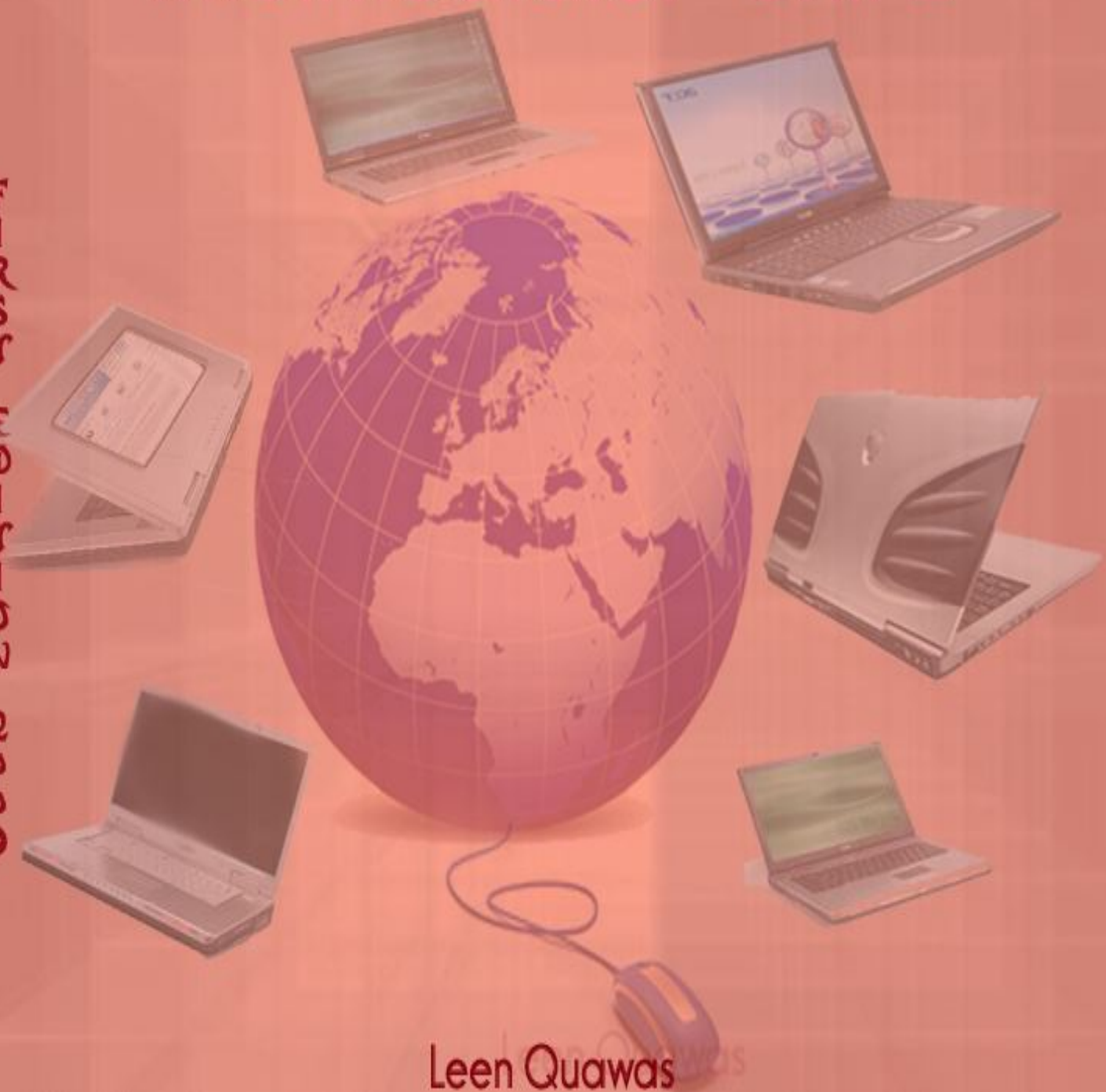


Connections Series

Intermediate: Unit 2

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

4. Interrogative:

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

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