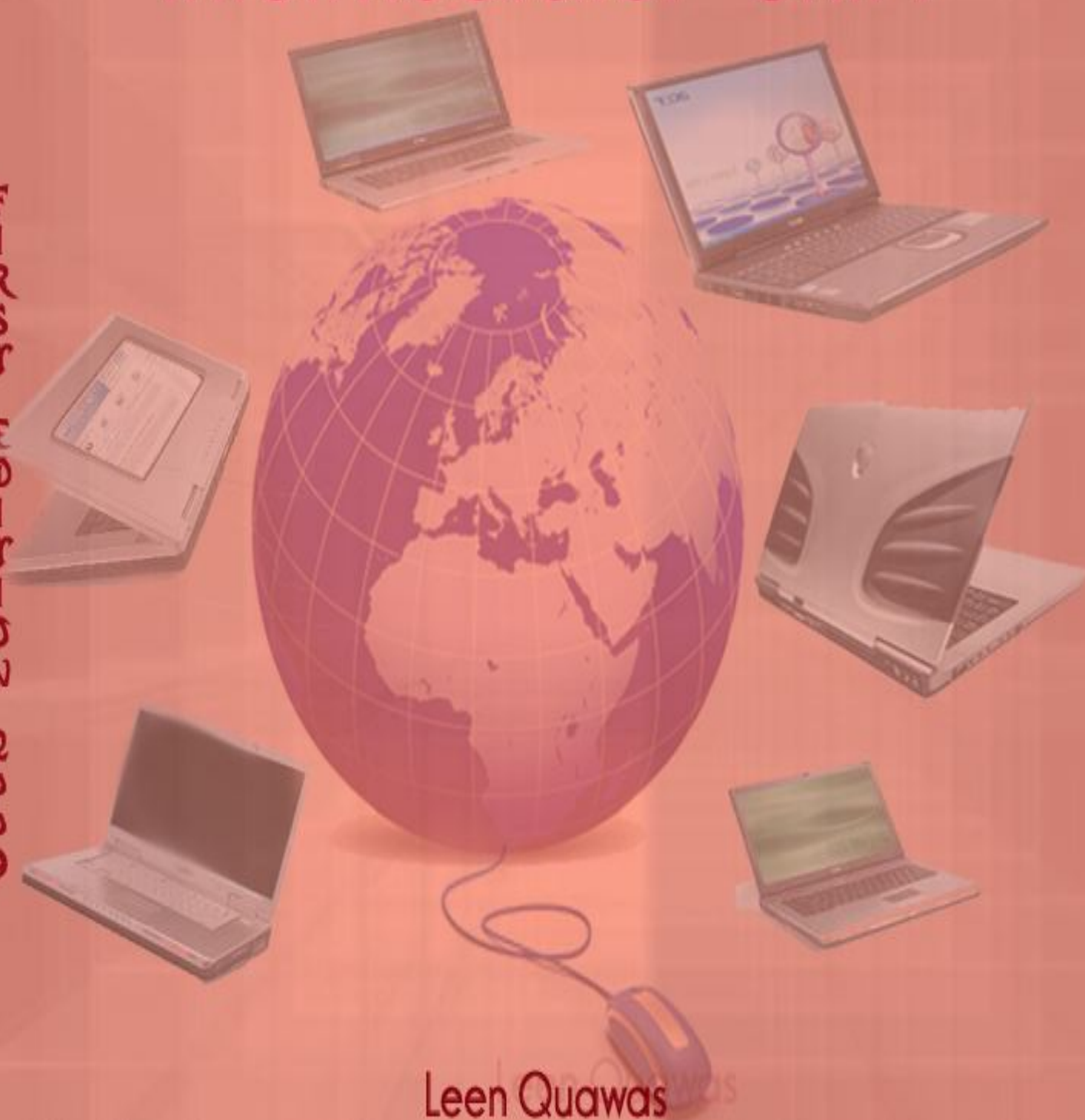


Connections Series

Intermediate: Unit 1

FIRST EDITION 2009



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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.

Grammar

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**

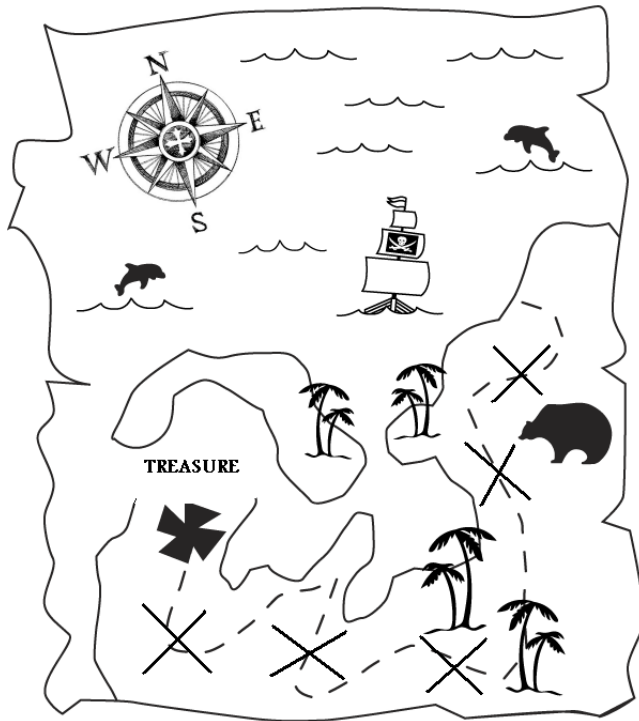
Activity 1

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.

- a. lives
- b. live
- c. are living

Second Question

- The weather is cold. I think it _____.

- a. rain
- b. rains
- c. is raining

Third Question

- Hurry up! Everyone _____ for you.

- a. is waiting
- b. are waiting
- c. waits

Cross Sign no. 2**First Question**

- I _____ really happy to see you.

- a. am
- b. is
- c. 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/	/ɔl/	/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.

