

Presentation

This course contains materials to help you maintain progress in your language learning, and to find solutions to problems in your academic and professional life. It will help you to acquire strategies and skills necessary for extracting information from texts written in English.

There are a lot of practical activities in which understanding written English is a necessity, and perhaps you have already had experience of some of them.

For example:

- 1 Understanding the instructions of modern video-games, such as: Super-Nintendo, Sega-Genesis, pocket games, etc.
- 2 Understanding manuals of PC Programs.
- 3 Understanding instructions to install and use imported articles.
- 4 Reading the labels on imported products.
- 5 Understanding songs.

These are only a few examples in which we can see how useful it is to know English, and it is clear that the most important of all is having access to the vast amount of information available only in this language.

We hope that the material fulfills your expectations at the same time offer you new experiences which will increase your knowledge and develop the strategies and skills for learning English.

UNIT OBJECTIVES

UNIT 1 THE ARTS

OBJECTIVES: The learner will be able to use the stated or implied information in the text in order to infer ideas of a text and to "read between lines."

GOALS: Read a minimum of 4 texts inferring ideas from them.
Identify the use of Present Perfect Tense in at least 10 sentences.
Use the Past Participle verbs in 5 sentences.

CONTENT: Inferring ideas and reading between lines.
Past Participle verbs.

VOCABULARY:

Verbs:	use	<i>used</i>	<i>used</i>	sell	<i>sold</i>	<i>sold</i>
	paint	<i>painted</i>	<i>painted</i>	creep	<i>crept</i>	<i>crept</i>
	work	<i>worked</i>	<i>worked</i>	say	<i>said</i>	<i>said</i>
	invest	<i>invested</i>	<i>invested</i>	become	<i>became</i>	<i>become</i>
	enjoy	<i>enjoyed</i>	<i>enjoyed</i>	come	<i>came</i>	<i>come</i>
	stage	<i>staged</i>	<i>staged</i>	run	<i>ran</i>	<i>run</i>
	play	<i>played</i>	<i>played</i>	go	<i>went</i>	<i>gone</i>
	attach	<i>attached</i>	<i>attached</i>	write	<i>wrote</i>	<i>written</i>
	tell	<i>told</i>	<i>told</i>	see	<i>saw</i>	<i>seen</i>
	hang	<i>hung</i>	<i>hung</i>	be (is/are)	<i>was/were</i>	<i>been</i>
	have	<i>had</i>	<i>had</i>	speak	<i>spoke</i>	<i>spoken</i>
	make	<i>made</i>	<i>made</i>	read	<i>read</i>	<i>read</i>
	buy	<i>bought</i>	<i>bought</i>	put	<i>put</i>	<i>put</i>
				cut	<i>cut</i>	<i>cut</i>

Nouns	gadget	marketing	high-tech	pot	clay	set
and	curator	passerby	auction	fake	tool	tide
Adjectives:	available	masterpiece	appeal	grunge	huge	ironic
	superfluous	handicapped	goddess	item		

UNIT 2 SPACE TECHNOLOGY

OBJECTIVES: The learner will be able to use the dictionary correctly after analyzing each part of it.

GOALS: Read a minimum of 4 texts with the help of the dictionary.
Identify the Present Perfect Passive Voice in the first text and practice it in other exercises.

CONTENT: Present Perfect Passive Voice structure. Dictionary Skills material.
Prefixes *un-* *de-* and suffixes *-able* *-ize* in context.

VOCABULARY:

Nouns	counterpart	research	tongue	skygazer	device	success
and	network	measurement	goal	design	chunk	guidance
Verbs:	launch	demythologize	dial	envision	shot	risk
	support	bring back	concern	wonder	appear	distress
	download	unsurmountable	awful		look	showcase

UNIT 3

ME AND THEM

OBJECTIVES: The learner will be able to identify and use exemplification expressions in order to strengthen self-confidence in his/her ability to understand long texts in English.

GOALS: Read a minimum of 3 texts. Identify and use exemplification expressions in a given text. Use superiority and inferiority comparatives appropriately in 10 sentences. Write 2 descriptions including physical or personal characteristics. Identify and name at least 10 clothing items. Write a description of his/her personal traits.

CONTENT: Main idea.

Modals: *can may might would must should*

VOCABULARY:

Verbs:	start	wear	follow	make	grow up	publish	call	dance		
	spend	hide	buy	enjoy	describe	compare	try	kill	fight	
Nouns:	nightmare	carpenter	clothes	male						
	boyfriend	suspenders	tuxedo	female						
	junior high	high school	pocket	style						
Adjectives:	attractive	handsome	girlish	fashionable						
	brainy	golden	slim	fat						

UNIT 4

LOVE

OBJECTIVES: The learner will recognize the cause-effect relationship in a given text; identify and use conditional clauses (1st. conditional) and vocabulary related to love and compound words with new and -made.

GOALS: Read 2 texts. Write a love message/poem and a magazine text.

CONTENT: Cause-effect (One reason why, *as a result, as a consequence, consequently, so, since, as, because*)
First conditional clauses (*If Irma plays, we will win this game*)

VOCABULARY:

Verbs:	close	compel	kiss	enclose	shut	love	unclose	feel	joy
Nouns:	girlfriend	moonlight	gestures	boyfriend	firelight				
	candlelight	husband	wishes	wife	gifts				
Compound:	new-born	new-found	self-made	home-made	tailor-made	hand-made			
Expressions:	blush to the roots of your hair								
	hold hands								
	walk arm in arm								
	look into each other's eye								

UNIT 5

THE FUTURE

OBJECTIVES: The learner will be able to guess meaning from context after analyzing different structures.

GOALS: Read 4 texts guessing meaning when possible. Identify the Conditional Future structure in context.

CONTENT: Conditional Future structure.
Practice material for guessing meaning.
Writing skill and oral practice materials.

VOCABULARY:

Nouns	challenge	struggle	source	salary	guess	means
and	application	endure	scarcity	lifestyle	sweep	dam
Verbs:	pollution	manager	agree	shortage	reason	sewage
	instability	employee	view	employer	satisfy	drought
	hold back	playwright	flood	shrimp	pleasant	fountain
	remark	claim	store	misbehave	survival	debt
	neighborhood	doubt	commit	luck	specialty	hint
	benchmark	health	growth	hire	cook	trip
	fate					

UNIT 6

ACHIEVEMENTS

OBJECTIVES: The learner will be able to get the main ideas of a paragraph exploiting his/her previous knowledge in order to increase his/her ability for reading comprehension.

GOALS: Read a minimum of 4 texts. Identify the main ideas. Use the auxiliary had + Past Participle in a normal chronological sequence in 5 stories.

CONTENT: Main ideas.
Past Perfect Tense.

VOCABULARY:

Verbs:	thought	realized	worth	burden	left	true	agree	went
	forgotten	entered	shout	own	made	took	wrote	drove
	answered	competed	wanted	called	stolen	found	looked	got
Nouns:	education	laboratory	institution	school	class	student		
	involvement	competition	marketing	teacher	food	clover		
	buildings	interview	excellence	search	story	firms		
	parents	appointment	jobs	kids	school	lucky		
	employment	achievements	fields					

UNIT 7 HISTORY

OBJECTIVES: The learner will identify the main ideas of a text, extracting salient points to summarize a text.

GOALS: Read a minimum of 4 texts.
Summarize information from texts and write one summary.
Identify and write 10 passive sentences in Present and Past Perfect.

CONTENT: Summarizing.
Prediction and inference.
Present and Past Perfect Passive.
Collocation.

VOCABULARY:

Verbs: do make tell say ride drive
Nouns: beverage franchise fellowship beret kilt peddler
Adjectives: run-down interested in kind to rotten
enthusiastic about apoplectic rough sticky
different from keen on sour acrid

UNIT 8 TRENDS

OBJECTIVES: The learner will be able to detect the writer's intention and attitude, and to judge the communicative value of a text discriminating between facts and opinions.

GOALS: Read a minimum of 6 texts to distinguish facts from opinions and to understand the communicative intention of the author in order to acquire a critical reading ability. Identify and use the structure of *used to* in 5 sentences. Deduce the meaning of vocabulary in context, at least in 2 texts.

CONTENT: Prejudice and bias, and fact vs opinion in texts.
Expressing habits (*used to...*)
Suffixes *-ment, -sion, -tion*.

VOCABULARY:

Verbs: used to to punish to amuse to slant
Nouns: detachment sympathy concern policy legacy
accuracy casualties commitment gossip bias

IRREGULAR VERBS COMMONLY USED

Base Form	Past Form	Past Participle
be	was	been
become	became	become
begin	began	begun
bend	bent	bent
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
deal	dealt	dealt
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten (British forgot)
get	got	gotten
give	gave	given (British got)
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
leave	left	left
let	let	let
lie (to recline)	lay (to recline)	lain (to recline)
lie (not to tell the truth)	lied (not to tell the truth)	lied (not to tell the truth)
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read (pronounced "red")	read (pronounced "red")
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
show	showed	shown, showed
shrink	shrank, shrunk	shrunk
sing	sang	sung
sink	sank, sunk	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spin	spun	spun
split	split	split
spread	spread	spread
spring	sprang, sprung	sprung
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke, waked	waken, waked, woke
wear	wore	worn
win	won	won
withdraw	withdrew	withdrawn
write	wrote	written