instructions:

Circle the two words in each line that have the same vowel sound.

1. won come dome
2. phone son done
3. boy nose noise
4. four short hour
5. goes does toes
6. move love prove
7. short cost score
8. among some home

Speaking

Activity 1
Offline Activity
Dead Girls Don't Gossip

Instructions:

1. Form teams of four.
2. With your team members, read the following poem and discuss different interpretations.

She **use** to talk

She **use** to gossip about everyone
Her favorite subject **was** me
She **use** to cheerlead
She was student body president
She **had** straight a's
She **use** to breathe
Dead girls don't gossip
do they?

3. Share your ideas with your team members.
4. Your instructor will call on you to express your ideas in front of the rest of your class.

Activity 2

Pick and Choose Cards Game

Instructions:

- a. Form teams of four.
- b. Click on one of the cards shown on the screen to make a quote appear.
- c. With your team members, discuss possible explanations to these quotes.
- d. Form five proper sentences to express your thoughts.
- e. Each team will be called upon to present their answers to the class.
- f. Select one member to present his/her team's answers.

First Card's Quote:

"Gossip is a sort of smoke that comes from the dirty tobacco-pipes of those who diffuse it; it proves nothing but the bad taste of the smoker."
- George Eliot

Second Card's Quote:

"Gossip is what no one claims to like – but everyone enjoys."
- Joseph Conrad

Third Card's Quote:

"Whoever gossips to you will gossip about you."
- Spanish Proverb

Writing

"The only time people dislike gossip is when you gossip about them."

- Will Rogers

Activity 1**Write It!****Personal Stories about Gossip**

Instructions:

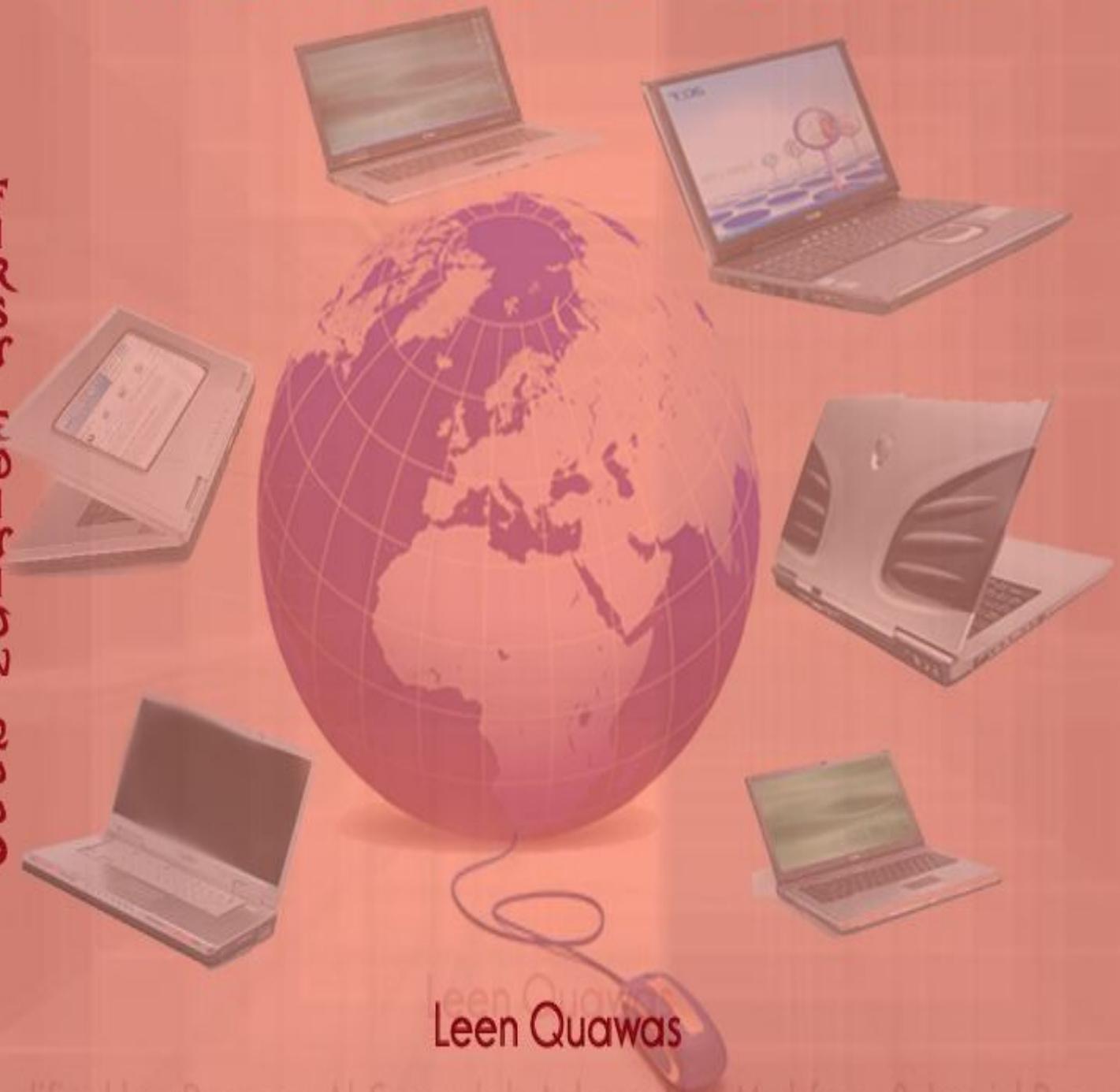
- In MS Word, write a two-paragraph essay about a time when you or someone you know gossiped or were gossiped about. What happened and what did you learn from that experience?
- Check the first draft with a classmate and correct any mistakes.
- Save your second draft.
- You will receive instructions in class about how to submit the assignment.

Note: Try to include words from the Word List provided for this unit.

Connections Series

Intermediate: Unit 10

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"Desire is the most important factor in the success of any athlete."

Learning Objectives

- Willie Shoemaker

1. Understand what second conditional is.
2. Understand what third conditional is.
3. Form grammatically correct sentences using second and third conditionals.
4. Distinguish between second and third conditionals.
5. Read and understand passages about topics studied.
6. Write a two paragraphs essay.
7. Converse using the vocabulary provided in the Word List.
8. Understand and distinguish between the stressed and unstressed 'that'.
9. Use and distinguish between the long and short syllables to acknowledge the rhythm in English.

Word List		
coach (n.)	somebody who trains a person or team in sport	heart condition (n.)
court (n.)	a place where games such as tennis are played	cheer leaders (n.)
fake (v.)	to make something false appear to be genuine, especially in order to deceive somebody	collapse (v.)
dribble (v.)	to move the ball along with several short kicks, hits or bounces	settle (v.)
score (v.)	to win points, goals, etc in a game or competition	head back (v.)
ultimate (adj.)	most extreme; best, worst, greatest, most important, etc	insist (v.)
championship (n.)	a competition to find the best player or team in a particular sport	point shaving (n.)
press conference (n.)	a meeting at which somebody talks to a group of journalists in order to answer their questions or to make an official statement	point spread (n.)
bet (n.)	an arrangement to risk money, etc on the result of a particular event; the money that you risk in this way	standards (n.)
well off (adj.)	having a lot of money; rich	rapid (adj.)

deliberately (adj.)	done in a way that was planned, not by choice	foul (n.)
corrupt (adj.)	(of people) willing to use their power to be dishonest or illegal things in return for money or to get an advantage	betray (v.)
decent (adj.)	(of people) honest and fair; treating people with respect	Olympics (n.)
ancient (adj.)	belonging to a period of history that is thousands of years in the past	pins (n.)
bowling (n.)	a game in which players roll heavy balls (called bowls) along a special track towards a group of pins (bottled shaped objects) and try to knock over as many of them as possible	leather (n.)
golf (n.)	an outdoor game played on a prepared course by hitting a small ball into a series of small holes, using a club	stuff (v.)
stadium (n.)	a sports ground surrounded by seats for spectators	astrodome (n.)
humid (adj.)	damp or moist in the air	teammates (n.)
rate (n.)	the speed of something	injurious (adj.)
injury (n.)	harm or damage done to someone	pour (v.)

Note to students: The Word List covers both reading and listening texts and scripts.

Student's Responsibility: Students are responsible for knowing all the words in the Word List and will be examined accordingly. For those words that do not have a definition, students will be responsible for finding the definition.

Vocabulary

Activity 1

Write It!

Matching Synonyms

Instructions to students: Write the words below in the spaces provided beside the words that are closest in meaning.

deal with	quick	harmful	speed
pretend	hurt	fall down	emphasize

Words	Synonyms
collapse	
settle	
insist	
rapid	
injurious	
fake	
rate	
injure	

Activity 2

Hangman

Definitions

Instructions to students: Read the following synonyms and try to guess the corresponding words. Be careful! Every wrong choice will bring you closer to the hangman's rope!

to fill something tightly	
a set of players who form one side in a game or sport	
a strong material made from animals' skins	
to do someone harm when they are expecting your support	
a thing used to measure or judge something else	
belonging to a period of history that is thousands of years in the past	
honest and fair	
a place where games such as tennis are played	

Activity 3

Write It!

Match the Meanings with the Words

Instruction to students: Select the words from the box to match the definitions in the table below. Write them next to their corresponding definitions.

score	humid	dribble	rate
stadium	well off	coach	deliberately

Word	Meaning
	somebody who trains a person or team in sports
	to win points, goals, etc in a game or competition
	the speed of something
	damp or moist in the air
	done in a way that was planned, not by choice
	to move the ball along with several short kicks, hits or bounces
	having a lot of money
	a sports ground surrounded by seats for spectators

Activity 4**Write It!****Fill in the Blanks**

Instructions to students: Look at the list below and choose the word that belongs in each of the spaces in the sentences that follow. Once you have chosen the correct word, write it in the appropriate blank to complete each of the sentences.

stuffed	corrupt	standards	insisted
collapsed	deliberately	rate	decent

1. He _____ that he was innocent.
2. The train moved at a great _____.
3. He _____ the paper into his pocket.
4. The player _____ the minute his team won the game.
5. He _____ lied to his coach.
6. A player who point shaves is a _____ player.
7. My coach is a _____ person. He always tells the truth.
8. The new employees should be up to the _____.

Reading

"I went to a fight the other night, and a hockey game broke out."
- Rodney Dangerfield

Activity 1
True or False
Adapting

Instructions to students: Read the text below and decide whether the following statements are true or false.

Adapting

Lucas, a senior in high school, played basketball since he was a young boy. Even today, he loves basketball. Throughout the years, this sport provided him with a positive outlet for his energy. At times life can be challenging, but it's how we adapt to those challenges that often determines how rewarding our lives will be. Lucas stands as one example of a courageous young man who learned to deal with unexpected turns and make the best of his life.

One day, after playing basketball, Lucas had a routine medical checkup. Much to his amazement, his physician told him that he had a heart condition. Lucas was afraid that this condition would prevent him from playing his favourite sport. With this in mind, he told everyone, including his coach, that he was fine. He continued playing as if nothing happened. To him, heaven was playing with his teammates, defending his side of the court, and hearing the cheers from the audience. Sadly, one day, Lucas collapsed while he was winning the championship. He had a heart attack during the last minutes of the game. He survived it, but he realized that he had to accept his health condition and find alternative ways to release his energy. As much as he loved basketball, as a result of his heart condition, he realized that there was so much more to life. Life, he realized, was precious. Basketball is still important to him, but now he just watches games instead of playing in

them. Instead of channeling his energy into playing sports, he now channels it into being a sports photographer and he is every bit as passionate about that as he was about playing.

1. Life will be more rewarding if you adapt to the challenges you face.

 TRUE FALSE

2. It is very important to have a routine medical checkup.

 TRUE FALSE

3. Lucas lied to everyone about his heart condition.

 TRUE FALSE

4. Lucas collapsed during the first minutes of the final game.

 TRUE FALSE

5. Lucas could not play basketball anymore; he became a sports photographer instead.

 TRUE FALSE

6. Lucas was happier when he used to play in the game than just watching it.

 TRUE FALSE

Grammar Focus 1

Second Conditional

Type 2 conditionals are used to express imaginary situations which are contrary to facts in the *present*, and therefore; are unlikely to happen in the present or future. You can use **were** for all persons in the **if-clause**. We can also use the structure **If I were you ...** to give advice.

If Clause: if + past simple (or) past continuous
Main Clause: would/could/might + present bare infinitive

For example:

- ❖ If I **went** to the stadium early, I **could get** front row seats.
- ❖ If it **wasn't** so late, we **could go** on a picnic.
- ❖ **If I were** you, I **would buy** the second edition.

Focus 2

Third Conditional

Type 3 conditionals are used to express imaginary situations which are contrary to facts in the *past*. They are also used to express regrets or criticism.

If Clause: if + past perfect (or) past perfect continuous
Main Clause: would/could/might + perfect bare infinitive

For example:

- ❖ If we **had known**, we **would have called** him earlier.
- ❖ If he **had been watching** the news, he **would have known** about the accident.

Activity 1

Write It Matching

Instructions to students: Match the clauses in column 'A' with those in column 'B' by writing the number of the clause in column 'A' next to the correct answer in column 'B' to make sentences.

Column 'A'

1. If I were you,
2. If Jim didn't have to work tonight,
3. If you left right away,
4. If Sally didn't live so far away,
5. If I had more free time,
6. If they had more money,

Column 'B'

- () he would come with us.
- () I could learn a foreign language.
- () we could visit her more often.
- () they would find a bigger house.
- () I would apply for a new job.
- () you might still catch the bus.

Activity 2

Write It
Conditionals 2 and 3

Instructions to students: Write in the blanks the correct tense of the verb between brackets to complete the sentences below.

1. If we had enough money, we _____ (travel) to France.
2. If I had known it was your final game, I _____ (watch) it.
3. If I were you, I _____ (write) a letter of complaint to the coach.
4. If I hadn't got stuck in the traffic, I _____ (not/miss) the game.
5. If you didn't have to work on Saturdays, we _____ (visit) your parents more often.
6. If I were an architect, I _____ (design) my own house.

Activity 3
Multiple Choices
Direct or Reported?

Instructions:

Instructions: Circle the **Type 2** button if the sentence is in the second conditional, or circle the **Type 3** button if it is in the third conditional.

1. If John hadn't overslept, he wouldn't have been late for his appointment.

 Type 2 Type 3

2. Mark wouldn't have met Nelly if his car hadn't broken down.

 Type 2 Type 3

3. I would tell the truth if I were you.

 Type 2 Type 3

4. He could play much better if his team didn't let him down.

Type 2

Type 3

5. They would have won the game if they had played as a team.

Type 2

Type 3

6. If she hadn't moved out so quickly, she could have found a better house.

Type 2

Type 3

Listening

Activity 1

True or False

Interesting Facts

Instructions: Listen to the audio script and decide whether the following statements are true or false.

Audio Script

Interesting Facts

For centuries people have been designing, playing and organizing sports. For instance, a long time ago, ancient Egyptians played a game that was very similar to bowling. Instead of using pins and a ball, they used stones as pins and smaller stones as a ball. Similarly, the ancient Romans first played a game that was very much like the game we now know as golf. To play it, they used bent wooden sticks and a leather ball stuffed with feathers. Throughout the ages, these games became increasingly popular and more and more sports were invented.

In fact, sports became so popular that in 776 B.C. the first ancient Greek Olympic Games were held. Unfortunately, many of today's most popular sports are very dangerous. American football, for instance, has the highest injury rate of all the popular sports. The injury rate for football is twelve times higher than that for basketball! Hockey is also very dangerous. In addition to sports played in teams, sports such as boxing are also incredibly dangerous. Boxers are known to have suffered brain damage from blows they have suffered to the head. So, being an athlete is not without considerable risks.

Today, athletes can earn enormous amounts of money for playing sports. In fact, many of them earn millions for simply playing the sport they love and for endorsing products as a result of their fame as sports celebrities. Just look at Tiger Woods or Ronaldino. Like many famous athletes, they've earned a fortune playing sports and endorsing products. As time goes on, people just love watching sports and watching their favorite athletes play.

1. Ancient Egyptians played a game like golf using large stones set up as pins and small stones as a ball.

 TRUE FALSE

2. Ancient Egyptians first played a game like golf using bent wooden sticks and a leather ball stuffed with feathers.

 TRUE FALSE

3. The most dangerous sport is hockey.

 TRUE FALSE

4. American football is the most second injurious sport in the world.

 TRUE FALSE

5. Basketball is the most injurious sport in the world.

TRUE

FALSE

Pronunciation

Focus 1

Unstressed 'That'

We tend to use the word 'that' a lot in our sentences. Sometimes, your speech will sound better if you don't stress the word 'that', in fact, the word 'that' can be omitted in most sentences.

Here are two examples to show when the word 'that' should be stressed and when it shouldn't:

- ❖ John said that it was a very silly idea. (In this sentence, the word 'that' should be unstressed because the sentence would sound better if it was: *John said it was a very silly idea.*)
- ❖ I told you that! (In this sentence, the word 'that' should be stressed because the speaker is making a point when stressing it.)

Focus 2

The Rhythm of English

As you know from a previous unit, the words in English are divided into syllables. The rhythm in English is formed when you pronounce these syllables some as weak and others as strong. The strong syllable is the one stressed while the weak one is usually the short and unstressed syllable. Most of the time, strong syllables are surrounded by weak ones, however, when two strong syllables come after each other, they should be said as slowly as if they had weak ones around them.

Look at the following example. The dash presents a long syllable and the dot presents a short one.

· ———
result (This means that the 're' is the short syllable and the 'sult' is the long one.)

Activity 1 Write It

The word 'that'

Instructions:

Write on the lines provided '**stressed**' if the word 'that' should be stressed, and '**unstressed**' if the word 'that' shouldn't be stressed.

1. The coach said that we will win this game if we play as a team.

2. That is not the point.

3. Never underestimate your ability because that would lead you to failure.

4. She told me that I should believe in my potential in order to excel.

5. Try not to dribble the ball too fast. That would cause you to lose it.

6. My partner said that she won't be able to make it.

Activity 2**Write It****The Rhythm in English**

Instructions:

On the lines provided, type a dot (.) if the pronunciation of the syllable is short, and a dash (___) if the pronunciation of the syllable is long.

1. final _____

2. distribute _____

3. confuse _____

4. detect _____

5. computer _____

6. absolute _____

7. Get lost! _____

8. Give me a break! _____

Speaking

Activity 1
A Poem
True Leaders

Instructions:

1. Form teams of four.
2. With your team members, read the following poem and discuss different interpretations.

True Leaders

Leaders are like eagles,
They learn to fly high.
They soar above the others,
Way up in the sky.

They don't set out to be one,
But become one instead.

When all heads are turned,
They are always there,
Giving the team that little extra,
That little push,
That little shove.

In the time it's needed the most,
They are standing out,
But they don't seem to know,
That in the roughest times of all,
Their job is most important,
'Cause they become the second coach,
Without taking notice.

3. Share your ideas with your team members.
4. Your instructor will call on you to express your ideas in front of the rest of your class.

Activity 2
Pick and Choose
Cards Game

Instructions:

- a. Form teams of four.
- b. Click on one of the cards shown on the screen to make a quote appear.
- c. With your team members, discuss possible explanations to these quotes.
- d. Form five proper sentences to express your thoughts.
- e. Each team will be called upon to present their answers to the class.

- f. Select one member to present his/her team's answers.

First Card's Quote:

"Some people think football is a matter of life and death. I don't like that attitude. I can assure them it is much more serious than that."

- Bill Shankly

Second Card's Quote:

"Sports serve society by providing vivid examples of excellence."

- George F. Will

Third Card's Quote:

"Sports do not build character. They reveal it. "

- Heywood Broun

Writing

"It's not important who starts the game but who finishes it."

- John Wooden

Activity 1**Write It!**

Instructions:

- In MS Word, write a two-paragraph essay on how sports affected your life positively or how it can affect it in the future positively. Have you ever been in a team? If yes, have you ever saved your team with the last shot? Even if you are not a big fan of sports, haven't you ever thought of going to a gym to exercise? Don't you think it will make a difference?
- Check the first draft with a classmate and correct any mistakes.
- Save your second draft.
- You will receive instructions in class about how to submit the assignment.

Note: Try to include words from the Word List provided for this unit.