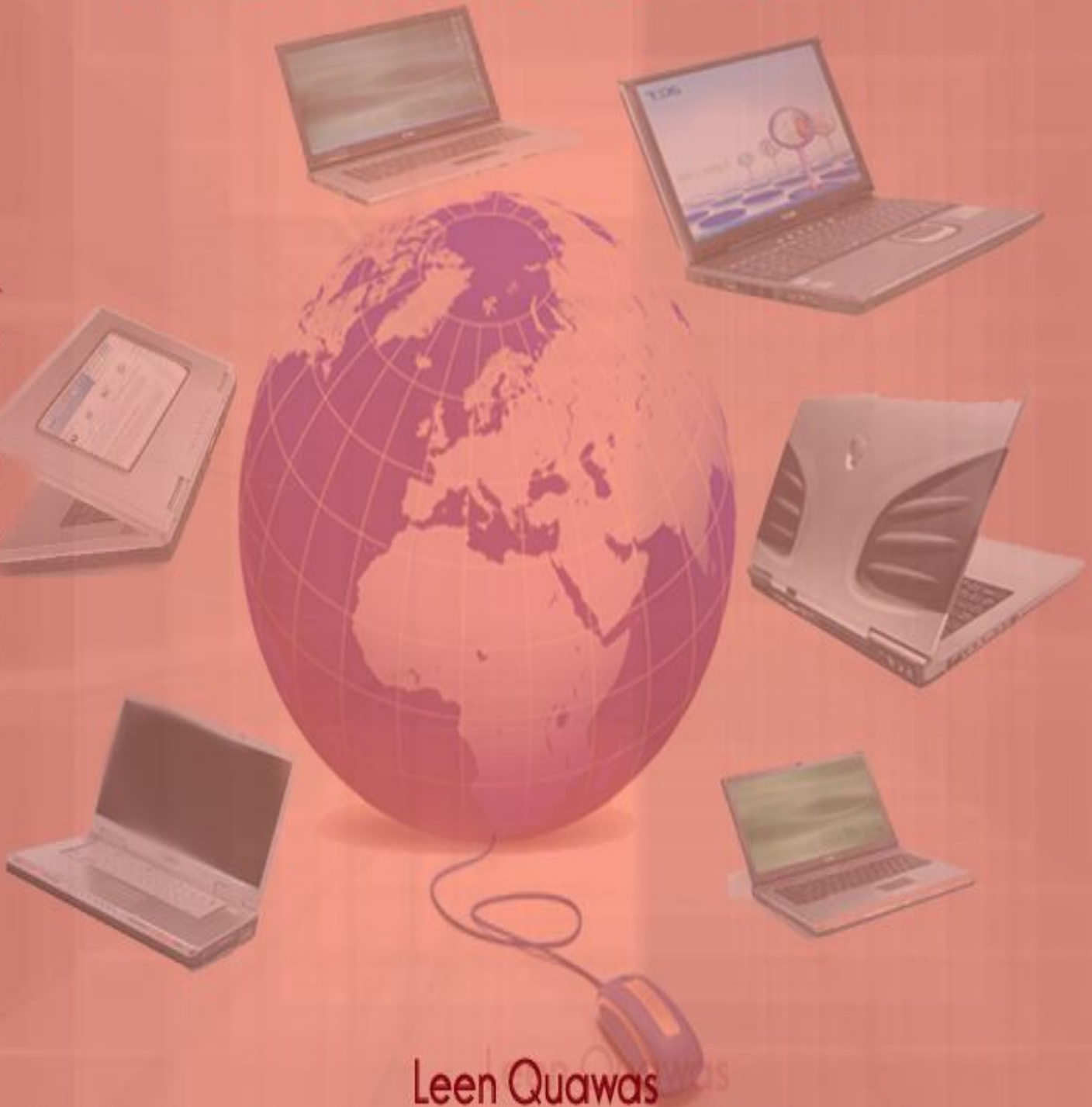


# Connections Series

## Intermediate: Unit 4

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

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

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.

<b>widespread</b>	<b>damage</b>	<b>save</b>	<b>ample</b>	<b>shortage</b>
<b>damp</b>	<b>steady</b>	<b>take in</b>		<b>refuse</b>

<b>Words</b>	<b>Synonyms</b>
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  
poverty  
wreckage

Photosynthesis  
shrubs  
drought

longing  
erosion

transpiration  
deterioration

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 noticable.

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

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

rescue  
reveal

flood  
ash

pit  
purify

atmosphere  
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	intyiciv

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 21<sup>st</sup> 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/
/I/	sit	/sIt/
/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/
/eI/	page	/p eIdʒ/
/əʊ/	home	/həʊm/
/aI/	five	/faIv/
/aʊ/	now	/naʊ/
/ɔI/	join	/dʒɔIn/
/Iə/	near	/nIə(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.