

Connections Series

Elementary: Unit 1

Second Edition 2009



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The direction in which education starts a man will determine his future life"
Plato (427 BC – 347 BC), The Republic

Learning Objectives

1. Identify the different forms of the verb *to be* in the *simple present tense*.
2. Form positive sentences using the verb *to be*.
3. Form negative sentences using the verb *to be*.
4. Form *yes/no questions* using the verb *to be*.
5. Form *WH-questions* using the verb *to be*.
6. Identify singular and plural nouns.
7. Use the correct article (*a* or *an*) with singular nouns.
8. Form sentences using *these* and *those*.
9. Participate in short conversations.

Word List

advisor:	a person who gives advice	members
assignment:	a piece of work or job that you are given to do	appreciation
attendance:	when you go somewhere such as a church, school, etc.	hosts
campus:	the land and buildings belonging to a college or university	opportunity
college:	an institution of higher education created to educate and grant degrees; often a part of a university	brilliant
course:	a series of lessons about a particular subject.	career
dean:	an official in a college or university	deadline
earn:	to get something for doing work	range
exam:	an official test of how much you know about something, or how well you can do something	increased
faculty:	particular department at a college or university, or the teachers in that department	regulations
fee:	an amount of money that you pay to do something, to use something, or to get a service	orientation
freshman:	a student in the first year of high school, college, or university	honored
major:	the most important subject that a college or university student studies	fair
Media Center:	a place where you can find information on things, including books, the internet and other resources	appointment
quiz:	a test consisting of a few short questions	support
registrar:	the administrator responsible for student records	achieve
salary:	a fixed amount of money that you receive from your employer, usually every month	display
schedule:	a timetable	colleague
semester:	the academic year divided into terms	frustration
test:	examine someone's knowledge of something	award



Vocabulary

The various words we use in our language make up our vocabulary. The larger our vocabulary, the better we become in that particular language. Our vocabulary increases with our knowledge of a number of words.

One way of learning about new words is through using a dictionary. A dictionary provides us with more than just the definition of words. It also provides the following information that will help you feel confident in learning new words:

- Pronunciation
- Definition
- Parts of Speech
- Spelling

Activity 1

Offline Activity

Increase Your Vocabulary

Instructions to student:

1. In teams of three, look up the words to the right using the following link to an online dictionary: <http://dictionary.cambridge.org/>
2. With your team members, form one sentence using each of these words.
3. Check with your team members to make sure that the sentences are correct.
4. Upload them as advised by your instructor.

LOOK ME UP

- | | | | |
|-----------------|---------------|------------------|------------------|
| 1. orientation: | 3. colleague: | 5. regulation: | 7. appreciation: |
| 2. fair: | 4. deadline: | 6. frustration : | 8. brilliant: |

Activity 2

Hangman

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

1. The ----- for the assignment is tomorrow.
2. The -----gives his speech in ten minutes.
3. In 5 minutes, I meet with my ----- to find out how many more courses I need to graduate.
4. This university has such a big -----.
5. he has got a math ----- right now.
6. My -----is too busy to join the club.

Activity 3

Jumbled Letters

Forming Words

Instructions to students: Look at the jumbled letters and arrange them into words that match the definition below.

Anagram	Definition
manfresh	a student in the first year of high school, college, or university
efe	an amount of money that you pay to do something, to use something, or to get a service
edna	an official in a college or university
near	to get money or benefit for doing work
lyraas	a fixed amount of money that you receive from your employer, usually every month



Activity 4

Drag and Drop

Mix and Match

Instructions to student: Match the definitions to the correct words, by writing the word beside the matching definition.

Media Center- campus- advisor -semester -schedule

Word	Definition
	a place where you can find information on things, including books, the internet and other resources
	a timetable
	the land and buildings belonging to a college or university
	a person who gives advice
	the academic year divided into terms

Activity 5

Jumble Mix

Forming Words

Instructions to students: Use the definitions below to guess the correct word from the Word List then arrange the letters to form that word.

estt	Examine someone's knowledge of something
ceorsu	a series of lessons about a particular subject.
aemx	an official test of how much you know about something, or how well you can do something
aacdeenntt	when you go somewhere such as a church, school, etc regularly
iquz	a test consisting of a few short questions
ajmor	the most important subject that a college or university student studies.
acftuy	particular department at a college or university, or the teachers in that department
aegimnnsst	a piece of work or job that you are given to do
aegirrst	the administrator responsible for student records
ceeglllo	An institution of higher education created to educate and grant degrees; often a part of a university

Activity 6

Offline Activity

Make a Sentence

Instructions to Student: Now take a look at Activity 5 again. What do you notice about these words? Do they have something in common? Make sentences using the words in Activity 5.



Activity 7

Write It

Plurals

Instructions to student: Write the plural form of each of the words below.

salary	major	assignment	deadline	display
advisor	schedule	project	campus	

Activity 8

Hangman

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

1. I have the ----- to work for that company.
2. -----Day is so much fun.
3. I have an -----with the Dean
4. There are so many-----at this university.
5. I am enrolled in the wrong course. I have to see the -----to fix this problem.
6. I have too many courses this semester.
7. the College of Arts and sciences gives the-----at the ceremony.
8. I have 98% on the -----

Reading

Activity 1

Multiple Choice

What Did the Dean say?

It is the beginning of a new semester at college. The Dean is welcoming the new students. Read the following text and answer the questions that follow.

Dear guests, students and colleagues,
I am pleased and honored to welcome all of you here today. We are starting a new academic year! I would like to begin by expressing my appreciation and pride at being part of the Lang University family.
Over the last few years, Lang University has become one of the top universities in Canada. As a result of this, the number of our students has largely increased. This year, for example, we are welcoming around a thousand new students. We are also excited because a number of our faculties are introducing new programs into their departments.

We are happy to welcome the new faculty members that are joining us this year, but most importantly, we would like to welcome each and every one of you into the Lang University family. We have great faith in you and your abilities to achieve the best you can, and we are here to help and support you throughout your university years.
Thank you.

- People who work at the university, new students and other guests.

3. Who is the Dean addressing?



- The Dean is happy about the new faculty members at the university.
 - The Dean is happy about the new department programs.
 - The Dean is happy about old students.
2. One of the following sentences is true:
- The Dean expresses his support for the new students.
 - The Dean has no faith in the students' abilities.
 - The university has welcomed new students.
- New students
 - University guests
4. The reason for the Dean's speech is:
- to welcome new students into the new academic year.
 - to give out new awards.
 - to talk about the new faculty.
5. The number of students in the university, according to the Dean has _____.
- increased
 - decreased
 - not changed
1. One of the following sentences is NOT true:

Activity 2

Find the Right Match

Freshman Advice

Instructions to Students: Match the statements below to the advice in the table.

manage your time- don't worry, keep on trying- make new friends- take care of your health- don't give up!

Statement	Advice
	<p>A college student is responsible for managing time. Mark important dates; like the start of the semester, tests and assignment deadlines. This way you'll never be late for anything.</p> <p>At the beginning, you may find that college work is hard. Believe in yourself and you will succeed. All first-year students feel the same way. Making friends takes time, especially in a new place like college. Don't worry if you don't have any friends at first. Try to shine in class with your knowledge of subjects, people will come over and try to make friends with you!</p> <p>College students must take care of their health. When you work hard, ensure that you get enough sleep. Eat well, exercise, relax and find interesting hobbies.</p> <p>Studying is difficult at times. If you don't understand something the first time, find out about it in the library. Another way to learn more about it is by looking it up on the Internet. You can also ask the people in your group or your instructor.</p>



Activity 3

Multiple Choice

Information Fair

Read about Nebraska University's Information Fair and answer the following questions.

Nebraska University Information Fair

Nebraska University hosts its Annual Information Fair every December. The Information Fair aims to provide students with information on some of the following:

- fields of study
- market opportunities
- job salary ranges

Students can speak with professors and professionals who work in a wide variety of fields. Students can ask them questions about job opportunities for their fields of study, and how much they can expect to earn. These professionals are happy to share their experiences with students.

Students can also see presentations. For instance, the Multi-Media Department has several award winning *films* to present. Similarly, the Sports Medicine Department can test your *fitness level*. Even the Accounting Department has a brilliant *accounting software* program on display. All of our colleges and departments look forward to this event, and they would like to share information with as many students as possible.

We want you to have as much information as possible so that you can make the best decision for your future. Remember, your success is our success!

1. When is the Information Fair of the University Of Nebraska being held?
 - July
 - Every month
 - Every year
2. At the fair, students can interact with:
 - faculty and university board members.
 - professors and professionals from various fields.
 - guests, students and colleagues.
 - intelligence levels
 - fitness levels
 - accounting abilities
3. The Sports Medicine Department allows you to test your _____.
4. One of the following sentences is **not** true:
 - The Accounting Department has a very good software program on display.
 - Professionals enjoy sharing their experiences with students.
 - Only information about fields of study is provided.



Grammar

Warm up

Sara **is** a first year student at the university.

Sara **is** 18 years old.

Sara and her friends **are** happy.

Focus 1: The verb **to be**

The verb "**to be**" denotes a state of things – a condition of a person or thing.

The **verb** is one of the most important parts of a sentence. Verbs are used to express actions e.g. run, talk play, or states of being e.g. know, think, sense.

One of the most commonly used verbs in English is the verb "**to be**". The verb "**to be**" is used in many sentences and is very flexible. It is also very different from other verbs. This is because it is an irregular verb.

negative sentences (-)	Negative Sentences				
	SUBJECT	Verb to be	Short form	EXAMPLE	
	I	am not	I'm not	I'm not thirsty.	
	you	are not	you aren't you're not	You aren't here. You're not a student!	
	he	is not	he isn't he's not	He isn't there. He's not at home.	
	she	is not	she isn't she's not	She isn't an actress. She's not an actress.	
	it	is not	it isn't it's not	It isn't warm today. It's not too hot today.	
	we	are not	we aren't we're not	We aren't asleep. We're not sleepy.	
	you	are not	you aren't you're not	You aren't tired. You're not at work.	
	they	are not	they aren't they're not	They aren't here. They're not at work.	
sentences (+)	Positive Sentences				
	FORM	SUBJECT	Verb to be	Short form	EXAMPLE
	1st person	I	am	I'm	I'm here.
	2nd person	you	are	you're	You're busy.
	3rd person	he	is	he's	He's a friend.
	3rd person	she	is	she's	She's a doctor.
	3rd person	it	is	it's	It's cold today.



	1st person pl.	we	are	we're	We're hungry.
	2nd person pl.	you	are	you're	You're beautiful.
	3rd person pl.	they	are	they're	They're asleep.
Questions (?)	Yes/No Questions				
	Verb to be & SUBJECT	(+) Short Answer	(-) Short Answer		
	Am I correct?	Yes, I am.	No, I'm not.		
	Are you tired?	Yes, you are.	No, you aren't. No, you're not.		
	Is he asleep?	Yes, he is.	No, he isn't. No, he's not.		
	Is she here?	Yes, she is.	No, she isn't. No, she's not.		
	Is it warm?	Yes, it is.	No, it isn't. No, it's not.		
	Are we students?	Yes, we are.	No, we aren't. No, we're not.		
	Are you thirsty?	Yes, you are.	No, you aren't. No, you're not.		
	Are they here?	Yes, they are.	No, they aren't. No, they're not.		

Wh-Questions

We can use Wh- words with the verb *to be* to form questions. The wh- word comes at the beginning of the sentence, followed by the verb *to be* and then the rest of the question. Here are some examples to illustrate this point:

Ali is sad.

Why is **Ali sad**?

The books are on the table.

Where are **the books**?

The meeting is at 10:00'clock

When is **the meeting**?

His name is Peter.

What is **his name**?

Focus 2: Nouns

We use nouns to name a thing, an animal, a person or an object. Nouns have different functions in a sentence. They can be the subject or the object of a sentence. Here are some examples:



Sara is here. (Subject)

Sara is happy. (Subject)

I saw Sara. (Object)

I met Sara. (Object)

Nouns usually come after an article. The most important articles to accompany nouns are (a, an, the). Here are some sentences that have nouns:

My cat sleeps all day long.

John gave Mary some flowers.

We went to the university yesterday.

I have many friends at school.

Nouns can be singular or plural. To make most plural nouns we just add -s to the noun. Here are some examples.

Book -Books

Pen- Pens

Computer-Computers

Bag-Bags

When a word ends in -ch, x, s or s-like sounds, we add -es.

Try these words:

watch -watches

Child Children

Mouse Mice

box - boxes

Person People

Goose Geese

pass - passes

Man Men

The use of the articles (a, an) which are both indefinite, depends on the first letter in the noun. Look at these examples

Focus 3: Articles A, An

➤ A dean

➤ A lecture

➤ A student

➤ An exam

➤ An announcement

➤ An instructor

Now look at these examples:

➤ An office

We use the indefinite article (an) with nouns that start with a vowel; i, e, o, u, a.

We use the indefinite article (a) with nouns that start with consonants.

Focus 4: Demonstrative Pronouns

To refer to a person, place, thing or idea, you can use a demonstrative pronoun.

This and that are examples of singular demonstrative pronouns.

To refer to plural persons, places, things or ideas, use a plural demonstrative pronoun, such as these or those.

The difference between them is that this and that are used with singular and uncountable nouns, while these and those are used with plural nouns:

➤ This laptop is mine.

➤ That English course was boring.

➤ That laptop is yours.

➤ These files are mine.

➤ This English course is a lot of fun.

➤ Those files are yours.

This/these are used to refer to things that are near to the speaker:

I think these research articles are perfect for my assignment.



Could you please take *this* library book to the library?

That/those are used to refer to things that are more distant from the speaker, or not present

Go and get *that* mobile for me?

Those students are going to fail the course.

This/these can be used to refer to experiences and situations that are already taking place or are just about to begin

This contest is fun.

I really like *these* films we are about to watch

That/those can be used to refer to experiences and situations that have just happened, or that happened some time ago:

That quiz was so easy.

Have you joined any of *those* student groups yet

REMEMBER: As with all pronouns, *this*, *that*, *these* and *those* can take the place of pronouns, BUT in some cases these words function as *adjectives*. For instance, when they describe the noun or provide us with more information about the noun, then these words function as adjectives.

Example: I work in *that* office. *That* provides information about the noun, the office.

Here and there

Remember to distinguish between *this*, *that*, *these* and *those* which are demonstrative adjectives and *here* and *there* which are adverbs.

Notice that the difference between *here* and *there* is similar to the differences between *this* and *that* and *these* and *those*. *Here* refers to places that are *close* to the speaker while *there* refers to places that are *further* away from the speaker.

Activity 1

Circle It

The Verb *to be*

Read the text about Samantha and help her circle the correct form of the verb *to be* to talk about herself.

My name **is/am** Samantha and I **am/is** a professor at the University of London. Our university has a lot of students who work and study at the same time. I **am/is** 40 years old and I **am/is** married. My son, Peter, **is/am** 12 years old. My husband, Joe, **is/am** Australian. He **is/am** an engineer.

Activity 2

Circle It

The Verb *to be*

Instructions to student: Circle the correct form of the verb *to be*.

My name **is/am/are** Joe and I **am/is/are** 50 years old. I **am /is /are/** a career advisor at South Bank University. The university address **is/ am/ are** 213 Broadway Street and the telephone number **is/am/are** 566-7112. My wife, Sandra **is/ am/ are** an employee of the university as well. She **is/am/ are** an administrator in the Media Center. Both of my children **is/am/are** students there. Pete **is/am/ are** a freshman in the College of Business Administration, and **is/am/are** always in trouble with his instructors because he **is/ am/ are** often late for class. Mary, on the other



hand, **is /am/are** a senior in the College of Environmental Design. She **is/am/are** one of the best students in her class.

Activity 3

Mix and Match

Match the Answers to the Questions

Instructions to student: Match the questions in the left column to the matching answers that appear in the right column.

How old is Joe?	Yes, he is
Is Joe a university employee?	Joe is 50.
Is Pete a good student?	Mary is older than Pete
Who is in Joe's family?	She is in the Science Faculty.
What faculty is Mary in?	Sandra, Pete and Mary
Who is older, Pete or Mary?	No, he is not.

Activity 4

Write It

The Verb *to be*

Instructions to student: Can you write the correct form of the verb *to be* in the spaces provided?

- My brother a student.
- My friend, Samir in the Media Center.
- Rashid and Razi members of the basketball team.
- English one of my favorite subjects.
- Our Math teacher really good.
- This my new laptop.
- My favorite singer Elvis Presley.
- Newspapers very interesting.
- Jamal and Jimmy good students.
- Mary the best student in our class.
- they also in our class?
- The registrar's office on the second floor.
- The weather beautiful outside.
- My car in the parking lot.
- We excited about our new English teachers.

Activity 5

Write It

The Verb *to be*

Instruction to students: Select the correct form of the verb "to be" to fill in the blanks.

- My desk _____ blue.
is am are be
- His friend _____ is in the gym.
are am is be
- My lecturer's name _____ Mrs Smith.
am are be is
- Who _____ those pretty girls?
have is are am
- _____ they our new roommates?
Is Are Am Be
- Laura and Julie _____ from England.
They are from America.
be not have not are not
- These lessons _____ not very interesting.
am be is are
- Sally and Jane _____ in the same class.
are am is be
- My instructor _____ a very intelligent person.



is am be are

Was Am Is Are

10. ____ they your new friends?

Activity 6

Write It

Jumbled Words

Instructions to students: Write the words in the correct order to form questions.

- | | |
|-------------------------------------|------------------------------------|
| 1. Be-a-you- freshman-? | 4. Italy-be-from-they? |
| 2. Dean- new-be-he-the? | 5. Lecture-right-hall-be-I-the-in? |
| 3. Smith-new- be-teacher-Mrs.-your? | 6. Students-be-good-we? |

Activity 7

Write It

Answering Questions

Instructions to students: Write answers to the statements below.

- | | |
|---------------------------------------|---------------------------------|
| 1. What is the first day of the week? | 4. How old is Akram? |
| 2. Where is the office? | 5. What is your teacher's name? |
| 3. When is the freshman party? | 6. Why is Salim absent? |

Activity 8

Fill in the Blanks

this, that, these, those or there?

Instructions to students: Select **that, these, those or there** to fill in the blanks and correct the sentences.

- Could you bring me _____ DVD over _____ please?
- _____ are my cats over here.
- _____ is my new car.
- The Media Center is beside the Student Center over _____.
- _____ films here look much more interesting than _____ films there.
- _____ is my instructor.
- Is _____ calculator over there his?
- Are _____ flowers over there for her?
- _____ are 4 of your classmates waiting for you in the gym.
- Are you going _____ after class?

Activity 9

Write It

this, those, that, these or there?

Instructions to students: Select the correct word to fill in the blanks.

Hint: Remember that the first word of a sentence begins with a capital.

- _____ range is within the range I was hoping for.
- _____ security guard locked me in the library by mistake!
- _____ assignment is giving me a serious headache!
- _____ woman is the Dean.
- _____ is my favourite Prof.
- _____ are my college friends.
- Is _____ my pay cheque?
- _____ CDs are scratched.
- Are _____ decorations for Freshman Orientation Day?



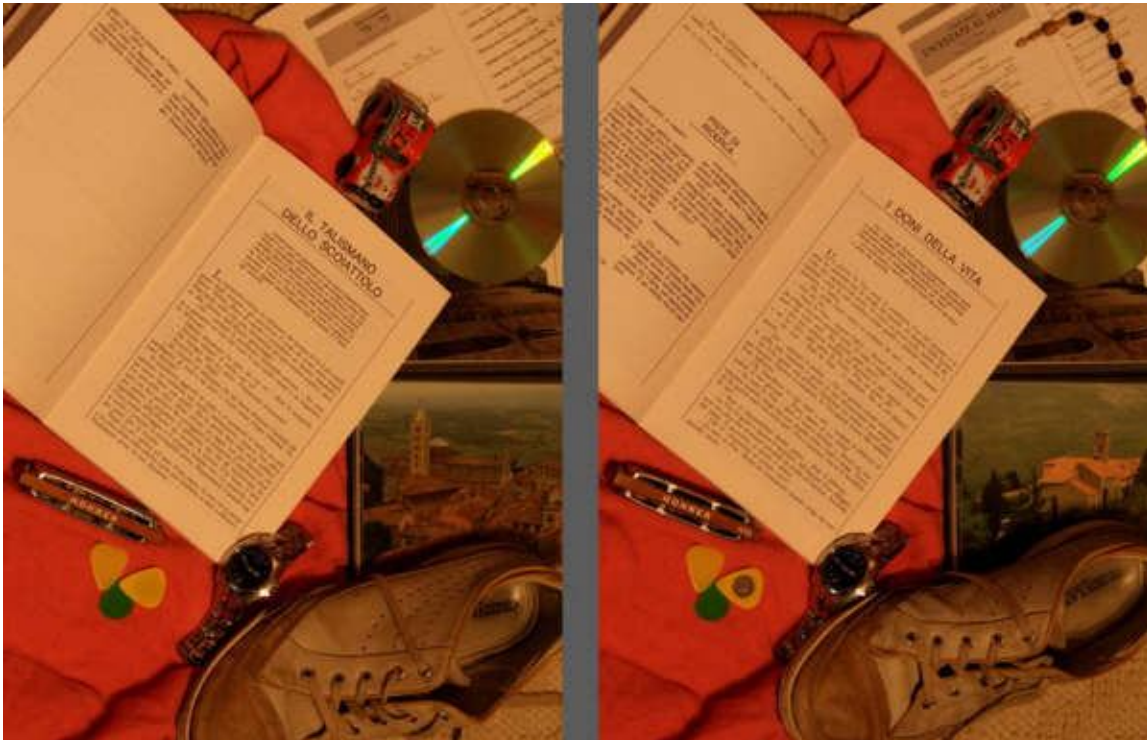
10. Are _____ DVDs for me?

Activity 10

This and That

Describe the Differences Between the Pictures

Instructions to students: Look at the two pictures below and look for the differences between them. Using **this** and **that**, form sentences to describe those differences.



Activity 11

Fill in the Blanks

Articles

Instructions to student: Fill in the blanks with the correct indefinite article.

- | | | | |
|-----------------|----------------|-------------------|-----------|
| 1. ----- street | 5. ----- paper | 8. ----- | 11. ----- |
| 2. ----- | 6. ----- | house | ocean |
| umbrella | answer | 9. ----- | 12. ----- |
| 3. ----- | 7. ----- | meeting | interview |
| banana | elephant | 10. ----- college | |
| 4. ----- cat | | | |

Listening

Activity 1

Answer the Questions

What's your Schedule?

Instructions to Student: Listen to Dr. Brown, who is the Dean of the College, speaking to the students and answer the questions that follow.

My name is Dr. Brown and I am your academic advisor. Now, let me tell you more about



your schedule. In your first year at university, you cannot take less than 9 credit hours. In the first semester, you do your General Studies and English. General Studies refer to subjects like Social Studies and Computer Skills. So, every day, you attend a couple of lectures of General Studies in the morning and one of English in the afternoon. If you need any help with your registration or selecting a major, just make an appointment to see me and I will be happy to assist you.

Questions:

1. What is Dr. Brown talking about?
2. What lectures do first semester students have to attend?
3. Give an example of General Studies.
4. How many lectures do students have every day?
5. What can students do if they have a problem?

Activity 2

True or False?

Freshman Students

Instructions to students: Fadiah and Samantha are first-year students. Listen to a conversation between them and write true or false next to the statements that follow.

Fadiah: Hello, I'm Fadiah. Are you new here too?

Samantha: Yes, it is my first day. What about you? I am Samantha by the way.

Fadiah: Did you receive a copy of today's program? I don't have one.

Samantha: Yes, here it is.

Fadiah: Can I have a look at it, please?

Samantha: Here you go.

Fadiah: Oh, there is a speech by the Dean at 10:00 o'clock. I don't want to miss that.

Samantha: Neither do I, I would like to hear what she has to say about the university.

Fadiah: Yes, me too.

Samantha: What do you think she will say?

Fadiah: I think her welcome speech will include information on the different programs, the faculty members and the rules and the regulations of the university.

Samantha: That is very useful information.

Fadiah: Yes it is. Let's have a look if there is anything else on the program?

Samantha: Following the Dean's speech, there is a tour of the campus, lunch and a freshman party organized by the Student Council.

Fadiah: We have a busy day ahead of us then!

Samantha: We better get going if we want to make the speech on time. It is about to start.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Fadiah and Samantha already know each other. 2. Fadiah is a second year student. 3. Samantha does not have a program for the day's events. 4. The Dean's speech is at 10:00 o'clock. 5. Fadiah and Samantha want to attend the Dean's speech. | <ol style="list-style-type: none"> 6. Fadiah believes that the speech is not important. 7. The Freshman party is organized by the faculty members. 8. Fadiah and Samantha don't have anything to do today. 9. Lunch is not included in the program. 10. The Dean is a woman. |
|--|---|



Pronunciation

Spoken English is different from written English. That is because we do not always say a word the same way that we spell it. This is what we mean when we say English is not "phonetic".

Some words have the **same spelling**, but they are **pronounced differently**, for

example:

- I like to read.
- I have read that book.

The English alphabet is divided into consonants and vowels. There are 21 consonants and 5 vowels in the alphabet.

There are 52 symbols representing the different sounds in the English language.

These sounds are represented in a form which is known as the International Phonetic Alphabet (IPA). Knowing and recognizing the 52 sounds will improve your pronunciation.

Consonant sounds

Here are the 24 consonants of English

No.	symbol	Example words	
1	p	pen /pen/	peep /pi : p/
2	b	big /bɪg/	babe /beɪb/
3	t	ten /ten/	let /let/
4	d	den /den/	red /red/
5	k	key /ki : /	cake /keɪk/
6	g	get /get/	leg /leg/
7	s	see /si : /	guess /ges/
8	z	zoo /zu : /	buzz /bʌz/
9	ʃ	shoe /ʃu : /	wish /wɪʃ/
10	ʒ	measure / 'meɪʒə/	treasure / 'treɪʒə/
11	tʃ	check /tʃek/	watch /wɒtʃ/
12	dʒ	jet /dʒet/	judge /dʒʌdʒ/
13	f	fan /fæn/	laugh /lɑ : f/
14	v	van /væn/	wave /weɪv/
15	w	wet /wet/	wait /weɪt/
16	j	yes /jes/	you /ju : /
17	h	hen /hen/	hat /hæt/
18	θ	thin /θɪn/	thought /θɔ : t/
19	ð	then /ðen/	that /ðæt/
20	m	men /men/	name /neɪm/
21	n	no /nəʊ/	phone /fəʊn/
22	ŋ	ring /rɪŋ/	sang /sæŋ/
23	l	let /let/	tell /tel/
24	r	rat /ræt/	read /ri : d/



Vowel Sounds

The following is a list of 12 vowels and 8 diphthongs and is based on standard British English, often referred to as RP (Received Pronunciation).

It is important to distinguish between the different sounds - especially when there are sounds which are very

similar. The change in sound may mean an entire new word.

These are called *minimal pairs* because there is only one sound difference.

Look at these examples of *minimal pairs*:

pan- ban

star- stare

sop- chop

No.	symbol	example words	
1	i :	feet /fi : t/	leap /li : p/
2	ɪ	fit /fɪt/	lip /lɪp/
3	e	men /men/	bed /bed/
4	æ	man /mæn/	bad /bæd/
5	ʌ	mud /mʌd/	nut /nʌt/
6	a :	fast /fa : st/	pass /pa : s/
7	ɒ	top /tɒp/	rock /rɒk/
8	ɔ :	fall /fɔ : l/	lord /lɔ : d/
9	ʊ	book /bʊk/	foot /fʊt/
10	u :	boot /bu : t/	food /fu : d/
11	ɜ :	girl /gɜ : l/	bird /bɜ : d/
12	ə	a lot /ə'ɒt/	apart /ə'pɑ : t/
13	eɪ	mail /meɪ/	May /meɪ/
14	aɪ	fly /flaɪ/	buy /baɪ/
15	ɔɪ	boy /bɔɪ/	boil /boɪl/
16	aʊ	cow /kaʊ/	house /haʊs/
17	əʊ	sold /səʊld/	low /ləʊ/
18	ɪə	beer /bɪə/	dear /dɪə/
19	eə	hair /heə/	rare /reə/
20	ʊə	sure /ʃʊə/	pure /pjʊə/

Activity 1**Circle It****Matching Sounds**

Instructions to students: Look at the words below and circle the word that has the same sound as the underlined letters in the example.

1. Ship much match mash
2. Class grace choice kept
3. Advice advise seen cliff
4. Please son prize swipe
5. University umbrella uniform faculty

Activity 2**Match the Picture to the Word****Write It**

Instructions to students: Some of the words below sound almost the same. Write the word correct word under each of the pictures.





Match the Symbol to the Sound

Plural Form Sounds

Instructions to students: Write the word that contains the sound of the matching symbol.

emails, books, chats, essays, researches, watches

Plural	-s ending
	/z/
	/s/

Plural	-s ending
	/s/
	/z/

Plural	-s ending
	/iz/
	/iz/

Activity 4

Match the Symbol to the Sound

More Sounds

Instructions to students: Write the word that contains the sound of the matching symbol.

Sing, thin, feel, call, measure, then, pool, judge, chop, shop, fur, pass

Letters	Symbols
	/θ/
	/ð/
	/tʃ/
	/ʃ/
Letters	Symbols

	Symbols
	/ʒ/
	/dʒ/
	/ŋ/
	/i:/
Letters	Symbols
	/ɔ:/

	Symbols
	/u:/
	/a:/
	/ɜ:/

Speaking

Activity 1

Ice Breaker

Instruction to student: Think of three facts about yourself that you would like to share with your classmates. Form three sentences, in English, about these facts. With the person sitting next to you, work on the grammar and pronunciation until you feel that the grammar is correct and you can pronounce the words properly. Each one of you will say these sentences out loud to the rest of the class.

Activity 2

Speaking With Others

Getting to Know You

Instruction to student:

1. Form teams of 5.
2. Each person will form a proper sentence to tell the other members of the team their name.
3. With your team members, work on forming proper sentences to answer each of the questions on the next page. You may have different answers, but work on the sentence structure together.
4. Check with your classmates to correct each other's work.
5. Your instructor will call on you to answer these questions in front of the rest of your class.

- | | |
|----------------------------------|--|
| 1. What is your name? | 8. What is your favourite movie? |
| 2. What is your age? | 9. What is your favourite song? |
| 3. What is your major? | 10. Who is your favourite singer? |
| 4. Where are you from? | 11. Where do you spend your free time? |
| 5. What are your hobbies? | 12. Who is your best friend? |
| 6. What is your favourite class? | 13. What is your favourite food? |
| 7. Where do you live? | |

Activity 3

Forming Sentences with *this* and *that*

Talking About Things Near and Far

Instruction to student:

1. Select two items you can see in the class. One should be near to you and the other item should be far from you.
2. Form one sentence using *this* to describe one of the items.
3. Form one sentence using *that* to describe the other item.
4. Your instructor will ask each of you to say these sentences out loud in front of the class.

Eg. I like this book
I like that sweater.



Writing

Activity 1

Filling In Forms

Providing Information About Yourself

Instructions to students: Rashid Al-Mansoori is a student at the College of Higher Education in Birmingham. He wants to join one of the college clubs. Read his personal information below and write each piece of information into the correct section of the form below.

College of Higher Education
Chess Club Application Form
Please complete this form.

Title
First name
Middle name
Last/family name
Age
Nationality
Status
Permanent address
College address
Faculty
Course
E-mail address
Home phone
number
Mobile phone
number
Emergency contact
name
Relation to applicant
Emergency phone
number

Activity 2

First or Second Draft?

You Choose

Instructions to student: Rashid's instructor asked him to write a paragraph about himself. Rashid's first draft had a few mistakes. He wrote a second draft and corrected his mistakes. Read both drafts and decide which one is the first and which one is the second draft.



First draft, Second Draft

My name Rashid. I am coming from Kuwaiti. I am live in Kuwait. I am having twenty one years old. I am not married man. I am having four brothers and three sisters. At moment, I in United Kingdom. I do studying at the University of Birmingham. Am in the Faculty of Engineering. I am studying Multimedia and Interactive Systems. I am liking this course very much.

My name is Rashid. I am a Kuwaiti. I live in Kuwait. I am twenty one years old. I am unmarried. I have four brothers and three sisters. At the moment, I am in the United Kingdom. I am studying at the University of Birmingham. I am in the Faculty of Engineering. I study Multimedia and Interactive Systems. I like this course very much.

Activity 3**Now Its Your Turn****All About You**

Instructions to students:

Now it's your turn to write:

1. In MS Word, write the *first draft* of a paragraph about yourself using ideas from the application form in Activity 1 and the drafts in Activity 2.
2. Check the first draft with a classmate and correct any mistakes.
3. Save your second draft.
4. You will receive instructions in class about how to submit the assignment.

Activity 4**Writing Sentences****Freshman Orientation Day**

Instructions to student: Based on the program, write 7 sentences to describe the activities during Freshman Orientation Day at Marshall University.

Please follow these instructions:

1. Do your assignment in MS Word.
2. Check it and correct any mistakes.



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

Marshall University Freshman Orientation Day Program

A Special Marshall University Welcome	10:00 to 11:00am
President's Welcome	Dr. Hendrikus Miller
Dean of the College of Arts & Sciences	Dr. Mercedes Fox
Dean of the College of Business Administration	Dr.
John Richardson	
Dean of the College of Environmental Design	Dr. Abdul Azziz
Othman	
About Marshall University	11:00 to 12:00pm
Registrar	Ms. Margaret Bernard
University Librarian	Dr. Albert Flanagan
Center for Academic Excellence	Ms. Tiffany Jenkins
Refreshments	Cafeteria 12:00 to 12:30pm
Campus Tour	Leaves Auditorium at 12:30 to 1:15pm
Student Groups and Activities	1:30 to 3:00pm

Please join us in the auditorium for Open Day to find out about all of the student groups and campus activities that Marshall University has to offer you.

Marshall Freshman Orientation Barbeque 3:15 to 5:00
We look forward to sharing this special day with you. We have music, games, hamburgers, hotdogs, fries, soft-drinks, and FUN! LOTS of FUN!

Welcome to Marshall University!



Connections Series

Elementary: Unit 2

Second Edition 2009



Dana Mahadin & Nikki Allson

Editors: Ingrid Brand & Rasha Darwish

Cover Designed by: Reham Arabiat



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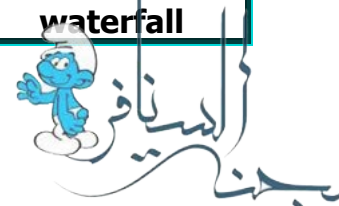
"My home is not a place, it is people"
Lois McMaster Bujold , "Barrayar"

Learning Objectives

1. Use the verb *have got/has got* in the right context.
2. Use the verb *have got/has got* in positive sentences.
3. Use the verb *have got/has got* in negative sentences.
4. From questions using the verb *have got/has got*.
5. Identify adjectives and use them correctly in writing and speech.
6. Participate in short conversations related to the theme of the unit.
7. Distinguish between long vowels sounds and short vowels sounds.
8. From sentences using vocabulary from the word list.

WORD LIST

absolute:	complete, unquestionable	attraction
antics:	funny or foolish actions	blog
awful:	very bad, terrible	frightened
brehtaking:	very surprising or delightful	enormous
cousin:	a son or daughter of your uncle or aunt	hopeful
eager:	wanting to do or have something very much, keen	injuries
explore:	to examine something or investigate	landscape
falconry:	the training of falcons to hunt wild game or small animals	feast
fond:	to have warm feelings for someone or something	twin
hectic:	extremely busy and full of activity	nephew
hospitable:	welcoming, friendly, sociable	niece
hunter:	a person who searches for wild animals and kills them	recover
lifestyle:	the way a person or group lives	outstretched
mischievous:	behaving in a way that is slightly bad but not serious, naughty	moustache
nasty :	very bad	jewelry
pleasant:	enjoyable, attractive, agreeable	mountains
safari:	a journey overland to look for wild animals	plains
sanctuary:	a place that provides safety from harm	waterfall



ELEMENTARY

Unit 2

People and Countries

Student File

spa:	a place where people can go and get health or beauty treatments	dunes
spectacular:	amazing, fantastic, breathtaking	desert

Vocabulary

Antonyms and Synonyms

New words can be easily remembered if we can connect them with words we already know. These words can either be antonyms or synonyms. What are antonyms and synonyms? Look at the following examples:

happy- sad

tall- short

big- small

Synonyms on the other hand are words that mean the **same thing**, or are **very close** in meaning, for instance:

amazing – wonderful - breathtaking

friendly – hospitable - sociable

Activity 1

Write the Matching Word

Match the Synonyms

Instructions to students: Write the words below to the space provided beside the word that has the opposite meaning.

Keen- busy- amazing- unquestionable- awful- playful- friendly

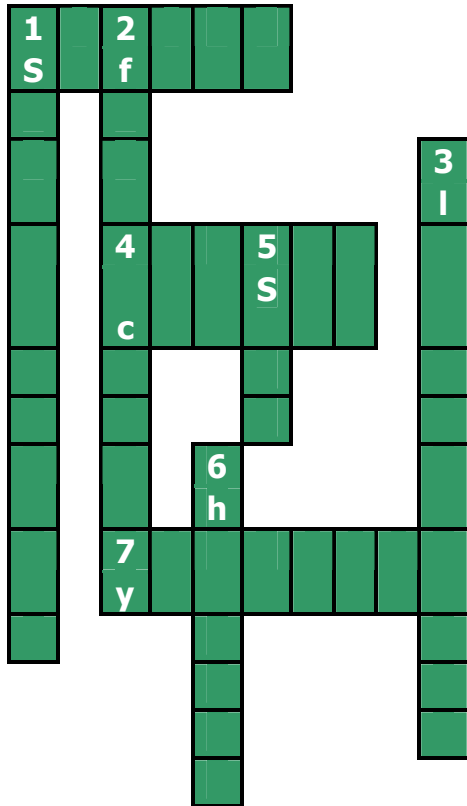
hectic	
absolute	
spectacular	
terrible	
eager	
mischievous	
hospitable	



Activity 2

Crossword Puzzle

Instruction to student: Read the clues to the crossword puzzle and type the answer into the correct spaces.



CLUES

Across

1. A journey overland to look for wild animals.
4. A son or daughter of your uncle or aunt.
7. One who has lived for the shortest time.

Down

1. A place that provides safety from harm.
2. The training of falcons to hunt wild game or small animals.
3. The way a person or group lives.
5. A place where people can go and get health or beauty treatments.
6. A person who searches for wild animals and kills them.

Activity 3

Hangman Game

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

1. Synonyms for this word include; awful and very bad
2. The opposite of this word is uncaring
3. Synonyms of this word include naughty and playful.
4. Synonyms for this word include nice and agreeable.
5. The opposite of this word is unfortunate.



Activity 4

Family Word Search

Write It

Instructions to students: Search for words from the Word List in the square below.
Once you identify a word, type it into one of the spaces provided below.

G	R	A	N	D	M	O	T	H	E	R	S
B	R	E	I	P	B	R	O	T	H	E	R
W	K	A	Y	O	G	M	T	I	A	U	B
C	R	U	N	C	L	E	E	A	N	G	L
O	R	N	U	D	I	O	E	R	I	Z	M
U	G	T	R	N	F	E	R	M	E	U	O
S	S	E	I	D	J	A	A	O	C	B	T
I	P	P	O	F	V	B	T	T	E	R	H
N	E	P	H	E	W	E	U	H	I	O	E
M	U	V	V	E	R	T	I	C	E	T	R
D	A	F	D	Y	S	I	S	T	E	R	S
F	A	T	H	E	R	E	F	C	U	K	L

Activity 5

Jumbled Letters

Forming Words

Instructions to student: Use the definitions below as hints to identify the matching word from the Word List, then write the word in the space provided.

<u>Anagram</u>	<u>Definition</u>	<u>Word</u>
stanic	funny or foolish actions	
ploorex	to examine something or investigate	
tablehospi	Welcoming	
ingtakbreath	very surprising or delightful	
consin	the child of aunt or uncle	



Activity 6

Write It

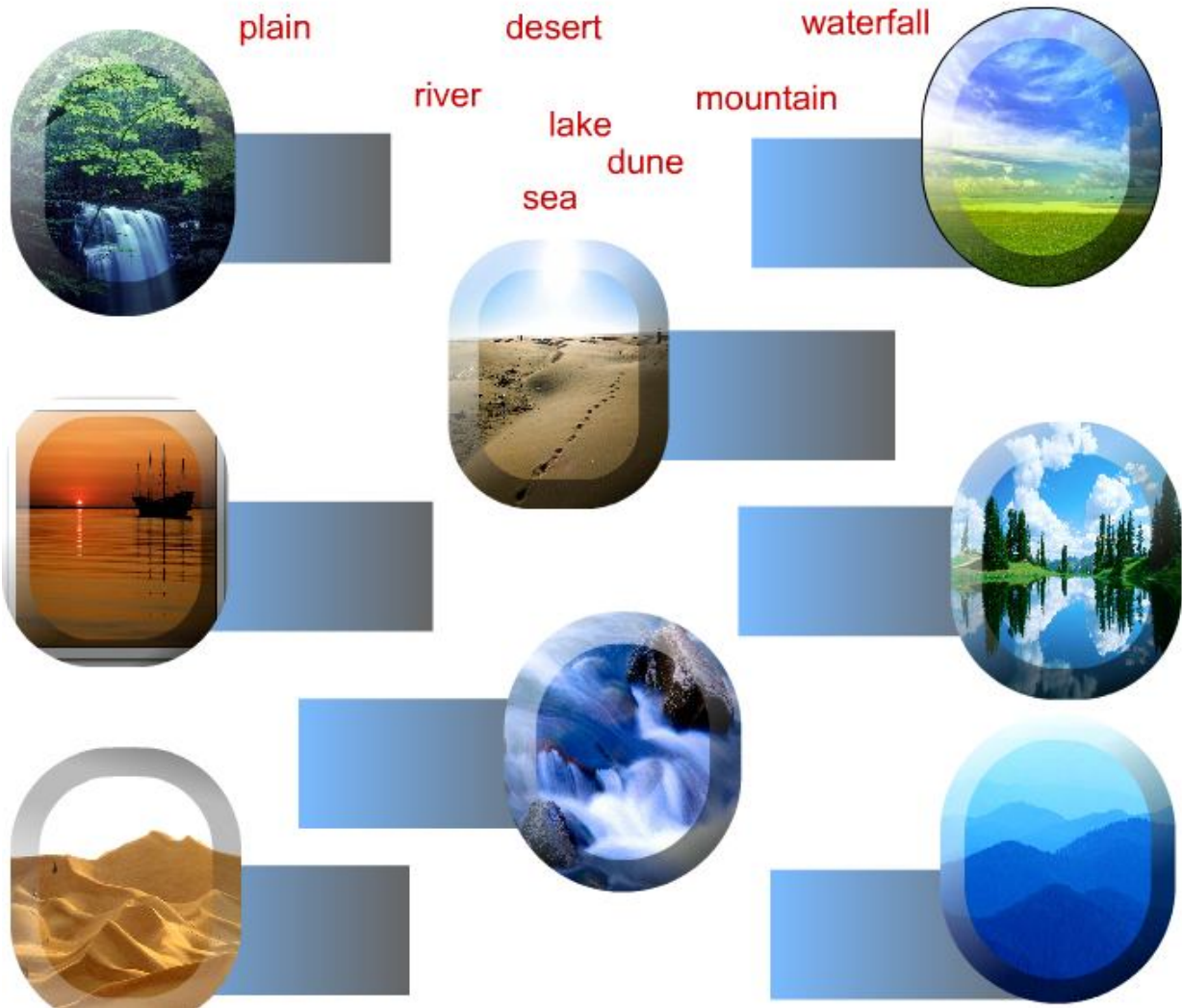
Match the Words with the Pictures

Instructions to student: Write the word next to the matching picture.

plain desert waterfall

river lake mountain

dune sea



Reading

Activity 1

Multiple Choice

Family Connections

Instructions to student: Read the following text about Luke's family and answer the questions that multiple choice questions that follow.

My grandfather is a school care-taker. He is 60 years old and he lives in a small village

in the country. He's been married to my grandmother for many years now. They've got three children – two boys and a girl. My father, Dave, is married to my mother, Sandra. He is the eldest and he is 40 years old.

My Aunt Jane and Uncle Jim are twins. They're both 35 years old. Aunt Jane is married to Sam and they both now live in Kenya. They have got two children Sue and Mike.

They are my favorite cousins. We went to visit them last summer and I discovered that they've got really cool pets. Mike has got a speaking parrot and Sue has a cute monkey.

My other cousins live in Dubai because Uncle Jim is a program developer in one of the big companies there. His wife, Debbie, teaches English at the International School.

Their children Alex and Adam go to the same school where their mother teaches. They really enjoy the Dubai lifestyle but they miss their grandparents back home.

I am Luke and I am the youngest in my family. I have three sisters, Mary, Liz and Jenny. We live next door to my grandparents which is really great because Gran is always making cookies and cakes for us. We are all very excited because my sister Mary is getting married in the summer and this means the whole family will get together again.

1. Who is the narrator?
 - a. Luke
 - b. Sam
 - c. The grandfather
2. How many uncles has Mike got?
 - a. one
 - b. two
 - c. three
3. Where does Uncle Jim work?
 - a. in a big company
 - b. in the International School
 - c. in Kenya
4. How old is Aunt Jane?
 - a. 35 years old
 - b. 60 years old
5. What pets have Sue and Mike got?
 - a. Mike has a speaking parrot while Sue has a cute monkey.
 - b. Mike has a cute monkey while Sue has got a speaking parrot.
 - c. Mike has got a speaking monkey while Sue has a cute parrot.
6. Where does Luke live?
 - a. in a small village in the country
 - b. in Kenya
 - c. in Dubai



Activity 2**Family Relationships****Create a Family Tree**

Instructions to student: Review the text from Activity 1 and write the family members' names to make a family tree.

Activity 3**True or False****Luke's Blog**

Instructions to students: Luke writes in his blog almost every day. Here is one of his entries describing his African adventure Holiday. Read his blog entry and decide whether the statements that follow are true or false.

Africa is one of the most exciting places in the world. It has got incredible animals, breathtaking landscapes and the people are very hospitable and friendly. It has soaring mountains, breathtaking plains, great rivers and wondrous waterfalls. My trip there is something I will never forget. My Aunt Jane and Uncle Sam moved there a long time ago and my cousins, Mike and Sue were born there. Not only were they born in Africa, but they also have an animal sanctuary. How amazing is that!

Their animal sanctuary has got all sorts of animals like zebras, baby elephants, some giraffes, some really cool snakes, lots of mischievous monkeys and a baby lion cub whose mother was killed by hunters. I am especially fond of the monkeys because they are always climbing all over the place and stealing food from every one.

My absolute favorite monkey was the one Sue had. It has an African name, Mashudu, which means lucky. It has got this name because it is very lucky to be alive. Sue took really good care of it when he arrived at the sanctuary with its terrible injuries. Now that I am back home, I really miss Mashudu's antics.

- | | |
|--|--|
| <p>1. Luke thinks that Africa has got astonishing animals.</p> <ul style="list-style-type: none"> • True • False | <p>4. Mashudu's means sick monkey.</p> <ul style="list-style-type: none"> • True • False |
| <p>2. Luke will easily forget his trip to Africa.</p> <ul style="list-style-type: none"> • True • False | <p>5. Sue adopted a baby lion cub.</p> <ul style="list-style-type: none"> • True • False |
| <p>3. The monkeys are very well behaved.</p> <ul style="list-style-type: none"> • True • False | <p>6. Mashudu has got this name because it is fortunate.</p> <ul style="list-style-type: none"> • True • False |



7. Luke misses the cool snakes.

- True
- False

8. An animal sanctuary is a place where you hunt animals.

- True
- False

9. Luke is writing an entry in his blog.

- True
- False

Activity 4

Multiple Choice

Debbie in Dubai

Instructions to student: Luke's aunt Debby is writing to her mother about her family's upcoming vacation plans. Read her letter and answer the multiple choice questions that follow.

Dear Mum:

Hi, how are you? We are all fine but we miss you a lot. Sorry I have not written for such a long time, but honestly, things are hectic here at the moment. Alex and Adam are off school sick with nasty colds and sore throats. Hopefully they will get better by the time the term ends next week so that we can still go off and explore the attractions that Dubai has to offer.

I never realized that there was so much to do here. The boys are eager to try Dune Driving and Sand Skiing which sounds pretty exciting doesn't it! Jim wants to go on a Desert Safari that includes a feast under the stars, Arabic music and dancing, a spectacular display of Falconry and sleeping in Bedouin tents. As for myself, I am looking forward to a day of shopping, and perhaps, if I can fit it in, a nice long relaxing well-deserved day in a Spa.

Hopefully, when you come to visit us, you will get a chance to experience some of the attractions of Dubai.

Missing you a lot and looking forward to seeing you and Dad,
Debbie

1. The adjective "hectic" is closest in meaning to:

- calm
- busy
- careful

2. The adjective "eager" is closest in meaning to:

- keen
- lazy
- brilliant



3. The adjective "spectacular" is closest in meaning to:

- huge
- dull
- Amazing

4. The adjective "well-deserved" is closest in meaning to:

- twisted
- confident
- hard-earned

5. The adjective "nasty" is closest in meaning to:

- horrid
- frustrated
- polite

Grammar

1. Sara has got long hair.
2. Sara and Kareem have got three brothers.
3. Sara's mother has got a red car.

What do you notice about the underlined verbs?

Hint: We use **have got** and **has got** to talk about possessions.

Grammar Focus

Have got / Has got are two useful verbs that we use in English to show possession; that we own something or that something is ours.

Examples:

Sami **has got** back hair. (His hair is black)

They **have got** a new house. (They own a new house. It is their house)

Have got / has got can be used to make positive **or** negative statements and questions. In the following tables you will see these verbs used in positive and negative statement as well as questions.

Positive Sentences

Subject	Short/Long Form	Got	Example
I			
We			
You	've (have)	got	a big house
They			
He	's (has)	got	light hair
She			
It			



Negative Sentences

Subject	Short/Long Form	Got	Example
I			
We	haven't	got	a big house
You	(have not)		
They			
He			
She	hasn't	got	light hair
It	(has not)		

Questions

Question Word	Subject	Got	Example
Have	I		
	We	got	a big house?
	You		
	They		
	He		
Has	She	got	light hair?
	It		

Short Answers

Answer		
Yes	I	
	We	have
	You	
	They	
	He	
Yes	She	has
	It	
Answer		
No	I	
	We	haven't
	You	
	They	(have not)
	He	
No	She	hasn't
	It	(has not)



Grammar Focus 2

Adjectives

Adjectives are words that we use to describe nouns. Adjectives usually come before nouns eg. a **red** car, a **big** shop, a **small** country, a **beautiful** town, a **lovely** village.

They can also come after certain verbs such as the verb to be e.g.

The doctor is **excellent**.

This country is **Beautiful**.

Choosing the most suitable adjective will enhance our writing or speech. However, there are some adjectives that are sometimes used too often such as nice, great, and lovely. There are many alternative words we can use instead of these. Look at the words we have found to replace the adjective 'great'.

GREAT

splendid	enormous
outstanding	huge
famous	gigantic
brilliant	incredible
wonderful	fantastic
important	terrific

Grammar Focus 2 Subcategory: Country Adjectives

What are country adjectives?

Country adjectives are adjectives that are used to show where a person comes from. For example:

Sami comes from Jordan. He is **Jordanian**.

The word **Jordanian** is an adjective that shows nationality. It tells specifically that Sami comes from Jordan.

There are different ways to make country adjectives. We usually add letters at the end of the country word to make nationality adjectives. The table below contains the most common syllables that are added to make these adjectives.

-is	British, Spanish
-an	American, African
-ese	Chinese, Japanese
-i	Pakistani, Iraqi
-ian	Argentinean, Cambodian



Beware: Some country adjectives are completely different.

Examples: Holland- Dutch

Thailand- Thai

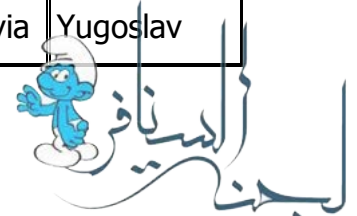
The table below has a list of many nationalities and country adjectives.

Nationalities

COUNTRY	ADJECTIVE
Africa	African
America (USA)	American
Argentina	Argentinean
Austria	Austrian
Australia	Australian
Bangladesh	Bangladeshi
Belgium	Belgian
Brazil	Brazilian
Britain	British
Cambodia	Cambodian
Chile	Chilean
China	Chinese
Colombia	Colombian
Croatia	Croatian
the Czech Republic	Czech
Denmark	Danish
England	English
Finland	Finnish
France	French

COUNTRY	ADJECTIVE
Germany	German
Greece	Greek
Holland	Dutch
Hungary	Hungarian
Iceland	Icelandic
India	Indian
Indonesia	Indonesian
Iran	Iranian
Iraq	Iraqi
Ireland	Irish
Israel	Israeli
Italy	Italian
Jamaica	Jamaican
Japan	Japanese
Mexico	Mexican
Morocco	Moroccan
Norway	Norwegian
Pakistan	Pakistani
Peru	Peruvian
the Philippines	Philippine

COUNTRY	ADJECTIVE
Poland	Polish
Portugal	Portuguese
Rumania	Rumanian
Russia	Russian
Saudi Arabia	Saudi, Saudi Arabian
Scotland	Scottish
Serbia	Serbian
the Slovak Republic	Slovak
Sri Lanka	Sri Lankan
Sweden	Swedish
Switzerland	Swiss
Thailand	Thai
The USA	American
Tunisia	Tunisian
Turkey	Turkish
Vietnam	Vietnamese
Venezuela	Venezuelan
Wales	Welsh
Yugoslavia	Yugoslav



Activity 1

Jumbled Words

Making Sentences

Instructions to student: Now that you know more about the verb **have got/has got**, Use this knowledge to rearrange the words below to make correct sentences.

1. has/The / three/ shopping/ got/ mall /restaurants/.
2. has /coffee/ The /got /shop /any /not /coffee/.
3. has /Salma/ black /got /hair/.
4. Any/ got/ Don /has/ hobbies/ not/.
5. got /My /not/ cat /tail /has/ a/.
6. The/ children/ have /Robinson's/ not /any/ got/.
7. earth /moon /got/ one/ has/ The/.
8. students /The /got/ new/ have/ chairs/.
9. Got/ friends/have/any/not/ I/.
10. in /got/ the /any/ We /food /haven't /freezer/.

Activity 2

Have got/Has got

Making Questions

Instructions to student: Based on what you learned about *have got*, *has got*, change the following statements into questions.

1. She has got a sister
2. Malik has got a farm.
3. I have got a laptop.
4. They have got an exam on Sunday.
5. We have got blue eyes.
6. Elephants have got big ears.
7. Sam has got short legs.
8. The club has got a big swimming pool.
9. Hani has got four brothers
10. The Media Center has got many resources.
11. The boys have got a lot of homework to do.
12. We have got a speaking parrot.

Activity 3

Have got/Has got

Fill in the Blanks

Instructions to student: Fill in the blanks with the correct form of **has got/have got**.

1. This unit ----- many activities.
2. English ----- many vowel sounds.
3. Many Italian families ----- olive groves.
4. The university ----- many new students.
5. Hadi ----- two cats and one dog.



6. I ----- many History books.
7. Jane ----- big blue eyes.
8. His children ----- brown curly hair.
9. Dubai ----- many attractions.
10. We ----- a new car.

Activity 4

Have got/Has got

What Have They Got?

Instructions to student: Look at the pictures and choose the correct form of has got/hasn't got/ have got/ haven't got from the drop down menu to describe Ben, Jameela and Jack.

1. Jameela ----- long brown hair.
2. Jameela ----- blue shoes on.
3. Jack and Ben -----short hair.
4. Jack ----- brown hair.
5. Ben ----- blonde hair.
6. The boys ----- blue Jeans on.
7. Jameela ----- her red trousers on.
8. They all ----- a newspaper with them.
9. The newspaper ----- information about school.

Activity 5

Have got/Has got

Fill in the Blanks

Instructions to student: Fill in the blanks with the correct answer.

1. ----- blonde hair?
No, he -----.
2. -----a big house?
Yes, they-----.
3. ----- we ----- a long holiday soon?
Yes, we-----
4. -----she-----any friends?
No, she-----.
5. ----- you ----- any plans for tomorrow night?
No, I -----
6. Has the university got a big campus?
Yes, it -----



Activity 6

Have or Has?

Guess the Animal!

Instructions to students: Using *have or has*, write sentences to answer the questions correctly to guess the animal.

The animal in question is a land animal. It lives in Africa and it is a mammal.

1. Has this animal got four legs?
2. Have these animals got long necks?
3. Have these animals got tails?
4. Has this animal got a pattern on its skin?
5. Has this animal got a long tongue?

Activity 7

Fill in the Blanks

The Johnsons

Instructions to students: Read the following paragraph about the Johnson's' and choose the correct form of **has got/hasn't got** to fill in the blanks.

This is Mr. and Mrs. Johnson. They are going to work. Mrs. Johnson ----- brown curly hair and a long nose. She ----- a pink dress on, but she ----- a yellow top and a purple shirt. She ----- any of her children with her because she is going to work. She ----- her brown briefcase with her today because she ----- very important documents to take to work.

Mr. Johnson on the other hand----- his briefcase with him because he doesn't need it today. He ----- a moustache and curly grey hair. He ----- quite a big nose. He ----- his favorite brown suit and red bow-tie on.

Activity 8

Antonyms

Memory Game

Instructions to students: Match the words below with the words that have the opposite meaning in the table.

dirty- short- slow- beautiful- even- straight- new-light- thin- tidy

	Word	Antonym
1.	long	
2.	fat	
3.	odd	
4.	curly	
5.	heavy	

	Word	Antonym
6.	messy	
7.	clean	
8.	fast	
9.	old	
10.	ugly	



Activity 9

Write It

Match the Adjectives

Instructions to student: Write the adjectives that mean the same as the word in the box.

pleasant- awful- dreadful- kind –terrible- fine -unpleasant –good

nice

bad

Activity 10

Fill in the Blanks

Country Adjectives

Instruction to students: Fill in the blanks with the correct country adjective.

1. Aziz is from Kuwait. He is _____.
2. Monique is from Holland. She is _____.
3. Ahmad lives in the UK. He is _____.
4. Lina is from Canada. She is _____.
5. He is from Sri La. He is _____.
6. Tom is from the USA. He is _____.
7. Georgette is from Paris. She is _____.
8. Marco is from Italy. He is _____.

Activity 11

Fill in the Blanks

Country Adjectives

Instructions to students: Write the correct country adjectives in the space provided.

Can you guess the nationalities of these famous people? If you aren't sure about any of them, just look on the internet to see which country they are from.

1. Will Smith is _____.
2. Fairouz is _____.
3. Ringo Star is _____.
4. Maradonna is _____.
5. Prince Walid is _____.
6. Pele is _____.
7. Emperor Hirohito is _____.
8. Hugo Chevas is _____.



Activity1

Match the Description to the House

Whose house is it?

Instructions to student: Match the descriptions to the house. Write the names of the owners of the houses in the spaces provided.



Activity 2

Match the Person with the Description

Who is it?

Instructions to student: Match the descriptions to the people. Draw a line from the description to the picture of the person being described.

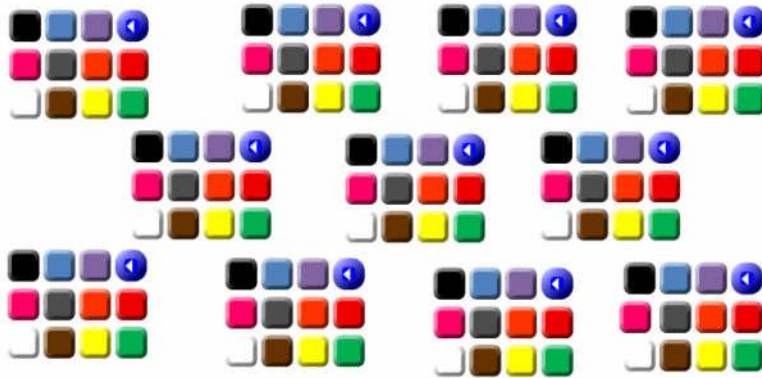


Activity2

Pick the Color

Match the Color to the Word

Instructions to student: Pick the colors that match the words below.



Pronunciation

There are five vowels in the English language (a, o, u, i, e) but there are over 20 symbols for vowel sounds in the IPA. To make it easier to understand, we can divide these sounds into

- Short vowel sounds e.g. **p**in, **pu**t, **pa**t, **pe**t, **po**t
- Long vowel sounds e.g. **fe**et, **fo**ol, **fa**r, **fo**r, **fu**r
- Diphthongs e.g. **hi**gh, **ho**w, **ho**pe, **ha**il

In this unit, we will learn to distinguish between the long and short vowel sounds.

Activity1

Matching Sounds with Symbols

Do You Know Your Symbols?

Instructions to student: Write the words that have the same vowel sounds to the spaces provided with the matching symbols.

free- cool- whose- breathe- cruise- receive- truth- beans- flee- freedom
tooth- loom- park- heart- curb- wall- caught- sergeant- girl- search- shawl-
all- bird -aunt- fur- draw- cart- part -occur- fall

/i:/	/u:/	/a:/	/ɔ:/	/ɜ:/



Activity 2

Drag and Drop

Short and Long Vowel Sounds

Instructions to student: Write the words that have long and short vowel sounds to the spaces provided for them.

**bee - real -pin- tool -come -ten- cube- rule- cat -hoot-zoo- far -buddy- mall
-for -fuss trick- book- bond -bread**

Long Vowel Words	Short Vowel Words

Activity 3

Matching Vowel Sounds

Keep it Short!

Instructions to student: Write the words that have the same vowel sounds to the spaces provided with the matching symbols.

**big- met- duck- cat- soft- did- web- tummy- band- spot- stop- back- son-
pen- miss- bit hot- ten- some- grand- win- yes- bus- mad- got- drop- plant-
jump- desk- skin- crop- hand- dumb- test- pink- print- men- hunt- dad- Hop**

/i/	/e/	/u/	/æ/	/ʌ/

Activity 4

Write It

Match the Symbol to the Sound

Instructions to student: In the space beside each word, write the symbol that matches the sound of the bolded letters.

1. fill _____
2. **h**eal _____
3. **b**ack _____
4. **b**elt _____
5. **b**elt _____
6. **c**ap _____
7. **h**ot _____
8. **m**ud _____
9. **m**ast _____
10. **s**tool _____
11. **c**all _____



Activity 5**Write It****Long and Short Vowels**

Instructions to student: Pick the words that have short vowels and those that have long vowels.

heat- ten- leave- bed- caught- pool- feet- tube- fall

Speaking

Activity 1**Ice Breaker****Mystery Country**

Instructions to student: Can you guess the country of the other teams?

1. Form teams of 5.
2. With your teammates, choose a country and research it online .
3. Think of questions that the other teams may ask you to guess the country you've selected and find the answers to those questions.
4. In class, you will compete with the other teams.
5. Each member will be responsible for asking and answering a question.
6. The team that can guess the most countries will win the game.

Activity 2**Research****Countries of the World**

Choose a country from the list below and research it online. Find some interesting facts about the country and its people. Make notes and prepare a short presentation to share with the class.

Brazil, Greece, Australia, USA, India, Kenya

Writing

Activity 1**Write It****Describing Relationships**

Instructions to Students: Look at any picture of five people who belong to a family. Write a short paragraph describing their relationships with each other.



Activity 2**Write It****Describe Your Family**

Instructions to Students: Create a family tree for your family and write a short paragraph describing their relationships with each other.



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"Sports serve society by providing vivid examples for excellence"

George Will

Learning Objectives

1. Identify the different forms of the models verb *can*.
2. Form positive sentences using the verb *can*.
3. Form negative sentences using the verb *can*.
4. Form yes/no questions sentences using the verb *can*.
5. Form WH-questions sentences using the verb *can*.
6. Identify subject and object pronouns.
7. Use personal pronouns in correct sentences.
8. Identify the difference between digital and analogue time telling.
9. Identify the difference between cardinal and ordinal numbers.
10. Use time prepositions correctly.
11. Form sentences using vocabulary from the word list.
12. Participate in short conversations.
13. Use correct expressions in making arrangements.
14. Identify consonant sounds.
15. Fill the understand applications forms correctly.
16. Write a short paragraph describing a favorite sport.

Word List

assistant:	someone who helps someone else to do a job	national
athlete:	a person who is very good at sports or physical exercise, especially one who competes in organized events	features
competition	an organized event in which people try to win a prize by being the best, fastest, etc	common
:		purpose
dawn:	the early morning when light first appears in the sky	caution
dusk:	the time in the evening when it starts to become dark	personnel
enforce:	to make people obey a law, or to make a particular situation happen or be accepted	energize
facilities:	the buildings, equipment and services provided for a particular purpose.	suit
foul:	an act which is against the rules of a sport, often causing injury to another player	book
injured:	hurt or physically harmed	digital
intercept:	to stop and catch something or someone before they are able to reach a particular place	analogue
offence:	behaving improperly in a game.	issued
opponent:	someone who you compete against in a game or competition.	



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penalty:	an advantage given to a team when the opposing team has broken a rule.	cheer
punished	: to make someone suffer because they have done something bad	budding
ranks:	to have a position in a list which shows things or people in order of importance	participate
referee:	someone who makes sure that players follow the rules during a sports game	tone
score:	to get points in a game or test	misconduct
substitute:	to use someone or something instead of another person or thing	incur
tackle:	to try to get the ball from someone in a game such as football	commercial
trip:	to make someone fall by putting your foot in front of their foot or by losing your own balance	

Note: Students are responsible for knowing all the words in the Word List and will be examined accordingly. For those words for which no definition has been provided, students will be responsible for finding the definition.


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George Will

Vocabulary Focus

There are many expressions that we use to express and tell the time. If you learn these expressions, telling time will not be difficult.

First of all, you need to remember that time is divided into day and night.

<p>Day time is referred to as a.m. (<i>ante meridiem</i>) which is Latin for 'before noon'.</p> <p>Night time is referred to as p.m. (<i>post meridiem</i>) which is Latin for "after noon".</p>	
--	---

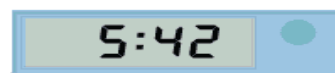
There are different ways to tell time:

Digital

Analogue clock

Digital clock

Analogue



Digital Time:

A day has 24 hours. Digital time uses a 24 hour format.

We say

16:00= 4:00 p.m.

04:00= 4:00 a.m.



Analogue Time:

A day has 24 hours, but it is divided into 12 hours for daytime and 12 hours for nighttime.

4:00 p.m. = 4 o'clock in the afternoon

4:00 a.m. = 4 o'clock in the morning

Here are some examples of different ways to express time.

3 o'clock (in the morning) = 3:00 a.m. = 03:00

42 minutes to 6 (in the morning) = 5:42 a.m. = 05:42

3 o'clock (in the afternoon) = 3:00 p.m. = 15:00

To express portions of time, we use: for, to, past, to express portions of time.

3:30 would be expressed as **half past three**

10:30 would be expressed as **half past ten**

3:40 would be expressed as **twenty to four**

Dates:

When reading dates, we need ordinal numbers. What are ordinal numbers?

Ordinal numbers help us put things in order.

We say:

The game is on the **tenth**.

The tennis match is on the **sixth**.

Ahmed is the **first** winner.

Jamal is the **second** student.

Mike is the **third** speaker.

Here is a table that shows both cardinal and ordinal numbers.

Cardinal	Ordinal
One	First
Two	Second
Three	Third
Four	Fourth
Five	Fifth
Six	Sixth
Seven	Seventh
Eight	Eighth
Nine	Ninth
Ten	Tenth

Now that we know what ordinal numbers are, let's look at the different ways of reading dates.

The meeting is on the **first of March**. (1st of March)

The meeting is on **March the first**.

The basketball game is on the **twentieth of August**. (20th of August)

The basketball game is on **August twentieth**.

Even if we write the date in numbers such as 9-6-1999, we read it as follows:



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The ninth of June, nineteen ninety-nine

Seasons, Months, Days, and Parts of the Day

The year is divided into **four** seasons: spring, summer, autumn, winter

There are **twelve** months in the year: January, February, March, April, May, June, July, August, September, October, November and December

There are **seven** days in the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

The day is divided into different parts: dawn, morning, midday, afternoon, evening, dusk, evening and night

Activity 1

Draw a Clock

What is the time?

Instructions to students: Look at the times below and draw a clock that matches the time that is written in words.

- | | | | | |
|----------------------|-----------------------|--------------------|---------------------|---------------------|
| 1. Eleven forty-five | 3. Quarter past eight | 5. Six twenty five | 7. Quarter to three | 9. Ten past ten |
| 2. Twelve thirty | 4. Ten o'clock | 6. Twenty to seven | 8. Ten past six | 10. Half past seven |

Activity 2

Write the Cardinal Number

Cardinal and Ordinal

Instructions to students: Write the cardinal number that matches the ordinal number.

- | | | | | |
|-----------|--------------|--------------|----------|--------|
| 0.ninety | 3.seventy | 6.thirty one | 9.sixty- | 11.one |
| 1.twenty | 4.second | 7.eleven | seven | |
| 2.hundred | 5.fifty-five | 8.forty-two | 10.three | |

Activity 3

Write the Dates

Match the Dates

Instructions to students: Write the dates from Column A to match the dates from Column B.

A	B
1-5- 1960	
21-3-2000	
4-7-1800	
30- 8- 2008	
2-1- 1974	
8-10-2004	

twenty-first of March, two thousand
first of May, nineteen-sixty
second of January, nineteen seventy- four
eighth of October, two thousand and four
fourth of July, eighteen hundred
thirtieth of August, two thousand and eight



Activity 4**Write It****Numbers in the Calendar**

Instructions to students: Look at the calendar and write the numbers in the correct spaces.

- | | |
|---|---|
| 1. There are----- days in a year. | 6. There are -----days in a week. |
| 2. There are -----months in a year. | 7. There are -----hours in a day. |
| 3. There are -----weeks in a year. | 8. There are -----minutes in an hour. |
| 4. There are ----or -----days in a month. | 9. There are ----- seconds in a minute. |
| 5. February has -----or ----- days. | |

Activity 5**Type it!**

Instructions to students: Answer the questions that follow by typing the correct answer in the space provided.

1. What is the month that comes before November?
2. What day comes between Saturday and Monday?
3. What is the last month of the year?
4. What is the month that comes between March and May?
5. What month has 28 or 29 days?

Activity 6**Hangman**

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

1. an act which is against the rules of a sport, often causing injury to another player.
2. an advantage given to a team when the opposing team has broken a rule
3. to stop someone or something before they are able to reach a particular place
4. to make people obey a rule or law
5. to try to get the ball from someone in a game such as football
6. someone who makes sure that players follow the rules during a sports game
7. to make someone fall by putting your foot in front of their foot.
8. to use someone or something instead of another person or thing
9. someone who you compete against in a game or competition
10. to get points in a game or test



Activity 7

Fill in the Blanks

What is the Missing Word?

Instructions to students: Read the following sentences and try to guess the missing word. Your clue is found in the sentence itself. All of the words are in the Word List.

1. The referees watching the game from the side lines are called----- referees.
2. Ronaldinho is one of the most successful----- in the world. He is well known everywhere.
3. David Beckham ----- his foot many times while playing with Manchester United.
4. Argentina has the best football team in the world. It ----- number one among the other football teams.
5. Misconduct of players is -----by a caution or sending off.

Activity 8

Write It

Matching Sports and Places

Instructions to students: Every sport takes place in a specific location. Write the name of each location to the space provided next to the name of the sport that is played there.

ring- arena-court -floor- pitch- field -court- ice rink- course -alley -field- ground -court

- | | | | | | |
|--------------|------------|-------------|-------------|-------------|-------------|
| 1. boxing | 3. | 4. | 6. baseball | 9. golf | 12. rugby |
| 2. wrestling | basketball | gymnastics | 7. tennis | 10. bowling | 13. cricket |
| | | 5. football | 8. skating | 11. squash | |

Activity 9

Write It!

Sports Equipment

Instructions to students: Write the names of the sports to the spaces provided under the pictures of the equipment used in that sport.

tennis cricket badminton baseball bowling football golf

- | | | | |
|----------------------|---------------------|-------------------------|-------------------|
| 1. racket, ball, net | 4. bats, gloves and | 5. rackets, net, | 7. clubs and ball |
| 2. ball | ball | shuttlecock | |
| 3. ball and pins | | 6. wickets, ball, bails | |



Reading

Activity 1

Multiple Choice

Athletic Family

Instructions to students: Read the following text about Mike's family and then answer the multiple choice questions that follow.

Mike comes from a family of athletes, but none of them play the same sport. His father, Sam, is a weight lifter and he can lift weights up to 150Kg. He participates in weight lifting events all over the world.

Mike's mother, Mary, is a karate instructor. She has a karate studio where she teaches little children karate.

Mike has a brother and a sister, John and Maria. John is 25 and his sport of choice is volleyball. He is a member of the university volleyball team and he has won a number of games with his team. Maria is the youngest in the family, and she is a budding gymnast. She started with gymnastics when she was 4 years old, and now at the age of 16 she can participate in many gymnastic events, like the balance beam and floor gymnastics.

As for Mike, he is a football player and his favorite team is Real Madrid. He cannot miss any football match with his favorite team and he is always cheering his team on.

- | | |
|--|---|
| 1. Which member of Mike's family plays volleyball? | 4. Who won many games with the volleyball team? |
| a. Mike | a. Mike |
| b. Sam | b. John |
| c. John | c. Sam |
| 2. According to the text, who can carry weights up to 150kg? | 5. Who participates in events around the world? |
| a. Sam | a. The whole family |
| b. Maria | b. Sam |
| c. Mary | c. Mary |
| 3. Who started to play gymnastics at a young age? | 6. Who teaches children karate? |
| a. Maria | a. John and Mary |
| b. Mike | b. Sam and Mary |
| c. John | c. Mary by herself |



Activity 2

True or False?

National Sport

Instructions to students: Read the passage about national sports and decide whether the following questions are true or false.

Note to programmer: True False question.

Almost every country has a national sport of its own. How does a sport become the national sport of a country? There aren't any hard and fast rules, but there are some common features that these national sports share. In most cases, the rules and regulations of these sports are well known by the people in that country. Moreover, sports that are selected as national sports are sports that the people play or watch more than any other sport. Finally, the national sport is usually a sport that has been popular for a long time or that has become very popular in the present. In some cases, a national sport is made the sport of a specific country by mandate of the government, such as the case of lacrosse and ice hockey in Canada.

Association football ranks as the *top* national sport among all other sports. 70 countries around the world consider association football as their national sport. These countries include but are not limited to; Germany, Mexico, Jordan, Syria, Indonesia, Brazil, France, England, Egypt, and Spain. Other sports which have become national sports include cricket, basketball, skiing, wrestling, ice hockey, kick boxing and rugby union. There are some countries that have got more than one national sport. For example, China has two popular national sports. These are association football and table tennis. New Zealand, Wales and Fiji's most popular sports are rugby union and cricket. How about your country? Does it have a national sport?

- | | |
|--|--|
| 1. There are certain laws that turn a sport into being a national sport.
True False | 6. Kick boxing does not count as a national sport.
True False |
| 2. National sports have some common characteristics.
True False | 7. The popular sports of Wales are cricket and football.
True False |
| 3. The most popular sport is association football.
True False | 8. Only currently popular sports can become national sports.
True False |
| 4. China has more than one popular sport.
True False | 9. Only Germany, Mexico, Jordan, Syria, Indonesia, Brazil, France, England, Egypt and Spain consider football as their national sport.
True False |
| 5. New Zealand and Fiji do not have the same popular sports.
True False | |



Activity 3

Multiple Choice

Goal!

Instructions to students: Read the following text about association football and answer the multiple choice questions that follow.

Association football, as you now know, is one of the most popular sports in the world. It is also known as soccer or simply, football. This is a sport that involves team play and is played in a football pitch. There are eleven players on each team, and the purpose of the game is get hold of the ball, move it across the fields and to kick it through the opponent's goal post. The team that scores most goals is the team that wins the game. The only players who can touch the ball with their hands are the goal keepers. The rest of the players can not touch the ball with their hands. They can only kick the ball and pass it between their team members to score a goal. Players can use many movements while trying to score a goal. These include passing the ball to their teammates, dribbling, shooting at the goal posts, tackling, or intercepting opponents.

The game consists of two halves or periods, each is forty-five minutes long. These are divided by a fifteen minute half-time. The game is not stopped unless the ball leaves the field, a player is injured, substituted or the referee stops the game. The referee is the official keeper of the time and he is the one responsible for enforcing the laws of the game. The referee is assisted by two assistant referees who follow the game from the side lines.

Football has seventeen laws. These are called the Laws of the Game, but there are many additional regulations and laws issued by the International Football Association Board (IFAB), which help regulate the game. The Fédération Internationale de Football Association (FIFA) is the body responsible for publishing the Laws of the Game, but it is IFAB that sees these laws through.

There are many interesting expressions related to football. The game starts with a *kick off* and the ball is always *in play* when the game is running. The ball is *out of play* when the game has stopped for any reason. The game can be continued using one of eight restart ways: kickoff, goal kick, corner kick, indirect free kick, direct free kick, penalty kick, or dropped ball.

Any offences carried out by the players against the Laws of the Game will lead to a foul. Offences such as handling the ball inappropriately, pushing or tripping opposite players are punished by a penalty kick or a direct free kick. Other fouls can incur an indirect free kick.

Players' misconduct is punished by a caution or a sending off. These are represented in a yellow or red card respectively. The yellow and red cards were used in the 1970 FIFA world cup for the first time and continue to be used today.

Football continues to be popular today and it is a sport that is enjoyed by young and old alike. It is easy to play, and once you learn the rules, all you need is a ball and a field!



1. Football has -----original laws.
These are called the Laws of the Game.
 - a. seventeen
 - b. eleven
 - c. twenty-six
2. One of the following reasons can stop the game.
 - a. When the players kick off the ball.
 - b. When a player is substituted.
 - c. When a player passes a ball.
3. According to the text, players misconduct is punished by a
 - a. caution or sending off.
 - b. substitution of players.
 - c. changing of referees.
4. Who is responsible for publishing the Laws of the Game?
 - a. FIFA
 - b. IFAB
 - c. NFA
5. One of the following is not used to restart a game of football.
 - a. Kick in
 - b. Indirect free kick
 - c. Direct free kick
6. The place where football is played is called:
 - a. pitch
 - b. court
 - c. track
7. The referee gives players a yellow or red card to show that the players have----.
 - a. played very well.
 - b. have lost a game.
 - c. have carried out a misconduct.
8. If players commit any offences, they will receive a
 - a. foul
 - b. caution
 - c. sending off

Grammar

John **can** play basketball.

John **cannot** play tennis.

Can John swim?

Q: What type of verb is **can** and what does it do in these sentences?

Hint: **Can** is a modal verb that is used to expresses ability.

Note to students: Check Grammar Focus 1.

Grammar Focus 1

Can/Cannot

Can is a modal verb that is used very frequently in English. It is a very useful verb to use because it can help you express:

- Ability: I **can** speak English.
- Permission: She **cannot** leave without doing her homework.
- Request: **Can** you tell me the time?
- Opportunity: We **can** watch the game when we go to the stadium.
- Possibility: Any one **can** play sports.

It is important to remember that can is **always** followed by the verb in the



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infinitive form.

e.g. I can drive (**correct**)

I can driving. (**incorrect**)

He can drive. (**correct**)

He can drives (**incorrect**)

Positive Sentences using **can**

I you we they He She it	can	I can play basket ball. You can swim. We can play hockey. They can play soccer. He can do karate. She can do gymnastics. The dog can catch the ball.
---	------------	---

Negative Sentences using **can**

I you we they He She it	cannot can't	I cannot play basketball. You cannot swim. We cannot play hockey. They cannot play soccer He cannot do karate. She cannot do gymnastics. The dog cannot catch the ball.
---	-------------------------------	--

Questions using **can**

Can	I you we they He She it	Can I play basketball? Can you swim? Can we play hockey? Can they Play soccer? Can he Play karate? Can she do gymnastics? Can the dog catch the ball?
------------	---	--

Short Answers using **can**

Can I play basketball?	Yes, I can . No, I cannot . No, I can't .
Can you swim?	Yes, you can . No, you cannot . No, you can't .
Can we play hockey?	Yes, we can . No, we cannot . No, we can't .
Can they play soccer?	Yes, they can . No, they cannot . No, they can't .
Can he play karate?	Yes, he can .



ELEMENTARY

Unit 3

Sports and Leisure

Student File

Can she do gymnastics?	No, he cannot . No, he can't . Yes, she can . No, she cannot . No, she can't . Yes, it can . No, it cannot . No, it can't .
Can the dog catch the ball?	

Grammar Focus 2

Pronouns:

Pronouns are words that we can use in place of a noun.

Mike can swim

He can swim

Boys can cook.

They can cook.

Huda likes **Suzan and Maha**.

Huda likes **them**.

There are many types of pronouns. The following table contains the different types of pronouns.

Pronoun Type	Example Pronouns	Sentence
Personal Pronouns	I, me, she, us, you, her, they	She likes animals.
possessive Pronouns	mine, yours, his, hers, ours, theirs	The book is mine .
Reflexive Pronouns	myself, yourself, himself, herself, itself, oneself	She hurt herself in the game.
Reciprocal Pronouns	each other, one another	They don't know each other .
Relative Pronouns	that, which, who, whose, whom, where, when	The film that we saw was very amusing.
Demonstrative Pronouns	this, that, these, those	These are my new books.
Interrogative Pronouns	who, what, why, where, when, whatever	Where did they go?
Indefinite Pronouns	anything, anybody, anyone, something, somebody,	There is somebody in the room.

Grammar Focus 2 Subcategory

Personal Pronouns

In the previous units, we learnt that pronouns are used in the place of nouns. In this unit, we will discuss personal pronouns. Personal pronouns are usually used to refer to people or things. Here is a table that shows which personal pronouns refer to people and which refer to things.



People
Things

I, you, he, she, we, they, me, you, him, her, us, them
it, they, them

Personal pronouns can come in the subjective case- they are the **subject** of the sentence, or in the objective case- as the **object** in the sentence.

Subjective:

Ali is a basketball player.

He is a basketball player.

Objective

I saw **Ali**.

I saw **him**.

The table below illustrates the subjective and objective case of the personal pronouns.

Subject Pronouns

I
you
he
she
it
they
we

Object Pronouns

me
you
him
her
it
them
us

Grammar Focus 3

Time Prepositions

When telling time , we use a number of prepositions. These are:

at: a specific time

at 10:00 a.m. at 5 o'clock, at 15:00, at lunch time

We also say: at night, at midday, at dusk, at dawn

in: years, seasons, months, periods of time

in the morning, in the afternoon, in the evening

in the Spring, in the Summer, in the Winter

in 1990, in 1980, in 1945, in 1356

in January, in March

on: days and dates

on Sunday, on Monday, on Tuesday

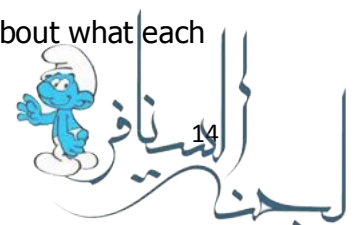
on my birthday, on January 15th, on their anniversary

Activity 1

What can they do?

Fill in the Blanks

Instructions to student: Fill in the blanks below to complete sentences about what each person **can** do.



ELEMENTARY

Unit 3

Sports and Leisure

Student File



Activity 2

Type It

Forming Questions

Instructions to student: Based on what you learned about **can**, change the following statements into questions.

e.g. Basketball players can dribble the ball.

Can basketball players dribble the ball?

1. Football players can pass the ball to each other.
2. A ballerina can spin very fast.
3. Polo players can ride horses very well.
4. Mountain climbing can be very dangerous.
5. John can swim and play basketball.

Activity 3

Making Sentences

Jumbled Words

Instructions to students: Now that you know more about can, use this knowledge to rearrange the words below to make correct sentences.

1. Salam/ party/ come/to/ can/ the/?
2. can/ Mike/ o'clock play/ /at / golf /10 /.
3. speak/ French/ they/not/can/.
4. meet/ we/ eight/can/?/ tonight/at/ past/half
5. the/ Students/ use /Media/ can /every /Center/./ day

ELEMENTARY

Unit 3

Sports and Leisure

Student File

Activity 4

Reading Charts

Sporting Event

Instructions to student: John, Tina, Chris and Mike are all members of the same sports club at their school. Their club leader, Ben, wants to organize a sporting event. He needs to know what each member can or cannot do. Can you help Ben find the information he needs. Look at the table and choose the correct option.

	John	Mike	Tina	Chris
swimming	*			*
cycling	*	*	*	
jogging	*		*	

1. John ----- swim, cycle and jog.
2. Tina ----- swim.
3. Tina ----- cycle and jog
4. Chris ----- cycle or jog.
5. Chris ----- swim.
6. Mike ----- swim or jog.
7. Mike ----- cycle.
8. John and Tina ----- jog, but Mike and Chris -----.

Activity 5

Jumbled Words

Can You Guess The Sport?

Instructions to students: Rearrange the words to form correct statements to reveal the hidden sport.

1. In this game, use/ a/can/ ball/ you
In this game, -----
2. In this game, run/can/you
In this game, -----
3. In this game,
can/kick/not/ball/the/you
In this game -----
4. In this game,
play/five/team/in/you/of/ can/ a
In this game, -----
5. In this game,
shoot/ball/score/hoop/into/a/can/yo
u/the/to
6. In this game, -----.

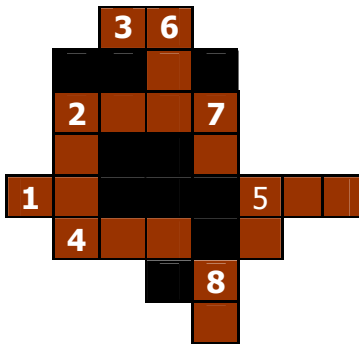


Activity 6

Type It

Cross Word Puzzle

Instructions to students: How well do you know your personal pronouns? Read the sentences below and type the answer into the correct spaces.



Across:

1. (MASON AND I) ARE BEST FRIENDS.
2. JOHN DIDN'T SEE -----WHEN THEY TOOK THE CAR.
3. THE TEACHER TOLD ----- TO GIVE IN OUR HOMEWORK TOMORROW.
4. -----SHOULD NOT SMOKE. IT IS NOT GOOD FOR YOUR HEALTH.

5. I TRUST -----, SHE ALWAYS SAYS THE TRUTH.

DOWN:

2. /(MARY, SAM AND BEN) ARE THE BEST PLAYERS IN THE TEAM.
6. SALMA TALKS A LOT. -----IS VERY TALKATIVE.
5. John goes to the Gym every day.
7. DON'T CALL ----- WHEN I AM DRIVING. I CAN'T ANSWER MY CELL PHONE.
8. MIKE SAID THAT HE DOESN'T LIKE RAIN. -----MAKES HIM UNHAPPY.

Activity 7

Drop-down Menu

Which Pronoun Should You Use?

Instructions to students: Select the correct word to fill in the blanks.

1. (John and Maria) ----- are athletes. They/ Them/ Their
2. (Hal and you)----- can speak English. You/ Your /We
3. (Sara) ----- cannot use the internet. she/Her/Hers
4. Ben does not know (Suzan) ----- --. her/ she/hers
5. (The car)----- is very fast. It/ Its/It's
6. (Mary and I) ----- are happy. We/Us/Our
7. Did you see----- (Sam and Adam) yesterday? them/they/their
8. Where did -----(the cat) hide? it/its/it's
9. (Sarah and I) are very good friends. We/Us/Our
10. (Basketball) is a team sport. It/Its/It's



Activity 8

Fill in the Blanks

Missing Pronouns

Instructions to students: Type the correct pronoun in the space provided.

1. Ben phoned when you were out, Please phone ----- back as soon as possible.
2. Adam and I are going to the gym; would you like to come with -----?
3. I am going to watch a football game, do you want to watch it with -----?
4. I left the books in the library, can you bring -----home ?
5. The letters are at the post office. I will go and get -----.
6. Salim and Hani are doing their workout. -----will not finish before 2 o'clock.
7. Harry needs help with his assignment. ----- is waiting for you to help-----
---.
8. Have you seen my bag? I think I put -----in the locker.
9. The basket ball team is working very hard to win this game. -----are training
every day.
10. My sister loves swimming. -----is always going to the swimming pool.

Activity 9

Circle It

Find the Error

Instructions to students: Each of the following sentences has one error. Read the sentences, then click on the word you think is wrong. If you are right, the sentence will appear with the right answer.

- | | |
|---|--|
| 1. I met they in the class yesterday. | 5. Basketball players can jumping very |
| 2. John can eats five pizzas every day. | high. |
| 3. The meeting is at the morning. | 6. Ali knows she from a long time ago. |
| 4. We can to meet tomorrow. | |

Activity 10

Type It

What is the Preposition?

Instructions to students: Type the correct prepositions in the space provided. If no preposition is required, type 0 into the spaced provided

- | | | |
|-----------------------|---------------------|---------------|
| 1. ----- January | 6. -----the evening | 10.----- |
| 2. ----- Sunday | 7. -----the | yesterday |
| 3. ----- quarter past | summer | 11.----- |
| two | 8. -----1995 | tonight |
| 4. -----night | 9. -----July | 12.----- 1576 |
| 5. -----dusk | | |



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Unit 3

Sports and Leisure

Student File

Activity 11

Prepositions

On Time!

Instructions to student: Look at the timetable and write the correct preposition in brackets to the space provided.

Event	Day	Start Time	Finish Time	Venue
Athletics	Sunday	11:00	14:00	Field 1
Cycling	Sunday	8:00	12:00	Track 1
Swimming	Monday	15:00	17:00	Pool
Basketball	Monday	15:00	16:00	Court 1
Table Tennis	Tuesday	10:00	13:00	Gymnasium
Volley ball	Wednesday	9:00	16:00	Court1
Boxing	Wednesday	11:00	13:30	Ring1

1. The cycling event is ----- Sunday.
2. The Blue and Orange Teams are competing ----- Wednesday.
3. The volleyball match starts ----- the morning.
4. Table tennis starts ----- 10:00
5. The boxing event finishes ----- 1:30.
6. The volleyball event is ----- 9:00 ----- 4:00.
7. The cycling event finishes ----- midday.
8. Basketball and Volleyball finish -----4:00.
9. The swimming event runs ----- two hours.
10. Many sporting events finish ----- the afternoon.

Listening

Activity 1

Multiple Choice

Nancy's Fitness Club in Amman

Instructions to students: Listen to the following commercial advertisement for Nancy's Fitness Club in Amman, a new health club that has opened in town, then answer the multiple choice questions that follow.



Do you want to lose weight quickly? Are you tired of all that fat? Then come to Nancy's Fitness Club and we will be happy to help you. Nancy's Fitness Club is the hottest health club in town. It is where you can come and experience the best physical training in the country. Our trained personnel are among the top trainers in the business. They will help and guide you in specifically designed programs to lose those extra pounds. Our state of the art equipment and facilities are sure to energize and help you sculpt and tone your body. If you hate to work alone, you can always join one of our classes, you are sure to find something to suit you. We offer aerobics, dance, kickboxing, karate and yoga classes, among many more. Join today and start feeling better about yourself and - most importantly - your health!

Visit our website at www.Nancysfitness.com to find out more information about our services and offers. You can also call us at 344-Fitness for reservations and inquiries. We will look forward to your call.

1. This listening piece is a/an-----,
 - a. conversation
 - b. interview
 - c. commercial
2. The commercial is for a-----,
 - a. restaurant
 - b. dance club
 - c. health club
3. According to the commercial, the trainers in the club are
 - a. good trainers
 - b. very good trainers
 - c. the best trainers
4. One of these classes is not mentioned in the commercial
 - a. Dance
 - b. Judo
 - c. Kickboxing
5. According to the commercial, how can you make reservations?
 - a. through their website
 - b. personal visit
 - c. telephone call
6. The website offers information on
 - a. reservations and offers
 - b. services and offers
 - c. offers and inquiries

Activity 2

Multiple Choice

Making Arrangements

Instructions to students: Fatima is calling Nancy's Fitness Club to book a squash court. Listen carefully to the phone conversation between Fatima and the receptionist and answer the multiple choice questions that follow.

Receptionist: Nancy's Fitness Club in Amman, How may I help you?

Fatima: Yes, Hi, I would like make arrangements to book the squash court, please.

Receptionist: And when would you like to make that booking?

Fatima: Is Wednesday at 10 open?

Receptionist: No, sorry, Wednesday is fully booked.

Fatima: How about Thursday then at the same time?



ELEMENTARY

Unit 3

Sports and Leisure

Student File

Receptionist: Let me see,,,,, We have only one open court on Thursday at 2. Is that convenient?

Fatima: Oh, no. I cannot make it at that time.

Receptionist: We are free on Friday at ten, is that good for you?

Fatima: Yes, Friday at 10 is fine.

Receptionist: Very well then, can you give me your name and number please?

Fatima: John Adams. 26755432, and I will be using the court for 2 hours.

Receptionist: Okay, so booking for Mr. Adams for Friday at 10 for 2 hours, see you Friday.

Thanks for calling Nancy's Fitness Club in Amman.

Fatima: Thank you, bye

1. The place Fatima called is a:
 - a. Fitness Club
 - b. Dentist Office
 - c. Public Library
2. John has made the booking to play:
 - a. Tennis
 - b. Football
 - c. Squash
3. The dates the receptionist offers John are on:
 - a. Sunday and Monday
 - b. Friday and Thursday
 - c. Wednesday and Thursday
4. John wants to book the court for:
 - a. 1 hour
 - b. 2 hours
 - c. 3 hours
5. The time that suits John is at:
 - a. Two o'clock
 - b. Ten o'clock
 - c. One o'clock
6. The receptionist is:
 - a. helpful
 - b. rude
 - c. not interested

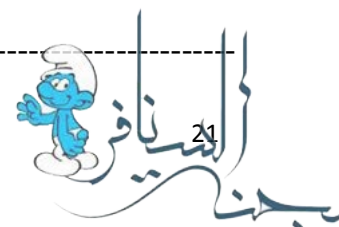
Activity 3

Multiple Choice

Missing Information!

Instructions to Students: In the following conversations, different people are trying to make arrangements; however, some lines of the conversations are missing. Listen to the conversations and select the most appropriate sentence in each case.

1. Reham: Hi, John, Are you free this Friday?
Angelina:-----
 - a. No, I am free.
 - b. No, sorry, I have plans this weekend.
 - c. No, I can't.
2. Maria: Would you like to go out tonight?
Sally: -----
 - a. Yes, I would love to!
 - b. I am not meeting friends.
 - c. Do we go out?
3. Omniat: Why don't we watch the football game?
Sarah:-----
--



ELEMENTARY

Unit 3

Sports and Leisure

Student File

- a. Sounds like a good idea.
b. We don't know.
c. I am not busy.
4. Hanan:-----
Sherry: No, I can't. I have other plans.
- a. Can you play football with the team tomorrow?
b. Do you like football?
c. What are you doing tomorrow?

Pronunciation

Pronunciation Focus

Consonant Sounds

In this unit, we will look at, and practice consonant sounds. Most of the consonant sound symbols in English look the same as the letters they represent. Look at the examples below:

t: /t/

p: /p/

l: /l/

m: /m/

There are, however, some consonant sounds that have different symbols. These are:

Consonant	Symbol
watch	/tʃ/
wash	/ʃ/
think	/θ/

Consonant	Symbol
then	/ð/
young	/j/
judge	/dʒ/

Consonant	Symbol
vision	/ʒ/
sing	/ŋ/

Activity 1

Select the Word

Odd One Out

Instructions to students: Select the word that does not share the same sound with the other words.

1. mash- fashion- match
2. thin-through- than
3. television-pleasure-jug
4. jam-June- leisure
5. though- their- thought
6. wing-sting-hinge
7. yes-yell-why
8. this-that-thin

Activity 2

Circle It

Words with the Same Sound

Instructions to students: Circle the words that have the same sound as the symbol.



1. Symbol: /ð/

Words: them, though, thought, thumb, although, bath, mother, father, feather, faith

2. Symbol: /θ/

Words: thing, thumb, this, bathe, breath, thorn, thick, bother, they, then, weight, throw,

3. Symbol: /j/

Words: yet, white, yellow, where, yell, yen, while, wet, yolk, wait,

4. Symbol: /dʒ/

words: jam, fang, page, pleasure, measure, juggle, jug, , big, giraffe

5. Symbol : /ʒ/

Words: badge, visual, joy, treasure, passage, closure, television, displeasure,

6. Symbol: /tʃ/

Words: chop, shrimp, champion, change, shoot, touch, show, chin, chest, punish

7. Symbol: /ʃ/

Words: mash, push, much, sugar, switch, swatch, shape, mash, sheet, teach

Activity 3

Write It!

What is the Word?

Instructions to students: Using your IPA knowledge, try to read the following words and then type them in plain English.

/tʃin/----- /ʃu:/----- /θɪŋ/----- /jen/----- /dʒa:/-----
/ʃi:/----- /tʃi:t/----- /ðis/----- /dʒulai/--- /dʒʌg/-----

Activity 4

Write It

Which Symbol

Instructions to students: Write the word the matching sound. Once you have listened to a sound, look for the word that has the same sound in it, then write that word to the space beside the matching symbol.

through, throw, health, month shake, shift, shoes, show jail, job, badge, budget
yawn, yesterday, yolk, yes cheese, chill, chicken feather, further, together, them

Symbol	Words
/θ/	
/ʃ/	
/dʒ/	
/j/	
/tʃ/	
/ð/	

Speaking

Activity 1

Offline Activity

Ice Breaker

yoga**hockey****pole vaulting****ski jumping**

Instructions to students:

1. Form teams of three.
2. With your teammates, work on forming proper sentences to discuss the above mentioned sports. You may have different sentences, but work on the sentence structure together.
3. Check with your classmates to correct your sentences.
4. You may use the following questions to help you.

1. How many of these activities do you know?
2. Are these all competition sports?
3. Do you play any of these sports?
4. Would you like to play any of these activities?
5. Is your favorite activity among one of these?
6. What is your favorite sport?

Activity 2

Team Work

Guess the Opponent's Sport

Instructions to students: Your job is to guess the game your classmates are thinking of.

1. Form teams of three, prepare questions to ask your classmates about their hidden sport.
2. Think of questions the other teams may ask you and prepare answers to these questions
3. Each member will be responsible for asking and answering a question.
4. Choose one opposing team and ask them questions about their sport. If you guess their sport you score a point. Once you do that, it is the other team's job to try and guess the sport your team has selected.
5. The team that guesses the most sports wins the game.

Writing

Activity 1

Favorite Sport!

Instructions to student:

1. Write a short paragraph about your favorite sport.
2. Do your assignment in MS word.
3. Check it and correct any mistakes.
4. You will receive instructions in class about how to submit the assignment.

Here are some ideas :

- How long have you liked this sport?
- How safe or dangerous is this sport?
- Some rules and regulations of the sport.
- Famous people who play this sport.

Activity 2

Write It

Health Club Application Form

Instructions to students: To get in shape, you have decided to join Nancy's Fitness Club in Amman. To do this, just fill in the application form below. You will receive instructions in class about how to submit this assignment.

Nancy's Fitness Club in Amman
Application Form

Personal Information

Full name (Mr. Mrs. Ms. Miss) _____

Address _____

Telephone number _____

Date of Birth _____

Male _____ Female _____

Club Related Information

Interests: Please indicate your preference by providing an (X)

Dance ___ Yoga ___ Aerobics ___ Kickboxing ___ Weight lifting ___ Karate ___ Type
of membership: weekly ___ monthly ___ yearly ___

Personal trainer required _____ Nutritionist required _____

Connections Series

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ELEMENTARY

Unit 4

Daily Activities

Student File

" Habits are safer than the rules: you don't have to watch them. And you don't have to keep them either. Thy keep you."

Frank Crane

Learning Objectives

1. Identify the simple present tense verb form.
2. Form positive sentences using the simple present tense.
3. Form negative sentences using the simple present tense.
4. Form yes/no questions using the simple present tense.
5. Form WH- questions using the simple present tense.
6. Identify adverbs of frequency.
7. Use adverbs of frequency in sentences.
8. Identify Voiced and voiceless sounds.
9. Form sentences using vocabulary from the word list.
10. Write short paragraphs based on pictures.

Word List

alleviate: average: circulation: consumes: creation: distance: eliminate: emotional: related estimated:	to make problems or suffering less usual and like the most common type the movement of blood around your body to use something such as a product, energy, or fuel something that someone has made the length of the space between two places or things to remove something from something, or get rid of something to feelings and emotions to guess the cost, size, value, etc of something	transactions sheds flakes saliva strands blink client process muscles
--	---	--



ELEMENTARY

Unit 4

Daily Activities

Student File

function:	to have a particular purpose	frown
herbal:	a type of plant whose leaves are used in cooking to give flavor	district
kidneys:	one of the two organs in your body which remove waste from the blood	appointments
maintain:	to make a situation or activity continue in the same way	stressful
motivate:	to make someone enthusiastic about doing something	demanding
mount:	to increase in amount or level	sound
perform:	to do an action or piece of work.	profitable
priorities	something that is very important and that must be dealt with before other things	recommendation
reduce:	to make something less	venture
spiritual:	relating to deep feelings and beliefs, especially religious beliefs	occupations
staff:	the people who work for an organization	tread mill

" Habits are safer than the rules: you don't have to watch them.
And you don't have to keep them either. Thy keep you."

Frank Crane

Vocabulary

Activity 1

Word Search

Daily Activities

Instructions to students: Search for the following verbs in the word search puzzle below. All the verbs are in the infinitive form. Before you look for them in the word search puzzle, change them into the simple present tense. Once you find them, write them into the space beside the puzzle.

A	S	R	E	W	O	H	S	J	S	R	E	H	Z
E	Q	V	K	D	N	P	G	F	H	J	V	Y	S
R	V	X	G	E	T	S	U	P	E	O	H	O	K
T	E	I	S	K	C	E	H	C	S	W	I	J	N
B	V	Y	J	X	U	S	E	O	D	A	Z	H	I



ELEMENTARY

Unit 4

Daily Activities

Student File

W A T C H E S D S Z S J J R
X S L E E P S Q T U H S Y D
P V B R G V M W A K E S U P
C A T C H E S H E C S C T J

BRUSH – CATCH – CHECK – DOE – DRINK – DRIVE – EAT - EXERCISE - GET UP – READ –
SHOWERS– SLEEP - WAKE UP - WASH - WATCH

Activity 2

Write It

Daily Activities

Instructions to students: All the missing words are part of our daily activities. Read the clues and write the words.

1. This is your first meal of the day.
2. He wants to work, he is looking for a -----.
3. You can have a break to eat ----- in the middle of the day.
4. People listen to this when going or coming back from work.
5. You need this to pay for things.
6. A phone you take with you.
7. These are the things you buy like food and cleaning product.
8. This is the last meal of the day.
9. This is where you keep your online letters.
10. Has the same sound as "ted".
11. When you finish your home work, you can watch this
12. Students go to school by car or -----.
13. Most people -----with friends on the internet.
14. This is the last meal of the day.
15. You send text ----- to your friends.

Activity 3

Forming Compound Nouns

Match the Words

Instructions to students: Match the words to form compound nouns. The words you form will be expressions you use in everyday life. Note: Some words may be used more than once.

**hair- tooth- car- home- email- home- text- cell- night- alarm- life-
work**
brush
brush
keys
keys



ELEMENTARY

Unit 4

Daily Activities

Student File

messages
work
messages
phone
time
clock
style
hours

Activity 4 Spidergram

Instructions to student: Now is your turn to create your own spidergram. Choose a general word and use your knowledge to create one.. Your instructor will provide you with instructions about how to submit the assignment.

Reading

Activity 1 Multiple Choice Amazing Facts

Instructions to student: Read the article below and learn some interesting facts about the work our bodies do in one day. Read the text and then answer the questions that follow.

Most of us go about our daily lives without thinking about the enormous role our bodies play in our every day actions. We only think of our bodies when we are sick or when something goes wrong. There are, however, some facts about the human body that are simply amazing. For instance, as we wake up and go to work or school, our body carries out spectacular work. In one day, our body consumes over 40 kilograms of oxygen. Twenty percent of that is consumed by our brain. In addition that, our skin sheds about 10 billion skin flakes, our mouth makes about 1.5 liters of saliva and we lose about 40-100 hair strands of hair.

Our brain controls a lot of this by sending messages to the rest of our body at the speed of 384 kilometers an hour. Our heart pumps 100,000 times each day. Our blood's daily circulation covers the distance of 96,540 kilometers, and our kidneys process the equivalent of 1520 liters of blood every day. Even the simple functions of smiling, standing and stepping require a lot of muscle work. When we smile, we use about 17 muscles and when we frown we use over 40. When we walk, each step we take uses 200 muscles. That is a lot of work, if we consider the average amount of walking we do. On average, we walk about 10,000 steps a day. So next time you



want to do something, take a moment and think of the amazing creation that you call your body.

1. The main idea of this text is:

- the human body.
- the amazing way the human body functions.
- the difficulty in understanding the human body.

2. According to the text:

- these functions happen during the day only.
- these functions happen during the night only.
- there is not a specific time set as to when these functions happen.

3. On average, humans walk:

- 1,000 steps a day.
- 100,000 steps a day.
- 10,000 steps a day.

4. According to the text, the brain:

- does not need oxygen to function.
- consumes a significant amount of oxygen.
- uses a very little amount of oxygen.

5. We understand from the last paragraph that:

- muscles play a small role in smiling, frowning, and walking.
- muscles play a huge role in smiling, frowning, and walking.
- muscles are not important at all when it comes to smiling, frowning and walking.

6. It takes:

- more muscles to smile.
- more muscles to frown.
- the same amount of muscles to smile and frown.



ELEMENTARY

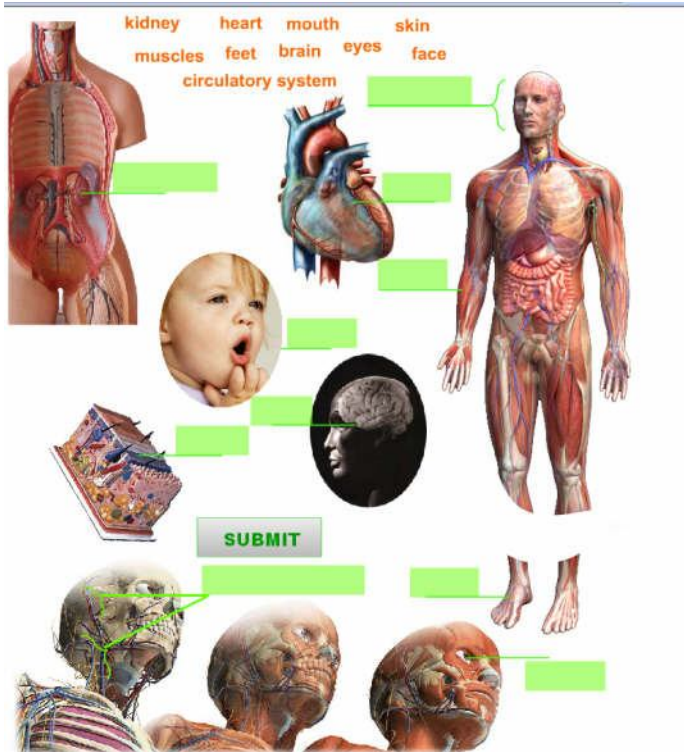
Unit 4

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Activity 2 Write It Body Parts

Instructions to students: Write the name of the body part in the space provided beside the picture.



Activity 3 Write It Anagrams

Instructions to student: Read the definitions and rearrange the letters to form the matching words. Write the words in the column to the right.



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caloric Unit	the movement of blood through your body	
kind Yes	one of the two organs in your body which remove waste from the blood	
a rice not	something that someone has made	
dance sit	the length of the space between two places or things	
comes sun	to use something, such as a product, energy, or fuel	
cost fun In	to have a particular purpose	
media test	to guess the cost, size, value, etc of something	
gave are	usual and like the most common type	

Activity 4

Multiple Choice

John Brown's Lifestyle

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

John Brown is a very successful financial consultant. He works in the financial district of London. His line of work is very demanding, and this makes John's life quite stressful – but it is financially rewarding. He gathers and analyzes financial information. It also includes making sound and profitable recommendations to his clients regarding their financial ventures. John's clients come from different types of organizations all over the world. They include banks and private companies.

His schedule is busy. His typical day starts at 5 o'clock in the morning when he gets up and does his morning jog on the treadmill while watching the financial news channel. After that, he showers and drives his car to his office. Once he gets there, he drinks his regular cup of coffee and joins his staff in the morning meeting. That meeting takes about an hour and a half. It usually covers the previous day's transactions and the day's scheduled meetings and appointments with investors and clients. He then starts his daily appointments with his clients. These meetings occupy the largest part of his day. He only takes a short break to have his lunch. Once he finishes his meetings, John reads the financial reports prepared by his staff and makes a number of phone calls to follow up on these reports. Most of his recommendations have made his clients very rich and they always ask for his advice.



John doesn't get home before 11 every night, so he doesn't have a personal life. His job pays very well, and he owns three houses, five cars and a jet plane, but John is not happy. He feels stressed out and lonely. Recently, he has been feeling the effects of this stressful life style. His doctor wants him to relax and take some vacation time and John is seriously thinking of changing his career. He wants to quit his job and buy a bed and breakfast by a lake. He wants to be able to enjoy nature and meet new people. Do you think John should quit or should he just take some time off?

- 1. What does John Brown do?**
 - a. He is stressed.
 - b. He is rich.
 - c. He is a financial consultant.
- 2. John Brown meets with his staff to:**
 - a. drink coffee.
 - b. discuss business related matters.
 - c. discuss stressful life.
- 3. Most of John's recommendations have:**
 - a. made his clients rich.
 - b. been unsound and unprofitable.
 - c. made him lonely.
- 4. We know that John's job pays very well because:**
 - a. he works long hours.
 - b. he owns houses, cars and a plane.
 - c. he is sad and stressed out
- 5. What does John want to do?**
 - a. He wants to find another doctor.
 - b. He wants to quit his job.
 - c. He wants to make more money.

Activity 5

True or False?

Stress and Daily Life

Instructions to students: After reading the text on below, answer the questions that follow.

The fast pace of today's life puts pressure on most people. This pressure, when reasonable, is a good thing. It motivates us to work and improves our performance,



but when this pressure becomes too much, we suffer stress. Stress affects our bodies on different levels. It affects us physically, emotionally, mentally, socially and spiritually.

There are certain simple things we can do to reduce stress in our lives. For example, changing one's diet actually reduces stress, herbal teas and drinks such as chamomile and peppermint have a calming effect on our bodies. Developing and maintaining good sleeping habits is also very important in alleviating stress. In addition to food and sleep, exercises such as yoga and stretching play a very important role in alleviating stress. Most of all, it's important to think positively. Thinking about and organizing one's priorities, having someone to talk to, and taking time to relax are also important factors in reducing stress. If all these methods fail, and stress continues to mount, it is important to see a doctor, who will be able to provide stressed people with proper medication and guidance to reduce and, hopefully, eliminate stress.

1. Stress motivates us to work better.
True
False
2. Stress is not reduced if we change our diets.
True
False
3. Chamomile and Peppermint make us feel more relaxed and less tense.
True
False
4. According to the text, stress affects us only mentally and spiritually.
True
False
5. We should see a doctor if we are unsuccessful at alleviating stress using the approaches mentioned in the text.
True
False

Activity 6**Write It****Guess the Word**

Instructions to students: Read the following clues and guess the correct word from the Word List. Write the word beside the clue.

1. to make problems or suffering less
2. to make a situation or activity continue in the same way
3. to make something less
4. to make someone enthusiastic about doing something
5. to remove something from something, or get rid of something



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6. to increase in amount or level
7. relating to deep feelings and beliefs, especially religious beliefs
8. related to feelings and emotions

Grammar

Grammar focus 1

Simple Present Tense

The simple present tense is one of the most commonly used tenses in English. In the following tables, you will see the different forms of the simple present tense.

Positive Sentences in the Simple Present Tense		
I you we they	drink	milk
He She It	drinks	

Negative Sentences using "can"				
Subject	Short form	Long form	Main verb	
I you we they	don't	do not	drink	milk
He She it	doesn't	does not	drink	milk

Questions in the Simple Present Tense			
Do	I you we they	drink	milk?
Does	he she it	drink milk? drink milk? drink milk?	

Short Answers in the Simple Present Tense	
Do I drink milk?	Yes, I do. No, I do not. No, I don't.
Do they drink milk?	Yes, they do. No, they do not. No, they don't.
	Yes, we do.



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Do we drink milk?	No, we do not . No, we don't .
Do you drink milk?	Yes, you do . No, you do not . No, you don't .
Does he drink milk?	Yes, he does . No, he does not . No, he doesn't .
Does she drink milk?	Yes, she does . No, she does not . No, she doesn't .
Does it drink milk?	Yes, it does . No, it does not . No, it doesn't .

Wh- Questions in the Simple Present Tense

When Where Why	do	they play football? we play football? you play football? I play football?
When Where Why	does	he play football? she play football? it play with the ball ?

In the third person singular, "he, she, it" we add -s or -es to the verb. This is determined by the following rules:

verbs ending with -s, -sh, -ch, -x, -o, -z	we add -es	watches, mixes, washes, misses, goes
verbs ends with a consonant + -y	we drop the -y and add -ies	studies, tries
verb ending with a vowel (a, e, i, o, u) + -y	we only add -s to the end of the verb	plays, says
other verbs	we add -s	eats, wants, helps

Use of the Simple Present Tense

We use the simple present tense to describe:

-**regular events** such as habits, daily activities, hobbies

Sam **does** his homework every night.

I **wake** up at 6 every morning.

The plane **leaves** to London every Monday.

- **facts**

Cows **produce** milk.

They **speak** Arabic in Egypt.

Boys **like** cars.

- **feelings and emotions with non-continuous verbs**

He **loves** his wife.

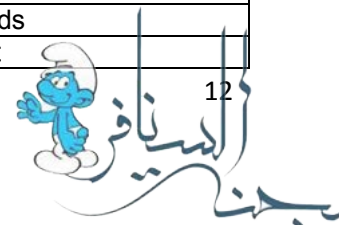
Students **like** holidays.

Grammar focus 2

Adverbs

Adverbs are mainly used to describe verbs, adjectives, other adverbs or entire sentences. Here is a table of the different types of adverbs.

Adverbs	Examples
adverbs of manner	quietly, quickly
adverbs of place and direction	downstairs, backward
adverbs of time	later, afterwards
adverbs of degree	very, almost



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adverbs of frequency	never, always
-----------------------------	---------------

Adverbs of Frequency

We use adverbs of frequency to indicate the number of times things happen.

The adverbs of frequency are usually placed in one of the following positions in a sentence:

- before the main verb

Salma **rarely** goes to the cinema.

- between the auxiliary verb and the main verb

Mat doesn't **always** do his homework.

- after the verb *to be*

She is **never** late for her lectures.

So what are the adverbs of frequency? Here is a table that shows the most common adverbs of frequency.

always	Mary is always late.
usually	Mary is usually late
often	Mary is often late
sometimes	Mary is sometimes late
seldom/ rarely	Mary is seldom late
never	Mary is never late

Activity 1

Find the Missing Verb

Fill in the Blank

Instructions to student: Each sentence is missing a verb. Fill in the blank with each verb to the space in which it belongs to complete the sentences.

travels-eats-starts- chats - buy- closes- meet- ride

1. The lecture ----- at nine o'clock.
2. She ----- a sandwich for lunch every day.
3. Mike ----- to London once a year.
4. Sarah ----- with her friends every night.
5. We ----- the bus to work.
6. Mike and Sarah -----their food from the same supermarket.
7. The bank -----at four o'clock.
8. They always ----- at the Media Center to study .

Activity 2

Write It

Is that a fact?

Instructions to student: Look at the sentences below and change the statements into yes/no questions.

e.g. Water boils at a 100 degrees centigrade.



Does water boil at 100 degrees centigrade?

1. Children grow very fast.
2. Giraffes live in Africa.
3. Lions eat meat.
4. Innocent people die in war.
5. Spiders catch insects.
6. Traffic lights organize traffic movement.

Activity 3

Forming Sentences

Jumbled Word Game

Instructions to students: Rearrange the words to form correct sentences.

1. dance/ well/ they/ don't/ very
2. coffee/ morning/ you/ do/in/ drink/the?
3. work/ not/ bank/ any/ does/ Adam/ the/in/ more.
4. Jack / every / bakes/ Saturday/ cake/ a .
5. find /the/ Students/ /internet/ use/ information/to

Activity 4

Write It

Using Verbs

Instructions to student: The following text is about John and Tim. Read the text and write the verbs into their correct place in the text.

lives- do- think-is- are- does not- exercises-likes- consists-has- includes- watches- eats- is- eats- doesn't do- wish- are- sits

John and Tim _____ twins, but they are very different. John only _____ healthy food and _____ all the time. He _____ fruits and vegetables and _____ eat any junk food. He always _____ breakfast at the same time every morning. His breakfast _____ of oatmeal, skimmed milk and orange juice. His exercise program _____ jogging in the morning, and playing soccer in the afternoon. Tim on the other hand _____ very lazy. He _____ all kinds of junk food and _____ any kind of exercise. He usually



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_____ at home and _____ TV most of the time. His eating habits _____ very bad and unhealthy. Their parents _____ that John's life style _____ much better than Tim's and they _____ -that Tim would exercise and eat healthier. Who _____ you think _____ a healthier life, Tim or John?

Activity 5

Write It

What is it?

Instructions to students: Type the correct form of the verb in the sentences below. If you use all the verbs in the sentences correctly, you will be able to view the picture of the object that the sentences are about.

1. It ----- a type of food. "to be"
 2. You ----- it for lunch or dinner. "to have"
 3. You ----- it cooked. "to eat"
 4. Most people ----- to have it warm. "to like"
 5. It ----- of many types of food. "to consist"
 6. Sometimes it has vegetables and sometimes it -----, "to do"
- What is it?

Activity 6

Write It

Cross Word Puzzle

Instructions to students: How well do you know your adverbs of frequency? Look at the clues below and type the correct adverbs into the spaces provided in the crossword puzzle.

1							2						
3						4							
							5						

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ACROSS

3. It is ----- cold in the winter.
5. Dogs ----- eat fruits.
6. We ----- make adverbs by adding -ly.

DOWN

1. means the same as seldom.
2. has the same sound as oven.
4. I ----- miss my lunch, but not always.

Activity 7

Write It

Adverbs A to Z!

Instructions to students: Rearrange these adverbs alphabetically.

never - often - always - ever - sometimes - usually - generally - normally - constantly - rarely - regularly - frequently - repeatedly - routinely - occasionally - almost never - seldom

Activity 8

Write It

Jumble Word Game

Instructions to students: Rearrange the words to make correct sentences .

1. have/ they/ sometimes/ dinner/ fish/ for
2. submits/ always/ assignments/ time/ Mark/ on/his
3. Sami/ games/ computer/ plays/ often.
4. English/ Our/ is/ teacher/ late/ never
5. never/ I /coffee/ drink.

Activity 9

Circle It

Find the Error

Instructions to students: Each of the following sentences contains one mistake. Read the sentences, then circle the word you think is wrong.

1. When do she come back from work?
2. John drinks soda all the time.
3. The meeting don't start at 2 0o'clock.



4. We can to meet tomorrow.
5. My brother like not his work.
6. They knows the answer to all the questions.

Listening

Activity 1 Multiple Choice Daily Commute

Instructions to students: Listen to Rasha as she talks about her daily commute to university. Rasha does not have a car, so she takes the bus to university. Read her story below and answer the questions that follow.

Going to university everyday is such a problem. It just ruins my day. Not only do I have to wake up early, I also have to walk quite a bit to get to the bus stop. There, I have to wait until I can get on the right bus. This is sometimes very difficult -- especially if there are a lot of people waiting and if there is a long line ahead of me. The bus I use is also used by many other students who go to the university, and they all live closer to the bus stop than I. This is one of the main reasons why I schedule my lectures late in the day. I have no chance of getting an early ride to the university and I would not want to be late for my lectures. Imagine starting everyday like this, wouldn't that stress you out? Worse still, the buses do not have a regular schedule and as such, we never know when a bus will arrive, so sometimes I wait for more than half an hour before a bus arrives. This really gets to me! Why don't they regulate the transportation system and make my life and that of other commuters easier? I can't wait to graduate and start working to save up and buy my own car. Oh, that would be wonderful!

1. Rasha enjoys her morning walk to the bus stop.
True
False
2. It is easy for Rasha to get on the bus.
True
False
3. Rasha schedules her lectures late because he loves to sleep in.
True
False
4. The transport system is regulated in Rasha's country.
True
False
5. Buses come and go without any schedule.
True
False

6. Rasha can't wait to get her own car.
True
False
7. Rasha's morning commute stresses her out and makes her feel uncomfortable.
True
False
8. Rasha does not mention the name of her university.
True
False

Activity 2
Multiple Choice
Daily Life Stories

Instructions to student: Listen to Sarah as she tells her friend about what happened to her while she was at the bus stop. Then answer the questions that follow.

Sarah: You won't believe what happened to me today at the bus stop!

Maya: What happened? Come on, tell me!

Sarah: I was standing in line, minding my own business, and I had this long line of people waiting in front of me,...

Maya: Yes, so?

Sarah: This guy came and grabbed my bag and ran with it! Imagine my fear and surprise. I didn't know what to do, all I could think of was that my bag had all my papers, my ipod, my cell phone and I started screaming, thief thief!

Maya: Oh my god! Are you serious?

Sarah: Yes, I am! Do you think I joke about things like that?

Maya: No, of course not, I am sorry. So did any one catch him?

Sarah: Yes, thankfully! A couple of men were standing ahead of me in the line and ran after him and caught him. They gave me my bag back and they called the police.

Maya: What did the police do?

Sarah: They came and took the thief and took my phone number and asked me to go and press charges.

Maya: Will you?

Sarah: Yes, I will. He should be punished. Don't you think?

Maya: Yes, of course, the important thing is that you are ok and safe.

Sarah: Yes, thank god! Anyway, let's go before our instructor gets into class, or we will be in a different kind of trouble!

1. Sarah is :
 - a. a student.



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- b. an instructor.
- c. an officer.
- 2. Sarah was waiting in the ----- when she got robbed.
 - a. supermarket
 - b. bus stop
 - c. university cafeteria
- 3. What did Sarah do when she was robbed?
 - a. She got on the bus.
 - b. She called for help.
 - c. She didn't do anything.
- 4. Sarah did not mention one of these items as being in her bag:
 - a. papers.
 - b. car keys
 - c. cell phone
- 5. ----- caught the thief.
 - a. Two men
 - b. One man
 - c. A police officer
- 6. Who called the police?
 - a. Sarah
 - b. the two men
 - c. the bus driver
- 7. Sarah wants to finish talking with her friend because:
 - a. she hates talking about what happened.
 - b. she doesn't want to be late for class.
 - c. she wants to drink her coffee.

Activity 3

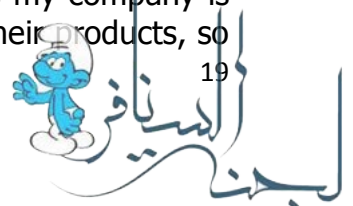
True or False?

Interesting Jobs

Instructions to Students: Listen to Maria as she discusses her job and answer the questions that follow.

My name is Maria, and I have a very interesting job. Most people I meet ask me how I got this job. Well, it's simple, I saw a job placement advertisement and I applied. So, do you want to know what my job is?

My delicious and very irresistible job is to taste ice-cream flavors and give them names. Yes, that's what I do every day. I wake up every day and go to work at 9 o'clock. Once I get there, I start to try out and taste all types of ice-cream. You see, my company is the kind of company that offers other clients and investors names for their products, so



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some of the people at my company think of names for toys, others for lipstick and so on. My job, as I said, is to taste ice-cream and come up with names. So when you come across a tub of ice-cream with a name like "Choco Loco" and "Va voom Vanilla", these would be names that I thought of, and suggested to my clients. Thankfully, most of my clients love the names I suggest to them and they are always looking forward to my new names. I am very fond of my job. We all work as a team, the manager is very friendly -- and I love eating Ice-cream!

1. Maria's job is to make Ice-cream.
True
False
2. Maria got the job because she knew somebody in the company.
True
False
3. The company helps other clients find product names.
True
False
4. Maria likes her job.
True
False
5. Maria describes her job as interesting and delicious.
True
False
6. Other people in Maria's company are responsible for other product names.
True
False

Pronunciation

Activity 1

Circle It

Odd One Out

Circle the word that does not share the same – **s** sound.

1. puts-puffs-does
2. weighs- plays- dresses
3. grins-keeps- weeps
4. judges-watches- cries
5. tries- causes- stays
6. hinges-mixes-bends
7. laughs-stops-pays
8. heads-ends-pats



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Unit 4

Daily Activities

Student File

Activity 2

Write It

Match the Words with the Symbols

Instructions to students: Write the matching symbols beside each of the words below.

/z/, /s/, /iz/

Decides ____ shoots ____ belongs ____ hears ____ returns ____ treats ____ goes ____
stops ____ bleeds ____ brings ____ answers ____ reads ____ picks ____ practices ____
switches ____ dries ____ freezes ____ makes ____ pleases ____ releases ____ wishes ____
eats ____ huffs ____ shops ____ bakes ____ cooks ____ walks ____ chases ____
dozes ____ loses ____

Activity 3

Write It

What is the word?

Instructions to students: Using your IPA knowledge, try to read the following words and then type them in plain English.

1. / wi:ps/-----
2. / bidz /-----
3. / sits/-----
4. / staiz/-----
5. / θinx/-----
6. / m□ □ iz/-----
7. /mat □ iz/-----
8. / d□z/-----
9. / ku:lz/-----
10. /dʒ□dʒiz/-----

Speaking

Ice Breaker

Offline Activity

Activity 1

Hobbies !

Instructions to students: Your instructor will ask you questions about your hobby. Here are some questions you can use to help you understand and participate in the class conversation.



1. What is a hobby?
2. Do you have a hobby of your own?
3. Does your hobby require special equipment?
4. Is your hobby important in your life?
5. Do you share this hobby with any of your friends?
6. Would you like to try a new hobby?

Activity 2

Offline Activity

Guess the Hobby

Instructions to students: Your job is to guess the hobby your classmates are thinking of. In teams of three, prepare questions to ask your classmates about their hobby. Choose one opposing team and ask them. If you guess their hobby, you score a point. Once you do that, it is the other team's job to try and guess yours.

Writing

Activity 1

Offline Activity

Use Your Imagination

Instructions to student: Select an image of a person and write a short paragraph about the person in that picture. Give him/ her a name, a job and describe his/ her daily activities. Remember to use the **simple present tense**. Your instructor will provide you with instructions about how to submit the assignment.

Activity 2

Offline Activity

Your Daily Schedule

Instructions to students: It is your turn to write about your daily schedule. Write a paragraph describing a typical day in your life. Once you have finished, hand it to the student next to you and ask him or her to read and correct it. Your instructor will provide you with instructions about how to submit the assignment.

Connections Series

Elementary: Unit 5

Second Edition 2009



Dana Mahadin

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Learning Objectives

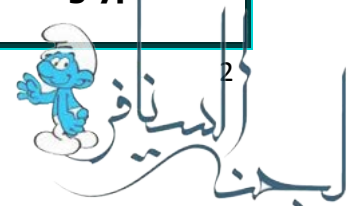
1. Identify the simple past tense verb form.
2. Form positive sentences using the simple past tense.
3. Form negative sentences using the simple past tense.
4. Form yes/no questions using the simple past tense.
5. Form WH- questions using the simple past tense.
6. Identify preposition using the simple past tense.
7. Use the possessive –s correctly.
8. use prepositions of movement in sentences.
9. Form sentences using vocabulary from the word list.
10. Identify the different pronunciations of the –ed ending in the simple past tense.
11. Participate in discussions in which you express your opinion.
12. Write short paragraphs describing objects and inventions.
13. Identify the different sounds of the simple past ending.

" Just because something doesn't do what you planned it to do doesn't mean it useless"

Thomas A. Edison

Word List

apprentice:	a person who is learning a job by working for someone who already has skills and experience	carve
blueprint:	a plan that shows how someone will design, build, or achieve something	dye
civilization:	the culture and way of life of a society at a particular period of time	durable
copyright:	the legal right to control the use of an original piece of work such as a book, play, or song	cultivate
contraption:	a machine or object that looks strange or complicated	leap
decorated:	to put paint or paper on the walls or other surfaces of a room or building	procedures
design:	a drawing which shows how an object, machine, or building will be made	hieroglyphics



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Unit 5

Inventions –Student

Student File

device:	a piece of equipment that is used for a particular purpose	furniture
discovery:	to find information, a place or an object, especially for the first time	advanced
enrich:	improve the quality of something by adding something to it	irrigate
gadget:	a small piece of equipment that does a particular job, especially a new type	cultivate
idea:	an understanding, thought, or picture in your mind	popsicles
innovation:	a new idea or method that is being tried for the first time, or the use of such ideas or methods	appointments
invention:	something that has been designed or created for the first time	parachute
machines:	a piece of equipment with moving parts that uses power to do a particular job	helicopter
patent:	a legal right that a person or company receives to make or sell a particular product so that others cannot copy it	blades
prototype:	the first model or example of something new that can be developed or copied in the future	loom
scissors:	a tool for cutting paper, hair, cloth, etc that you hold in your hand and that has two blades that move against each other	refreshment
sketches:	a short description of something without many details	headache
visionary	able to make plans for the future that are imaginative and wise	pollute

Vocabulary

Vocabulary Focus: Picture Dictionaries

Picture dictionaries are an intelligent and amusing way of studying a language, particularly if one learns best by looking at pictures. It is basically a dictionary that provides definitions as well as pictures of the word we are looking for.



Activity 1**Write It****Name the Invention**

Instructions to students: Look at the pictures and read the definitions of household inventions we use every day. Then write the name of the invention to the space beside the picture of it.

1. a large container that uses electricity to keep food cold
2. a piece of electrical equipment that you use for making clothes flat and smooth
3. an electric light that you can hold in your hand
4. a piece of equipment that is used to talk to someone who is in another place
5. a button that you press next to a door that makes a noise to let someone know that you are there
6. a piece of equipment in the shape of a box, with a screen on the front, used for watching programs
7. a piece of equipment that is used to control something such as a television from a distance
8. a glass object containing a wire which produces light from electricity

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Unit 5

Inventions –Student

Student File



a button that you press next to a door that makes a noise to let someone know that you are there

doorbell

a piece of equipment in the shape of a box, with a screen on the front, used for watching programs

television



a large container that uses electricity to keep food cold

refrigerator

a piece of electrical equipment that you use for making clothes flat and smooth

iron



an electric light that you can hold in your hand

flashlight

telephone



a piece of equipment that is used to control something such as a television from a distance

remote control

a piece of equipment that is used to talk to someone who is in another place

a glass object containing a wire which produces light from electricity

light bulb



Activity 2

Write It

Match the Words

Instructions to students: These are all words that are related to inventions. Read the words and write the correct ones beside the matching definitions.

gadget- prototype- patent- design- device- contraption- idea- invention- innovation- discovery

	a small piece of equipment that does a particular job, especially a new type
	a drawing which shows how an object, machine, or building will be made
	something that has been designed or created for the first time
	the first model or example of something new that can be developed or copied in the future
	a new idea or method that is being tried for the first time, or the

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	<p>use of such ideas or methods</p> <p>a piece of equipment that is used for a particular purpose to find information, a place or an object, especially for the first time</p> <p>an understanding, thought, or picture in your mind</p> <p>a legal right that a person or company receives to make or sell a particular product so that others cannot copy it</p> <p>a machine or object that looks strange or complicated</p>
--	---

Activity 3

Write It

Words in Sentences

Instructions to students: Now that you know the meaning of the words in activity 2, use each of these words in a sentence. Your instructor will advise you on how to submit this assignment.

<p>gadget</p> <p>design</p> <p>invention</p> <p>prototype</p> <p>innovation</p> <p>device</p> <p>discovery</p> <p>idea</p> <p>patent</p> <p>contraption</p>

Activity 4

Write It

Hangman

Instructions to students: Read the definitions and guess the word. Be careful! Every wrong guess brings you closer to the hangman's rope!

1. a tool for cutting paper, hair, cloth, etc that you hold in your hand and that has two blades that move against each other
2. to improve the quality of something by adding something to it
3. to put paint or paper on the walls or other surfaces of a room or building
4. equipment with moving parts that uses power to do a particular job
5. plans that shows how someone will design, build, or achieve something



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6. a person who is learning a job by working for someone who already has skills and experience
7. able to make plans for the future that are imaginative and wise
8. the culture and way of life of a society at a particular period of time

Reading

Activity 1

True or False?

Leonardo da Vinci

Instructions to student: Read the text about Leonardo da Vinci and decide whether the statements that follow are true or false.

Many people have heard of Leonardo da Vinci, and almost everybody recognizes his name as an artist. However, Leonardo da Vinci was also an engineer, a scientist and an inventor. Leonardo's interest in machines and machinery started in his childhood. As a young boy, and an apprentice, at the studio of the artist Verrocchio, Leonardo watched how different machines were being used. He also studied the machines of his time and understood how the different parts functioned.

Leonardo believed that if he understood how the different parts of machines functioned, he could find ways to use those parts in different settings to serve new functions. Sadly, his illustrations of his ideas about different machines proved to be too revolutionary for his time. However, five hundred years later, most of his designs can be used as blueprints for creating workable models. Imagine that! Among his many visionary sketches are the first parachute, the first tank, the first helicopter, the first aeroplane and the first motor car. Truly, he was a genius!

1. According to the text, most people know that Leonardo is an artist. T F
2. We understand from the text that Leonardo was a very talented person. T F
3. According to the text, Leonardo's interest in machines developed late in his life. T F
4. Most of Leonardo's inventions were fulfilled in his lifetime. T F
5. Some of his visionary illustrations include, the parachute, the telephone, and the tank. T F



Activity 2**Multiple Choice****Ancient Egyptians and Inventions**

Instructions to students: Read about the contributions of ancient Egyptians to the world of inventions and answer the multiple choice questions that follow.

The ancient Egyptians were a great and innovative people. Not only did they give us the pyramids, but many other great achievements and inventions, many of which are still in use today. The Egyptian civilization enriched the ancient and modern world with many inventions in all areas. These included inventions that contributed to society, science, medicine, culture and agriculture.

Among the many inventions of ancient Egypt are black ink and papyrus. Papyrus is the earliest form of paper. Before discovering papyrus, people used to carve on stones. The Egyptians, however, discovered that they can use the fibers of the papyrus plant to make paper. They also had such good knowledge of colors and dyes that they decorated their pyramids with different colors and shades. These colors were so strong and durable, that we can still see them today thousands of years later.

The Egyptians' lives depended on the Nile River and, as such, it was no wonder that they would be the people to invent sails. These helped their boats move along the Nile River and it allowed the wind to push their boats faster. The Egyptians also invented many devices to help them irrigate and cultivate their land. They developed advanced watering systems and tools such as the plow, the shadoof and sickle blades.

Another great invention of the ancient Egyptians is the Calendar year. Although it was a little different than today's calendar, it was the first calendar to divide the year into 365 days and to recognize the existence of a leap year every four years. Egyptians also invented the water clock and the sundial. Both were used to tell time. They used the water clock to tell the hours of the day and to time speeches in court rooms. The inventor even managed to get the clock to make different sounds like bells and whistling birds.

To the rest of the world, Egypt is most famous for inventing its first triangular shaped Pyramids. These continue to be enormous works of art that have stood the test of time. Building the pyramids consumed a lot of time and energy. It required great knowledge in mathematics, labor organization and science.



The Egyptian inventions also included Hieroglyphics, makeup, medical procedures, the loom, the first lock, scissors, toothbrush, toothpaste, furniture, especially beds and chairs, jewelry and many more.

1. What is the main idea of paragraph one?
 - a. The Egyptian civilization was a great civilization.
 - b. The Egyptian civilization lasted for thousands of years.
 - c. The Egyptian civilization provided the world with many inventions.
2. We understand from the text that Egyptian ink was:
 - a. easy to clean and remove.
 - b. so good and durable that it still exists today.
 - c. was not used in ancient Egypt.
3. The ancient Egyptians used----- to tell time
 - a. water clock and sundial.
 - b. water clock.
 - c. sundial.
4. We understand that the Egyptian calendar year:
 - a. was exactly the same as the one used today.
 - b. was somewhat different than the one used today.
 - c. was completely different than the one used today.
5. The Egyptians:
 - a. did not care about their agricultural system.
 - b. depended on the Nile and invented many things to advance their agriculture.
 - c. did not have an agricultural system.
6. The Egyptian inventions include;
 - a. makeup, furniture and looms
 - b. locks, beds and tissue paper
 - c. water clock, chairs and books

Activity 3

Multiple Choice

Accidental Inventions

Instructions to students: Read the text about accidental inventions and answer the multiple choice questions that follow.

Some of the most popular foods and drinks came into existence by accident. Coca Cola, potato chips, and popsicles were all invented by accident. So what is the story behind these inventions? Read on and you will see.



One day, a young boy wanted to make a powdered drink. The boy's name was Frank Emerson. He put the powder into the water and mixed them together. He was sitting outside his house when something distracted him. He left his cup outside with the wooden stick in it and during the night it got so cold that the drink froze. The very next day, Frank found his drink and it was frozen. When he tasted it, it tasted delicious , but frozen. He thought it would be a good idea if he could sell this new frozen drink, so he started to sell them as Emerson's Icicles, later on he named them popsicles.

Potato chips were another accidental invention. A chef name George Crum used to work in an expensive restaurant in Saratoga Springs, New York, and one of his customers kept sending his French fries back because they were too thick, so the chef decided to annoy his customer and he cut the potatoes too thin and fried them. The customer loved these new chips and they soon became very popular.

The most famous of these inventions is perhaps the Coca Cola story. Dr. John Pemberton was a pharmacist who lived in Atlanta-Georgia. One day he wanted to make a medication for headaches, the resulting syrup was made of extracts from the coca plant and cola nuts. When people tried this drink, they enjoyed the taste of it so much that it was sold as a refreshment drink instead of medicine. The name, Coca Cola, was suggested by Pemberton's bookkeeper, Mr. Frank Robinson.

1. The inventor of Coca Cola was:
 - a. a pharmacist
 - b. a chef
 - c. a bookkeeper
2. George Crum worked in :
 - a. a new restaurant
 - b. an expensive restaurant
 - c. a cheap restaurant
3. We understand from this text that these inventions were created after:
 - a. a lot of work and effort by their inventors
 - b. by coincidence
 - c. a lot of research and scientific research
4. The reason why chef Crum made his potatoes thin was to :
 - a. please his customer and provide him with his specific order.
 - b. to annoy the customer who kept complaining.

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Unit 5

Inventions –Student

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- c. to invent a new type of fries.
- 5. It was----- who came up with the name Coca Cola.
 - a. Frank Emerson
 - b. Frank Robinson
 - c. Frank Adams
- 6. Dr. John Pemberton's initial syrup was made to:
 - a. refresh people
 - b. heal headaches
 - c. prevent toothache

Activity 4

Write It

Match the Inventions

Instructions to students: Do you know who invented the inventions below? For this activity, write the last name of the inventor beside the picture of the invention.

Hint: You may need to do research about these inventions online to find out more about them.

Diesel Engine- Radar- Electric Battery– Telephone- Kodak Camera- airplane- Jeans-
Dynamite- Telegraph- the World Wide Web

Rudolf Diesel

Robert Watson-Watt

Alessandro Volta

Alexander Graham
Bell

George Eastman

The Wright brothers

Levi Strauss

Alfred Nobel

Samuel F. B. Morse

Tim Berners-Lee

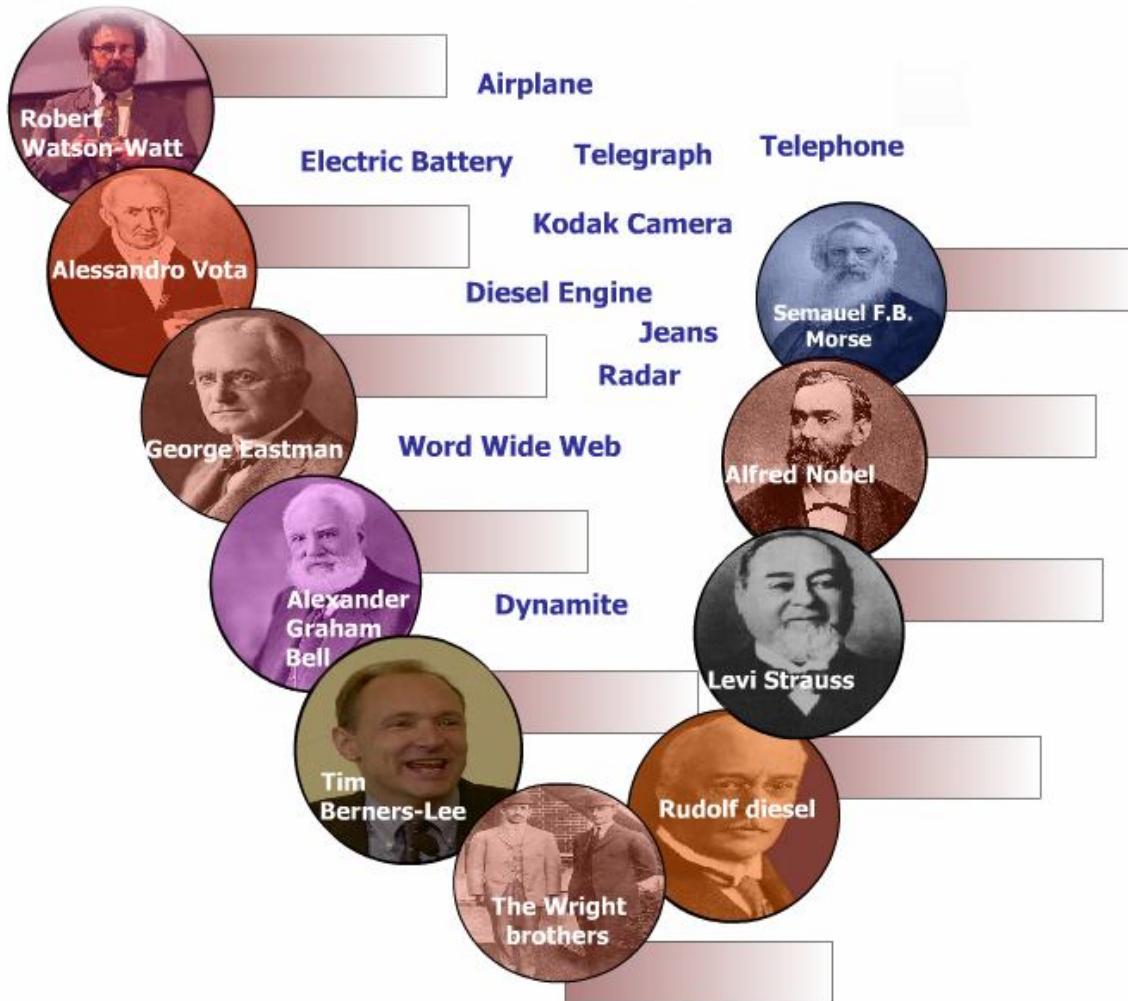


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Activity 5

Write It

Group the Inventions

Instructions to students: Look at the following list of inventions and put them where they belong in the table. Do we use them in the kitchen, the office, the street? Be careful, some of them may be used in more than one place.

oven- fax machine- cell phone- food blender- cell phone- door bell- projector- car radio- freezer- Dish washer-cell phone- scanner- motorbike- bicycle- radio- internet key- internet- radio- stapler- internet

In the Kitchen	In the Office	In the street
----------------	---------------	---------------

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Grammar

Warm up

The Chinese **invented** kites.

People **used** the telephone for the first time in the 18th century.

Egyptians **built** the pyramids.

Hint: What do the verbs in the sentences have in common?

Answer: The verbs are all in the simple past tense.

Note to students: Check Grammar Reference 1.

Grammar Focus 1: Simple Past Tense

The simple past tense is mainly used to talk about things that have happened and finished in the past. It is usually formed by adding **-ed** to the verb in the infinitive form. There are verbs, however, that we do not add **-ed** to. These are called *irregular verbs*. Following are examples of regular and irregular verbs.

Regular verbs:

want+**ed**= wanted

crash+**ed**= crashed

Irregular verbs:

put- put

bring –brought

Positive Sentences in the Simple Past Tense

I		
you		
we	crossed	the street.
they		

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He	Crossed	
She		
It		

Negative Sentences in the Simple Past Tense

Subject	Short form	Long form	Main verb	
I you we they	didn't	did not	cross	the street.
He She it	didn't	did not	cross	the street.

Questions in the Simple Past Tense

Did	I you	cross	the street?
------------	------------------------	--------------	--------------------

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	we		
	they		

Did	he she it	cross	the street?
------------	--------------------------------------	--------------	--------------------

Short Answers in the Simple Past Tense

Did I cross the street?	Yes, I did . No, I did not . No, I didn't .
Did they cross the street?	Yes, they did . No, they did not . No, they didn't .
Did we cross the street?	Yes, we did . No, we did not . No, we didn't .
Did you cross the street?	Yes, you did . No, you did not . No, you didn't .

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Did he cross the street?	Yes, he did . No, he did not . No, he didn't .
Did she cross the street?	Yes, she did . No, she did not . No, she didn't .

Wh- Questions in the Simple Past Tense

When Where Why	did	they cross the street? we cross the street? you cross the street? I cross the street?
When Where Why	did	he cross the street? she cross the street? it cross the street?

There are other verbs, however, that we treat differently in the simple past. The *verb to be* and *has* have different positive, negative and question forms. The following tables will explain these differences.

Subject	Positive	Negative	
He			
She			
It	was	was not wasn't	sick.
I			

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They		were not	sick.
We	were	weren't	sick.
You			

Was	He	
	She	sick?
	it	
	I	

Were	you	
	they	sick?
	we	

Use of the Simple Past Tense

We use the simple past tense to describe:

- i) a completely finished action in the past
We **ainted** the house last week.
Our team **played** a good game yesterday.
- ii) a completely finished situation in the past
Mona **lived** in Paris from 1990 to 2000.
John **studied** French for 9 years.
- iii) a repeated action in the past
I saw this movie three times last March.
Brian **traveled** to London three times last year.

Grammar Focus 2: Prepositions of Movement 1

Prepositions are an important part of speech in English. In past units, we discussed prepositions of time. In this unit, we will learn about some of the prepositions of

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movement. The following table provides a list of some of the most common prepositions of movement.

up down into out of round through	The man climbed up the mountain. The cat came down the tree. The ball fell into the hoop. The children came out of the school. The bus drove round the school. The thief ran through the park.
--	---

Grammar Focus 3: Possessive 's

This ' is called an apostrophe. We use the apostrophe for many reasons:

We use it with the letter 's' when we want to show possession. For example, we say:

Sami's car

Mike's homework

Linda's assignment

We also use it when we want to show that some letters have been removed from a word. For instance:

He **has** got a book.

He's got a book.

Activity 1

Write It

Fill in the Blanks

Instructions to student: Write the correct form of the verb in the spaces provided.

1. The baker ----- the cake late last night.(to bake)
2. She ----- the new the meeting yesterday. (to postpone)
3. Mike ----- to London once last year. (to travel)
4. Sarah ----- the movie with her friends in the cinema yesterday. (to watch)
5. The exam ----- at 12 in the afternoon. (to end)
6. The pilot ----- the plane safely. (to land)
7. Maryam ----- a wedding party two days ago.(to attend)
8. They ----- the information on Google.(to research)

Activity 2

Write It

Making Questions

Instructions to student: Based on what you learned about *the simple past tense*, change the following statements into questions.

1. Jack told us the story.
2. Ali ate a big cake last week.
3. They saw the movie yesterday.
4. The lecture finished an hour ago.
5. Matt was very happy.
6. Edison invented the light bulb.
7. The meeting was last night.
8. They were sick with the flu.

Activity 3

Write It

Jumbled Words

Instructions to students: Now that you know more about the simple past tense, use this knowledge to rearrange the words below to write correct sentences.

1. speak/ well/ they/ didn't/ very/Arabic
2. did/ leave/ boys/ when/the/ classroom/the/?
3. schedule/ they/did/when/date/the/exam/?
4. Ben/ England/ to/ moved/ in/ summer/the .
5. met/Mrs./yesterday's/ I / Smith/ during/ party.

Activity 4

Write It

Pick the Right Verb

Instructions to student: Here is a group of verbs in the simple past tense. Read the text and write the verbs in their correct spaces provided in the text.

**rushed- saved- had- hit- didn't stop- drove- parked – checked- rolled-
didn't have- was not - came- saved- apologized –came- wore- took-
sustained- lost**

My family_____ a very scary experience yesterday. They were driving home late last night when suddenly, a car_____beside them and _____ them from the side. The man at the wheel _____. He just _____ past them. They _____ the car and _____ the damage. The speeding car _____ control and _____over to

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the side of the road. Thank god, all my family members _____ their seat belts. The seatbelts _____ their lives.

The man in the other car _____ very lucky. He _____ his seat belt on and he _____ serious injuries. My dad used his cell phone and called the ambulance. They _____ very quickly and _____ his life. The man _____ to my family for driving too fast and he is in hospital today.

The police _____ to the scene and recorded the accident. They also _____ the man's name and his address. He will have to go to jail after he leaves hospital. Thanks to two important inventions, the seat belt and the cell phone, my family and the man are still alive.

Activity 5

Write It

Guess the Inventor!

Instructions to students: Using the *simple past* form of the verb in brackets, answer the questions correctly to uncover the inventor.

1. He _____ an American. "to be"
2. He _____ from 1847-1931. "to live"
3. He _____ a hearing problem. "to have"
4. He _____ to school for long. "to go/ not"
5. Hi mother _____ him at school. "to teach"
6. He _____ many things that we still use today including the light bulb. "to invent"
7. He _____ a very famous company which is General Electric. "found"
8. He _____ on the 13th of October, 1931. "to die"

Activity 6

Circle It

Find the Error

Instructions to students: Each of the following sentences has one error. Read the sentences, then circle the word you think is wrong.

1. When did the boys wins the game?
2. John bringed the teacher his books.
3. The bus stoped at the bus station at 2: 00'clock.
4. We was not in the party last week.



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5.Dania didn't liked the sandwich .

Activity 7

Type It

Verb search

Instructions to student: Try to find the verbs in the puzzle below. All of the verbs in the word search are used in relation to inventions. The verbs above the puzzle are in the base form. To complete the activity, change them into the past tense, and then look for them in the puzzle. **discover, develop, patent, create, think, design, draft, invent, devise, originate, conceive, copyright, plan, innovate, manufacture, imagine, visualize,**

```

                D C D
              L P Q M E E R U Z
            Z Z V O H X U R E O I E U
          B P D U X O O S J E E A K N G Z T
        U T I D O N Y P V M V P I Y I A P Q S
      P L A U N W Y E W F S O B E B I W L J A F
    J I D T A Z L S W S R C K L Q A D A X I M
  X O I U E J A L X U U U S D X Y J O N D T T O
Y C R E A T E D J C J Y I C N P W T N E P N U
V D M C R E B Y Z Z F U S D N U R J M E N C J Z C
V E D E T N E T A P S N U D E V I S E D G Y K G N
Z T G B W N N T E O T I N N O V A T E D I D R L D
N T H Z B R S R I N V E N T E D N V P A G S Q W Y R F
Z V G E X S V M A N U F A C T U R E D I O E G D B A K
Z U I C B I G M M M D E N I G A M I D U A D S G M F I
V R Q C O N C E I V E D E P O L E V E D B F M I T
N Y V Y V S Y C M T K U C U U C V Y W O P Y S I E
F P P Q B V W Y X U O W W E B Y C D G N C G G W D
O G B F T L O J Y X H Q F D A C F C I I K E B
C M I N L N K O R I G I N A T E D A U C P M O
W Y M T C A L Y C L O E Q O Q B Q Q O T Z
V I S U A L I Z E D T D T H G U O H T M L
  M C T U A I H L L P L N Z F U T X H V
    N A G S U L J C W D F T V A H D U
      B G N V Q F N E P U M X A
        F A O U A Z X D L
          K S J
  
```

Activity 8**Write It****Your Move!**

Instructions to students: How well do you know your prepositions of movement? Write the correct preposition in the spaces provided.

through- down-up- into- out of

1. The cat was afraid of the dog. It ran and climbed----- the tree.
2. When the fire started, we ran----- the house. The whole house was damaged.
3. After they finished their lunch in the garden, they went back -----the house.
4. If you want to get a thread into a needle, you have to put the thread ----- ---the eye of the needle.
5. After Sam fixed the roof, he went up the stairs and started working on the paint.

Activity 9**Write It****Where is the Apostrophe?**

Instructions to students: Based on what you have learnt about the apostrophe, read the following sentences and place the apostrophe in its correct place in the sentences. Be careful, some sentences may have more than one apostrophe, while others may have none.

1. The light bulb is Edisons invention.
2. Theyve got three boys and three girls.
3. The Egyptians invented the scissors.
4. The brothers names are Malik and Sami.
5. My friends wifes an inventor. She invents all kinds of strange gadgets.
6. Electricitys quite a useful invention

Listening**Activity 1****True or False?****Prof. Joanne Smith's Opinion**

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Inventions –Student

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Instructions to students: Listen to Professor Joanne Smith as she discusses the advantages of inventions and then decide whether the statements that follow are true or false.

Audio Text

I do not believe that there such a thing as a bad invention. All inventions are good and they show the imagination and wonder of the human mind. Our inventions, whether they are smart, funny, crazy or dumb prove that there is nothing we, as humans, cannot do. It is also important to note that many of civilizations' most successful inventions were not appreciated by people when they first came out; on the contrary, they were disregarded and looked down upon. Most importantly, the most famous and visionary inventors were called lazy, dumb or crazy by the people who were around them. This was mainly because they could not understand them, or because their ideas were so advanced that they were simply ahead of their time. We should not judge inventions so easily, we should wait and see how these inventions will serve us and make our lives better and easier.

1. Professor Smith is a strong supporter of inventions. T F
2. According to Professor Smith, some inventions are good and some are bad. T F
3. Most of the inventions were accepted by people when they were first invented. T F
4. According to Professor Smith, inventions are examples of the abilities of the human mind. T F
5. Most famous inventors were not understood by the people surrounding them because their ideas were ahead of their time. T F

Activity 2

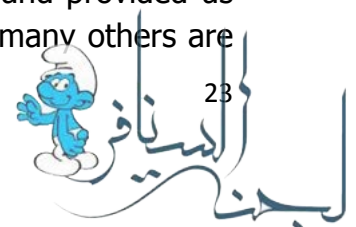
Multiple Choice

Ms. Johnson's Opinion

Instructions to student: Listen to Ms. Johnson as she expresses her opinion about inventions and answer the multiple choice questions that follow.

Audio Text

It is difficult to say that inventions are all bad or all good. Each invention has its own advantages and disadvantages. On the one hand, there are inventions that have made our lives easier, increased our production, created work opportunities and provided us with daily improvements. Inventions such as penicillin, electricity, and many others are



examples of such good inventions. On the other hand, there are inventions that are very bad. Inventions such as weapons like guns and rockets; these are used in war and destruction. They are inventions that destroy our lives and our planet, and these cannot be called good inventions. So as you see there are two sides to this issue and we need to look at both sides before we make any judgment.

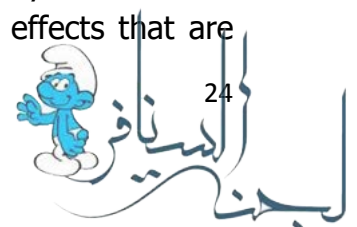
1. Mr. Johnson believes that:
 - a. inventions have advantages and disadvantages.
 - b. all inventions are good.
 - c. all inventions are bad.
2. According to Mr. Johnson, Penicillin and Electricity are examples of:
 - a. good inventions.
 - b. old inventions.
 - c. useless inventions.
3. Some of the inventions mentioned by Mr. Johnson are;
 - a. weapons, cars and penicillin.
 - b. electricity, guns and rockets.
 - c. guns, rockets and engines.
4. Mr. Johnson believes that we:
 - a. can make judgment on inventions easily.
 - b. have to look at the different aspects of an invention before making judgment.
 - c. should not care whether an invention is good or bad. It doesn't really matter.
5. According to Mr. Johnson:
 - a. inventions vary in their purpose.
 - b. inventions are all the same.
 - c. Although inventions are different, they all save lives.

Activity 3**True or False?****Elizabeth White's Opinion**

Instructions to Students: Listen to Elizabeth White as she expresses her opinion regarding inventions, and then decide whether the questions that follow are true or false.

Audio Text

Isn't it obvious, all inventions are bad. They all impact our lives negatively. Even the so called good inventions waste energy, pollute the earth and have side effects that are



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Inventions –Student

Student File

usually bad for humans and animals alike. Take paper for example, when it was invented, no one thought that it would have such a big part to play in our lives. We do use it for writing and typing and all that, but we are killing trees to make this paper. When we cut these trees, the animals that live on, under and around these trees lose their homes. All of this affects our lives and our planet - and this is a simple example of the negative effects of one invention. Imagine what the rest are like!

1. Elizabeth does not have a specific opinion on inventions. T F
2. According to Elizabeth, inventions do not affect humans and animals. T F
3. In order to make paper, we destroy trees. T F
4. Animals are not affected by the loss of trees. T F
5. Elizabeth uses paper as one example of the bad effects of inventions. T F

Pronunciation Focus

Third Person Singular Pronunciation

Simple Past Tense Ending Sounds

How do you pronounce the -ed ending in the simple past tense?

We can pronounce it as **/d/**, **/t/**, **/id/**. The following table will illustrate the different sound endings of the **simple present tense**.

/t/	if the verb ends in an unvoiced sound such as /f/, /k/, /ch/, /sh/, /p/, /s/	laughed, hoped, helped, mashed
/d/	if the verb ends in a voiced sound such as /b/, /m/, /n/, /g/, /v/, /z/, /r/	cleaned, discovered, played, imagined
/id/	if the verb ends /t/, /d/	wanted, mounted, invented, decided

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Inventions –Student

Student File

Activity 1

Circle It

Odd One Out

Instructions to students: Pronounce the words below and listen to the way they sound. Circle the word that does *not* share the same *-ed* ending as the other words.

1. rubbed-pulled-hated
2. weighed- played-
dressed
3. grinned-killed-liked
4. judged-watched- cried
5. tried- caused- laughed
6. lived-mixed-bugged
7. loaned-signed-painted
8. heaped-fanned-appeared

Activity 2

Write It

Catch the Word

Instructions to students: Look at the symbols below. Write matching symbol next to the word that has the same sound.

/t/,/d/,/ id/

treated, picked, walked, demanded, wiped, wished, dried, watched, fetched, typed, clicked, coughed, answered, printed, belonged, fried, denied, allowed, headed, stayed, weighed, cared, swiped, created, originated, faded, shaded, invented, designed, missed

Speaking

Ice Breaker

Activity 1

Offline Activity

Debate Time

Instructions to students:

1. Your instructor will divide you into two groups.



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Unit 5

Inventions –Student

Student File

2. The topic will be the *advantages and disadvantages of inventions*. You will have a debate and one group will take a supporting position and the other group will take the opposing position.

3. Your instructor will be your referee and will be in charge of supervising the debate.

Activity 2

Offline Activity

Guess the Invention

Instructions to students:

1. Form teams of 4
2. Bring pictures of weird, stupid, funny or crazy inventions.
3. Your classmate will try to guess what these inventions are.
4. You will only give your classmates answers if they ask questions correctly. Their questions should be correct both in meaning and grammar.
5. The team that guesses the most inventions wins the game.

Writing

Activity 1

Offline Activity

Inventions

Instructions to student: Pick an invention. Research it online, then write a short paragraph about that invention and include the following information:

- Who invented it?
- When was it invented?
- What is it used for?
- How successful is it?

Do your assignment in MS Word.

Check to make sure that the spelling and grammar are correct.

Your instructor will advise you on how to submit this assignment in class.



Connections Series

Elementary: Unit 6

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Learning Objectives

- 1. Identify the present continuous verb form.**
- 2. Form positive sentences using the present continuous tense.**
- 3. Form negative sentences using the present continuous tense.**
- 4. Form yes/no questions using the present continuous tense.**
- 5. Form WH- questions using the present continuous tense.**
- 6. Identify stative and dynamic verbs.**
- 7. Identify prepositions of movement.**
- 8. use prepositions of movement in sentences.**
- 9. Identify possessive adjectives.**
- 10. Use the apostrophe correctly.**
- 11. Identify the difference between a dictionary and a thesaurus.**
- 12. Form sentences using vocabulary from the word list.**
- 13. Identify syllables in English words.**
- 14. Participate verbally in class activities related to the theme of the unit.**
- 15. Write short paragraph describing costumes.**

Word List

anniversary:	the day on which an important event happened in a previous year	bride
banquet:	a large formal meal for many people, often followed by speeches in honor of someone	reception
buffet:	a meal where people serve themselves from a variety of types of usually cold food	inhabitants
carnival:	a special occasion or period of) public enjoyment and entertainment involving wearing unusual clothes, dancing, and eating and drinking, usually held in the roads of a city	rocket
caterer:	a person who provides, and sometimes serves, food	announce
cloak:	a loose outer piece of clothing without sleeves, which fastens at the neck, and is worn instead of a coat	load
costume:	the set of clothes typical of a particular country or period of history, or suitable for a particular activity	bride
entertain:	to keep a group of people interested or amused	squeeze
fiesta:	a public celebration in Spain or Latin America, especially one on a religious holiday, with	bubble
gala:	a special public occasion at which there is a lot of entertainment, usually in the form of a variety of performances	procession
invitation:	to ask or request someone to go to an event	father in law
locals:	someone who lives in the area you are talking about	mother in



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mask:	a covering for the face that protects, hides, or decorates the person wearing it	law
parade:	a line of people or vehicles that moves through a public place as a way of celebrating an occasion	clowns
private:	only for one person or group and not for everyone	acrobats
spectator:	someone who watches an event, sport, etc	groom
tourist:	someone who visits a place for pleasure and does not live there	kilt
traditional:	following or belonging to the customs or ways of behaving that have continued in a group of people or society for a long time without changing	turban
travel agency:	a person or company that arranges tickets, hotel rooms, etc. for people going on holiday or making a journey	helmet
wig:	a covering of artificial hair worn on the head to hide a lack of hair or to cover your own hair	gloves
		barbeque

" Celebrate the happiness that friends are always giving, make every day a holiday and Celebrate just living"

Amanda Bradley

Vocabulary Focus

Dictionary or Thesaurus

What is the difference between these two? When do you use a dictionary and when do you use a thesaurus? They both provide information about words, but each provides different information.

A **dictionary** provides information about the spelling, pronunciation, definition and the part of speech the word is.

A **thesaurus** plays a different role. The main aim of a thesaurus is to provide you with words that mean the same as, or nearly the same as, the word you are looking for.

Here is an example that will help you understand the difference. The Cambridge dictionary online defines the verb "*celebrate*" as follows:

celebrate: (enjoy an occasion)

verb [I, T]

to take part in special enjoyable activities in order to show that a particular occasion is important:

We always celebrate our wedding anniversary by going out to dinner.

If this plan works, we'll celebrate in style (= in a special way).

<http://www.dictionary.cambridge.org/define.asp?key=12098&dict=CALD> 25-03-2008



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The Roget Thesaurus provides the following information on the same word.

Main Entry: celebrate

**Part of
Speech:** *verb*

Definition: commemorate

Synonyms: bless, carouse, ceremonialize, commend, consecrate, dedicate, drink to, eulogize, exalt, extol, feast, fete, glorify, hallow, honor, jubilate, keep, laud, let loose*, lionize, make merry, make whoopee*, memorialize, observe, party*, perform, praise, proclaim, publicize, raise hell*, rejoice, revel, reverence, ritualize, signalize, solemnize, tie one

<http://thesaurus.reference.com/browse/celebrate> 25-03-2008

Activity 1

Offline Activity

Practice Makes Perfect

Instructions to students: Now it is your turn to see the difference between a thesaurus and a dictionary.

1. Choose five words from your Word List.
2. Use a dictionary to look up their meanings.
3. Use a thesaurus to find words that have the same meaning.
4. Once you are done, your instructor will advise you about how to submit this assignment in class.

Activity 2

Write It

Word Search

Instructions to students: Search for words from the Word List in the square below. Once you identify a word, write it in the space next to the square below. All of the words are related to weddings and marriages.

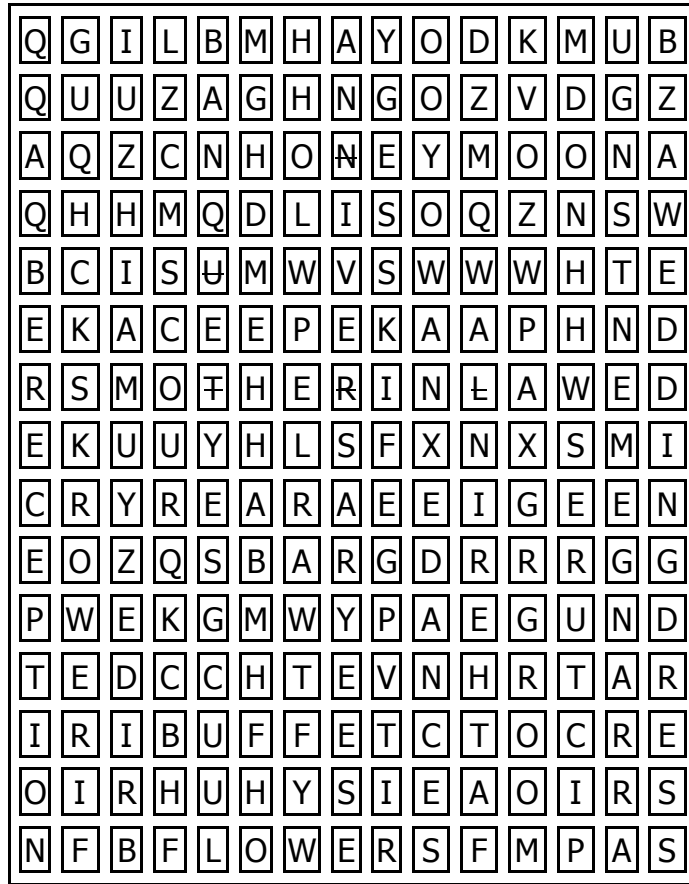


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Activity 3

Write It!

Match the Words

Instructions to students: Match the definitions to the correct words, by writing them in the spaces provided.

banquet- fiesta- buffet- caterer- carnival- gala

	<p>a meal where people serve themselves from a variety of types of usually cold food</p> <p>a large formal meal for many people, often followed by speeches in honor of someone</p> <p>a special occasion or period of) public enjoyment and entertainment involving wearing unusual clothes, dancing, and eating and drinking, usually held in the roads of a city</p> <p>a public celebration in Spain or Latin America, especially one on a religious holiday, with entertainments and activities</p>
--	--



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	a special public occasion at which there is a lot of entertainment, usually in the form of a variety of performances a person who provides, and sometimes serves, food
--	---

Activity 5

Write It

Match the Word to the Clue

Instructions to students: Read the following clues and try to guess the missing word.
to keep a group of people interested or amused

1. to keep a group of people interested or amused
2. a set of clothes typical of a particular country or period of history, or suitable for a particular activity
3. someone who visits a place for pleasure and does not live there
4. a line of people or vehicles that moves through a public place as a way of celebrating an occasion
5. someone who watches an event, sport, etc
6. only for one person or group and not for everyone

Activity 6

Type It

Crossword Puzzle

Instructions to students: Read the clues to the crossword puzzle and write **the answers into the correct spaces.**



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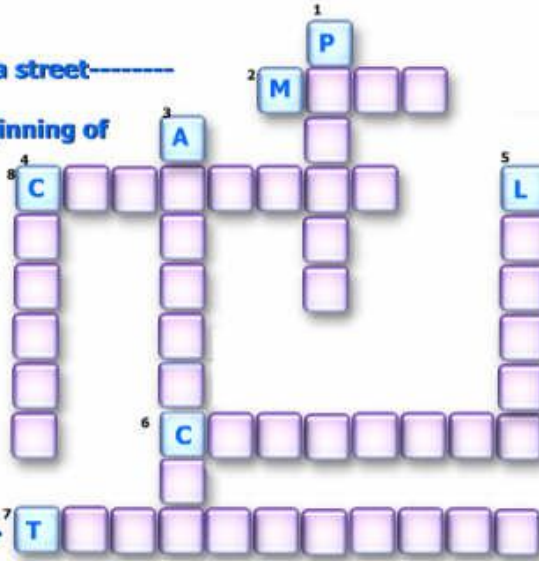
Student File

DOWN

1. I have never participated in a street----- before.
3. The director ----- the beginning of the play.
4. The ----- are part of the last day of the Carnival of Venice.
5. People who live in a country are called the -----.

ACROSS

2. I could not see his face. He was wearing a -----.
8. ----- is another name for festival.
6. Many people who participate in the Carnivals wear -----.
7. The ----- dress of most Indian women is the Sari.



Activity 7

Write It

Do You Know Your Costumes?

Instructions to students: Take a look at the costumes below, then write the name of the piece of clothing next to the body part and the word they match with.

mask- cloak- wig- sari- kilt- hood- turban- gloves- helmet –

face,

around the neck and the
body

on the head

around the body

around the waist

on the head

on the head

on the hands



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on the head

Take a look at the costume below, then drag the piece of clothing next to the body part and the word they mach them.



Reading

"Celebrate what you want to see more of." Thomas J. Peters

Activity 1 True or False?



La Tomatina

Instructions to student: Michelle's class is going on a school trip to Spain. Read Michelle's email to her friend, Sami, and then decide whether the statements that follow are true or false

Dear Sami:

I am so excited! Tomorrow I am flying to the small town of Bunyol in Valencia, Spain. This small town is having its annual tomato festival. It is called La Tomatina. Most of the class is going too. Maria, my twin sister, is not going though. She is sick and the doctor says that it is better if she stays home. She is very sad, but mom and dad promised to make it up to her.

Anyway, let me tell you a little bit about the city and its festival. Bunyol is a small town of 9,000 inhabitants, but in August it has people coming from all over the world. Everybody wants to be part of the tomato festival or what is known in Spain as La Tomatina Fiesta. The festival starts when a rocket is sent into the air to announce the beginning of the festival. This traditionally takes place on the twenty seventh of August of every year at eleven o'clock. Once the rocket is fired, trucks loaded with tomatoes move along the streets of Bunyol. On these trucks are people who are responsible for throwing tomatoes on everyone on the street.

There are a few rules in this festival. You cannot throw anything but tomatoes, and before you do throw them, you have to squeeze them. The festival lasts for two hours where typically 125,000 kilos of tomatoes are thrown about. I am taking a couple of old T-shirts and jeans with me, as well as my eye goggles. I am also taking my old shoes. I am certain that by the end of the day, my clothes will be as bright red as can be, but that it will be great fun.

I will email you about everything I do there.

Bye for now, Michelle

1. According to the text, La Tomatina takes place once every year.
True
False
2. Michael is going on this trip with his classmates.
True
False
3. The text explains the origins of La Tomatina.



True

False

4. Bunyol is a big city in Spain.

True

False

5. There are many rules and regulations regarding the Festival.

True

False

6. The festival begins when people start throwing tomatoes at each other.

True

False

7. The festival lasts for two days.

True

False

8. The word "Fiesta" is the Spanish word for Festival.

True

False

Activity 2

Multiple Choice

The Carnival of Venice

Instructions to students: A different festival than the La Tomatina takes place in Italy. Read about the Carnival of Venice and answer the multiple choice questions that follow.

The City of Venice is bubbling with activity, and the organizers are hurrying to get everything ready for the carnival. People are coming from all over the world to take part in the Carnival of Venice. Once they get there, they will be going to the mask and costume makers to buy their costumes and masks to participate in the festival.

The Carnival of Venice takes place every year in February, and although it is very cold, tourists and locals come to celebrate and watch the street parades and the wonderful masks of the carnival.

The carnival is very old and very popular. It started in the 14th century and it is now one of Italy's most famous festivals. It lasts for ten days and on the first Saturday there is a masked procession where people wear their costumes and walk along the streets of Venice leading to San Marco Square. There are many private parties during the carnival; most of them are by invitation only. There are many street parties though, and singers and dancers fill the streets with songs and dance. On the last day, and in San Marco piazza, clowns, fireworks and acrobats dance and entertain the spectators who have come to see the last day of the carnival.



1. The carnival of Venice is:
 - a. a newly found festival.
 - b. an ancient festival.
 - c. an unknown festival.
2. In the carnival:
 - a. people only watch performers.
 - b. people can take part in the festival.
 - c. people cannot buy costumes.
3. According to the text, there are:
 - a. street parades, performances and private parties among many other festivities.
 - b. street parades and street parties only.
 - c. acrobats, clowns, and fireworks only.
4. We understand from the text that The San Marco Pizza plays:
 - a. an important part in the entire carnival program.
 - b. an important part at the beginning of the carnival program.
 - c. an important part at the end of the carnival program.
5. One of the following words is closest in meaning to the word "spectators" in the last paragraph:
 - a. viewers
 - b. performers
 - c. mask makers
6. We understand from the text that:
 - a. masks and costumes are a tradition in the carnival.
 - b. only Italians are allowed to wear costumes and masks.
 - c. masks and costumes are difficult to buy in Venice.

Warm up

Grammar

Grammar

They **are celebrating** their wedding anniversary.

The bride and the groom **are cutting** the cake

They **are welcoming** the guests.

Hint:: What do the verbs in the sentences have in common?



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Answer: The verbs are all in the present continuous tense.

Note to students: Check Grammar Reference

1.

Grammar Focus 1

Present Continuous Tense

Positive Sentences in the Present Continuous Tense

Subject	Long Form	Short Form	
I	am drinking	I'm drinking	milk
He She It They We You	is drinking	's drinking	milk
	are drinking	're drinking	milk

Negative Sentences in the Present Continuous Tense

Subject	Long Form	Short Form	
I	am not drinking	'm not drinking	milk
He She It They We You	is not drinking	isn't drinking	milk
	are not drinking	aren't drinking	milk

Yes/No Questions in the Present Continuous Tense

Am	I	drinking	milk?
Is	he she it	drinking	milk?



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Are	they we you	drinking	milk?
-----	-------------------	----------	-------

Short Answers in the Present Continuous Tense

Am I drinking milk ?	Yes, I am . No, I am not . No, I'm not .
Is he drinking milk ?	Yes, he is . No, he is not . No, he isn't .
Is she drinking milk ?	Yes, she is . No, she is not . No, she isn't .
Is it drinking milk ?	Yes, it is . No, it is not . No, it isn't .
Are they drinking milk ?	Yes, they are . No, they are not . No, they aren't .
Are we drinking milk?	Yes, we are . No, we are not . No, we aren't .
Are you drinking milk?	Yes, we are . No, we are not . No, we aren't .

Wh- Questions in the Present Continuous Tense



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When Where Why	am	I drinking milk?
When Where Why	is	he drinking milk? she drinking milk? it drinking milk?
When Where Why	are	they drinking milk? we drinking milk? you drinking milk?

Use of the Present Continuous Tense

We use the present continuous tense to:

- i) talk about what is happening at the moment
We **are reading** about the present continuous.
She **is sleeping** right now.
- ii) talk about actions that have long duration at the moment of speech
Sami **is preparing** for his TOEFL exam.
Maryam **is studying** to become a doctor.
- iii) talk about arrangements in the near future
We **are celebrating** Hadi's birthday tomorrow.
They **are flying** to Venice tonight.

Grammar Focus 2

Stative and Dynamic Verbs

There are verbs that can be used in the **continuous form** and the **simple form**.

These are called **dynamic verbs**, but there are verbs that cannot be in the continuous



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form. These are called **stative verbs**. The following table will illustrate the types of verbs that are usually stative.

verbs of the senses	verbs of emotions	verbs of the mind	verbs of possession	verbs of existence
hear feel see smell taste know	amaze appreciate astonish care dislike envy fear hate like love need please prefer surprise	believe desire doubt forget imagine know mean realize recognize remember suppose think understand	belong own possess have	appear consist of contain cost exist include look matter owe resemble seem sound weigh

There are some of these verbs, however, that can be used both in the stative and dynamic form. The meaning is totally different, though.

Take a look at the following examples:

I **have** a car. (It is mine. I own it)

I **am having** lunch. (I am eating lunch)

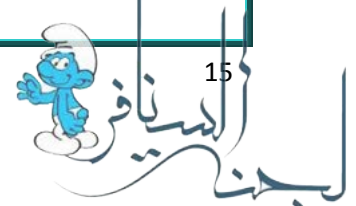
I **think** you are wrong. (I believe you are wrong)

I **am thinking** of my friend Sara. (In this case, a mental process. In other words, I have her on my mind)

Grammar Focus 3

Prepositions of Movement

<p>past across</p> <p>toward along away from</p>	<p>The carnival marched past my house. Sami ran across the field and scored a goal. The children ran toward their mother. We walked along the river. The guests moved away from the loudspeakers.</p>
---	--



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onto over under	I got onto the plane. The athlete jumped over the line. The dog hid under the blanket.
--	---

Grammar Focus 4

Possessive Adjectives

In previous units, we learnt about subject and object pronouns. In this unit we will learn about possessive adjectives. The following table will review subject and object pronouns and will introduce possessive adjectives.

Subject Pronouns	Object Pronouns	Possessive Adjectives
I he she it we you they	me him her it us you them	my his her its our your their

It is important to remember that when we use the possessive adjective, it agrees with the person who owns the object, not the object itself.

For instance:

This is **Rashid** with **his** sister.

I saw **Maria** with **her** new car.

Activity 1

Circle It

Complete the Sentences

Instructions to students: Maria is a wedding planner. The following are her initial notes about the wedding program for Sarah and Ben. Read the sentences below and circle the correct answers.

1. The florist (is arriving/am arriving/are arriving) at 10:00.
2. The caterers (are bringing/ is bringing/am bringing) the food at 2:00.
3. I (am booking /is booking /are booking) the honeymoon trip for the newlyweds after I finish this program .
4. The hairstylist (is meeting/ to meeting/are meeting) Sarah at 1:00



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5. The guests (are arriving/ is arriving /am arriving) at 8 in the evening.
6. The groom (is having /are having /am having) a haircut and shave at 12:30.
7. The photographers(are coming /is coming /am coming) at 7:00.

Activity 2

Write It

Making Questions

Instructions to student: Based on what you learned about *the present continuous tense*, change the following statements into questions.

1. The florist is arriving at 10:00.
2. The caterers are bringing the food at 2:00.
3. I am booking the honeymoon trip to the newlyweds after I finish this program.
4. The hairstylist is meeting Sarah at 1:00.
5. The guests are arriving at 8 in the evening.
6. The groom is having a haircut and shave at 12:30.
7. The photographers are coming at 7:00.

Activity 3

Write It

Jumbled Words

Instructions to students: Now that you know more about the *present continuous tense*, use this knowledge to rearrange the words below to make correct sentences.

1. I/meeting/with/to/am/ discuss/ ceremony/ graduation/ president/the/the/.
2. Sami / Mike/ flying/ are/ Dubai/to/ tomorrow/and/.
3. party/ when/ you/ having/your/ are/?
4. married/ they/are/this/week/getting/?
5. Julie/ tonight/ doing/is/ what/? .

Activity 4

Write It

Complete the Sentences

Instructions to student: Write the correct verbs in the spaces provided.

are booking- are planning- are going- are renting -are planning

We ----- on having a relaxing and fun summer holiday. First thing tomorrow, we ----- our flight to Spain. We----- there this Friday, once we get there, we----- a yacht to take us around the Spanish Riviera, and we ----- on staying in Spain to attend the tomato festival La Tomatina



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Activity 5

Write It

Stative or Dynamic?

Instructions to students: Which of these verbs are stative and which are dynamic? Write the stative verbs into the stative verbs column and the dynamic verbs to the dynamic verbs column.

hate- read- type- sound- hear- speak- seem- grow- mean- work- prefer-
cook- eat believe

Stative	Dynamic

Activity 6

Circle It

Find the Error

Instructions to students: Each of the following sentences has one mistake. Read the sentences, then circle the word you think is wrong. The errors are all related to the *present tense*.

1. Is they getting their result exams tomorrow?.
2. John is liking his new car.
3. Ali and I am going to the festival of flowers next week.
4. We is closing early tonight because of the Eid celebrations. She is seeming very sad.

Activity 7

Write It

Simple Present or Present Continuous

Instructions to student: Read the sentences and write the *present tense* in the spaces provided.

1. Listen! She ----- on the phone. is talking/ talks/talked
2. I -----three cups of coffee a day. drink/drank/drunk
3. I -----to that new restaurant tonight, would you like to come? am going/go/goes
4. Don't give my cat any tuna, she-----it. hates/ is hating/hating
5. I -----that all cultures should be respected. believe/ is believing/am believing
6. Ahmed is not Syrian. I -----he is Egyptian. think/am thinking/am thinking



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7. Be quiet! The baby -----right now. is sleeping/ sleeps/ sleeping
8. Sarah can't answer the phone now. She -----a shower. is having/ has/had

Activity 8

Write It

Your Move!

Instructions to students: How well do you know your prepositions of movement? Look at the list below and write the correct prepositions in the spaces provided.

toward- past- onto- under- across- over- along

1. The bride and groom walked ----- the room and received their guests.
2. I saw the father of the bride coming -----us then suddenly, he stopped and turned around.
3. I walked ----- the room and then I realized that it was the room I was looking for, so I went back.
4. The horse was so strong and fast. It jumped ----- the fence and ran away.
5. The snake went----- the rock and hid from the boys.
6. The dancers got ----- the stage and started to dance to the music of the party.
7. We were walking ----- the river when we saw the little boy playing with his boat.

Activity 9

Write It!

Word Search

Instructions to students: Look at the list of the prepositions of movement below. Can you find them in the puzzle? Search for them. Once you identify a word, write it in the space beside the square below.



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L M
K R A L
Y A O T N I
H J I H O Q H Q
Q W F J I W Y M H Q
V C R G B E A L O N G J
S M N M C C D R I L J L B S
J Z U E D G A P D E D O W N S O
T S A P J Q X E G R E V O U D O C F
C M O R F Y A W A W W Y F N W R R V C K
B R Z H P J I B Q A H N O T N O C I S X
U C N E M X V B T H R O U G H A I D
G I D N U O R D T B H N E Q Q A
N M M B O Z Z L X I G A U F
D G M U N R Z J S F N X
Z Z T R E E I F L B
N O B D P C Y E
F G N B D Y
C U Y Q
Y M

Just be careful that some words share letters!

Activity 10

Write It!

Complete the Sentences

Instructions to students: Write the correct possessive adjective to the blanks provided in the sentences.

my-His- their- her -its-your- our

1. Did you see John's new car? ----- father bought it for him.
2. Have you met ----- sister? She and I are twins.
3. I haven't seen the new car model from Mercedes. They say it is ----- best model ever.
4. Is this ----- book? I thought I saw your name on it.
5. We haven't introduced you to Salma's new friend. She's ----- friend from England.
6. Where is -----lunch? We forgot to bring it with us.
7. My cat has -----pillow next to my bed.

Listening

Activity 1

True or False

Maya and the Travel Agent: Before the Trip

Instructions to students: Maya is trying to make travel arrangements for her summer vacation. Listen carefully to the conversation between her and the travel agent and decide whether the statements that follow are true or false.

Travel Agent: Happy Tours Travel Agency, How may I help you?

Maya: Hi! I am trying to make arrangements for my summer vacation and my friends recommended your agency.

Travel Agent: We are always working to please our customers; A happy customer is a returning customer, as we say here in Happy Tours.

Maya: Yes, well, I hope you will be able to help me!

Travel Agent: Ok, let's see, is there a place in particular you want to go to?

Maya: No, not really, but I am looking at places that hold carnivals or festivals during the summer. I love going to festivals. They are so much fun!

Travel Agent: And how about countries, any specific country?

Maya: Let's see, I hear that Spain is lovely in the summer, and I have never been there, but are there any festivals going on in Spain?

Travel Agent: You are in luck; there are a couple of very popular festivals that take place every summer in Spain. The first one is La Tomatina in Bunyol and the second Festival takes place in San Fermin.

Maya: The festival in San Fermin? Is that the one where bulls run after people?

Travel Agent: Yes, that's the one. You might know it better by its other name, The Pamplona Bull Run.

Maya: I see, I know about that one, but what is La Tomatina?

Travel Agent: Oh, that is a huge food fight; people throw tomatoes at each other for two whole hours.

Maya: That sounds like fun! Can you get me more information on this festival as well as information on flight and accommodation?

Travel Agent: Of course, I am looking into flight and accommodation arrangements as we speak.

Maya: Great! It's nice to finally know where I am going this summer. Do you mind emailing me the specific details, and I will get back to you if the price is right.

Travel agent: I will get on it right away, and I am here to answer any questions that come to your mind.



Maya: Great, I'll look forward to finding out more. You've been a great help!

1. At the beginning of the conversation, Maya knows exactly where she is going this summer.
True
False
2. We understand from the conversation that this is the first time Maya calls this travel agency.
True
False
3. Maya is looking for a specific country to go to.
True
False
4. The festival in San Fermin is where the tomato fight occurs.
True
False
5. The tone and language of the travel agent is friendly.
True
False
6. The name of the travel agency is " Holiday Tours"
True
False
7. By the end of the conversation, Maya decides on her summer vacation destination.
True
False

Activity 2

Multiple Choice

Maya and the Travel Agent: After the Trip

Instructions to student: Maya has returned from her trip to Bunyol, Spain and she is calling the same travel agency again. Listen carefully and answer the questions that follow.

Travel Agent: Happy Tours Travel Agency, how may I help you?

Maya: Oh Hi! This is Maya. Do you remember me?

Travel Agent: Of course I do! How are you, how was Spain? I hope you had a terrific vacation.

Maya: I can't thank you enough. It was wonderful; your agency is the best. I am actually calling to compliment you on your perfect arrangements. Everything was beautiful.

Travel Agent: That is excellent news. I am glad we were able to help you.



ELEMENTARY

Unit 6

Festivals and Celebrations

Student File

Maya: You really made my holiday. Imagine this, my room was over looking the route of the tomato truck, I was sitting there on the Veranda with a full view of people. People were in the streets and they were throwing tomatoes at each other. I had such a great time. I didn't even go into the streets because I could see everything from my room.

Travel Agent: That sounds like great fun!

Maya: Yes, and the room and the food was just perfect. I had a very nice vacation and took lots of pictures. I am sending you some of these tonight. You are going to see for yourself.

Travel Agent: I will look forward to receiving your pictures, and I am happy our arrangements made your vacation such a pleasant one.

Maya: Oh, yes, and I am going to recommend your travel agency to everyone I know. Thanks again, you are my favorite travel agency.

Travel Agent: Happy to serve you, we are Happy Tours after all!

1. Maya is calling the travel agency to:
 - a. thank them for their service.
 - b. complain about her flight arrangements.
 - c. complain about the hotel.
2. Maya's accommodation was:
 - a. very close to the festival.
 - b. very far from the festival.
 - c. in a different city than the festival.
3. Maya:
 - a. was not happy with the food and the room she stayed in.
 - b. was very pleased with the room and food.
 - c. did not say anything about her feelings regarding the room and food.
4. The view from Maya's room:
 - a. was so bad she had to go down to the street.
 - b. was so good that she didn't need to go down to the street.
 - c. was not mentioned in her conversation with the travel agent.
5. At the end of the conversation, Maya tells the travel agent that:
 - a. she will recommend the agency to everyone she knows.
 - b. she will recommend the agency to her friends only.
 - c. she will recommend the agency to her workmates only.

Pronunciation

Pronunciation Focus Syllables



What are syllables and why are they important? Syllables are what make up words and every word must have at least one syllable. Syllables depend on sounds and not the number of letters in a word. For example, the word **walk** has four letters, but when we say the word it has just one syllable.

Another example is the word **beautiful**, this word has nine letters, but when we say it, we can divide it into three syllables. These are beau-ti-ful

Syllables are important because they help you spell and pronounce words better. Some syllables are found in many English words.

For example:

celebr**ation**- coron**ation**- dehydr**ation**

quiet**ly**- quick**ly**- neat**ly**

nearer-clear**er**- smarter**er**

Activity 1

Circle It

Odd One Out

Instructions to students: Circle the word that does not have the same number of syllables as the rest in the group.

1. because- decided- happy
2. festival- carnival- parade
3. exercise-typical-amazement
4. acrobat-clown- forgetful
5. holiday- entertain- laughter
6. lived-mixed-bugged
7. loaned-signed-painted
8. heaped-fanned-appeared

Activity 2

Write It

How many Syllables?

Instructions to students: How many syllables do these words have? Write the correct number of syllables into the spaces provided.

For example: big has 1 syllable

information

spectators

locals-

understand

back

assignment

race

homework

syllable

decoration



amazing
grammar
reading
vocabulary
pronunciation
speaking
language
test
celebration-
musical

Activity 3

Offline Activity

Find the Words

Instructions to students: Now it is your turn to find words with syllables. Follow the instructions below and your instructor will provide you with instructions about how to submit the assignment.

1. 4 words that are nouns that have 1 syllable
2. 2 words that are verbs that have 2 syllables
3. 3 words that are adjectives that have 3 syllables
4. 2 words that are adverbs and have 2 syllables

Speaking

Ice Breaker

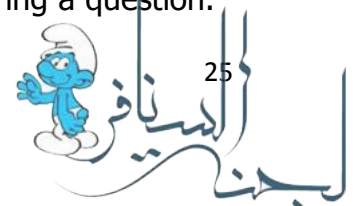
Activity 1

Offline Activity

Guess the Festival

Instructions to students: Can you guess the festival that the other teams have selected?

1. Form teams of 5.
2. With your teammates, choose a festival and research it online.
3. Think of the questions that the other teams may ask you to guess the festival you've selected and find the answers to those questions.
4. In class, you will compete with the other teams.
5. Each member will be responsible for asking and answering a question.



6. The team that can guess the most festivals will win the game.

Activity 2

Offline Activity

Mini Presentation

Instructions to students: Now that you have researched the festivals during Activity 1, simply follow the instructions below to complete this activity.

1. Each team must prepare a short presentation about the festival they have selected.
2. Your team leader will be required to stand up to give a presentation in front of your classmates. Use complete and correct sentences to describe your festival.
3. The following questions can help you:
 - a. What is it called?
 - b. What kind of festival is it, religious, cultural, etc.
 - c. How long is it?
 - d. Is it popular?
 - e. Where is it held?
 - f. Who participates in it?

Writing

"The more you praise and celebrate your life, the more there is in life to celebrate." Oprah Winfrey

Activity 1

Offline Activity

Costumes

Instructions to student: Look at the picture below and describe what the people are wearing.

1. Do your assignment in MS Word.
2. Check it for spelling and errors.
3. Your instructor will advise you about how to submit this assignment in class.

Unit 7: Eat Well, Stay Healthy

WORD LIST

advent: the start or arrival of something new	lunges
carbohydrates: one of several substances such as sugar or starch, which provide the body with energy	interval
consult: to discuss something with someone before you make a decision	pyramid
diet: when someone eats less food, or only particular types of food, because they want to become thinner or for medical reasons	abdominal
dumbbells: a short bar with a weight on each end that you lift up and down to strengthen your arm and shoulder muscles	crunches
encourage: to give someone confidence or hope	quadriceps
intake: the amount of food or drink that you take into your body	hamstrings
magic: special powers that can make things happen that seem impossible	gluteus
noticeable: easy to see or be aware of	triceps
nutritionist: an expert who tells you about the food you eat and what is healthy and what is not.	core
obese: being too fat	trunk
option: a choice	flatten
permanent: continuing forever or for a long time	adapt
popular: liked, enjoyed or supported by many people	resistance
purpose: why you do something or why something exists	muscle
regular: usual or normal	lack
squats: to position yourself close to the ground balancing on the front part of your feet with your legs bent under your body	relatively



stimulate: to make something happen or develop more	balanced
suffer: to experience or show the effects of something difficult, unpleasant or bad	gain
temporary: existing or happening for only a short or limited time	target

Vocabulary Focus

Homophones

What are homophones?

Look at the following words

meat- meet

flower- flour

eight-ate

What do you notice about the pronunciation of these words?

Homophones are words that are pronounced the same way, but their spelling and meaning are different.

Activity 1

Write It

Know your Homophones!

Instructions to students: Type the correct homophones below to the space provided to make the sentences complete.

ate- flower- meet- No- eight- flour- meat- know

1. Ali ----- ten apples today.
2. A spider has----- legs.
3. I bought a white ----- for my friend.
4. You need -----, milk, eggs and sugar to make pancakes.
5. They ----- every week to discuss the results of the students
6. I don't eat any ----- . I am a vegetarian.
7. He doesn't ----- how to bake a cake.
8. ----- . You cannot leave your books on the ground. Pick them up!



Activity 2

Write It

Crossword Puzzle

Instruction to student: Read the clues to the crossword puzzle and write the answer into the correct spaces. **Insert Image HEre**

ACROSS

4 You can use -----or barbells when doing the bent-over row exercises

6 John----- from many problems because of his obese weight.

8 You need to reduce your -----of salt. Too much salt can be bad for your health.

DOWN

1 Going on a diet especially in the summer is a very -----activity in the US.

2 ----- like sugar and potatoes provide your body with energy.

3 Two good exercises for your upper body parts are ----- and lunges.

5 You should -----with your academic advisor before you change your major.

7 A healthy-----consists of eating balanced food and exercising regularly.

Activity 3

Point and Click

Hangman

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

1. why you do something or why something exists
2. being too fat
3. to give someone confidence or hope
4. an expert who tells you about the food you eat and what is healthy and what is not.
5. special powers that can make things happen that seem impossible
6. existing or happening for only a short or limited time

Activity 4

Write It

Jumbled Letters

Instructions to student: Use the definitions below as hints to identify the matching word from the Word List, then write the word in the space provided.

<u>anagram</u>	<u>Definition</u>	<u>word</u>
parentmen	continuing forever or for a long time	
seatmulti	to make something happen or develop more	
catbeelion	easy to see or be aware of	
pintoo	a choice	



realrug	usual or normal
vatend	the start or arrival of something new

Reading

Activity 1

Multiple Choice

Get up and Exercise

Instructions to student: Read the following text about exercise and answer the multiple choice questions that follow.

If you want to be healthy and look good, then your only option is to eat healthy and to exercise. Most experts agree that the following exercises are the best to help you burn calories and stay fit.

According to experts, any workout program should include the following seven exercises: walking, squats, lunges, push-ups, interval training, bent-over row, and abdominal crunches. Walking helps burn calories, builds muscle and strengthens your heart. It is also very easy to do. It does not require any special equipment and all you need is a pair of good shoes.

Squats and lunges work your lower body parts and they also help build muscle. The benefit of squats and lunges is that they work the largest amount of muscle at the same time. They work your quadriceps, hamstrings, and gluteus. Lunges, however, are more advanced than squats and they help improve your balance.

Push-ups are another good exercise to include in your work out because they target a large group of your upper body muscles. If done correctly, they will exercise your shoulders, chest, triceps and your core trunk muscles.

A good exercise to flatten your abs and build muscle in the stomach area is abdominal crunches, but you have to be careful with crunches. If they are done improperly, they could weaken your abdomen and can cause pain.

The last two types of exercises suggested by the experts are bent over row and interval training. There are different versions of bent-over row, but the main purpose of this exercise is lift weight to build back muscle. You can use dumbbells or barbells. This depends on your fitness level and your muscle strength.

The final exercise is interval training and this is a very important because it teaches your body to adapt to different speeds and resistance. The whole idea of interval training is to vary the speed of your exercises, so if you are running for example, increase your speed for a minute or two and then go back to your regular speed for another 10 minutes and so. This will stimulate your system and you will end up burning more calories.



Whatever exercise you choose to follow, all experts agree that you should warm up, and before taking up any exercise you should consult your doctor to ensure that you are healthy enough to start.

1. According to the text, these exercises will help you
 - a. lose weight only
 - b. burn calories only
 - c. burn calories and become fit
2. One of the following exercises does not work the lower body parts:
 - a. crunches
 - b. squats
 - c. lunges
3. A good exercise for building back muscles is:
 - a. bent-over row
 - b. walking
 - c. push-ups
4. The difference between squats and lunges is that:
 - a. lunges also help improve your balance as well as exercising lower body parts
 - b. they target different parts of your body
 - c. they work your quadriceps, hamstrings, and gluteals
5. According to the text, experts agree that it is -----.
 - a. important to consult a doctor before adopting any exercise
 - b. alright to start your own program if you know which exercises to use
 - c. alright to exercise only when you need to

Activity 2

True or False

The World of Diets

Instructions to students: Read the following text about diets and then decide whether the statements that follow are true or false.

The advent of fast food combined with lack of exercise is causing many people to suffer from weight gain and obesity. This has led people to look for solutions that will help them lose those extra kilos. Going on diet is the most popular solution for weight gain and surely enough there are many diets to choose from.

Diets come in different shapes and forms. There are some diets that have been around for many years, while others are relatively new. Some of these diets have become famous because they offer fast and noticeable results while others have become famous because of the people who go on them. The South Beach Diet became very popular in the states when it became known that Bill Clinton goes on this diet to lose weight. Other diets are named after the people who designed them, such as the Atkins Diet, which has become very famous because it allows its followers to eat as much fat and protein as they want as long as they don't eat carbohydrates.



Other are named after the food they encourage eating and still others have been named after places. Some of these include, the Sonoma Diet, the Jenny Craig Diet, the Liquid Diet, the Hollywood Diet, the Low- sodium Diet and many more.

Many nutritionists believe that the best diet is a diet that includes a balanced intake of the different foods on the food pyramid. According to nutritionists there is no magic solution and there is no single food that will allow you to lose weight and get all the nutrients you need. Diets are just quick and temporary solutions, but they are not permanent. Once you stop your diet, if you go back to your ordinary lifestyle, you will gain those kilos back. The only way to stay fit and healthy is to exercise, eat healthy food and make changes to your lifestyle that will help you keep fit and healthy.

1. Diets help you lose weight even after you have returned to your old eating habits.
 - True
 - False
2. Nutritionists recommend that people eat balanced food that covers the different foods on the food pyramid.
 - True
 - False
3. The Atkins Diet is famous because Bill Clinton uses it.
 - True
 - False
4. The reasons behind gain weight and obesity include eating fast food and not exercising.
 - True
 - False
5. The Atkins Diet does not allow you to eat meat and fatty foods.
 - True
 - False

Activity 3

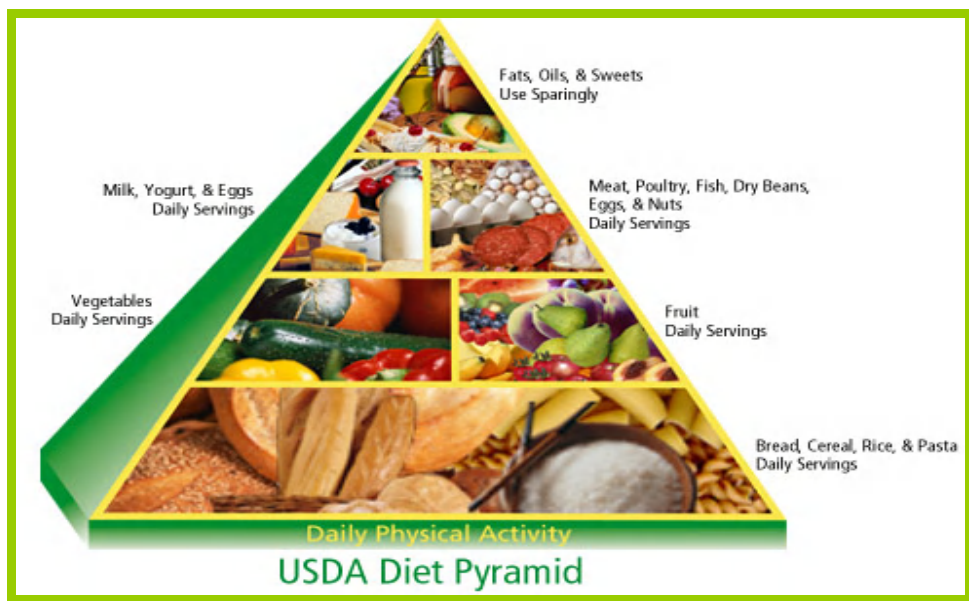
Write It

Food Pyramid

Instructions to students: Look at the food pyramid below and write additional examples of foods that belong in each group of the pyramid.



Unit 7-099- Eat Well, Stay Healthy



Grammar

Warm up

Pasta is an important part of the Italian diet.

Tomatoes come in different colors and shapes.

Vegetables are an important source of vitamins.

Q: What do you notice about the underlined words?

Hint: Are the underlined words nouns, adverbs, adjectives or verbs?

Note to students: Check Grammar Focus.

Grammar Focus 1

Countable and Uncountable Nouns

A noun, as you now know, is a naming word. It names a person, place or thing. Nouns are divided into two types and these are:

1. Countable Nouns
2. Uncountable Nouns

Countable Nouns

Countable nouns are nouns that we can count. for example, pen, tree, computer, apple and banana. We can say one apple, two apples, and three apples and so on.

Countable nouns can also be singular or plural. So, we can say:

- I gave my brother a **banana**. (singular)
- I gave my brother some **bananas**. (plural)
- I ate a **carrot** yesterday. (singular)
- I ate some **carrots** yesterday. (plural)

Countable nouns will take the indefinite articles a/ an if the noun is singular, so we say:

- I bought **an** **orange**.
- I cooked **an** **egg**.



Unit 7-099- Eat Well, Stay Healthy

- My sister ate a cucumber.
- My brother gave me a cookie.

Remember: We can only use the indefinite articles a/an with the singular countable noun. We cannot say:

- I bought an oranges. x
- I cooked an eggs. x
- My sister ate a cucumbers. x
- My brother gave me a cookies. x

Countable plural nouns will take the following determiners, some, any, and many. We usually use **some** with positive statements, offers and requests:

Statements:

- We have some potatoes
- John wants some tomatoes.
- They need some pens in the classroom.

Offers and Requests:

- Would you like some popcorn?
- Could I have some peas?
- May I have some cherries?

We usually use **any** with negative statements:

- We don't have any cups.
- Mike didn't bring any lemons.
- Salma didn't buy any potatoes.

We use **any** with questions:

- Have they got any apples?
- Do they want any books?
- Are there any pens?

We usually use **how many** to ask about plural countable nouns.

How many apples do we need?

How many books did she buy?

How many computers did he fix?

Uncountable Nouns

Uncountable nouns are nouns that name materials or concepts that we cannot separate into elements. They cannot be counted. For instance:.

Music, love, information, rice, sugar, butter, meat, travel, work, furniture, electricity, advice, news, luggage, power, money.

We treat uncountable nouns as singular. This means that we use a singular verb in the sentence. Here are some examples:

- Your advice is very good.
- This music is beautiful.
- Maya's furniture looks very expensive.



Unit 7-099- Eat Well, Stay Healthy

Uncountable nouns will take the following determiners, some, any, and much.

We usually use **some** with positive statements, offers and requests:

Statements:

- We have **some** milk
- Jude wants **some** money.
- They need **some** help with the house.

Offers and Requests:

- Would you like **some** tea?
- Could I have **some** water?
- May I have **some** rice?

We usually use **any** with negative statements:

- Mark doesn't eat **any** bread.
- Mona didn't cook **any** pasta.
- Saleem didn't drink **any** soda.

We use **any** with questions:

- Have they got **any** milk?
- Do they want **any** soup?
- Is there **any** news on the trip?

We usually use **how much** to ask about uncountable nouns:

- How much paint do we need?
- How much flour do we need for the pizza?
- How much tea does Ben drink in the morning?

Although we cannot count uncountable nouns, there are expressions that can be used to determine quantities, so we can say

- A **bottle** of milk
- A **bar** of chocolate
- A **glass** of water
- A **cup** of coffee
- A **kilo** of rice
- A **gram** of gold

Activity 1

Write It

Countable and Uncountable Nouns

Instructions to student: This is a list of Salam's grocery items for this week. Help her sort her countable and uncountable food items by writing the items under the appropriate headings in the table below.

bananas- cookies- eggs-onion- meat- bread- coffee- strawberry- cheese-cucumber- butter-fish- ice-figs

Countable	Uncountable



Activity 2

Type It

Forming Questions

Instructions to student: Fill in the blanks with *much* or *many*.

1. How ----- carrots does he eat?
2. How ----- rice do you need for this recipe?
3. Did they say how ----- oil is needed to fry the fish?
4. How ----- peaches does it take to make peach pie?
5. How ----- coffee do you drink every day?
6. Do they have ----- orange trees in their orchard?
7. How ----- water does it take to make a jug of juice?
8. How ----- raisins do you have in your plate?

Activity 3

Write It

Countable and Uncountable Noun Crossword Puzzle

Instructions to students: Read the clues to the crossword puzzle and type the answers into the spaces provided in the puzzle.

ACROSS

3. We use ----- to change the color of walls.

6. I didn't watch the ----- yesterday. I don't know what happened in Lebanon

8. You need a toothbrush and -----to brush your teeth.

9. You need this to buy things.

DOWN

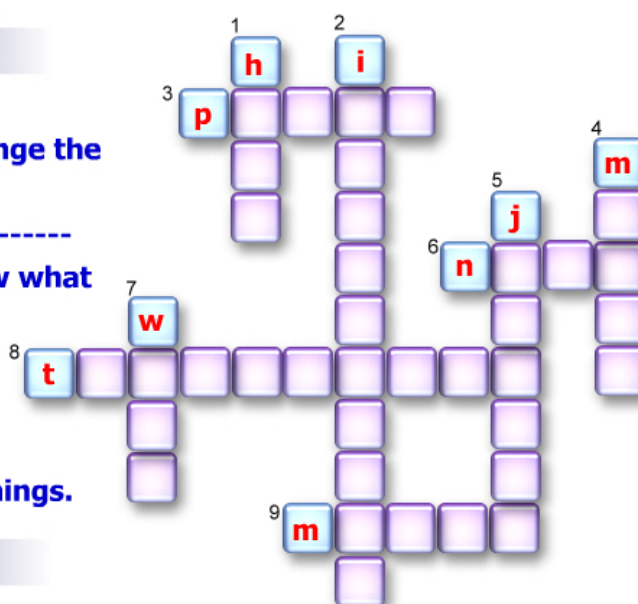
1. You have this on your head.

2. You can find a lot of ----- about diets on the internet.

4. Most people enjoy listening to this. Some even have their favorite singer.

5. The -----she was wearing was all made of gold.

7. Tables and chairs are usually made of -----.



Listening

Activity 1

True or False?

Chocolate Cake Recipe

Instructions to students: In the following audio, you will hear Julia as she explains how to make chocolate cake. Decide whether the statements that follow are true or false.

This is the best chocolate cake recipe ever, and it is very easy to make. The first thing you need to do is preheat your oven to 180 degrees and grease your pan with butter. Once you do that, you can turn to the ingredients. Those are: 2 cups of flour, $\frac{3}{4}$ cup of cocoa, 2 cups of sugar, 2 teaspoons of baking soda, 1 teaspoon salt, 2 large eggs, 1 cup butter milk, 1 cup oil, 1 cup boiling water and 1 1/2 tablespoons vanilla extract.

Now to the recipe itself. It is so easy! all you need to do now is put all these ingredients in one bowl and beat at medium speed until it all becomes smooth.

The next step is to take your mixture and put it in the greased pan and into the oven. It will take around an hour to bake, so don't open the oven before 40 minutes have passed. To check for doneness, insert a knife into the cake, if it is done, the knife will come out clean. Let it cool and then enjoy!

1. Julia's cake requires a 180 degree heated oven.

True

False

2. This recipe does not include water.

True

False

3. According to Julia, this is a very difficult recipe to make.

True

False

4. You need to grease the pan before you start making the cake.

True

False

5. According to Julia, you should open the oven after 20 minutes.

True

False

6. You can tell that the cake is ready when the knife comes out clean.

True

False

Activity 2

Multiple Choice

Making Reservations



Instruction to student: Jude wants to try *Spices* which is a new restaurant that has opened in town. Listen to the following conversation between Jude and the host at the restaurant carefully and then answer the multiple choice questions that follow.

Host: Welcome to Spices. How may I help you?

Jude: Hello, I'd to make a reservation for dinner please?

Host: Wonderful. What time would you like to make the reservation for?

Jude: Tomorrow night at 8:00?

Host: Oh, I am terribly sorry, but the restaurant is fully booked tomorrow. We have a wedding party, and they have booked the entire restaurant.

Jude: Oh, I didn't realize that you cater for wedding parties!

Host: Oh yes, we do. We cater for all sorts of parties and functions.

Jude: And do you have any wedding parties scheduled for the night after?

Host: No, not really, we have a small birthday party though!

Jude: But you still can accommodate a dinner reservation, can't you?

Host: Yes, that shouldn't be a problem. At what time would you like to dine?

Jude: 8:00.

Host: How many people will be joining you, Madam?

Jude: It is for 2 actually, my husband and myself.

Host: Okay then, let me just write this down, so is a dinner party on the 15th of the month at 8 o'clock, and may I have your name please?

Jude: Jude White.

Host: We will be looking forward to your visit then Mrs. White and have a nice day!

Jude: Thank you and same to you.

1. The name of the restaurant is:

- a. Sugar and Spice
- b. Salt and Spice
- c. Spices

2. Jude wants to make reservations for :

- a. birthday party
- b. dinner
- c. wedding

3. The host informs Jude that:

- a. he cannot accommodate her first choice.
- b. he cannot accommodate her second choice.



- c. he cannot make a reservation for her at all.
4. The reason the restaurant is fully booked on the first night is because:
- they are celebrating a birthday party
 - they are hosting a wedding
 - they are hosting a different function
5. Jude manages to book a reservation for:
- the 15th of the month
 - 13th of the month
 - the 14th of the month.

Pronunciation

Syllables

In the previous unit, we discussed the importance of syllables. In this unit, we will discuss some rules that will make it easier for you to identify syllables successfully.

Remember: The rules do not apply to all the words in English. There will always be exceptions.

- Every syllable must have a vowel. Examples: man, please, drop, team.
- If a syllable ends with a consonant and the syllable has one vowel, then it will be a short vowel. Examples: cat, pit, miss
- When a syllable ends in a silent -e. When we don't say this sound, this means that the vowel at the beginning is long. Examples: gene, make, use.
- Endings such as -ing, -er, -est usually form separate syllables. Examples: smarter, writing, cheapest.

Activity1

Circle It

Odd One out

Instructions to students: Circle the word that does not have the same number of syllables.

- bed- head- beaded- fed
- family- favourite-terrible- experience
- vegetable- apple- coffee- orange
- purpose- advent- permanent- suffer
- diet- go- eat- milk

Activity 2

Write It

How Many Syllables?

Instructions to student: Write the words that have 1, 2 and 3 syllables into the spaces provided for them.

fruit- exciting- lemon- dangerous- bananas- water- pasta- meat- tea- strawberries- carbohydrates

One syllable

Two Syllables

Three Syllables



Activity 3

Circle It!

Extra Syllables

Instructions to student: Circle the word that has an extra syllable in the plural.

1. eye- eyes
2. orange-oranges
3. apple-apples
4. book-books
5. watch-watches
6. house-houses
7. toothbrush-toothbrushes
8. mug-mugs

Speaking

Activity 1

Offline Activity

Mystery Fruit or Vegetable!

Instructions to student: Can you guess which fruit or vegetable the other teams have selected.?

1. Form teams of 5.
2. With your teammates, choose an exotic fruit or vegetable and research it online.
3. Think of questions that the other teams may ask you to guess the fruit or vegetable you've selected and find the answers to those questions.
4. In class, you will compete with the other teams.
5. Each member will be responsible for asking and answering a question.
6. The team that can guess the most fruits and vegetables will win the game.

Activity 2

Offline Activity

What's your Favorite Food?

Instructions to students: What's your favorite food? Look up the recipe for your favorite food and then describe it to your classmates. Your instructor will ask you to stand in front of class and describe the contents and the way this food is made.



Writing

Activity 1 Eating Habits

Instructions to Students: Write a short paragraph describing your daily eating habits.

These questions may help you:

- a. How many meals do you eat a day?
 - b. Do you pay attention to the kind of food you eat?
 - c. What are your favorite types of food?
 - d. Is food related to your feelings?
1. Do your assignment in MS Word.
 2. Check it for spelling and errors.
 3. Your instructor will provide you with instructions in class about how to submit this assignment.



Unit 8 Art and Literature

Unit 8: Art and Literature

WORD LIST

anonymous: unknown, not giving a name	amuse
appreciation: when you understand how good something or someone is and are able to enjoy them	awestruck
canvas: a piece of cloth used for a painting	blessing
controversial: causing a lot of disagreement or argument	blossom
emerging: to become known	compact
entertain: to keep someone interested and help them to have an enjoyable time	create
fable: a short, traditional story, usually involving animals, which is intended to show people how to behave	dew
genre: a type of art or writing with a particular style	drip
inscriptions: words that are written or cut in something	extend
moral: something you learn from a story or event about how to behave	fame
narration: to tell the story in a book, film, play, etc	flattered
poetry: poems in general, or the writing of poetry	impart
scratched: to make a slight cut or long, thin mark with a sharp object	intrigued
specific: used to refer to a particular thing and not something general	oral
syllables: a word or part of a word that has one vowel sound	parable
talent: a natural ability to do something	permission
treasure: a very valuable object	philosophy
vandalism: the crime of intentionally damaging things in public places	pray
vast: extremely big	attitude
violations: to not obey a law, rule, or agreement	wealth



Vocabulary

Vocabulary Focus

Idioms

An idiom is an expression that contains a number of words that have a particular meaning that is different from the meanings of each word understood on its own. This means that when these words come together, they create a special meaning that is completely different from the meanings of each word. Almost every language has its own idioms and knowing the idioms of a certain language show the proficiency of the speaker in that language. Idioms cover almost all aspects of life. There are idioms on sports, food, clothes, animals, love, colors and so on. The English language enjoys a lot of idioms and they are used in both writing and speech. Here are some examples on English idioms relating to colors.

1. The meeting provided Sam with a **golden opportunity** to present his schedule. (perfect chance)
2. The director gave his employees **the green light** to start working on the project. (permission)
3. I passed my Literary writing exam with **flying colours**. (with high marks and distinction)
4. Salma was **green with envy** after seeing her friend's costume for the play. (jealous)
5. Graffiti artist who are **caught red handed** vandalising public property with paint are sent to jail. (caught doing something you should not be doing)

Activity 1

Write It

Jumbled Letters

Instructions to students: Look at the jumbled letters (anagrams) below. Arrange them into words that match one of the definitions provided below, and write the words in the space provided. Some of them are very challenging. Are you feeling brave?

Anagram	Definition	Correct Answer
laor	related to speech, spoken	
sacvan	a piece of cloth used for a painting	
green	a type of art or writing with a particular style	
rainraton	to tell the story in a book, film, play, etc	



Unit 8 Art and Literature

latent	a natural ability to do something
unsaymoon	unknown, not giving a name

Activity 2

Write It

Complete the Sentences

Instructions to students: Write one of the words below in the appropriate blanks provided in the sentences.

fame, flattered, amused, emerged, fable, attitude, literature

1. Elvis Presley rose to ----- in the 1950's.
2. The actor was ----- by the number of people who came to see his play.
3. Graffiti ----- as a new art form in the late 80's and 90's.
4. ----- are short stories that have a moral at the end.
5. The comedian ----- the viewers with his jokes.
6. People's ----- towards many new art forms are changing and becoming more favourable.
7. Art and ----- are two important aspects of any civilization.

Activity 3

Hangman

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

1. -----: extremely big
2. -----: words that are written or cut in something
3. -----: something you learn from a story or event about how to behave
4. -----: causing a lot of disagreement or argument
5. -----: a word or part of a word that has one vowel sound
6. -----: to not obey laws, rules or agreements

Activity 4

Offline Activity

Sentence Construction

Instructions to students: Build your own sentences using words from this list. Your instructor will advise you on how to submit this assignment in class.

1. intrigue
2. impart
3. philosophy
4. extend
5. create
6. parable
7. permission

Activity 5



Unit 8 Art and Literature

Write It

Word Search

Instructions to students: Search for words from the Word List in the square below. Once you identify a word, type it into one of the spaces provided on the side. Use the provided definitions to determine the words.

H	T	L	A	E	W	X	R	P	U	I	R
J	Y	A	T	T	I	T	U	D	E	J	H
H	O	I	G	L	J	P	O	O	J	G	A
L	I	Y	A	R	P	J	W	S	L	N	B
M	D	B	K	H	W	D	Y	J	Z	I	L
N	I	A	T	R	E	T	N	E	M	S	O
J	G	M	O	R	A	L	B	H	G	S	S
M	M	S	I	L	A	D	N	A	V	E	S
C	O	U	L	S	X	H	Z	F	R	L	O
X	C	M	L	C	V	D	U	G	G	B	M
T	Y	R	T	E	O	P	S	T	X	V	M
O	J	N	C	I	F	I	C	E	P	S	B

1. a feeling or opinion about something or someone, or a way of behaving that is caused by this
2. a small flower, or the small flowers on a tree or plant
3. to ask for God's help and protection for someone or something
4. to keep a group of people interested or amused
5. something you learn from a story or event about how to behave
6. poems in general
7. to speak to god in order to show your feelings or to ask for something
8. used to refer to a particular thing and not something general
9. the crime of intentionally damaging things in public places
10. when someone has a lot of money or valuable possessions

Activity 6

Offline Activity

Idioms

Instructions to students:

1. Use the Internet to search for idioms.
2. Choose a certain category .e.g. sports, food, health, etc.
3. Choose at least five idioms from that category.
4. Write sentences using those idioms using MS Word.
5. Your instructor will advise you about how to submit this assignment in class.

Reading

Activity 1

Multiple Choice

Graffiti



Unit 8 Art and Literature

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

Art is a vast field that covers different forms and genres. The word art itself is used mainly to refer to the visual arts, but it has been known to extend itself to literature, music, and many other forms. Many of these forms have been around for a long time, but some new and controversial forms are emerging every day, making it difficult to precisely define the word art.

Among the many art forms gaining popularity in the recent years is graffiti. Graffiti, however, did not just come out of the blue. Graffiti is actually as ancient as the ruins of Rome and Egypt. The word graffiti used to refer to the drawings and inscriptions found on the walls of ancient Rome, Pompeii and other ancient civilizations. Today it is used to refer to any writings or drawings of letters that are drawn, scratched or scribbled on walls and different properties.

In many countries, graffiti is considered an act of vandalism, especially if it is done without the permission of the owner of the property, or in violation of the laws of the country. It is one of the most controversial art forms and many refuse to consider as an art form.

A graffiti artist's main tools are spray paint and markers. He uses walls and structures as his canvas. Some graffiti work expresses political views and attitudes, while others are mainly artistic and show the artistic talents of the graffiti artist.

Graffiti has come a long way since the days of ancient Rome and Egypt. There are visible examples of graffiti in the Middle East, the United States, the UK and many other countries. Galleries and exhibitions are further reinforcing the position of graffiti as an established art form and graffiti artists receive the red carpet treatment wherever they go and are called upon to show their talents all over the world.

1. According to the text, art-----.

- a. is a very narrow field**
- b. only covers the visual arts**
- c. is very flexible and encompasses many different forms.**

2. Graffiti -----.

- a. is considered an art form in all countries**
- b. is considered an art form in some countries**
- c. is not considered an art form at all.**

3. We understand from the text that -----.

- a. ancient civilizations had inscriptions on their walls**
- b. ancient people hated graffiti**
- c. ancient countries used graffiti as an art form**

4. The text claims that-----.

- a. many countries are showing examples of graffiti**



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- b. only ancient ruins in Rome show examples of graffiti
- c. only Pompeii and Rome are showing current examples of graffiti as an art form

5. A graffiti artist-----.

- a. uses highly technological tools for his work
- b. uses basic painting tools as his tools
- c. uses only walls and structures as his tools

Activity 2

True or False

Haiku

Instructions to students: Read the passage below and decide whether the statements that follow are true or false.

Poetry is an important part of the literature of any civilization. The Japanese civilization is no different and it has different types of poetry, but one of the most interesting types of Japanese poetry is Haiku. So what is Haiku?

Haiku is a very short poem that usually describes everyday events, feelings or nature. It uses simple language and grammar and the main aim of a poem is to paint an image in the mind of the reader. The poem itself is very compact and it combines form, content and language.

Haiku is usually written in three short lines. These lines follow a specific order. The first line usually has five syllables, the second line seven, and the third line another five, making the total 17 syllables. A good Haiku poet will be able to create a picture in the mind of the reader using these three lines. Although most Haiku poems seem to be about simple images, they usually carry a deeper meaning, a lesson on life or a certain philosophy.

The following poem is an example of a Haiku poem:

The Rose

By Donna Brock

The red blossom bends

and drips its dew to the ground.

Like a tear it falls

1. Haiku originated in Japan. T F
2. Haiku does not follow any order whatsoever. T F
3. The purpose of Haiku is to create a mental image in the mind of the reader. T F
4. Haiku's language is very difficult while its grammar is quite simple. T F
5. Haiku follows an order of 7-5-7 syllables. T F
6. Haiku covers political and religious topics. T F
7. In the Haiku poem entitled *The Rose*, the author is referring to rain falling on a flower.
T F



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Grammar

Warm up

Sculpting is more difficult than painting

Shakespeare is the best playwright in English Literature.

Novels are longer than short stories.

Hint: What do you notice about the underlined words?

Answer: All of the underlined words are in comparative or superlative form.

Note to students: Check Grammar Focus.

Grammar Focus 1

Comparatives and Superlatives

In previous units, we learned that adjectives describe nouns. They give more information about the noun they describe.

Adjectives can also be used to compare nouns. When they are used for comparison, they are usually used in the comparative or superlative form.

There are certain rules for making the comparative and superlative of adjectives. The following table will help you understand these rules and will provide you with examples concerning each of these rules.

Adjective Form	Comparative	Superlative
most adjectives smart, bright,	add –er smarter, brighter	add –est smartest, brightest
adjectives ending with –e close, fine	add –r closer, finer	add –st closest, finest
adjectives of one syllable ending with single vowel and consonant big, hot	double the last consonant and add –er bigger, hotter	double the last consonant and add- est biggest, hottest
adjectives with two syllables ending in –y pretty, happy	remove the –y and add -ier prettier, happier	remove the –y and add –iest prettiest, happiest
adjectives with more than two syllables	add (more) before the adjective	add (most) before the adjective



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expensive, beautiful	more expensive, more beautiful	most expensive , most beautiful.
adjectives that are irregular good, bad	change completely into better, worse	change completely into best, worst

How to use *comparatives* and *superlatives*?

Comparatives are used to compare between two things. Look at these examples:

- Sarah is **taller** **than** Mike.
- Picasso's paintings are **more expensive** **than** Andy Warhol's paintings.
- The pyramids are **bigger** **than** the Sphinx.

We usually use **than** after the comparative adjective.

Superlatives are used to compare between more than two things. Here are some examples:

- Sarah is **the smartest** in her class.
- Amman is **the most expensive** city in Jordan.
- The Mona Lisa is **the most famous** painting in the Louvre.

We usually use **the** before the superlative adjective.

Activity 1

Write It

Comparative and Superlative

Instructions to students: Write the comparative or superlative form of the adjective to the appropriate blank in the table.

kinder- most astonishing- heaviest- whiter- more amazing- finer- worst- hotter- biggest- more expensive- better- most shocking- fanciest- wisest

Comparative	Superlative



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Activity 2

Fill in the Blanks

Complete the Sentences

Instructions to student: Fill in the blanks by writing the correct form of the adjective in the comparative or superlative to complete the sentences.

1. The Cheetah is ----- than the lion. **(fast)**
2. The whale is the ----- sea animal. **(big)**
3. John is ----- than Peter. **(tall)**
4. Novels are ----- than short stories. **(long)**
5. My brother is the ----- in my family. **(old)**
6. Apples are ----- than oranges. **(delicious)**
7. Dolphins are ----- than whales. **(smart)**
8. Johanna is the ----- person I have ever met. **(wise)**
9. Arabic is ----- than English. **(difficult)**
10. Mike is the ----- student in his school. **(good)**

Activity 3

Fill in the Blanks

Complete the Table

Instructions to student: Fill in the blanks by writing the correct form of the comparative or superlative.

Adjective	Comparative	Superlative
quiet		
moody	paler	reddest
satisfactory	more talented	most colourful

Activity 4

Multiple Choice

Correct Spelling

Instructions to students: Choose the correct answer by clicking on the radio button.

1. The comparative of "large" is:
 - a. larger
 - b. largest
 - c. most larg
2. The comparative of "light" is:
 - a. lighter
 - b. more light



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- c. lightier
- 3. The comparative of "charming" is:
 - a. more charming
 - b. charminger
 - c. charminggest
- 4. The comparative of "bad" is:
 - a. worse
 - b. badder
 - c. baddier
- 5. The superlative of "ugly" is:
 - a. ugliest
 - b. uglyiest
 - c. most uglyiest
- 6. The superlative of "destructive" is:
 - a. most destructive
 - b. destructivist
 - c. more destructive
- 7. The superlative of "soft" is:
 - a. softest
 - b. most softer
 - c. softtest
- 8. The superlative of "dramatic" is:
 - a. most dramatic
 - b. dramaticer
 - c. dramaticest

Activity 5

Circle It

Odd One Out

Instructions to students: Circle the word that does not belong in the group. You will have to think of the comparative or the superlative of the words in order to answer correctly.

- 1. big- cold- fit- wet
- 2. pretty- heavy- happy- handsome
- 3. fruitful- expensive- large- beautiful
- 4. close- fine- cute- fast

Activity 6

Underline It

Spotty and Blackie

Instructions to students: Read about Mary and her cats and underline the correct answer to complete the sentences.

Mary has two cats. Their names are Spotty and Blackie. Spotty is (big/bigger/biggest), and (old/older/oldest) than Blackie, but Blackie is (smart/smarter/smartest) and (playful/ more playful/most playful) than Spotty. Blackie likes to jump and play, while Spotty likes to sleep all day long. Mary likes both her cats. She thinks that she has the (good/better/best) cats in the world.



Listening

Activity 1

Multiple Choice

A Native American Poem

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

I SAID A PRAYER FOR YOU TODAY

I said a prayer for you today,
And know God must have heard.
I felt the answer in my heart,
Although He spoke no word...
I didn't ask for wealth of fame,
I knew you wouldn't mind.
I asked Him to send treasures
Of a more lasting kind.
I asked that He'd be near you,
At the start of each new day.
To grant you health and blessings
And friends to share your way.
I asked for happiness for you
In all things great and small
But it was for His loving care
I prayed the most of all!

Anonymous

- 1. The poet is:**
 - a. Indian
 - b. Native American
 - c. Chinese
- 2. The poet does not mention one of these as part of his prayer:**
 - a. friends
 - b. health
 - c. success in work
- 3. We understand from the poem that some of the treasures that the poet wishes for his friend are related to:**
 - a. money
 - b. fame



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c. happiness

4. According to the poem, the most important thing he prayed for was:

- a. God's care
- b. happiness
- c. good friends

5. The word in the poem that means "having a lot of money" is:

- a. wealth
- b. fame
- c. reputation

6. According to the poem, when did the poet say his prayer?

- a. tonight
- b. today
- c. everyday

Activity 2

True or False

The Parable of the Most Beautiful Woman

Instructions to students: Listen to the following parable and then decide whether the statements that follow are true or false.

The Most Beautiful Woman

There was a man walking on the beach who looked up and saw the most beautiful girl he had ever seen. He was awestruck, captured, stunned by her beauty. He could do nothing but forget everything and follow her. He was so intrigued by her beauty that he followed her for hours on the beach.

For a long time she did not notice him following, but eventually the beautiful woman turned around and asked the man who he was, and why he was following her. The man explained that he was so captured by her beauty, that he had never seen any woman as beautiful as she was, that he could not help but to follow her, that she was the most beautiful woman he had ever seen, and would she be his.

The woman replied, "I am very flattered at such a compliment, but surely this cannot be true, for if you had turned to look behind you, you would have seen my sister who has been following you, and she is ten times more beautiful than me." The man turned to look, and saw a homely looking girl behind him. He turned to the other woman and said, "I'm confused, your sister is not more beautiful than you. Why would you tell me that? You lied to me."

The woman looked at him and said, "And you lied also, for you turned your head."

Anonymous

1. According to the story, the man was walking on the beach when he first saw the woman. **T F**
2. The man followed the woman because he wanted to give her something. **T F**



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3. The woman noticed that the man was following her after a short while. **T F**
4. The woman was flattered by the man's comment. **T F**
5. According to the woman, her sister is less beautiful than her. **T F**
6. The man believes that the woman's sister is more beautiful than the woman. **T F**
7. We understand from the last part of the story, that if the man was truthful about the woman's beauty, he would not have turned to look at her sister. **T F**

Pronunciation

Pronunciation Focus

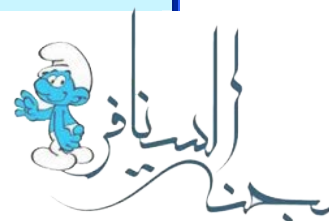
Word Stress

Every English word has one stressed syllable. Although a word may have more than one syllable, only one syllable in the word will be louder, longer and higher in sound. Word stress is important because it helps people understand what you say and it gives language its rhythm. When trying to understand word stress, you need to remember that:

1. A word has only one main stress. It cannot have more than one main stress. Long words may have two stresses, but the second stress is very weak compared to the primary or main stress.
2. Only vowels are stressed. Consonants cannot be stressed.

Here are some flexible rules for word stress in English. But be careful, these rules **are not** fixed and there are many exceptions.

Type of Word	Rule	Example
Two-syllable nouns	stress on the first syllable	a pple
Two syllable adjectives		h appy
Most two-syllable verbs	stress on the last syllable	be g in
		de c ide
Compound nouns	stress on the first syllable	t oothbrush f ootball
Compound adjectives	stress on the second part	bad- t empered old- f ashioned



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Words ending in -ic, -sion, and-tion	stress on the second syllable from the end	tele ^{vi} sion graph ^{ic}
Words ending in -cy, -ty, -gy, -phy, and -al	stress is on the third syllable from the end	photo ^{gr} aphy crit ^{ic} al

Remember: These are only guidelines. There are many exceptions.

Activity 1

Circle It

Stress Placement

Instructions to students: Listen to the following words and then circle the part of the word you think should have the stress.

1. pencil
2. society
3. table
4. student
5. artist
6. literature
7. computer
8. understand
9. vocabulary
10. mysterious

Activity 2

Write It

Verb or Noun

Instructions to students: Listen to the words and decide whether the word you hear is a verb or a noun based on the stress. Write a V or an N beside the word to indicate your answer.

1. permit
2. present
3. record
4. release
5. progress
6. contract
7. object
8. import



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Activity 3

Write It

Word Stress

Instructions to students: Write the words in the appropriate column according to their stress placement.

chocolate- tomatoes- employee- energetic- delicious- business- volunteer- dangerous- classify- production- permission

Stress on First	Stress on Second	Stress on Third

Activity 4

Multiple Choice

Odd One Out

Instructions to students: Click on the word that doesn't belong in the group based on the placement of the stress.

1. center-flower- arrange-visual
2. flexible-ability- necessity- ancient
3. occasion-permission- conclusion- qualification
4. recognize- secretary- integrate- Chinese
5. explosion-definition-proficient- energetic

Speaking

Activity 1

Offline Activity

Poetry Appreciation

Instructions to students:

1. Use the internet or the library to find a poem you like.
2. Download or print this poem.
3. Read it at home and be prepared to recite it in front of class.
4. Be prepared to answer questions related to the poem from your instructor and classmates.
5. Some of these questions may be about the poem itself, your reasons for selecting the poem and so on.

Activity 2

Offline Activity

Favorite Writer

Instructions to students: Prepare a 2 minute presentation about your favorite writer, poet or artist. Your instructor will call upon you to deliver your presentation in front of class.



Unit 8 Art and Literature

Writing

Activity 1

Offline Activity

Literary Genres

Instructions to students: Below is a short paragraph that describes two literary genres:

1. Read the paragraph, then
2. Using MS Word, write a draft using the information in the paragraph to compare between the two genres.
3. Check your draft and correct it for any mistakes.
4. Your instructor will advise you on how to submit this assignment in class.

Parables and fables are two enjoyable and easy to read literary genres. They share some characteristics, but they differ in others. To start with, both are short simple tales that convey a moral or a lesson. They were told by storytellers thousands of years ago and were passed from generation to generation through oral narration and writing. They are different in that fables usually use animals and plants and give them human qualities while parables do not use animals, objects or plants as characters in telling a story. Some argue that parables are only used to illustrate a religious lesson, while fables are more general in their scope and nature. The term parable, however, is not limited to religious parables and can also cover a wide scope of subjects. Another difference between the two is that fables can also be used to entertain and amuse the reader while a parable's main goal is to impart a moral lesson; it does not aim to amuse.

Activity 2

Offline Activity

Haiku

Instructions to student: Now it's Your Turn to Write!

1. In MS Word, try to write the first draft of a Haiku poem.
2. Check the first draft with a classmate and correct any mistakes.
3. Save your second draft.
4. You will receive instruction in class about how to submit the assignment.



Word List

accelerate: to move faster	altitude
avoid: to stay away from a person, place, situation, etc	awareness
conquer: to succeed in stopping or dealing with a bad feeling or a difficult problem	chasing
dread: to feel worried or frightened about something that has not happened yet	designated
empower: to give someone the confidence, skills, freedom, etc to do something	enable
expedition: an organized journey, especially a long one for a particular purpose	entail
float: to stay or move gently through the air or water	gain
freefall: the part of a parachutist's jump before the parachute is opened	grip
Hang gliding: the sport of flying using a structure covered in cloth that you hang from	indicate
intense: extreme or very strong	parachute
irrational: behavior based on your emotions and not on good reasons.	positioning
jungle: an area of land, usually in tropical countries, where trees and plants grow close together	shark
maneuver: to move with care or skill	stability
obstacle: something that makes it difficult for you to go somewhere or to succeed at something	tandem
phobia: an extreme fear of something	technique
scuba diving: a sport in which you swim under water using special equipment for breathing	whitewater
simulator: a machine on which people can practice operating a vehicle or an aircraft without having to drive or fly	zone
steer away: stay away from something so that you are not touching it	skills
survival: when someone or something continues to live or exist, especially after a difficult or dangerous situation	harness
vertical: pointing straight up from a surface	outdoor

Vocabulary

Vocabulary Focus

Phrasal Verbs

Phrasal verbs are an important part of the English language. They are used in spoken and written English. What are Phrasal verbs? Phrasal verbs are verbs that are made of two parts. One of these two parts is always a verb. The other part can be a preposition, an adverb or both and adverb and a preposition.



Here are some examples of phrasal verbs:

1. Look after
2. drop off
3. steer away
4. look up
5. walk away from

Some phrasal verbs are easy to understand, but others are not. This is due to the fact that when these two words come together, they create a new meaning that is different from the individual meaning of either of these words.

Learning phrasal verbs will help you improve your understanding of English and it will increase your proficiency as well.

Activity 1 Jumbled Letters

Instructions to students: Use the definitions below as hints to identify the matching words from the Word List and then rearrange the letters to form that word.

gulnje	an area of land, usually in tropical countries, where trees and plants grow close together
vivaslur	when someone or something continues to live or exist, especially after a difficult or dangerous situation
mewepro	to give someone the confidence, skills, freedom, etc to do something
tailairno	behavior based on your emotions and not on good reasons
dinetiepo	an organized journey, especially a long one for a particular purpose
viado	to stay away from a person, place, situation, etc

Activity 2 Fill in the Blanks Complete the Sentences

Instructions to students: Fill in the blanks with the correct word from the Word List. Some of the required words will be compound nouns.

1. ----- is an interesting and very challenging sport.
2. Salam has a ----- of spiders. It is called arachnophobia.
3. The flight ----- was fun. We really felt like we were in the air, although we never left the ground.
4. My friend went on a ----- expedition last month. He was very happy with his trip
5. The plane's speed ----- before it took off to the air.



6. The white ----- is one of the biggest of the shark species.
7. The ----- is the most important equipment of a skydiver.

Activity 3**Hangman**

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

1. -----: pointing straight up from a surface
2. -----: to stay or move gently through the air or water
3. -----: to move with care or skill
4. -----: to succeed in stopping or dealing with a bad feeling or a difficult problem
5. -----: something that makes it difficult for you to go somewhere or to succeed at something
6. -----: the part of a parachutist's jump before the parachute is opened

Activity 4**Write It****Extreme Adventures**

Instructions to students: Write the matching word to the red space beside each picture.

scuba diving
hang gliding
African safari
white shark diving
whitewater rafting
Amazon Jungle expeditions
survival training camps
storm chasing





Hang gliding

African safari

scuba diving

white shark diving



Amazon jungle expeditions

whitewater rafting
storm chasing



Activity 5

Offline Activity

Sentence Construction

Instructions to students: Build your own sentences using words from this list. Your instructor will advise you on how to submit this assignment in class.

1. indicate
2. parachute
3. designate
4. zone
5. awareness
6. altitude
7. entail
8. altitude

Activity 6
Offline Activity
Phrasal Verb Quest**Instructions to students:**

1. Read the comprehension pieces in this unit.
2. Identify as many phrasal verbs as you can.
3. Once you have identified these phrasal verbs, build your own sentences using them.
4. Your instructor will advise you on how to submit this assignment in class.

Reading**Activity 1**
True or False
Fear or Phobia?

Instructions to students: Read the passage below and decide whether the statements that follow are true or false. Indicate your choice by writing an F or T beside the statements that follow the text.

Have you ever felt so afraid of something that this fear stopped you from doing the things you loved? Well, if you have gone through such an experience, don't be alarmed, you are not alone. Many people have experienced the same feelings, albeit about different things. Fear is a natural and rational emotion and it is part of our daily life. It is usually in response to dangerous situations. It helps us take care and steer away from danger. Fear, however, can turn into something more intense and irrational, and can become an obstacle from living an ordinary life. When fear turns into this unreasonable emotion, then it becomes a phobia.

A phobia is an uncontrollable and irrational fear of things, objects or places, and it is extremely hard on those suffering from it. They realize that their fear is unreasonable, but they cannot control it, and they will do whatever they can to avoid being in that place, situation or event. The word phobia itself is originally Greek and it means fear. There are two types of phobias: specific phobias and social phobias. Specific phobias include fears of spaces, objects, animals, doctors, needles etc. For instance, social phobias are related to social situations, such as being around people, speaking in public, socializing with people you don't know and so on.

The names of phobias usually end with the suffix *phobia* at the end of the word to indicate that they are all related to fear. The following is a list of some of these phobias: the fear of books is bibliophobia, the fear of death or dying things is referred to as necrophobia, the fear of heights is called altophobia, the fear of people is referred to as anthropophobia, the fear of riding in a car is called amaxophobia, the fear of taking tests is called testophobia, the fear of water is called hydrophobia and, finally, the fear of flying is referred to as aviophobia. If you are interested in learning more about phobias, you might want to look up the word "phobia" online, and do research on the hundreds of phobias that exist.



1. Fear and phobia are the same thing.
2. Fear is more intense than phobia.
3. Phobia is used in a medical and non medical sense.
4. The word phobia is Latin in origin.
5. The names of phobias usually contain the suffix *phobia*.
6. The fear of flying is called aviophobia.
7. The article suggests that there are a lot of phobia names online.
8. According to the text, fear does not serve a good purpose.
9. Anthropophobia is the fear of dead people.

Activity 2

Multiple Choice

Skydiving

Instructions to students: Read the following text about skydiving and answer the questions that follow.

Skydiving is an extreme sport that has gained a lot of popularity in the last few years. Most people who have tried skydiving claim that it is a life changing experience. Many also say that it has helped them conquer their fear and has empowered them in ways they did not think possible, so what is skydiving and what does it entail?

Skydiving is a sport in which a people jump out from a plane from a certain height -- usually at approximately 4,000 meters -- and then freefall before opening up their parachutes to slow their fall. They try to guide the parachute to land on the ground on a designated drop zone.

Once the parachute opens up, divers can guide the parachute in air and control its speed by controlling the steering lines on the parachute. This is done by using toggles, or hand grips. The speed of the jump is lessened by the opening and maneuvering of the skydiver.

Not all people who want to experience skydiving feel comfortable jumping by themselves. For this reason, most diving schools provide tandem diving. Tandem diving enables first time skydivers to jump while harnessed to their skydiving instructors. Tandem diving allows the jumper to enjoy the experience without having to go through the training. It also allows the jumper to enjoy the jump rather than worry about steering and pulling the parachute open.

A more sophisticated type of skydiving is called accelerated freefall, but this type of skydiving requires proper training and many jumps to master the technique. To learn how to do accelerated freefalls, jumpers are trained on altitude awareness, body positioning and stability, turning techniques, landing techniques, radio assisted landing and different jumping techniques.

Many people dread skydiving because of the fear they associate with freefall, but according to many skydivers, it does not have the same feeling as riding a roller coaster, where you feel your stomach turning. Instead, you feel as though you are floating with support and you feel slight air pressure on your body. There are actually a few places in the world where you can experience skydiving without having to jump from a plane. These are called vertical wind tunnels or skydiving simulators, which allow you to experience the feelings associated with freefall, without going through the jump itself.

1. The writer describes skydiving as-----,
 - a. an extreme sport



- b. a water sport
c. a difficult sport
2. According to the text, most people fear skydiving because-----.
- a. they have to use a parachute
b. they have to fly in a plane
c. they have to freefall before they open the parachute
3. In a vertical wind tunnel, you can-----.
- a. fly the plan
b. imitate the skydive jump
c. jump from a plane
4. Tandem diving is a form of skydiving that-----.
- a. requires the skydiver to know all sky diving techniques
b. entails mastering all turning positions by the first time jumper
c. allows the jumper to jump while tied to the instructor
5. Accelerated freefall is suitable for-----.
- a. first-time skydivers
b. properly trained skydivers
c. all skydivers regardless of their training.
6. According to the text, many of the people who have tried skydiving think it is -----.
- a. a boring experience
b. too dangerous
c. an experience that has changed their lives
7. The underlined pronoun "it" in the article refers to -----.
- a. the sport of skydiving
b. Tandem diving
c. the jumping experience
8. The underlined word "master" in the paragraph before last is closest in meaning to-----.
- a. become very skilled at something
b. enjoy doing something
c. defeat someone

Grammar

Warm up

Ben **has** never **seen** a horror movie.

Jana **has given up** smoking.

Maya **has traveled** to the Far East.

Hint: What do the verbs in the sentences have in common?

Answer: The verbs are all in the present perfect tense.

Note to students: Check Grammar Reference 1.

Grammar Focus 1



The Present Perfect Tense

The present perfect tense is formed using the verb to have + the past participle of the main verb.

The following tables illustrate the different forms of the present perfect tense in the positive, negative and question forms.

Positive Sentences in the Present Perfect Tense

I			
You			
We		have left	
They			the house.
He		has left	
She			
It			

Negative Sentences in the Present Perfect Tense

Subject	Short form	Long form	Main verb
I			
You			
We	haven't	have not	crossed
They			the street.

He				
She				
it	hasn't	has not	crossed	the street.

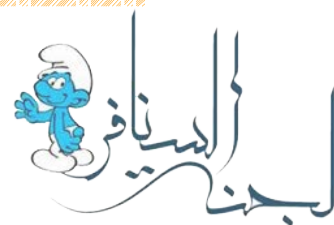
Questions in the Present Perfect Tense

	I		
	you		
Have	we	crossed	the street?
	they		

	he		
	she		
Has	it	crossed	the street?

Short Answers in the Present Perfect Tense

Have I crossed the street?	Yes, I have. No, I have not. No, I haven't.
Have they crossed the street?	Yes, they have. No, they have not. No, they haven't.
Have we crossed the street?	Yes, we have. No, we have not. No, we haven't.



Have you crossed the street?	Yes, you have. No, you have not. No, you haven't.
Has he crossed the street?	Yes, he has. No, he has not. No, he hasn't.
Has she crossed the street?	Yes, she has. No, she has not. No, she hasn't.
Has it crossed the street?	Yes, it has. No, it has not. No, it hasn't.

Wh- Questions in the Present Perfect Tense

Why	have	they crossed the street? we crossed the street? you crossed the street? I crossed the street??
Why	has	he crossed the street? she crossed the street? it crossed the street?

Use of the Present Perfect Tense

We use the **Present Perfect Tense** to describe:

i) an action that has started in the past and is still continuing now.

I **have lived** in Jordan for 10 years.

She **has worked** in this company since 1990.

ii) an action that has started it sometime in the past, but we don't know when exactly. The action is more important than the time of the action.

I **have gone** bungee jumping already. I don't want to do it again.

Have you ever **camped** in the desert?



iii) an action that has happened in the past, but its effect is still here.

I **have lost** my wallet. (It is still missing until now.)

She **has broken** her leg. (Her leg is still hurting, it hasn't healed yet.)

Grammar Focus 2

Signal Words

The following words are frequently used in association with the present perfect tense: just, yet, never, already, ever, so far, up to now, recently, for and since.

Most students find it difficult to use for and since correctly, all you need to do is to remember that for is used to indicate a period of time:

for 10 years

for a month

for a day

Since, on the other hand is used to show when the time started, so we would say

since last year

since Christmas

since the wedding

Grammar Focus 3

Present Perfect Vs. Simple Past

What is the difference between the present perfect and the simple past?

Present Perfect	Simple Past
<p>Unfinished time</p> <p>I have gone scuba diving three times this week.</p> <p>(The week is not over yet)</p>	<p>Finished Time</p> <p>I went Scuba diving three times last month.</p> <p>(The month is over)</p>
<p>Recent events and news</p> <p>I have just met Martin.</p> <p>(I have seen him a few minutes ago.)</p>	<p>Older events and news</p> <p>I met Martin last week.</p> <p>(More time has passed.)</p>
<p>Unspecific time</p> <p>I have seen this song already.</p> <p>(The time of the action is not important.)</p>	<p>Specific time</p> <p>I saw Tamer Husni's song last week.</p> <p>(A set time in the past such as last week, yesterday, last month and so on.)</p>
<p>For and since (unfinished action)</p>	<p>For (finished action)</p>



I have lived in Amman for years.

(I still live there.)

I lived in Amman for 2 years.

(I don't live there any more.)

Activity 1

Write It

Jumbled Sentences

Instructions to students: Write the words below in the correct order to form sentences.

1. Sushi/ tried/ever/you/have?
2. haven't / seen/ movies/ Eid/since/I/any.
3. read/book/this/times/has/Maya/ four.
4. learnt/ have/they/ chess/ play/to
5. coffee/opened/1990/since/has/the/shop
6. best/for/years/friends/been/we/have/many

Activity 2

Fill in the Blanks

Past Participle

Instructions to students: Write the *past participle* form of the verbs below.

1. begin
2. read
3. catch
4. speak
5. write
6. want
7. hope
8. go
9. play
10. experience
11. enjoy
12. stop
13. run
14. climb
15. hear

Activity 3

Write It

For or Since

Instructions to students: Write the correct words into the spaces provided.



since- for

1. ----- last year
2. ----- three hours
3. ----- a month
4. ----- yesterday
5. ----- my birthday
6. ----- ages
7. ----- last winter
8. ----- January
9. ----- many years
10. ----- last night
11. ----- hundreds of years
12. ----- 1960
13. ----- two minutes
14. ----- ten seconds

Activity 4

Fill in the Blanks

Present Perfect or Simple Past

Instructions to students: Write the correct form of the verb in the simple past or the present perfect in the spaces provided.

1. Insects ----- on Earth for millions of years.(to exist)
2. I ----- my laptop yesterday, but I found it in my car. (to misplace)
3. The Johnson's ----- this house for 20 years, and they still don't have a living room.(to own)
4. I ----- my sunglasses last week, and I still ----- any new ones. (to break), (to buy)
5. John ----- my iPod. I don't have anything to listen to now. (to borrow)
6. When we were young, we ----- in China.(to live)
7. We ----- hang gliding twice before today.(to go)
8. Sarah ----- her exams two days ago.(to finish)

Activity 5

Write It

Complete the Sentences

Instructions to students: Write the correct phrase from the box below to complete the sentences.

has been- had- have never been- decided- have visited- have encouraged- were

I ----- to Petra before, but many of my friends ----- the rose red city and they ----- me to go. Last week, I ----- to buy a book about Petra. The book ----- many beautiful pictures. So I finally decided to go. Although the book had many pictures, none of them ----- as beautiful as the real thing. This visit ----- wonderful.



Activity 6

Multiple Choice

Match the Question to the Statement

Instructions to Students: Write the correct version of the questions that match the statements below.

1. I saw Ali yesterday.
 - a. When did you see Ali?
 - b. Have you seen Ali?
2. I have gone to Syria three times.
 - a. When did you go to Syria?
 - b. How many times have you been to Syria?
3. I have lived here for 10 years.
 - a. How long have you lived here?
 - b. When did you live here?
4. No, I haven't.
 - a. Have you ever flown in a helicopter?
 - b. Did you ever fly a helicopter?
5. She has crashed her car.
 - a. What has she done?
 - b. What did she do?

Activity 7

Fill in the Blanks

Complete the Sentences

Instructions to students: Look at the following table and then fill in the blanks to complete the sentences. Use the positive or negative form of the verb "have+ past participle" to complete the sentences.

Tip: You don't need to use the long form in this exercise. The short form of the negative will be adequate.

Actions	Jamal	Ann
Visited the Pyramids	<input type="checkbox"/>	x
Gone Scuba Diving	x	<input type="checkbox"/>
Broken an arm	<input type="checkbox"/>	x
Climbed a mountain	<input type="checkbox"/>	<input type="checkbox"/>
Flown a helicopter	x	x
Camped in the desert	x	<input type="checkbox"/>
Seen a tiger	<input type="checkbox"/>	x
Lived in an igloo	x	x

1. Jamal ----- the pyramids but Ann hasn't.
2. Ann ----- scuba diving but Jamal hasn't.



3. They ----- both ----- a mountain.
4. They ----- a helicopter.
5. ----- Jamal ----- an arm? "Yes, he has."
6. ----- Ann ----- in the desert? "Yes, she has."
7. Ann ----- a tiger but Jamal has.
8. They ----- in an igloo.
9. ----- they ----- a helicopter? "No, they haven't."

Listening

Activity 1

Survival Skills

Instructions to students: Read the passage below and decide whether the statements that follow are true or false.

If you have thought of going camping in the outdoors, then you must be prepared for any situation that might emerge. It is important that you have the survival skills necessary to keep you safe and most importantly, alive.

Keep in mind the following three most important rules of survival. First, you cannot survive in extremely low temperatures for more than three hours. Second, you cannot survive for more than 3 days without water and third, you cannot stay alive for more than three weeks without food.

It is also important to be able to find shelter and light a fire. These skills will provide you with protection and warmth. It is also important to master the ability to find water and edible food.

You should also have a good knowledge of first aid. This means that you will be able to treat any injuries that you may have. Finally, you should also know how to make signals for rescue should you get lost. All of these survival skills will increase your chances of survival and will better prepare you to handle any unexpected situation that may arise.

1. Humans cannot survive in hot temperatures for more than three hours.
2. One important survival skill is the ability to find water and food.
3. Knowing First Aid is not important as a survival skill.
4. Survival skills will increase your chances of staying safe.
5. Survival skills are important because they will help you handle unexpected situations in the outdoors.
6. The three most important rules of survival are related to warmth, water and food.

Activity 2

Multiple Choice

World Traveler

Instructions to students: Listen to the following radio interview and then answer the multiple choice questions that follow.

Interviewer: Today we are talking to Jenna White, who has traveled around the world. Welcome to our show Jenna.

Jenna: Thank you. It is good to be here.

Interviewer: Many of our listeners have emailed us with questions about the places you have been to. Most of them want to know what your favorite place was?



Jenna: hmmm, that is not an easy question to answer. There have been a number of places that have left a lasting impression on me, and I would love to have the opportunity to visit them again.

Interviewer: Can you tell us some of these places?

Jenna: Yes, of course. I went to Egypt last year, and I must say, the Pyramids were fascinating and the national museum of Egypt was amazing as well. I have also had the chance to go to Australia, and I was really impressed by Uluru.

Interviewer: Uluru? What is that?

Jenna: Oh, it's this exotic rock formation in the middle of Australia. It is also known as Ayers Rock. The natives of Australia or the Aborigines consider it a religious site and it is very sacred to them.

Interviewer: Interesting! Are there any other places that have left a lasting impression on you?

Jenna: Oh yes, many. There is the Grand canyon in the US, Petra in Jordan, Machu Picchu in Peru, the Taj Mahal in India, the Topkapi Palace in Turkey and the Forbidden City in China to name but a few.

Interviewer: Are there any other places that you still have not visited?

Jenna: There are many, actually. I hope to visit the Himalayas. I would also love to visit the North Pole.

Interviewer: Did you have any difficulty in your travels? Have you had any incidents or funny accidents?

Jenna: Funny you should mention that, only last month I was in Lopburi, Thailand in and apparently the monkeys that live there have no fear of people. I made the mistake of carrying an apple in my hand, and one of the monkeys just jumped down and snatched it off my hands. Needless to say, everybody else was laughing! The monkeys it seems are quite talented at snatching food from non suspecting tourists.

Interviewer: That does sound funny!

Jenna: Yes it does, but those monkeys can be a little menacing too. I am glad they only went for the apple!

Interviewer: Well, we would love to hear more about your travels, but unfortunately, we just ran out of time, so good luck in your travels, and we hope to have you on the show again.

Jenna: Thank you. It has been a great pleasure.

1. Jenna is being interviewed because she -----.
 - a. is a traveler
 - b. is a travel writer
 - c. is travel agent
2. The listeners of the show want to know about Jenna's-----.
 - a. favorite hobby that she has enjoyed
 - b. favorite trip that she has booked
 - c. favorite place that she has traveled to
3. One of the following places was not mentioned in the interview.
 - a. Peru
 - b. Egypt
 - c. Mexico
 - d. Jordan
4. According to Jenna, Uluru is also known as-----.
 - a. Ayers Plain



- b. Ayers Rock
 - c. Ayers Mountain
5. Jenna has not visited one of the following places:
- a. Grand Canyon
 - b. North Pole
 - c. Pyramids
 - d. Taj Mahal
6. The incident with the monkeys happened when Jenna was in-----.
- a. India
 - b. Thailand
 - c. Philippines
7. The monkeys took----- from Jenna's hand
- a. a bag
 - b. a fruit
 - c. a camera

Pronunciation

Pronunciation Focus

Intonation

Language can be very boring if it is to follow one pitch. It is for this reason that we have intonation. Intonation is the rise and fall of pitch in speech. It makes speech more interesting and it also helps convey meaning, express surprise, anger, sadness or joy. Sometimes we say something in a tone that completely alters the meaning of the words spoken. When that happens, it's not what we say that matters most, but the way we say it. There are different types of intonation. These include rising intonation, falling intonation and level intonation.

Usually in English, we use the following intonation with questions:

1. Final rising intonation for a Yes/No question.
Is she coming today?
2. Final falling intonation for a Wh-question.
When is she coming?

As for sentences, English usually uses a falling intonation if one believes the sentence to be true.

Naturally, people sometimes do not use these patterns. A person may choose to change the intonation to express a certain emotion or expression.



Activity 1**Multiple Choice****It's not what you say; it is how you say it!**

Instructions to students: Say the sentences below out loud. Which meaning does your intonation indicate?

1. "Hey John! It is good to see you"
 - a. The speaker is pleased to see John.
 - b. The speaker is indifferent about seeing John.
 - c. The speaker is not pleased to see John.
2. "Oh, she is so tall!"
 - a. The speaker is surprised by how tall she is.
 - b. The speaker is stating a fact about how tall she is.
 - c. The speaker is angry at how tall she is.
3. "We need to talk"
 - a. The speaker is happy.
 - b. The speaker is serious.
 - c. The speaker is afraid.
4. "Is she Ok?"
 - a. The speaker is concerned about the girl.
 - b. The speaker is not concerned about the girl
 - c. The speaker shows no interest in the girl's condition
5. "What did you just say?"
 - a. The speaker is angry.
 - b. The speaker is surprised.
 - c. The speaker is nervous.

Activity 2**Write It****Rising or Falling Intonation**

Instructions to students: Say the following questions out loud and indicate whether the intonation is rising or falling.

rising -falling

1. Is the meeting at 10?
2. What are you eating?
3. Can they come to the party?
4. How old is Martin?
5. When is the wedding?
6. Is she your sister?
7. Have they finished their homework?
8. Has she ever been to Alaska?
9. Is this your parachute?
10. Are you listening to me?
11. What did she do?



Speaking**Activity 1****Offline Activity****Extreme Adventures****Instructions to students:**

- i) Form teams of five.
- ii) With your teammates choose an extreme adventure and research it online.
- iii) Think of questions that the other teams may ask you to guess the extreme adventure you have selected and find the answers to those questions.
- iv) In class, you will compete with the other teams.
- v) Each member will be responsible for asking and answering a question.
- vi) The team that can guess the most extreme adventures will win the game.

Activity 2**Offline Activity****Famous Adventurers****Instructions to students:**

Choose an adventurer or traveler from the list below and research him/her online. Find some interesting facts about him/her. Prepare a short presentation to share your new knowledge with your classmates.

1. Kay Cottee
2. Sir Edmund Hillary
3. Ibn Battuta
4. Marco Polo
5. Anousheh Ansari
6. Louise Arner Boyd

Writing**Activity 1****Offline Activity****Memorable Experience****Instructions to student: Now it's Your Turn to Write!**

1. In MS Word, write the first draft of a paragraph about an experience that has had a lasting impression on you and your life.
2. Check the first draft with a classmate and correct any mistakes.
3. Save your second draft.
4. You will receive instruction in class about how to submit the assignment.



Word List

agreement: a promise or decision made between two or more people	adopting
commerce: the activities involved in buying and selling things	climate
conserving: to use something in a way that does not waste it	cyborg
cure: to make someone with an illness healthy again	demonstrations
dedicated: designed to be used for one particular purpose	drastic
deplete: to reduce the amount of something, especially a natural supply	cloudy
droughts: a long period when there is no rain and people do not have enough water	extinct
emissions: when gas, heat, light, etc is sent out into the air, or an amount of gas, heat, light, etc that is sent out	flooding
exhibitions: when objects such as paintings are shown to the public	framework
global: relating to the whole world	humanity
inspiring: giving you new ideas and making you feel you want to do something	immortal
mysteries: something strange or unknown that cannot be explained or understood	implants
nanotechnology: an area of science which deals with developing and producing extremely small tools and machines by controlling the arrangement of individual atoms	industrial
pavilion: one of a group of related buildings forming a complex	policies
robots: a machine controlled by a computer, which can move and do other things that people can do	reverse
showcase: an event which is intended to show the best qualities of something	sneak
sustainable: able to continue over a period of time	dry
pique: to make someone interested in something	humid
tornado: an extremely strong and dangerous wind that blows in a circle and destroys buildings as it moves along	uplifting
tsunami: an extremely large wave caused by movement of the earth under the sea, often caused by an earthquake	chilly



Vocabulary Focus

Weather File

Will and **going to** are used frequently to indicate the future. They are also often used to describe how the weather is going to be. The following words are some of the words that we use to describe the weather.

1. cold
2. hot
3. humid
4. windy
5. dry
6. cool
7. cloudy
8. chilly
9. rainy
10. sunny

Examples: It is going to be cold tomorrow.
Will it rain this afternoon?

rainy windy
cloudy sunny
cold

SUBMIT

Activity 1**Write It****What is the Weather Like?**

Instructions to Students: Write one of the words below word in the space provided below the matching picture above.

1. cold
2. rainy
3. cloudy
4. sunny
5. windy

Activity 2

Type it

Word Search

Instructions to Students: Search for words in the square below. Once you identify a word, type it into one of the spaces provided below. All of the words are related the weather and climate.



DROUGHTS, FLOODING, TSUNAMI, TORNADO, CHILLY, CLIMATE, CLOUDY, DRY, HUMID, COLD, SUNNY, HOT

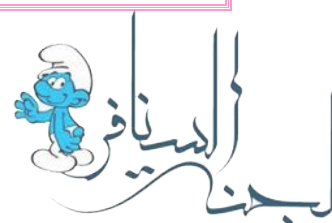
Activity 3

Type it

Hangman Game:

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

1. to make someone with an illness healthy again
2. relating to the whole world
3. an event which is intended to show the best qualities of something
4. one of a group of related buildings
5. an extremely large wave caused by movement of the earth under the sea, often caused by an earthquake
6. to reduce the amount of something, especially a natural supply
7. when gas, heat, light, etc is sent out into the air, or an amount of gas, heat, light, etc that is sent out



8. a long period when there is no rain and people do not have enough water

Activity 4

Drag and Drop

Anagrams

Instructions to students: Look at the anagrams below and arrange them into words that match one of the definitions provided below. Some of them are very challenging. Are you feeling brave?

Jumbled Letters	Definition	Answer
EXHIBITISON	when objects such as paintings are shown to the public	
STEERISMY	something strange or unknown that cannot be explained or understood	
SORBTO	a machine controlled by a computer, which can move and do other things that people can do	
ROADTON	an extremely strong and dangerous wind that blows in a circle and destroys buildings as it moves along	
ASABLETUNIS	able to continue over a period of time	
GINNIPSIR	giving you new ideas and making you feel you want to do something	
COMECREM	the activities involved in buying and selling things	



Activity 5

Type it

Crossword Puzzle

Instructions to students: Read the clues to the crossword puzzle and type the answer into the correct spaces.

ACROSS

3. ----- change is a challenge that faces all humanity.

5. Will -----replace humans in the future?

7. It was so ----- last night, I had to go home and bring a jacket to keep warm.

8. Many countries are -----policies that aim at reducing green house gases.

9. If you put your car in -----, it will go backwards.

DOWN

SUBMIT

1. A -----is a human being whose body has been taken over in whole or in part by electromechanical devices
2. Intelligent -----used in the future will make it easier for humans to perform many actions easily. We might not need to carry keys or money.
4. Many of the animals of today will become----- because of the effects of climate change.
6. The director gave the children a -----preview of his new play. No one else has seen it before.

Activity 6

Write It

Mix and Match

Instructions to students: Match the definitions to the correct words, by writing them into the spaces provided.

Word	Definition
	to make someone interested in something
	an area of science which deals with developing and producing extremely small tools and machines by controlling the arrangement of individual atoms



	designed to be used for one particular purpose
	a promise or decision made between two or more people
	to use something in a way that does not waste it
	when gas, heat, light, etc is sent out into the air, or an amount of gas, heat, light, etc that is sent out

Activity 7**Offline Activity****Sentence Construction**

Instructions to students: Build your own sentences using words from this list. Your instructor will advise you on how to submit this assignment in class.

1. climate
2. flooding
3. reverse
4. dry
5. demonstrations
6. drastic
7. extinct
8. industrial

Reading**Activity 1****Offline Activity****Climate Change**

Instructions to students: Read the following text about climate change and then answer the questions that follow. Your instructor will advise you on how to submit this assignment in class.

Now and in the future, one of the most important challenges facing the human race is climate change. The changes in climate will be felt throughout the world and will not be limited to certain countries. These changes will include drastic temperatures differences, particularly in the summer, where it will be hotter and drier. The world will also become exposed to extreme storms, such as Tsunamis and tornadoes, that will affect the countries in which they occur. Climate change will also be responsible for raising sea levels, flooding and droughts.

Such changes will invariably affect all life forms on Earth. Many plants and animals will become extinct as a result of flooding and droughts and the changes that will affect their habitats. Humans will suffer water and food shortages which will lead to economic difficulties and conflicts over resources.



One of the main reasons behind climate change is the green house effect, and despite the efforts now being made to reverse the effects of green house effect, climate change is a challenge that faces all humanity. The steps taken so far are simply not enough.

Many countries are adopting green policies that aim at reducing green house emissions and turning to sustainable energy sources that do not deplete the earth's resources. Many countries are also working together to reach a global workable framework that can help control and stabilize climate change. World agreements such as The Kyoto Protocol and other agreements are important steps in the correct direction.

Green house emissions are not limited to factories and big industrial complexes. Individuals also contribute to these emissions. For that reason, we must also participate in reducing these harmful emissions. Using sustainable earth resources, conserving energy, raising awareness about the effects of green house effects and going green will play a significant role in the fight against climate change. More importantly, these steps will help ensure that our children will have a healthy environment to live their lives in.

1. What is the main idea of this passage?
2. What are countries doing to counter the effects of climate change?
3. How will animals be affected by climate change?
4. What global agreements are mentioned in the article?
5. Can you think of any sustainable energy resources? Use the internet to help you.

Activity 2

True or False

A look into the Future

Instructions to students: Read the passage below and decide whether the statements that follow are true or false. Indicate your choice by writing a T or F beside the statements that follow the text.

The Da Vinci Institute, in Colorado, USA, is working on building a museum that will enable its visitors a sneak preview into the future. The museum, which will be called the Museum of Future Inventions, will definitely provide an inspiring and uplifting experience to all of its visitors, young and old alike.

Upon entering the museum, visitors will go to the News from the Future Theater, where they will hear news fifty years into the future. After that, they will begin their journey in the museum by seeing the Immortal Eight. These are supposed to be the eight most significant future inventions of all times.

Young Visitors will also enjoy the different exhibitions held specifically for them. In the Young Inventor Laboratory, they will be able to draw and design their own inventions, build their own robots, and develop their own exercise machines. Engaging demonstrations will pique their interest in topics such as fascinating physics, the force of magnets, the environment and many other subjects.

The museum will also contain a number of pavilions that are dedicated to several futurist aspects such as the Robotics, Energy, Space Commerce, Smart Technologies, Entertainment, Transportation, Communications, Nanotechnology, Genetic Engineering, Life Sciences, Environment, and an Unclassified Pavilion that includes inventions that do not fit into any of the other categories.



All of these pavilions will include demonstrations relating to the subject of each pavilion. The Genetic Engineering Pavilion for example, will exhibit some of the inventions that may well help solve medical mysteries and help cure disease. Another interesting Pavilion is that of the Life Science Pavilion which will showcase inventions related to Cyborgs, and the future of intelligent implants.

In addition to all of these fascinating pavilions, the museum will also include a future café, where people can try future foods and workshops where students and interested individuals can take part in educational courses. Plasma TV exhibits will showcase different futurist inventions and there will be a Research and Development Lab that will include an invention library. In addition to all of this, there will also will be a fully functional lab where new ideas are put to the test. This is going to be an incredible place where you will be able to practically visit the future. All you have to do is bring your imagination!

1. According to the text, The Museum of Future Inventions is already open to viewers.
2. The Da Vinci Institute is the institution behind the Museum of the Future.
3. The Immortal Eight are the eight most future inventors of all time.
4. The Museum of the Future doesn't allow its visitors to eat food.
5. Among the facilities of the museum is an invention library.
6. The Life Science Pavilion will exhibit medical inventions.
7. The Research and Development Lab will examine new ideas and inventions.

Grammar

Warm up

- I **will send** you an email as soon as I get home.
- There **will be** water shortages in the future.
- He is driving too fast! He **is going** to crash.
- They **are going** to spend the summer in Spain.

Hint: What do the verbs in the sentences have in common?

Answer: The verbs are all used to indicate future simple tense.

Note to students: Check Grammar Focus 1.



Positive Sentences with Will and the Infinitive

I			
You			
We			eat Sushi.
They	will		
He	'll		
She			
It			

Negative Sentences with Will and the Infinitive

Subject	Short form	Long form	Main verb	
I				
You				
We				
They	won't	will not	eat	Sushi.
He				
She				
It				

Questions with Will and the Infinitive

--

	I	
	you	
	we	
Will	they	eat
	he	Sushi?
	she	
	it	

Short Answers with Will and the Infinitive

Will I eat Sushi?	Yes, I will. No, I will not. No, I won't.
Will they eat Sushi?	Yes, they will. No, they will not. No, they won't.
Will we eat Sushi?	Yes, we will. No, we will not. No, we won't.
Will you eat Sushi?	Yes, you will. No, you will not. No, you won't.

Wh- Questions with Will and the Infinitive

	they eat Sushi?
	we eat Sushi?
	you eat Sushi?
When	I eat Sushi?
	he eat Sushi?
	will



she eat Sushi?
it eat Sushi?

We use will and the infinitive to talk about:

1. Things that we believe will happen in the future.
He will come to the party.
2. Promises that we make.
I will meet you in the airport, don't worry.
3. Offers of help and requests for help.
A: I can't find my pen.
B: I will help you find it.
4. Spontaneous decisions.
I feel tired. I will go to bed now.

Positive Sentences with going to and the Infinitive

I am going to study English.

You are going to win the lottery.

We are going

They

He

She is going to eat the cake.

It

Negative Sentences with going to and the Infinitive



I	am not going 'm not	to study English.
you	are not going aren't going	to win the lottery.
we		
they		
He	is not going isn't going	eat the cake.
She		
It		

Questions with going to and the Infinitive

Am	I	going to	study English?
Are you	you	going to	win the lottery?
	we		
	they		
Is	he	going to	eat the cake?
	she		
	it		

Short Answers with going to and the Infinitive

Am **I** going to study English?Yes, **I am**.No, **I am not**.No, **I'm not**.Are **they** going to win the lottery??Yes, **they are**.No, **they are not**.No, **they aren't**.Are **we** going to win the lottery??Yes, **we are**.No, **we are not**.No, **we aren't**.Are **you** going to win the lottery?Yes, **you are**.No, **you are not**.No, **you aren't**.Is **he** going to eat the cake?Yes, **he is**.No, **he is not**.No, **he isn't**.Is **she** going to eat the cake?Yes, **she is**.No, **she is not**.No, **she isn't**.Is **it** going to eat the cake?Yes, **it is**.No, **it is not**.No, **it isn't**.

Wh- Questions with going to and the Infinitive

When **am** **I** going to study English?**they** going to win the lottery?**we** going to win the lottery?

When	are	you going to win the lottery?
		he going to eat the cake?
		she going to eat the cake?
When	is	it going to eat the cake?

We use *going to* when:

1. We want to make a prediction about the future and we have present evidence of that prediction.
There is too much traffic. We aren't going to get there on time.
2. We want to talk about our intentions, or what we plan to do.
I am going to go to the concert.

There are two main differences between using **will** and **going to**:

1. When we use **will** in making our predictions, these predictions are based on our opinion. There isn't any tangible evidence. When using **going to** in making our predictions, we usually have some present evidence that supports this prediction.
2. When we use **will** to talk about the future, will does not indicate any specific time in the future. It could be used to indicate very far future, while going to is usually used to indicate near future.

Activity 1**Circle It****Complete the Sentences**

Instructions to student: Read the sentences and choose the circle the correct answer.

1. I can't find my laptop
 - a. I will help you look for it.
 - b. I am going to help you look for it.
2. What are you doing this weekend?
 - a. We are going to go fishing.
 - b. We will go fishing.
3. Oh my god! Look at the fire,
 - a. The house is going to burn.
 - b. The house will burn.
4. Remember to lock the doors!
 - a. Yes I will lock them right now.
 - b. I am going to lock the doors.
5. Her bags are not organized.
 - a. She is going to miss her plane.



- b. She will miss her plane.
6. Can you tell me the result of the game?
- a. Yes, I will tell you the results as soon as the game finishes.
- b. I am going to tell you the results.

Activity 2**Write it****Making Questions**

Instructions to student: Based on what you learned about *the future tense with will* and *going to* change the following statements into questions.

1. John will win the race.
2. They are going to meet the president.
3. Linda is going to watch the movie.
4. They will drive us home.
5. There is going to be a storm.
6. We are going to save the earth.

Activity 3**Write It****Jumbled Words**

Instructions to students: Now that you know more about the future simple tense, use this knowledge to rearrange the words below to write correct sentences.

1. She/have/to/going/baby/is
2. Solar/energy/cheaper/future/become/will/the/in?
3. do/going/tonight/you/what/are/to?
4. will/Jane/pick/from/station/up/tomorrow/us/the
5. am/wear/I/to/going/party/dress/black/my/the/to

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

Instructions to student: Write the correct verbs in the space provided.

will be- going to- is going- is going- will not- going to- will become- going to

Although the weather----- sunny tomorrow we aren't ----- go out because we have a lot of work to do. My sister ----- to start painting her room, while my brother----- to clean his untidy closet. I am ----- clear all my shelves and dust the walls.

Mom ----- allow any of us out of the house until we have all done our chores. It is --- ----- be a very long and exhausting day, but I think that it will be worth it. The house--- ----- clean and spotless.

Activity 5**Write It**

Complete the Sentences

Instructions to students: Complete the sentences. Match the correct first part of the sentences from column A with the corresponding part from column B.

It is going to rain.

Yes, I am going to study Chemistry.

I am going to tell her.

I will get you an Aspirin

No, I will do it right now.

I will get you a glass of water.

I am going to quit.

A	B
<p>Look at the dark skies.</p> <p>Salam doesn't know the news yet.</p> <p>I have a terrible headache.</p> <p>Have you decided on your major yet?</p> <p>I am not happy with this job.</p> <p>Don't forget to email John about his house.</p> <p>I am so thirsty.</p>	

Activity 6**Multiple Choice****What is the Most Natural Sentence?**

Instructions to students: Read the following sentences and choose the one that is the most natural by clicking on the radio button.

1.
 - a. I am sorry, I can't talk to you now. I will phone you later.
 - b. I am sorry, I can't talk to you now. I am going to phone you later.
2.
 - a. Good night. I'll see you tomorrow at the meeting.
 - b. Good night. I am going to see you tomorrow at the meeting.
3.
 - a. The Johnsons are going to have a baby boy in January.
 - b. The Johnsons will have a baby boy in January.
4.
 - a. I have decided to redecorate the house. I am going to paint it blue.
 - b. I have decided to redecorate the house. I will paint it blue.
5.
 - a. Oh, my fuel meter is very low, I am going to run out of gas.
 - b. Oh, my fuel meter is very low, I will run out of gas.
6.
 - a. If you are not familiar with the Internet, I'll teach you how to use it
 - b. If you are not familiar with the Internet, I am going to teach you how to use it.

Activity 7**Offline Activity**

Sentence Construction**Instructions to students:**

1. Using MS Word,
2. Write 5 sentences about the future using *will*.
3. Write 5 sentences using *going to*.
4. Your advisor will advise you on how to submit this assignment in class.

Listening**Activity 1****Multiple Choice****Weather Forecast**

Instructions to students: Listen to the following weekly weather forecast and then answer the multiple choice questions that follow.

John: Let's turn to Samantha with the weather forecast for the next week.

Samantha: Thank you John. It looks like it is going to be a beautiful start to spring. Although temperatures will drop slightly on Monday and Tuesday, things will look up at the end of the week.

If you are going out this evening, you better take a jacket with you. Temperatures will drop slightly to 18 degrees. Tomorrow, however, it will be breezy and pleasant with temperatures of 21 degrees.

On Sunday, we will witness another increase in temperature, where it will be sunny and warm at 24 degrees.

Monday and Tuesday will witness a slight drop in temperature, and it will turn even more chilly at night. So, if you plan to go out, make sure you dress warmly. The temperature is expected to reach 17 degrees.

As for the weekend, for those of you planning on camping or hiking, this is definitely the time to do it. The weather will be pleasant and cool with temperatures of 22 degrees. There is no rain forecast for this week and plenty of sunshine to start spring.

- 1- The name of the weather forecaster is:
 - a. Sabrina
 - b. Samantha
 - c. Sandra
 - d. Suzan
- 2- The highest temperature of the week will be on:
 - a. Saturday
 - b. Sunday
 - c. Monday
 - d. Tuesday
- 3- The lady describes the weather as ----- for the weekend.
 - a. pleasant and cool
 - b. hot and dry
 - c. rainy and cold
 - d. sunny and warm
- 4- The lowest temperature of the week will be-----.
 - a. 16 degrees



- b. 17 degrees
- c. 21 degrees
- d. 20 degrees

- 5- One of the following weather conditions was not mentioned in the weather forecast:
- a. Pleasant and cool
 - b. Sunny and warm
 - c. Rainy and cold
 - d. Breezy and pleasant

Activity 2

True or False

Save the Earth

Instructions to students: Listen to the following text and then decide whether the statements that follow are true or false. Indicate your choice by writing an F or T beside the statements that follow the text.

There are many things that we as individuals can do to save the earth. Although some of these activities may seem insignificant to us, they still can play an important role in saving our planet and reducing the effects of green house gases.

To start with, we should all make an effort to conserve energy. We can begin with small but important steps. For instance, turning off the lights in rooms that we leave, turning off the water when brushing our teeth, fixing our leaky faucets to stop water waste and using fans instead of air conditioners. If all of us just made those small changes in our daily lives, together, we would make a big difference.

To save trees, we can reduce our use of paper and use recycled paper. When printing, we should try to print on both sides to maximize our use of paper. We should also reduce waste by trying to avoid using plastic bags.

We should also try to make our homes more energy efficient by using energy saving light and solar energy to heat water. We should also insulate our houses so they can better conserve the warmth in the winter months.

We should also take good care of our cars. Cars that are not maintained burn more fuel than well maintained cars. In addition to that, we should also learn to drive smarter, less braking and less speed will increase the efficiency of our fuel consumption and will contribute to conserving energy. These steps will also help reduce the harmful gases that our cars emit into the air.

These are just some of the steps that we can carry out to help save the earth and preserve it for future generations. If we all make an effort, together we can start to save our earth.

- 1- The first step to reduce green house effects mentioned in the text is to use recycled paper.
- 2- Home insulation keeps homes warm at winter.
- 3- According to the audio text, individual efforts can help save the earth.
- 4- Reducing the use of plastic bags is mentioned as one way of helping the earth.
- 5- Hard braking and high speed affect the fuel consumption of our cars.

Pronunciation Focus

Sentence Stress

Every language has its own music or rhythm. English is no different. The music of the English language lies in its sentence stress. Sentence stress is basically the way words are spoken in



one sentence. Some words have more weight and, as a result, are emphasized or stressed more in the entire sentence. In contrast to this, word stress is where specific syllables are stressed in a single word.

In order to better understand sentence stress in English, we need to know that there are two types of words where sentence stress is concerned. These are called:

1. Content words
2. Structure words

Content words are words that carry the meaning of the sentence, while structure or function words have a grammatical function. In English, words that carry meaning assume more importance, and they are the words that are usually stressed in the sentence. Function words are usually shorter and don't carry much meaning, but they help put the sentence together. These are usually unstressed.

Content Words

Main verbs	go, sell, read
Nouns	table, car, sport
Adjectives	tall, thin, pretty
Adverbs	late, always, never
Negative Auxiliary Verbs	can't, don't
Question Words	who, when, why

Structure Words

pronouns	he, you, it
Prepositions	in, on, of
Articles	a, the, an
Conjunctions	but, or
Auxiliary Verbs	can, could
Verb to be	is, am

Sentence stress helps you to understand the music of the language and it is one important indicator of proficiency in English. There are three important things you need to remember about sentence stress. These are:

1. Content words are usually stressed
2. Structure words are usually not stressed
3. The stressed words usually have the same timing, or beat. The space in speech between the stressed words is identical.

Activity 1

Circle It

Where is the sentence Stress?

Instructions to students: Listen to the sentences and then circle the words that are stressed. Be careful, there may be more than one stressed syllable in each sentence.

1. When is the meeting?
2. He's got a headache.
3. Eat your breakfast.
4. It's hot in here.
5. I am looking for my pen.
6. Where is she going?
7. Does he know the answer?



8. What's the matter?

Activity 2

Write It

Content or Structure

Instructions to students: Write the words to the correct table.

make- but- shouldn't- her- bank- at- is- quietly- extreme- enter- might- was

Content Words	Structure Words

Speaking

Activity 1

Offline Activity

I Won!

Instructions to students:

1. You have just won \$ 100,000 in a lottery.
2. You are going to tell your classmates what you will do with the money.
3. Your instructor will call on you to speak in front of class about what you will do with the money.

Activity 2

Offline Activity

Weekend Plans

Instruction to students:

1. Form teams of 3.
2. To complete this activity, pretend that you are planning a trip for your upcoming weekend.
3. Work together to form 5 sentences each about the trip arrangements.
4. Use *will* and *going to* to describe your trip schedule and events.
5. Your instructor will call on you to discuss your arrangements in front of class.

Writing

Activity 1

Offline Activity

Future Predictions

Instructions to students:



Now It's Your Turn to Write!

1. In MS Word, write the first draft of a paragraph about your predictions for the future.
2. Check the first draft with a classmate and correct any mistakes.
3. Save your second draft.
4. You will receive instruction in class about how to submit the assignment.