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Content-Based Instruction and Corpus Linguistics Curriculum for Early Advanced EFL Saudi Students

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University of San Francisco

**Content-Based Instruction and Corpus Linguistics Curriculum for
Early Advanced EFL Saudi Students**

A Field Project Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English as a Second Language

By
Ahmed Alattar
December 2014

Content-Based Instruction and Corpus Linguistics Curriculum for Intermediate EFL Saudi Students

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

In

TEACHING ENGLISH AS A SECOND LANGUAGE

By

Ahmed Alattar
December 2014

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

Instructor/Chairperson

Date

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ABSTRACT

For many years now EFL teaching and learning in Saudi Arabia has suffered from a lack of authentic life-related and meaningful materials. Most of the EFL books available, therefore, pay more attention to form and less attention to meaning. This has resulted in many Saudi EFL students having difficulty improving their L2 proficiency. For this reason, I developed a curriculum that incorporates content-based instruction and corpus linguistics. The curriculum is divided into six units. The units focus on the five basic language skills: Reading, Writing, Listening, and Speaking. Each unit focuses on different content and includes examples from several corpus sites. This project offers an opportunity for Saudi EFL students to learn and acquire authentic and life-related language that is at the same time transferable to real world contexts.

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CHAPTER I INTRODUCTION

Statement of the Problem

Research in the second language acquisition field has significantly informed English language teaching (ELT) through the application of many second language acquisition (SLA) theories. For example, the natural approach developed by Stephen Krashen and Tracy Terrell in the late 1970s and early 1980s and the communicative approach also known as communicative language teaching (CLT), heavily influenced by the work of D. A. Wilkins. However, in many parts of the world where English is taught as a foreign language, the adoption and application of SLA theories rarely takes place. Specifically, in many Middle Eastern countries, such as Saudi Arabia, English has emerged as the predominant foreign language taught in schools, colleges, and universities (Rahman & Alhaisoni, 2013). With growth in the use of the English language in a variety of contexts such as business, commerce, diplomacy, education, and tourism, there has been recognition it is unlikely there will ever be enough professional teachers of English who are native speakers to meet the growing demand (Smith, Vellenga, Parker, & Butler, 2006).

This is the case in Saudi Arabia. Since the late 1980s, English education has received increasing attention from the Saudi Ministry of Education. However, according to Liton (2013), it has “been observed to lag behind that of other countries in Asia. English here in the Kingdom just like the majority of countries in Asia is treated as a subject for study rather than as a living language to be spoken in daily conversation” (p. 20). According to Article No. 50 of Saudi education policy, one of

the primary goals of education is to provide students with at least one of the living languages, in addition to their original language (Hajailan as cited in Liton, 2013).

As result of this education policy, the field of education has grown rapidly in Saudi Arabia. With growth in the field of education, teaching of English has also been transformed. The government, policy makers, teachers and students are aware of the importance of English and significant efforts have been made at every level of education to improve students' second language proficiency, especially English (Rahman & Alhaisoni, 2013). In the past, English language learning and teaching received limited attention in the Saudi education system. Initially, it was introduced as a compulsory subject. Therefore, for many students considered it a language to be learned to pass an examination. Nowadays, English is viewed differently in the Kingdom. According to Rahman and Alhaisoni (2013), English is the medium of instruction in technical education, medicine and many other disciplines. Furthermore, many Saudi students have realized English is no longer a language to pass in the examination, but an important subject for higher education, international communication and business and trade. They consider the value of English as highly practical; opportunistic and prestige. As a result, tremendous growth of students' enrollment has been taken place in various English language institutes. The function and use of English is also developing day by day in other sectors as well. Despite the growth in English language teaching and learning, there are challenges. Some of these challenges are as follows:

1. Improperly trained teachers or ineffective teaching methodologies;
2. Teacher-centered rather than learner-centered activities;
3. Students' aptitude, initial preparedness, and motivation;

4. Compartmentalization vs. whole language approach;
5. Lack of emphasis on developing skills– emphasis is rather on rote learning;
6. Textbooks and teaching materials;
7. Assessment methods; and
8. Exposure to English (Fareh as cited in Rahman & Alhaisoni, 2013, p. 114).

Even after several years of English language learning, many students achieve limited English language proficiency, and are sometimes incapable of engaging in short conversations in the language (Alshumaimeri as cited in Rahman & Alhaisoni, 2013).

Given the multiple factors impacting the effectiveness of English language education in Saudi Arabia, it is appropriate to focus on ELT in Saudi Arabia. For quite a while, English in the country has been taught using techniques that do not focus integrating second language acquisition theories to motivate English as a foreign language (EFL) students and encourage them to use English in a variety of contexts outside of the classroom. Given ELT in Saudi Arabia often does not focus on the content of the English language, there is a need for EFL teachers who work with intermediate-level students to have access to a curriculum that incorporates content-based instruction and corpus linguistics in order to more effectively prepare students to improve their English language proficiency and to incorporate authenticity into the ELT process.

Purpose of the Project

Given English language teaching and learning in Saudi Arabia often involves using materials that are not based upon language spoken by native speakers, this project focuses on developing a curriculum that integrates content-based instruction and corpus linguistics into ELT. The goal is to create a curriculum to improve Saudi EFL students' English language proficiency and linguistic competence. Specifically, this curriculum also focuses on:

- Exposing intermediate EFL Saudi students to an authentic ELL experience;
- Improving intermediate ESL EFL Saudi students' linguistic abilities and language proficiency; and
- Reinforcing intermediate ESL and EFL Saudi students' linguistic competence.

Theoretical Framework

Language learning or language acquisition is already a difficult task for EFL students and teachers to complete and unless the teaching process is conducted in a meaningful manner, meaning in a way that is authentic, realistic and thematic, then we as teachers will be merely teaching students how to master the form of the language and not how to use it in meaningful ways. Therefore, development of this field project is influenced by content-based instruction and corpus linguistics. Content-based instruction (CBI) is a teaching approach that emphasizes learning about something rather than learning about language. Corpus linguistics is a method of engaging in linguistic analysis.

Stephen, Stryke, and Betty (1997) define CBI as a teaching approach that has shifted the focus of language learning from merely learning the form to learning language through the examination of matters or life related topics (p. 5). With the CBI approach students learn the target language by using it to learn new content. For example, students are able to more effectively learn the French language by studying the French Revolution while using the French language. The language being learned and used is taught within the context of the content. The theory behind CBI is that when students are engaged with more content, it stimulates intrinsic motivation. Students are able to use more advanced thinking skills when learning new information and focus less on the structure of the language. This approach is student-centered and depends entirely on the students' ability to use the language

Reppen (2010) defines corpora as “a large principled collection of naturally occurring texts (written or spoken) stored electronically” (p. 2) and refers to it as language that is extracted from real life situations such as chatting, meetings, etc. and that it is not an inauthentic one derived from questionnaires and surveys. By extension, corpus linguistics is a study of language and a method of linguistic analysis which uses a collection of natural or “real word” texts known as corpus. Corpus linguistics is used to analyze and research a number of linguistic questions. Gives an access to naturalistic linguistic information. It gives an access to naturalistic linguistic information. As mentioned before, corpora consist of “real word” texts which are mostly a product of real life situations.

Krashen believes that if students were to be exposed to a comprehensive and meaningful language input the acquisition of the form will naturally follow (as cited in Tricomi, 1986). From this perspective, Krashen prioritizes acquiring or learning

the content of what is being taught over the form knowing that the form will follow. Krashen does not dismiss the role of the form outright; rather, he delayed its role until students made sense of the content first. Therefore, in this project my goal is to build a curriculum that has the Focus on Meaning theory at its center to help students acquire and learn the language authentically and in a meaningful manner. Therefore the aim of this field project is to, first, acquaint students with the rules of the language, and second, is to teach these rules using a content. This content can be any topic as long as it is real and engaging. It can be, for example, science, sports, religion, hobbies, and so on.

Significance of the Project

This project provides several benefits for Saudi Arabian EFL teachers. For EFL teachers, they will have access to a curriculum that focuses on improving the linguistic skills of intermediate-level Saudi students. Also, they will be able to expose students to ELT informed by content-based instruction and corpus linguistics. As a result, EFL teachers will feel more comfortable facilitating engaging students in appropriate language-dependent activities. Most importantly, EFL teachers will be able to teach useful English language content rather than disjointed language fragments.

This project also provides benefits for EFL students. For EFL students, they will be empowered to become more independent learners. Specially, they will have opportunities to use a variety of thinking skills and learning strategies to improve their English language proficiency. In addition, students will be able to read coherent extended materials and this will lead to improved language abilities, greater content-area learning, and higher motivation.

CHAPTER II REVIEW OF THE LITERATURE

Introduction

The purpose of this field project is to develop a curriculum that integrates content-based instruction and corpus linguistics into English language teaching (ELT) to advance Saudi EFL students' communicative competence as well as their linguistic competence. This review of literature is divided into three sections: impact of including authentic materials in ELT, content-based instruction/learning as a source of authentic language, and using corpus linguistics in ELT. In each section, I emphasize how ELT is situated in Saudi Arabia. Additionally, I look at studies conducted in Saudi Arabia and discuss their outcomes and impact on learning English. Lastly, I look at the possibility of incorporating content-based materials and corpus linguistics into Saudi Arabia EFL books and classrooms.

Impact of Including Authentic Materials in ELT

A form of English language teaching curriculum that focuses on teaching the form of a language, paying less or no attention at all to the meaning, is said to be an artificial because it does not represent the genuine or authentic language produced by native speakers (Harwood, 2010). This is the case in many EFL Saudi textbooks. This leads to, as Choudhury (2014) puts it, "an oversimplification of language and unrealistic view on real life situation" (p. 14). It is then appropriate to say that when lessons are detached from real life experiences they do not be offer anything to the learners because there is limited application to real life situations. According to Ur, as cited by Linton (2012) many students find it difficult to absorb text coming from outside the classroom due to instructional texts not reflecting the real world.

Linton (2013) states one of the main aspects of English learning objectives in Saudi Arabia set by the Saudi Ministry of Education is for students to be able to “acquire knowledge and sciences to their communities” (p. 21). That being said, attaining this objective would be difficult without the use and inclusion of authentic texts. This notion is supported by Al-Seghayer (2014). He notes EFL Saudi students’ interest in learning English is dispirited due to the lack of authentic ELT reading and listening materials in the classrooms and textbooks (p. 20). The available evidence, therefore, seems to point to the importance of including authentic materials in the classroom to promote the teaching and the learning of a more life-related topics and imparting the knowledge from these topics to the Saudi community.

Even though the notion of including authentic texts and materials in the classroom is emphasized, it has been suggested that the integration of both authentic and inauthentic/commercial materials can in fact inform language learning (Harwood, 2010). In other words, inauthentic materials can alert students about certain linguistic skills that they have not been exposed to yet and authentic materials introduces learners to subjects that are realistic or relevant enough to the real world’s applications. Moreover, a handful of researchers (Barekat & Nobakhti, 2014; Karimi & Dowlatabadi, 2014; Chen & Brown, 2012; Ghaderpanahi, 2012; Mousavi & Iravani, 2012; Joy, 2011) conducted various studies, mostly experimental investigating the effect of authentic and inauthentic materials on listening comprehension and aural skills of EFL learners. All of the researchers conclude students who receive instructions using authentic materials that incorporate content-based instruction and corpus linguistics are effective in helping EFL learners improve their communicative competence.

In their study, Barekat and Nobakhti (2014) argue listening taught through the use of authentic materials improves students' listening abilities. They illustrate this point with an experimental study. In the study, the researchers made sure one group received authentic listening input (experimental group) and the other group receive an inauthentic one (control group). Eventually, the group that received the authentic input showed a significant improvement. Also, Barekate (2014) adds an interesting perspective that authentic materials are connected to the culture of the target language taught gives students access to the culture, learning is more sound and appealing to students, and they use the language in a more authentic manner. This might seem difficult, especially for EFL students who usually have limited interactions with native speakers (Maghsoudi, 2014). However, he believes learners can gain access to a target language through exposure to authentic materials and lessons on aspects of that culture. It is fair to say that the inclusion of authentic materials and texts in teaching English to Saudi students helps to eliminate a great deal of linguistic and cultural barriers that hinder the advancement of the learners and also increases their motivation toward studying English.

Content-based Teaching as an Authentic Source for ELT

CBT is to a great extent considered an authentic ELT approach as long as it is accompanied by a form of English language produced by native speakers. Many researchers have already spent a great deal of effort in an attempt to create an authentic learning atmosphere for the learners through the integration of a content or a theme into the language teaching process. Harwood (2010) and Pinner (2010) advocate for content-language integration as a mean of exposing EFL students to authentic English language learning. This integration plays a beneficial role in

increasing learning motivation in the students. Khan (2011) concludes many EFL students in Saudi Arabia are not only intimidated by studying English but are also unmotivated or uninterested in learning English.

These factors result in barriers which impact Saudi EFL students and their linguistic advancement. Barriers include students' linguistic incompetence, lack of intrinsic motivation, and anxiety. Linton (2013), for example, attributes students' lack of communicative and linguistic competence to the lack of materials tailored to their needs. Pinner (2013) proposes that an English Language Content and Language Integrated Teaching CLIT provides and exposes students to an authentic language learning. Along similar lines, Boivin and Razali (2013) and Chou (2013) also suggest the effect of integrating content-based curriculum in the classroom. Both researches have also concluded that content or theme based English teaching can have an enormous outcome when it came to students' English abilities as it would significantly improve their English proficiency , reinforce their linguistic competence and reduce fear or anxiety.

Chou (2013) refers to CBI as a “form of communicative language teaching, where the primary goal for learners is to develop mastery of subject matter and fluency in speaking in “language-sensitive” content courses” (p. 2). In other words, where students learn and use language through learning about other fields. Boivin and Razali's 2013 quantitative study provides highlights the importance of integrating content or themes in ELT not only promotes language skills such as summary writing, taking notes, listening for details, discussing topics, agreeing and disagreeing but also has increases students motivation toward learning English. They

also discuss Stoller's 2002 argument that students being committed to both language learning and content learning is the most effect way for them to acquire a language.

Using Corpus-based Teaching in ELT

How one differentiates between an authentic and a commercial content? On the one hand, commercial content is a content mainly designed for teaching English and does not reflect or represent real life situations (Harwood, 2010). On the other hand, authentic and life-related materials through the use of linguistic corpora, according to (Reppen, 2010), is "a large principled collection of naturally occurring texts (written or spoken) stored electronically" (p. 2). Reppen notes, "languages situations such as friends chatting, meetings, letters, class assignments, and books, rather than from surveys, questionnaires, or just made up language" (p, 2). This access if therefore made available, it will not only be conducive for teachers and materials developers, but also for learners. Alharbi (2012) submits learners using corpora will help increase their awareness, autonomy and will boost their competence (p. 97). Alharbi (2012) conducted a study in King Saud University finding concordance or direct corpus use by learners for linguistics tasks and advancement in L2 writing. The study reveals that students improve not only on the textual level but also increase awareness of problem-solving processes, as well as grammatical, lexical, and lexicogrammatical challenges.

Likewise, Farr (2008) and Liu and Jiang (2009) report on the use of corpus-based curriculum and conducted another study also seeking to understand the effect of using corpora in the classroom. Both researchers have generally concluded that using corpora or corpus-based approaches in the classroom helps advance EFL and ESL learners' linguistic ability. From this perspective, we can argue that integrating

corpus and content based approaches in English language teaching provide enough authentic and life-related language that will equip students with authentic language learning experiences.

Summary

This review of literature looked at studies that provide a glimpse into the effect of integrating content-based and corpus linguistics materials with ELT. This review also examined studies conducted in Saudi Arabia regarding introducing authentic materials and using corpus linguistics in the EFL classroom to improve English proficiency. Moreover, in this literature review, the drawbacks and the shortcomings of EFL in Saudi Arabia have been discussed. All of the reviewed literature suggests content-based and corpus linguistics activities offers a great deal of authentic language exposure to Saudi EFL students.

CHAPTER III THE PROJECT AND ITS DEVELOPMENT

Brief Description of the Project

This project is a combination of both content-based and corpus linguistics teaching EFL lessons. The project comprises six units and each unit has its own independent subject/content. All of the units incorporate ELL tools extracted from corpus sites such as Corpus of Contemporary American English (COCA), Michigan Corpus of Academic Spoken English (MICASE), and the Compleat Lexical Tutor. They encompass the five basic language skills: Vocabulary, Reading, Speaking, Listening, and Writing. Multiple activities are included to improve students' comprehension. Some of the activities will be provided by the teacher and some will require corpus use skills on the parts of students. At the beginning of each unit, content and language objectives are outlined and there is a section entitled "corpus skills needed for this unit" that highlights the skills needed to complete the activities.

Development of the Project

I grew up in a country, Saudi Arabia, where English is taught as a foreign language. I do not remember ever having to study for an English test, but I remember that I would always receive the highest scores in English and that I loved studying English. Nonetheless, I do not remember why I was so good or why I even liked English in the first place. Most Saudi students are less fortunate than me in this respect. I found myself asking, "Why are my English language skills better than others?" After I entered a teachers' college in Saudi Arabia and graduated as an English teacher, the answer to that question was even more important because then

it was not only about me, but it was also about my students. From that point, I started my search for an answer.

In the process of my search, I became the recipient of a full scholarship from the Kingdom of Saudi Arabia and began working on my M.A. in TESOL at the University of San Francisco. During my two years of study, I was exposed to many ESL and language acquisition theories. The following are the ones that captured my attention the most: Student motivation, content role in English language teaching and authenticity of English language learning and teaching. Only when I was introduced to these theories, did the focus of my teaching became clear to me. First, I realized I had been successful in learning English because I was exposed to more authentic English input through movies, TV shows, magazines and newspapers. Second, the content of these materials was always appealing to me and I was motivated by them.

Knowing what has contributed largely to my linguistic competence, I decided to take that knowledge and apply it to my field project. Why content? I know Saudi EFL students will be interested in and motivated by materials that are engaging. Why corpus? Corpus sites or resources contain the most authentic English produced exclusively by native speakers.

The Project

The project can be found in the Appendix.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions

As stated earlier, EFL teaching methods in Saudi Arabia have largely failed to help Saudi EFL students become proficient in English. Most of the EFL resources are inauthentic and decontextualized from the language. Meaning, they lack the inclusion of authentic language produced by native speakers, as well as stimulating and engaging contents that were to capture the attention of students and keep them involved in studying the language. These factors informed my decision to create a content-based and corpus linguistics materials based on engaging and real life topics. This curriculum will enable students to speak and use the language authentically and competently. Moreover, it will equip Saudi EFL teachers with more powerful and authentic sources and ease their mission to teach English. With this in mind, our expectations is that content and corpus based curriculums and similar ones will replace the inauthentic and decontextualized ones in Saudi Arabia and eventually everyone will be learning and teaching English in a productive and conducive manner.

Recommendations

Given that this is a corpus and content-based curriculum, it is recommended that Saudi EFL teachers who use it teach students how to use some of the search tools on corpus sites and how to analyze the results. Teachers can do this through giving examples of each skill their students are expected to use before every unit. This can be done through either a live screen sharing between the teacher and the students or an instructional video recorded by the teacher. Camastasia and Snagit are two types of software that will come in handy if screen recording is required. Teachers can get an extension of Snagit for free from google Chrome extensions. Many of the vocabulary activities will take a longer time to complete due to the fact that most of them require corpus and pair work to complete. Thus, teachers in that specific section are encouraged to provide more time for students to grasp the vocabulary being analyzed and to be able to understand the reading passage that which will follow. Teachers and curriculum developers can further develop and add to this curriculum through the addition of more units, lessons, and activities. Also students who demonstrate a high level of using and analyzing corpus results can be part of the development of the curriculum through crating their own activities and conducting analysis on multiple texts

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Appendix

Content-Based Instruction and Corpus Linguistics Curriculum for Early Advanced

EFL Saudi Students

Unit 1 Objectives

By the end of this unit student will be able to

Language objective(s)	Content Objective (s)
<ul style="list-style-type: none"> 1- Identify certain vocabulary words 2- Utilize Corpus sites to understand words. 3- Answer facts and details question based on a reading and listening content 4- Present in front of other student 5- Use idioms and expression to express one's opinion 6- Write a summary 7- Use coordinating conjunctions/connector 	<ul style="list-style-type: none"> 1- Link between discrimination and sports role in dealing with it in the US. 2- Relate to similar experiences of discrimination and stereotypes. 3- Talk about baseball and its history in the US.

Corpus skills needed for this unit.

Prior to studying this unit students will need to become familiar with the following search tools

- 1- Using the KWIC feature in the COCA site
- 2- Using The LIST feature in the COCA site

Unit 1 “Discrimination”

The Role of American Baseball in Dealing with Discrimination

Pre-reading discussion questions

- A- Is it true that discrimination is only color-based? Why?
- B- How do you think such attitude should be dealt with?
- C- Do you think sports can be a mean to control or eliminate the discrimination line? How?

Vocabulary preloading

Read the corpus sentences of each of the following words discuss their meaning with your partner then provide your own corpus examples Using COAC

word	Synonyms/corpus sentences
Advocate Verb Provide Your corpus sentence	Defend, EX . Persons who see into their True Nature are free when they advocate something as well as when they do not They are free both in going and in coming
Racial Slur Adjective phrase Provide Your corpus sentence	An insult based on race. EX . A former Hoosier player under Bobby Knight -- says the coach used a racial slur against a former star player.
Stereotype Noun+Verb Provide Your corpus sentence	Perceived idea EX, (Noun) one cannot rule out bias based on stereotype that Asians are good at math EX, (Verb) When we stereotype a group of people, we fail to see how different they are from one another.

Discrimination Noun	Single out, disfavor EX. We just did one on how waiters admit that they discriminate against black clients because they think they're going to get a lower tip so they treat them badly
Provide Your corpus sentence	
Harass Verb	Trouble, disturb EX. The South African apar-theid police state used the police stop as an excuse to harass and intimidate the black population
Provide your Corpus sentence	

V.0.1-A Activity

In pairs, think about racial slurs that you have encountered before or ones that are commonly used in your society.

V.0.1-B Activity

In pairs take 5 minutes to think about a stereotype that you or your partner had encountered or heard about. Share your experience with the rest of the class when asked.

V.0.1-C Activity

Choose the right vocabulary from the below for each sentence

Discriminate	harass	Stereotype	Racial slur	Advocate
---------------------	---------------	-------------------	--------------------	-----------------

- 1- The _____ of the young British male is someone who would rather bottle up his unhappiness or turn to alcohol than admit to a perceived weakness.
- 2- There appeared to be no clear objective other than to _____ Carillon's daily patrols, and Rogers, inexplicably, was given fewer than half the 400 men he had been promised
- 3- Clients expressed a fear that the interviewer would maintain the traditional way of thinking about tattoos and _____ against them if they had visible tattoos

- 4- "The Youns a _____ for Vietnamese people have many more soldiers, but they are stupid and are cowards! One Khmer soldier can kill ten Youns! "
- 5- Actor George Clooney is a longtime _____ for peace across Sudan.



Reading

BACKGROUND

Introduction

- A- In the 19th century, many baseball players paved the way for baseball as we know it. There were two in particular that should be noted: Cap Anson and Frank Grant.

Frank Grant had an excellent .344 batting average while Cap Anson had a slightly smaller but nonetheless impressive batting average of .300. However, one of these players was subject to discrimination, other players harassed him, and many of his teammates played poorly so that he would look bad. Some of his team even refused to be photographed with him. Although many would think it would be Cap Anson who was discriminated against because of his lower batting average, in fact, the person who experienced this terrible mistreatment was Frank Grant, the player with the high batting average. Frank Grant was discriminated against in baseball for being African-American. Many other talented players suffered the same treatment in 19th century baseball, simply for having dark skin.

African-Americans and Latino-Americans

- B- Baseball reflects the American culture; it mirrors the face of American discrimination both on and off the field. Different **racial** groups, such as the Latinos, African-Americans, Irish, and Italians, all suffered some discrimination. People suffered the most discrimination if they had dark skin. Many light-skinned Latinos and African-Americans tried to pass as white players, and some, like the light-skinned Cuban born Esteban Bellan in the 1880's, succeeded. The African-American race generally suffered the most discrimination, but an estimated 70 black players still managed to play in the Major Leagues in the 1880's. For the most part, African-Americans were excluded from baseball due to the color barrier put up in 1868

The Color Barrier

- C- The color **barrier** was an unofficial "rule" that basically prevented people with dark skin from playing baseball in the major leagues. The way this "color barrier" was enforced was by saying that any teams with a "colored" person would be barred from playing _baseball. Some umpires also said they would make bad calls for any teams with colored player. Despite this terrible discrimination, there were some successful African-American players. Moses Fleetwood Walker was the first African-American to play in the Major

Leagues in 1884 after the color barrier was established. He was well-liked by some, and harassed by others. He played as a catcher for the Toledo Blue Stockings, but was let go after the association received threatening letters. He continued to play in the minor leagues until he retired. Similar behavior was **exacted** on many other African-American players, such as Frank Grant, Robert Higgins, and George Stovey. Such mistreatment and exclusion from the major leagues inspired African-Americans to start their own Negro Leagues.

The Negro Leagues

- D- The Negro Leagues began in the mid 1880's. The Negro Leagues were teams made up of African-Americans and dark-skinned Latinos players. The Negro Leagues always brought in crowds, but they truly became a real money maker during the 20th century, at the onset of WW2. The Negro Leagues often had to "barnstorm" because there was not enough money for their own field. The term "barnstorm" was used when teams had no ballpark of their own, and therefore traveled from town to town, to play sometimes as many as four games a day. One team, the all-black Cuban Giants, went from city to city in the 1880's, playing against white teams. They enjoyed surprising popularity, because the Cuban Giants were talented and beat many of the all-white teams they played against.



Latinos and Other Immigrants

- E- Another group commonly discriminated against in the 19th century was the Irish immigrants. There were some famous Irish players, such as Michael "King" Kelly, but most players of Irish descent were subject to **stereotyping**. A term for police cars, "pattywagons" originated from a derogatory term against Irish. This expression used the common Irish nickname "Patty" with the combination of the word wagon to insinuate that the police wagons contained Irish who were drunk and disorderly, and constantly being arrested. Latinos, especially those with darker skin, were also subject to **racial slurs**. Latinos, consequently, did not play a major part in baseball in America until after the turn of the century. In 1860, when baseball was introduced in Cuba, it became a major hit. Baseball is still, even today, the number one sport in Cuba



Women

F- Women also were subject to discrimination in baseball because it was seen as not proper behavior for a young lady. It can be argued that women did not suffer discrimination in baseball, because most women did not wish to play baseball. However, some all-women teams formed in the 1890's, "The Bloomer Girls", a common nickname for women's baseball teams, bragged that they had beaten all the men's teams that they had faced several consecutive times. Some all-girls teams were very popular with the crowds, but the press was often **skeptical**. Many newspapers of the time claimed that the reason that some Bloomer Girls were so talented was because managers had men dress up like women. Some Churches were against the idea of women playing baseball, and **advocated** women remaining in the stands to support their husbands and brothers playing.



Conclusion

G- Discrimination in 19th century baseball was very real. Many great colored players were denied the rights to play their favorite sport because of the color of their skin. This unfairness inspired many to fight for their equal rights both on and off the field, rights that were eventually won

R.0.1A Reading Comprehension Activity

Answer the following questions in groups.

1- What are the groups that were discriminated against and which ones suffered the most discrimination?

2- How do you think baseball helped reduce discrimination between different races and genders?

3- Which group suffered the least discrimination and why?

- 4- In groups think about any form of discrimination in your county, society, or culture and share it with your group and other groups in class.



Speaking

In groups from A to G divide the paragraphs alphabetically and present each paragraph's content as a group to the rest of the class. In your 5 minutes presentation, it is preferred to follow the following guide line. The group with highest score will receive a reward.

- 1- Give your paragraph a title. (5) points
- 2- Tell the rest of the class about what is it that your paragraph trying to communicate. (5) points
- 3- Clarify the meaning of the unknown vocabulary using the COCA site is encouraged (5) points
- 4- What was the problem in your paragraph and what was the solution. (5) points
- 5- Conclude and reflect on the paragraph (5) points

Note: In the reflection part, make sure that you use at least three of the following expression that helps you express your opinion.

My impression is that ...	I am under the impression that...
It is my impression that	My own feeling on the subject is that ...
I have feeling that...	I am sure / I am certain that ...
I have no doubt that ...	I gather that
I think / consider / find / feel / believe suppose / presume / assume that	It goes without saying that



Source/ <http://yvanbaptiste.pagesperso-orange.fr/methodo/opinion.htm>

Listening

Prelisting glossary

Synonyms of words that might be difficult to understand during the listening. In pairs *discuss the meaning of these words and their synonyms before listening to the recording.*

Words	synonyms
Resentment	ANGER , OFFENSE , HATRED , DISLIKE , BITTERNESS
Inclined to	LEANING towards, MOTIVATED , PRONE to
March	WALK , RUSH , ex. <i>In Los Angeles several hundred people, many wearing hoodies marched during rush hour demanding answers</i>
distinctly	PARTICULARLY , CLEARLY , SPECIFICALLY ,

Now, Listen to the following recording about discrimination and discuss the related questions.

Holmes an African-American Man talks about a time when he was discriminated against.

L.0.1A Activity

Check T for true and F for false for each of the following statements.

- A- Only people who participated in the Memorial day Parade were allowed to swim in the private club swimming pool ()
- B- Holmes did not listen to his mom when she asked him to go back in the pool ()
- C- Holmes's' mother was arrested for disobeying the Police's orders ()
- D- Holmes and his classmates were prevented from swimming in the pool ()
- E- Holmes was 13 at the time of the incident ()
- F- Holmes's mother was adamant to have her son swim in the pool and she succeeded ()



Writing

Summarize Mr. Holmes's experience with discrimination try to use the past passive voice. For example, Mr. Holmes was told not to swim in the pool. And finally reflect or give you opinion on the way Mr. Holmes and his mother have reacted to the situation.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1- Identify certain vocabulary words and their synonyms 2- Answer facts and details question based on a reading. 3- Answer comprehension question based on listening 4- Use idioms and expression related to success 5- Recognize true statements from false statements 6- Formulate and use the reported speech rule in written form 7- Write a summary | <ol style="list-style-type: none"> 1- Interpret and understand the main characteristics that leads to financial success. 2- Implement characteristics related to success through role play. |
|--|---|

Corpus skills needed for this unit.

Prior to studying this unit students will need to become familiar with.

- 3- Using the synonym feature in the COCA site and learn their symbols
- 4- Using The LIST feature in the COCA site

Unit 2 “Success”

4 Entrepreneurs who’s Perseverance Will Inspire You.

Discussion question. Discuss the following question as a class.

- A- Success is a broad word but it means different things to different people. What does success mean to you?
- B- What characteristic that is most associated with success? And why?

- C- What traits do successful people have in common? And can we copy these traits?

Vocabulary preloading

Look at each of the following words and their corresponding corpus examples. Discuss their meaning with your partner then complete the activity that follows

Word	Corpus Sentence Examples
Preaching (Noun)	<i>No one has been a spiritual adviser to more US presidents than the Reverend Billy Graham. These days, though, it's his son Franklin Graham who continues his father's crusade preaching to millions of people all around the world.</i>
Apprentice (Noun)	<i>It also represents a reconceptualization of teacher training in which individuals are moved from apprentice to professional over an extended period of time, all while practicing in real classrooms</i>
Perseverance (Noun)	<i>here were so many difficulties along the way, so many discouragements; but I kept on trying, knowing that patience and perseverance would win in the end</i>
Found (Verb)	<i>Its early employees would go on to help create Silicon Valley, with such wunderkinds-to-be as Steve Jobs and Steve Wozniak, who later would team up to found Apple Computer</i>
Folded (Verb)	<i>The company had gone into a steep tailspin after the breakup of the Soviet Union and the drop in world oil prices, as had many oil companies, and Kazakov had acquired the company weeks before it folded completely</i>
Franchises (Verb)	<i>The company is selling franchises for \$15,000 for the first location and \$10,000 for additional units. Smith said the overall investment in a 1-2-3 Fit location is about \$140,000</i>
(Negotiate (verb)	<i>Let's just hope you and I can negotiate a price that's acceptable to them and to our leaders back home.</i>
Patented (verb)	<i>Even though he patented his invention, his design for the gin was copied so easily that others immediately stole his idea and refused to pay him for it</i>

V.0.2-A Activity

Match the words with their definitions and compare your answers with your partner. Before deciding which word belongs to what definition, look up the synonyms of these word through the use of **COCA** by putting the word between brackets with the equal sign inside it.

For example, the word **[=Patent]** will generate these synonyms

RIGHT [S]

CLEAR [S]

OBVIOUS [S]

COPYRIGHT [S]

Words	Definitions
(A) Patent	() A person who works for another in order to learn a trade: a trainee to a plumber.
(B) Negotiate	() Informal. To fail in business; be forced to close: The newspaper collapsed after 76 years.
(C) Found	() Steady persistence in a course of action, a purpose, a state, etc., especially in spite of difficulties, obstacles, or discouragement
(D) Apprentice	() The exclusive right granted by a government to an inventor to manufacture, use, or sell an invention for a certain number of years
(E) Perseverance	() The right or license granted by a company to an individual or group to market its products or services in a specific territory
(F) Folded	() To advocate or inculcate (religious or moral truth, right conduct, etc.) in speech or writing
(G) Preaching	() To deal or bargain with another or others, as in the preparation of a treaty or contract or in preliminaries to a business deal
(H) Franchises	() To set up or establish on a firm basis or for enduring existence: To establish a new publishing company.

V.0.2-B Activity

After completing Activity 1, take turns with your partner and come up with a brief story for at least 4 words of the words in (table B-3). Students can use the same words when taking turns. Share your stories/Examples with the rest of the class.



Reading

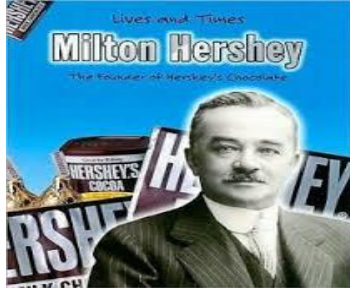
E

veryone knows that perseverance is important. You've probably heard the quote "If at first you don't succeed, try again" or seen the commercial that talks about falling down 7 times and standing up 8. The lesson, of course, is that few people achieve anything great without first overcoming a few obstacles.

Preaching about the importance of perseverance is easy. Actually experiencing failure and continuing on undeterred; now that's tough. But the 7 stories below prove that it can

be done. These famous entrepreneurs exemplified perseverance. Maybe one of them will inspire you to overcome whatever obstacle is currently standing in your way.

Milton Hershey



Milton Hershey had a long path to the top of the chocolate industry. Hershey dropped out of school in the 4th grade and took an apprenticeship with a printer, only to be fired. He then became an **apprentice** to a candy-maker in Lancaster, PA. After studying the business for 4 years, Hershey started three **unsuccessful** candy companies in Philadelphia, Chicago and New York.

Hershey was not about to give up, so he moved back to Lancaster and began the Lancaster Caramel Company. His unique caramel recipe, which he had come across during his earlier travels, was a huge success. Hershey, who was always looking ahead, believed that chocolate products had a much greater future than caramel. He sold the Lancaster Caramel Company for \$1 million in 1900 (nearly \$25 million in 2008 dollars) and started the Hershey Company, which brought milk chocolate -- previously a Swiss delicacy -- to the masses.

Not only did Hershey **overcome** failure and accomplish his goals, but he also managed to do it close to home. Hershey created hundreds of jobs for Pennsylvanians. He also used some of his money to build houses, churches, and schools, cementing his status as a legend in the Keystone State. Persistence is key. But it also helps if you have a solid business plan from the beginning..

Steve Jobs

You always hear about a “long road to the top,” but **perseverance** isn’t limited to the early stages of a person’s career. Oftentimes, failure can occur after a long period of success.

Steve Jobs achieved great success at a young age. When he was 20 years old, Jobs started Apple in his parents’ garage, and within a decade the company blossomed into a \$2 billion empire. However, at age 30, Apple’s Board of Directors decided to take the business in a different direction, and Jobs was fired from the company he created. Jobs found himself unemployed, but treated it as a freedom rather than a curse. In fact, he later said that getting fired from Apple was the best thing to ever happen to him, because it allowed him to think more creatively and re-experience the joys of starting a company.

Jobs went on to **found** NeXT, a software company, and Pixar, the company that produces animated movies such as *Finding Nemo*. NeXT was subsequently purchased by Apple. Not only did Jobs go back to his former company, but he helped launch Apple’s current resurgence in popularity. Jobs claims that his career success and his strong relationship with his family are both results of his termination from Apple.

Simon Cowell

Nowadays, Simon Cowell is a pop icon and a very wealthy man. But early in life, Cowell **faced** his fair share of struggles. At age 15, Cowell dropped out of school and bounced around jobs. He eventually landed a job in the mail room of EMI Music Publishing. Cowell worked his way up to the A&R department, and then went on to form his own publishing company, E&S Music.

Unfortunately, E&S **folded** in its first year. Cowell ended up with a lot of debt, and was forced to move back in with his parents. But he never gave up on his dream of working in the music industry, and eventually landed a job with a small company called Fanfare Records. He worked there for 8 years and helped the company become a very successful label. From there, Cowell spent years signing talent and working behind-the-scenes before launching the “American Idol” and “X-Factor” **franchises** that made him famous.

Even though he is rich and successful, Cowell continues to work on new projects. This kind of dedication no doubt helped him overcome his early roadblocks.

Walt Disney

As a young man, Walt Disney was fired from the Kansas City Star Newspaper because his boss thought he lacked creativity. He went on to form an animation company called Laugh-O-Gram Films in 1921. Using his natural salesmanship abilities, Disney was able to raise \$15,000 for the company (\$181,000 in 2008 dollars). However, he made a deal with a New York distributor, and when the distributor went out of business, Disney was forced to shut Laugh-O-Gram down. He could barely pay his rent and even resorted to eating dog food.

Broke but not defeated, Disney spent his last few dollars on a train ticket to Hollywood. Unfortunately his troubles were not over. In 1926, Disney created a cartoon character named Oswald the Rabbit. When he attempted to **negotiate** a better deal with Universal Studios -- the cartoon’s distributor -- Disney discovered that Universal had secretly **patented** the Oswald character. Universal then hired Disney’s artists away from him, and continued the cartoon without Disney’s input (and without paying him).

As if that wasn’t enough, Disney also struggled to release some of his now-classic films. He was told Mickey Mouse would fail because the mouse would “terrify women.” Distributors rejected *The Three Little Pigs*, saying it needed more characters. *Pinocchio* was shut down during production and Disney had to rewrite the entire storyline. Other films, like *Bambi*, *Pollyanna* and *Fantasia*, were misunderstood by audiences at the time of their release, only to become favorites later on.

Disney’s greatest example of perseverance occurred when he tried to make the book *Mary Poppins* into a film. In 1944, at the suggestion of his daughter, Disney decided to adapt the Pamela Travers novel into a screenplay. However, Travers had absolutely no interest in selling *Mary Poppins* to Hollywood. To win her over, Disney visited Travers at her England home repeatedly for the next 16 years. After more than a decade-and-a-half of persuasion, Travers was overcome by Disney’s charm and vision for the film, and finally gave him permission to bring *Mary Poppins* to the big screen. The result is a timeless classic.

In a fitting twist of fate, The Disney Company went on to purchase ABC in 1996. At the time, ABC was owner of the Kansas City Star, meaning the newspaper that once fired Disney had become part of the empire he created. And all thanks to his creativity (and a lot of perseverance).

Source/ <http://www.growthink.com/content/7-entrepreneurs-whose-perseverance-will-inspire-you>

Reading Comprehension

Work either individually or in pairs, skim/scan the article to find the answers for the following question.

- 1- What did Mr. Hershey do right before founding the Hershey Company?

- 2- What are the aspects that most helped Mr. Hershey in realizing his success?

- 3- At what age was Jobs fired from his Job and what did he do after being fired?

- 4- According to the article, what did Mr. Jobs attribute his success of both family life and work to?

- 5- How many jobs did Mr. Cowell had and which one was the least unfortunate and why?

- 6- What was Mr. Disney's unique skill and why it described so by the author?

- 7- What did Mr. Disney do to convince Ms. Travers to turn her novel into a screenplay? And did he succeed?

- 8- What characteristic(s) are common among the four businessmen that helped them become successful?



Speaking

Role-play

Work individually chose one of the people mentioned in the article and walk to another student in class start talking about the hardships that the character you chose went through remember not to give out the character's name or real job. Change the name and the job and keep the rest of the story as it is. It is your partner's job to guess what

character/person you are playing. It is essential use at least two of the idioms below in your conversation.

Idioms to express failure or success

Students A the one who ask question	Student B the one who answer question	
How are things in	Positive	Negative
How is your work going	Not too shabby = Nice	Missed the boat on
	Make a killing	Gone down the drain
	Going great guns with	Through a wrench into works
	Selling like hot cakes	Came to grief
		leave someone hanging out to dry

Table B-4

Source/ <http://www.businessenglishpod.com/2012/12/09/business-english-pod-221-english-idioms-of-success-and-failure-1/>



Listening

THE BIG 8 THINGS THAT LEAD TO SUCCESS.

Prelisting glossary.

Take 3 minutes discuss the meaning of these words with your partner.

Words.	Synonyms/definition
Workaholics.	A person who <u>works</u> compulsively at the expense of other pursuits. Ex. When you work, work, work all the time, you become workaholic .
Put your nose down in something.	To focus on something and commit yourself to that thing.
Self-doubt.	Lack of confidence in the reliability of one's own motives, personality, thought. Ex. After my divorce I went through a long period of deep self-doubt and depression
Privilege.	A special right, immunity, or exemption granted to persons in authority or office to free them from certain obligations or liabilities.

Now listen to the recording and answer the following question.

L.0.2A Listening Comprehension Activity

- 1- Who is the main speaker in the listening and what is his profession?

- 2- What was the question that the speaker said he could not answer?
- 3- According to the listening what was the “number one reason for success” and why?
- 4- What are the 8 things that lead to success?

L.0.2B Activity

Which of the following statement are true and which are false mark T for true an F are for False

- 1- Freeman Thomas says, "I'm not driven by my passion."TEDsters do it for love; they don't do it for money. ()
- 2- Carol Coletta says, "I would pay someone to do what I do." And the interesting thing is: if you do it for love, the money comes anyway. ()
- 3- Rupert Murdoch said to the speaker, "It's all hard work. Nothing comes easily. And I didn't have a lot of fun." ()
- 4- "To be successful put your nose down in something and get damn good at it," Norman Jewison said to the speaker. ()
- 5- Persistence is not the most important element to success. ()



Writing

Listen again to the recording and write a summary with the use of direct and indirect speech. A minimum 6 sentences paragraph is required.

Direct speech		
Subject	Reporting verb	Direct statement from corpora
He	Said,	anyone who did not help Turkey fight terror was also guilty
		he was sure she would return to his home
		nobody in California knew Maurizio Galante

Indirect Speech

Subject	Reporting Verb	Noun/ pronoun	Indirect Statement	
He	Said	φ	(That) Optional	he was sorry he hadn't checked in on her in a while
	Told	Jessi/her		him the news, and was seized again by unreasonable fear them they needed more evidence to arrest Zimmerman

Start you Summary

Unit 3 Objectives

By the end of this unit student will be able to

Language objective(s)	Content Objective (s)
<ul style="list-style-type: none"> 1- Recognize vocabulary words from context 2- Utilize Corpus sites to understand words. Especially KWIC feature and recognize the use of would and could in context 3- Agree, disagree and interrupt while speaking with others 4- express one's opinion 5- identify true vs false statements based on a listening 6- use modals such as would and could to talk about past unreal situations 7- Write a reflection on a given ESL material either reading or listening 	<ul style="list-style-type: none"> 1- Talk about the Mayan civilization Their existence, history, and possible reasons for their disappearance 2- Recognize other civilizations through recognizing their history and uniqueness. 3- Solve problems related to survival through suggesting what the Mayans could have done to avoid their doom.

Corpus skills needed for this unit.

Prior to studying this unit students will need to become familiar with the following search tools

- 1- Using the KWIC feature in the COCA site
- 2- Using The LIST feature in the COCA site



The Mayans, ancient but advanced.

Pre-reading questions. In groups discuss the following questions about the Mayan ancient civilization.

1- What do you know about the Mayan civilization with respect to the following?

- Their location
- Their roots
- Their religion, believes, rituals, practices etc...

2- What other similar ancient civilizations that you might've read or heard about?

Vocabulary *preloading*

From these corpus sentences examples, guess the meaning of the following words and complete the following activity before reading.

Word.	Corpus sentences examples
Indigenous (Adj)	<i>I know forks were not a regular feature of the material culture of the indigenous people of the Americas</i>
Scattered (Adj)	<i>Clothing spread out upon the bed my medicine chest open and papers scattered across my desk</i>
Adjacent (Adj)	<i>There's another guy leaning against the adjacent side of the pillar. I don't know what he looks like</i>
Inscribing (Verb)	<i>Inscribing graffiti is an inherently spatial practice, one that provides opportunities for alternative expression</i>
Flourished (Verb)	<i>Archaeologists sifted the rains of the past and learned how our society had once flourished for so long</i>
Dwarfed (Verb)	<i>Weakened, Ex. Their own pain was dwarfed by the more drastic pain of strangers</i>

Hereditary (Adj)	INHERITED, INNATE Ex. Only 7 to 10 percent of breast cancers are hereditary . They got it from a family member
Deciphered (Verb)	She deciphered a bit of the script and discovered words in Latin that she knew

1. Activity

Fill in the blank with the correct word

Scattered	Adjacent	Inscribing	Flourished	Dwarfed	Hereditary	Deciphered	Indigenous

- 1- She noticed the plethora of empty coffee cups _____ about the place
- 2- This business started as a food truck and eventually _____ into a full-blown restaurant
- 3- What if someone with a _____ cancer gene refuses to warn family members of the possible risk and need for tests
- 4- the Inter-American Court of Human Rights that involved logging rights in Nicaragua and established that _____ people have exclusive right to their lands
- 5- Although not all the characters can be _____, a partial translation may refer to its owner
- 6- And while he has run some ads himself, they're _____ by his opponents' messages.
- 7- The domed, multistory ocher building, at the edge of the Empalot Neighborhood now, _____ to the highway, is now complete
- 8- If _____ graffiti is considered a deviant act, that some people consider it unworthy of public space, is not surprising.

2. Corpus activity. Group work

After completing activity **001**, find sentences with synonyms to at least four of the words above through using the **KWIC** option in the **COCA** site. For example, the word [=Scattered] written this way in the **KWIC** field will generate the following sentences with color coded synonyms.

educators enrolled in a graduate program in education . They	distributed 245 instruments to all of the nurses employed in the hospitals
with some cornmeal . Lightly coat crust with cooking spray .	Spread 3 tablespoons refrigerated basil pesto over crust , leaving a
. Most of the polls are showing it about 15 point	spread about right now . I do n't think the ABC poll 's
through their wives . But a mosaic of small land pieces	scattered about the vicinity would be small compensation for the loss of
# These activities , most of which were imported and have	spread across France over the past thirty years , have gained ground on
news desk and NBC 's top anchorman . Pulsing red lights	scattered across the map marked areas officially confirmed by the FBI as
to the Tennessee line . About abandoned 1,000 vehicles were	strewn across the roadway . # Hartsfield International Airport was
DCE) in Virginia is unique in that it is a	separate administrative unit from the Department of Corrections (DC)



Reading (3)

LOCATING THE MAYA

The Maya civilization was one of the most dominant Indigenous societies of Mesoamerica (a term used to describe Mexico and Central America before the 16th century Spanish conquest). Unlike other scattered indigenous populations of Mesoamerica, the Maya were centered in one geographical block covering all of the Yucatan Peninsula and modern-day Guatemala; Belize and parts of the Mexican states of Tabasco and Chiapas; and the western part of Honduras and El Salvador. This concentration showed that the Maya remained relatively secure from invasion by other Mesoamerican peoples.

Within that expanse, the Maya lived in three separate sub-areas with distinct environmental and cultural differences: the northern Maya lowlands on the Yucatan Peninsula; the southern lowlands in the Peten district of northern Guatemala and adjacent portions of Mexico, Belize and western Honduras; and the southern Maya highlands, in the mountainous region of southern Guatemala. Most famously, the Maya of the southern lowland region reached their peak during the Classic Period of Maya civilization (A.D. 250 to 900), and built the great stone cities and monuments that have fascinated explorers and scholars of the region.

EARLY MAYA, 1800 B.C. TO A.D. 250

The earliest Maya settlements date to around 1800 B.C., or the beginning of what is called the Preclassic or Formative Period. The earliest Maya were agricultural, growing crops such as corn (maize), beans, squash and cassava (manioc). During the Middle Preclassic Period, which lasted until about 300 B.C., Maya farmers began to expand their presence both in the highland and lowland regions. The Middle Preclassic Period also saw the rise of the first major Mesoamerican civilization, the Olmecs. Like other Mesoamerican peoples, such as the Zapotec, Totonac, Teotihuacán and Aztec, the Maya derived a number of religious and cultural traits—as well as their number system and their famous calendar—from the Olmec. In addition to agriculture, the Preclassic Maya also displayed more advanced cultural traits like pyramid-building, city construction and the inscribing of stone monuments. The Late Preclassic city of Mirador, in the northern Peten, was one of the greatest cities ever built in the pre-Columbian Americas. Its size dwarfed the Classic Maya capital of Tikal, and its existence proves that the Maya flourished centuries before the Classic Period.



CITIES OF STONE: THE CLASSIC MAYA, A.D. 250-900

The Classic Period, which began around A.D. 250, was the golden age of the Maya Empire. Classic Maya civilization grew to some 40 cities, including Tikal, Uaxactún, Copán, Bonampak, Dos Pilas, Calakmul, Palenque and Río Bec; each city held a population of between 5,000 and 50,000 people. At its peak, the Maya population may have reached 2,000,000.

Excavations of Maya sites have unearthed plazas, palaces, temples and pyramids, as well as courts for playing the ball games that were ritually and politically significant to Maya culture. Maya cities were surrounded and supported by a large population of farmers. Though the Maya



practiced a primitive type of “slash-and-burn” agriculture, they also displayed evidence of more advanced farming methods, such as irrigation and terracing.

The Maya were deeply religious, and worshiped various gods related to nature, including the gods of the sun, the moon, rain and corn. At the top of Maya society were the kings, or “k'uhul ajaw” (holy lords), who claimed to be related to gods and followed a hereditary succession. They were thought to serve as mediators between the gods and people on earth, and performed the elaborate religious ceremonies and rituals so important to the Maya culture.

The Classic Maya built many of their temples and palaces in a stepped pyramid shape, decorating them with elaborate reliefs and inscriptions. These structures have earned the Maya their reputation as the great artists of Mesoamerica. Guided by their religious ritual, the Maya also made significant advances in mathematics and astronomy, including the use of the zero and the development of a complex calendar system based on 365 days. Though early researchers concluded that the Maya were a peaceful society of priests and scribes, later evidence—including a thorough examination of the artwork and inscriptions on their temple walls—showed the less peaceful side of Maya culture, including the war between rival Mayan city-states and the importance of torture and human sacrifice to their religious ritual.

Serious exploration of Classic Maya sites began in the 1830s. By the early to mid-20th century, a small portion of their system of hieroglyph writing had been deciphered, and more about their history and culture became known. Most of what historians know about the Maya comes from what remains of their architecture and art, including stone carvings and inscriptions on their buildings and monuments. The Maya also made paper from tree bark and wrote in books made from this paper, known as codices; four of these codices are known to have survived

LIFE IN THE RAINFOREST

One of the many intriguing things about the Maya was their ability to build a great civilization in a tropical rainforest climate. Traditionally, ancient peoples had flourished in drier climates, where the centralized management of water resources (through irrigation and other techniques) formed the basis of society. (This was



the case for the Teotihuacan of highland Mexico, contemporaries of the Classic Maya.) In the southern

Maya lowlands, however, there were few navigable rivers for trade and transport, as well as no obvious need for an irrigation system.

By the late 20th century, researchers had concluded that the climate of the lowlands was in fact quite environmentally diverse. Though foreign invaders were disappointed by the region's relative lack of silver and gold, the Maya took advantage of the area's many natural resources, including limestone (for construction), the volcanic rock obsidian (for tools and weapons) and salt. The environment also held other treasures for the Maya, including jade, quetzal feathers (used to decorate the elaborate costumes of Maya nobility) and marine shells, which were used as trumpets in ceremonies and warfare.

Source/ <http://www.history.com/topics/maya>

Reading Comprehension

1. Based on the reading, decided whether the following statements are true or false through inference. Check T for true and F for false

- 1- The early Mayans were adept at construction buildings
- 2- The Mayans according to the reading appears to be a civilization that could adopt ideas and concepts from other civilizations
- 3- The Mayans were already advanced even before the classic period
- 4- The Mayans were a nature abuser society
- 5- Farmers were the backbone of the Mayan society
- 6- Through the Mayan inscriptions a lot of their culture and practices have been revealed
- 7- Unlike other ancient civilizations the Mayans found it hard to flourish in tropical locations
- 8- The Mayans didn't seem like an enticing civilization to be invaded by other civilizations



Speaking

In groups, discuss the following statement. It is important to state your stance whether you agree or disagree with each statement with reasons inferred from the reading.

- 1- Mayans were not advanced, they were just organized.
- 2- Mayans displayed a better construction skills at their time than the skills we have today.
- 3- Religion has always been the reason behind every civilization's thrive as it was the case with the Mayan civilization.

Use Idioms of agreement, interruption and disagreement

Function	Idioms
Agreement.	<ul style="list-style-type: none"> • I couldn't agree with you more. (slang) Tell me about it! • You're absolutely right. That's exactly how I feel. • I'm afraid I agree with James. I have to side with Dad on this one. • Me neither. (weak) I suppose so. /I guess so.

	<ul style="list-style-type: none"> You have a point there. 	
<i>Interruption.</i>	<ul style="list-style-type: none"> Can I add something here? Can I throw my two cents in? Sorry to interrupt, but... were saying 	<p>Is it okay if I jump in for a second? If I might add something... Sorry, go ahead. OR Sorry, you</p>
<i>Disagreement.</i>	<ul style="list-style-type: none"> I'm afraid I disagree. I beg to differ. Not necessarily. That's not always the case. 	<p>(strong) I totally disagree. (strong) I'd say the exact opposite. That's not always true. No, I'm not so sure about that</p>

<https://www.englishclub.com/speaking/agreeing-disagreeing-expressions.htm>



Listening

The Collapse of the Mayans civilization

Prelistening glossary

Take 5 minutes discuss the meaning of these words with your partner and also try to provide antonyms for each word using your dictionaries

Word	Synonym	Antonyms
Obliterate	DESTROY , ELIMINATE	
Demise	END , DEATH , FAILURE	
Catastrophe	DISASTER , TRAGEDY , RUIN	
Thriving	SUCCESSFUL , BOOMING , PROSPEROUS	
Bring about	<i>To cause something to happen</i>	
Collapse	END , FALL , FAIL	
Brutal	TERRIBLE , VIOLENT , SEVERE , HARSH	
Appease	CALM , EASE , SATISFY , SOOTHE	
Abandoned	EMPTY , DUMPED , DESERTED , FORSAKEN	

1. Listen to the recording about (The Collapse of the Mayans Civilization) and decide whether the following statements are true or false. Check T for true and F for false.

Source/ <https://www.youtube.com/watch?v=y26PI7CIAJY>

- 1- The Mayan civilization's demise was brought about because of their brutal fights with other civilization. ()
 - 2- The Mayans failed to appease their priests so they were destroyed.
()
 - 3- The Mayans abandoned their lands to go to better lands with better resources.
()
 - 4- Drought was the number one reason for the disappearance of the Mayans.
()
 - 5- The only evidence to the Mayans' real cause of their disappearance existed thousands of miles away in tree rings in Sweden.
()
 - 6- The drought that hit the Mayans lands according to the listening was not the severest in history.
()
 - 7- Extremely freezing climate caused the collapse of the Mayan civilization.
()
 - 8- The Mayans relied much on the summer rains.
()
-



Writing

Take 15 minutes and write about what could the Mayans have done differently that could have altered their destiny and why would this solution have worked.

In your writing, use the modal auxiliaries in the box below to make a polite suggestion about a past opportunity.

Subject	Auxiliary	Verb to have	Past participle.
The Mayans	Could/might	Have	Removed to a different location before the drought

1.Pre-writing corpus activity

Unit 4 Objectives

By the end of this unit student will be able to

Language objective(s)	Content Objective (s)
<ol style="list-style-type: none"> 1- Identify the meaning of certain words through using COCA 2- Match words to their closest meaning 3- Skim and scan readings for facts and details/answers 4- use conversation openers/starters and closer 5- Listen for details. 6- Write a short essay that includes intro, body paragraphs and conclusion. 	<ol style="list-style-type: none"> 1- Justify the involvement of psychology in advertising and understand it 2- Use various persuasive techniques in their convincing of others. 3- Evaluate several of advertising principles. 4- Create advertisements based on these principles

Corpus skills needed for this unit.

Prior to studying this unit students will need to become familiar with the following search tools

- 1- Using the Compleat lexical tool site and generate a concordance list as well as a frequency list
- 2- Using The KWIC feature in the COCA site to generate synonym sentences of given vocabulary



Unit 4 “the Psychological Influence”

Psychology and Choices we make

Before reading, in groups or in pairs answer the following question

- What do you think Psychology of the influence is?
- Does psychology affect our choices and actions? And why?
- What product did you buy recently and how was it advertised to you?

Vocabulary Preloading

In pairs, discuss the meaning of each vocabulary from the given sentences and use COCA to provide corpus sentences with synonyms for each sentence.

Vocabulary	Corpus sentences/synonyms.
Sway	Assad has apparently turned to an army of mostly anonymous propagandists to sway public opinion in his favor on the Facebook pages of Western media organizations.
Corpus sentence with synonym	
Subtle	The change was subtle and hard to identify but it was evident that something was different about him.
Corpus sentence with synonym	
Immune	. Vanity is perhaps the one part of the human anatomy that is immune from cancer
Corpus sentence with synonym	
Enticing	The Army expects to spend more than \$1 billion this year on bonuses and benefits enticing people to enlist or re-enlist.
Corpus sentence with synonym	
Outlines	The following table will outline the steps taken to develop this study and the time frames by which each step will be completed
Corpus sentence with synonym	
Coerced	. The whole point is you can't coerce people into doing something that they don't want to do.
Corpus sentence with synonym	

1. Vocabulary Activity

Choose the vocabulary that is closest in meaning for each of the following word

- 1- The word (Outline) is closest in meaning to
 A- Reinforce B- Define C- Amplify D- Strengthen
- 2- The word (Subtle) is closest in meaning to
 A- Delicate B- Straightforward C- Noticeable D- Evident
- 3- The word (Coerced)is closest in meaning to
 A- Dissuaded B- Force C- Deterred D- Provided
- 4- The word (Entice)is closest in meaning to
 A- Induce B- Avoid C- Elude D- Repulse
- 5- The word (Immune) is closest in meaning to
 A- Susceptible B- Unaffected C- harmed D- feeble
- 6- The word (Sway) is closest in meaning to
 A- Support B- shift C- retain D- Preserve



Reading

1. Pre-reading corpus activity:

In pairs, copy the reading text into the **Compleat lexical four** words profiler and examine the concordance list. Are there any words you or your partner don't recognize? If so, Use the KWIC feature in COCA to better understand their meaning. Share your findings with the rest of the class.

The Psychology of the Influence

- A. Do you think that we can use psychology to persuade people into doing things we want them to do? When you think about persuasion, what comes to mind? Some people might think of advertising messages that urge viewers to buy a particular product, while others might think of a political candidate trying to sway voters to choose his or her name on the ballot box. Persuasion is a powerful force in daily life and has a major influence on society and a whole. Politics, legal decisions, mass media, news and advertising are all influenced by the power of persuasion, and influence us in turn.
- B. Sometimes we like to believe that we are immune to persuasion. That we have a natural ability to see through the sales pitch, comprehend the truth in a situation and come to conclusions all on our own. This might be true in some scenarios, but persuasion isn't just a pushy salesman trying to sell you a car, or a television commercial enticing you to buy the latest and greatest product. Persuasion can be subtle, and how we respond to such influences can depend on a variety of factors.
- C. When we think of persuasion, negative examples are often the first to come to mind, but persuasion can also be used as a positive force. Public service campaigns that urge people to recycle or quit smoking are great examples of persuasion used to improve people's lives

What Is Persuasion?

- D. So what exactly is persuasion? According to Perloff (2003), persuasion can be defined as "...a symbolic process in which communicators try to convince other people to change their attitudes or behaviors regarding an issue through the transmission of a message in an atmosphere of free choice

- E. *The key elements of this definition of persuasion are that:*

- Persuasion is symbolic, utilizing words, images, sounds, etc
- It involves a deliberate attempt to influence others.
- Self-persuasion is key. People are not coerced; they are instead free to choose.
- Methods of transmitting persuasive messages can occur in a variety of ways, including verbally and nonverbally via television, radio, Internet or face-to-face communication

How Does Persuasion Differ Today?

- F. While the art and science of persuasion has been of interest since the time of the Ancient Greeks, there are significant differences between how persuasion occurs today and how it has occurred in the past. In his book *The Dynamics of Persuasion: Communication and Attitudes in the 21st Century*, Richard M. Perloff outlines the five major ways in which modern persuasion differs from the past
- G. 1) **The number of persuasive message has grown tremendously.** Think for a moment about how many advertisements you encounter on a daily basis. According to various sources, the number of advertisements the average U.S. adult is exposed to each day ranges from around 300 to over 3,000. 2) **Persuasive communication travels far more rapidly.** Television, radio and the Internet all help spread persuasive messages very quickly. 3) **Persuasion is big business.** In addition to the companies that are in business purely for persuasive purposes (such as advertising agencies, marketing firms, public relations companies), many other business are reliant on persuasion to sell goods and services. 4) **Contemporary persuasion is much more subtle.** Of course, there are plenty of ads that use very obvious persuasive strategies, but many messages are far more subtle. For example, businesses sometimes carefully craft very specific image designed to urge viewers to buy products or services in order to attain that projected lifestyle. 5) **Persuasion is more complex.** Consumers are more diverse and have more choices, so marketers have to be savvier when it comes to selecting their persuasive medium and message.

Source/ <http://psychology.about.com/od/socialinfluence/f/what-is-persuasion.htm>

1. *Reading Comprehension Activity.*

Chose only one correct answer for each question.

- 1- *The psychology of the influence has an effect on*
 - A- Consumers only
 - B- Legal decisions and politics
 - C- Media and advertising
 - D- On the society as a whole with its all aspects
- 2- *The author believes that*
 - A- Some are immune to persuasion
 - B- Only Pushy salesmen are immune to persuasion
 - C- Persuasion is quite clear all the time and can be resisted
 - D- Persuasion can be quite delicate and indirect and no one is immune against it.
- 3- *In Paragraph (C) the author insinuates that.*
 - A- People are always comfortable with someone trying to persuade them.
 - B- Persuasion is always negative.
 - C- Persuasion is usually misunderstood and can be used as a constructive. force.
 - D- None of the above.
- 4- *According to Paragraph D persuasion.*
 - A- Is a symbolic process.
 - B- Contains and transmits a message through images and other tools
 - C- More than one person is included in its process.
 - D- All of the above
- 5- *The author believes that Current persuasion*
 - A- Is less effective than before.
 - B- Travels slower and is less subtle.
 - C- Faster, more subtle, diverse and better than before.
 - D- Targets only specific group of people but not others
- 6- *The main topic of the article is*
 - A- The effect of products on our psychological state of mind.
 - B- Exploiting psychology to dissuade people from buying certain products.
 - C- Using psychology to persuade others into doing what e want.
 - D- Both Answers B and C are true.



Speaking

Role play

Pair work. Students A is a product developer and Students B is a VC or venture capitalist¹. You are meeting for the first time in a business conference. Student A will try to persuade student B to fund their projects and students B will be asking questions about Students A's company.

Instructions

- 1- Refer to the article above and make use of the information provided to pitch your product
 - A- Be creative, create an advertisement use a video or an image
- 2- Use the following conversation starters and closers in your presentation
- 3- Switch roles and repeat steps 1,2

Conversation starters	Conversation closers
<ul style="list-style-type: none"> • What do you think the company will look like 5 years from now? • What trends do you see in the future that will affect your organization and industry? • What is the greatest demand for your services or product? • How do you differ from your competition? • If this company was known for 3 things as a workplace, what do you think those 3 would be? • What are the qualities of people who perform best in this business? • How do you think most of the employees would describe this workplace 	<ul style="list-style-type: none"> • <i>"It's been great talking with you. Can you introduce me to anyone else here who might make a good connection for me?"</i> • <i>"Thanks for answering all my questions. You've been great! Would you be open to a follow-up meeting over coffee?"</i> • <i>"I appreciate your time. I'd love to meet a few more people tonight. Is there anything I can do for you before we move on?"</i> • <i>"Thanks for the time. Seems like we have a lot in common. Can I send you a LinkedIn invitation?"</i>

¹ People or companies that invest funds in new companies or start ups

Extracted from /

<http://www.youtern.com/thesavvyintern/index.php/2014/08/15/nervous-networker-heres-20-confidence-building-conversation-starters/>



Listening

Pre-listening discussion questions.

- 1- What principle of psychological persuasion are you familiar with?
- 2- Have you or someone you know used one of these principles?
- 3- Do you think that advertisers use psychology to influence or decisions?
Give an example if you think so.

Now listen to the following 3 minutes recording on “Advertising - What psychological tricks do they use” and complete the following activity

1. listening activity

Relaying on the listening, write down the advertising principle that belongs to each of the following examples

- A- You bought your neighbor a gift. The next day they bought you a gift and took you to dinner

- B- Almost all convenient store are out of Pepsi and now you want it more and will pay double the price for it _____
- C- Your best friend talks you into buying the new X-box _____
- D- You been told to wear a google t-shirt for more than a week and now you are buying many products from google _____
- E- Many people are buying the New Toyota Prius and now you also bought one _____

2. *listening activity*

In pairs, choose one or two of the advertising tricks that most resonated with you and talk about them with your partner. Also tell why specifically these tricks.

	Advertising trick	Provide one or two reasons
Student A		
Student B		



Writing

Write a Proposal

You are an advertising company and you are trying to get some clients to advertise with you. Write a four paragraphs essay to a given company proposing an advertisement service. Your job is to convince the reader to advertise with your company. Try to implement the persuasion tricks you learned about in the previous lesson.

- A. Introduction
 - a- Topic sentence
 - b- Main ideas
- B. Body paragraphs
 - a- Main ideas and details
 - b- Supporting examples
- C. Conclusion
 - a- Restatement of the topic sentence
 - b- A closure

Essay Structure

- I. Use any of the following expressions in your writing if necessary

Unit 5 Objectives

By the end of this unit student will be able to

Language objective(s)	Content Objective (s)
<ol style="list-style-type: none"> 1- Identify the meaning of certain words using examples from corpora 2- Skim /scan readings for facts and details/answers 3- investigate whether words are used correctly in a given context 4- Use WH, Modal and YES/NO questions in their conversations 5- Interview other students 6- Extract details and main ideas from listening 7- Use connectors to show either agreement or disagreement in writing 8- Critique or support certain claims through writing. (critical writing) 	<ol style="list-style-type: none"> 1- Argue the scientific claims that's there might be life beyond earth. 2- Relate certain earth life conditions to other outer space planets. 3- Debate the theory of the habitable zone. 4- Rationalize the relationship between a given planet and its moon(s)

Corpus skills needed for this unit.

Prior to studying this unit students will need to become familiar with the following search tools

- 1- Using the MICUPS site and extract academic writing from it.
- 2- Using The LIST feature in the COCA site.
- 3- Using the KWIC feature in COCA.



Looking for life!

Pre-reading discussion questions. In groups, answer the following questions

- A- Do you think there is life beyond earth? Justify your answer
- B- If there is life beyond earth, do you think that it will be inhabitable for human?
- C- If there is life beyond earth on some of the planets, which one do you think it might be and why?

In pairs, look at the following vocabularies. Discuss their meaning with your partner then do the activity that follows.

Vocabulary

Vocabulary Corpus examples and Synonyms

Constraint Noun	<i>Control, limit, restrain</i> Ex. (constraint of time and space has largely been removed by networking capabilities).
Deploy verb	<i>Branch, Position, Install</i> Ex. (IT organizations can deploy equipment and software to ensure a satisfactory level of service on their managed networks).
Habitability Noun	<i>Livable, habitable</i> Ex. (astronomers announced that they discovered in a nearby solar system a potentially habitable planet they have called Gliese 581).
Organism Noun	<i>Creature, Being</i> Ex. (there is nothing like the experience of a living breathing human organism)
Spur Verb	<i>stimulate, drive, entice, cause</i> Ex. (Benson said he and his colleagues hoped at the time that their report would spur further research by scientists and industry alike)

1. Activity

Decide whether the bolded vocabulary words used in each sentence are used properly

Chose True or False

- 1- If there is going be a **Constraint** on the property, it's going to be the access
 False
 True

- 2- He **Deployed** the gun under his coat
 False
 True

- 3- NASA launches its Mars Science Laboratory, a mission to determine the **Habitability** of the Red Planet
 False
 True
- 4- Survival of the fittest determines the limits of existence for every living **Organism** except us
 False
 True
- 5- Dividing America will only **Spur** our economic recovery and our nation's entrepreneurial spirit
 False
 True

2. Corpus activity , Affixes

For each of the following affixes find at one word using the wild card feature in COCA. Discuss the meaning of the words you find with your partner and what does each affix does to the word in term of the 'part of speech'

ISIM, ILITY, SHIP, IBLE, OLOGY, MENT



Reading

R-5: skim/scan the following article about "searching for life" then answer the questions that follows

Searching For life

(A) National Geographic Emerging Explorer Kevin Hand has traveled to the extremes of the Earth to better understand how life might exist in outer space. Hand, the deputy chief scientist for solar system exploration at NASA's Jet Propulsion Laboratory ²in Pasadena, California, has spent time on Battleship Promontory, Antarctica, traveled far north to Barrow, Alaska, and been deep in the Mid-Atlantic Ridge³. If life can exist in these frigid places, he reasons, it might also exist

² NASA center that focuses on robotic exploration of the solar system

³ Underwater mountain range that runs from Iceland to Antarctica

on Jupiter's moon Europa or Saturn's moon Enceladus⁴, for example.

(B) "One big-picture aspect is understanding the constraints of habitability for life as we know it," Hand says. "So we study and understand the limits of habitability here on Earth, so that we can better identify and explore potentially habitable environments elsewhere, whether that's Europa or Mars or Enceladus." But even a cold day in Antarctica doesn't reach the temperature of Europa, at -173 degrees Celsius (-280-degree Fahrenheit). "No place on Earth compares to the surface of Europa," Hand says. So, scientists are hoping to study the moon up close. NASA is currently planning a mission to Europa and three other moons of Jupiter. Hand helps design spacecraft and equipment for the mission, and he tests some early versions of these tools in Earth's extreme regions.

(C) "When we go out into these environments, we also use some of the tools and techniques that are being developed or deployed on the spacecraft, and that will provide the data for us when we land rovers and spacecraft on **these worlds**," he says. "The approach is sort of twofold from understanding the limits of life on Earth and understanding how to utilize the techniques and technology to study that life both here and beyond."

Lost City

(D) One of Hand's most fruitful expeditions found him in the middle of the Atlantic Ocean. Hand descended in a submersible⁵ to investigate a unique underwater feature known as the "Lost City." The "city" is actually a collection of carbonate towers that looks like a cathedral. Carbonate is a material produced as seawater interacts with vent fluid⁶ ejected by the region's hydrothermal vents. More than a kilometer beneath the surface of the ocean, where light does not reach, bacteria in Lost City cannot use photosynthesis to create energy. They use a process called chemosynthesis⁷, which uses materials found in vent fluid.

(E) Hand believes places like Lost City can provide valuable clues about how life might exist on Europa. The moon is covered in ice, and scientists think there is a liquid ocean beneath its crust. Light and photosynthesis would not be available to life on Europa. "The exciting aspect of hydrothermal⁸ vents in the context of astrobiology⁹ is that there are ecosystems operating independent or not directly powered by photosynthesis," he says. "They are utilizing chemosynthesis at the base of the food

⁴ Moon of the planet Saturn

⁵ small submarine used for research and exploration

⁶ chemicals ejected by hydrothermal vents

⁷ process by which some microbes turn carbon dioxide and water into carbohydrates using energy obtained from inorganic chemical reactions

⁸ Related to hot water, especially water heated by the Earth's internal temperature.

⁹ Person who studies the possibility of life in outer space

chain.”

(F) Places like Lost City also help Hand determine where to begin looking for life on Europa.

“If Europa is being tugged and pulled and squeezed through the tidal interaction with Jupiter, then there’s good reason to believe that the seafloor of Europa might be somewhat active and may host some hydrothermal vents,” he says. “And if Europa has hydrothermal vents, that’s a great place for providing the chemistry needed for life. So those would be the types of environments that we would want to go and explore.”

Extracted from/ http://education.nationalgeographic.com/education/news/looking-life/?ar_a=1

Reading comprehension

According to the reading, chose the right answer for each of the following statements.

- 1- Kevin Hand traveled to the extremes of the earth just to.
 - A- Understand how life might be possible on outer space.
 - B- Determine whether these places are habitable or not.
 - C- All of the above is true

- 2- Hand comparing Jupiter and Enceladus temperatures to cities like Antarctica and Alaska indicates that.
 - A- Both planets have an icy surface/temperature.
 - B- Both planets are not habitable.
 - C- None of the above.

- 3- Hand’s main duties were to.
 - A- Build and design spaceships and tools to go to outer space.
 - B- Draw plans of Jupiter and Europa surfaces for NASA
 - C- All of the above is true

- 4- The phrase **(these worlds)** in paragraph **(C)** refers to
 - A- Alaska, Pasadena, and California.
 - B- Jupiter and Europa and other outer space.
 - C- The underwater sea world.

- 5- Both Chemosynthesis and Photosynthesis.
 A- Draw energy from the sun
 B- Draw energy from materials found in vent fluids
 C- Generate energy following two totally different processes
- 6- Hand descended into the Atlantic ocean to
 A- Investigate how carbonate towers are formed.
 B- See whether light reaches that area of the ocean or not.
 C- To simply examine the uniqueness of the lost city.
- 7- Hand believes that there might be life on Europa because.
 A- The moon's surface is much similar to the earth's
 B- The crust of the moon is filled with Liquid Ocean similar to the liquid in the Atlantic Ocean.
 C- It uses an ecosystem called chemosynthesis process which is at the base of the food chain
- 8- Hydrothermal vents are created through.
 A- Tidal interaction between Europa and the moon.
 B- Tidal interaction between Jupiter and its moon.
 C- No mention of the hydrothermal creation process in the reading.



Speaking

Asking for information.

Instructions.

A- Each students will be provided an envelope which has the picture and information of a certain planet. Take your time educating yourself about that planate and life probability on it

- 1- Walk up to one other and start asking about each other's planets.
- 2- Use **(WH questions, can and could questions and yes and no questions)**.
 Question should not be on minor details such as colors or how many rings does the planet have. Rather is should be on more crucial information

For example

-
- A- What is your planet??**
 - B- Is located within the galactic habitable zone or not?**
 - C- Can you tell me more about its surface?**
 - D- Does it have an active core?**
 - E- How many moon does this planet have and are they habitable? etc**
-

- 3- Switch turns.
- 4- Decide if the planet is habitable or not share your reasons with the rest of the class.



Listening

Prelistening vocabulary

Review the following vocabulary with a partner and discuss their meanings

Word.	Meaning/examples.
Making a splash. idiom	Getting a lot of public attention.
Delve verb	Dig deep research reach
Crust noun	A layer shell coating
Orbiting verb	To Circle around.
Jet out Prepositional phrase	To move out of some place very quickly and suddenly

In pairs, read the following question then find their answers in the listening

Activity 1

- 1- What and where is Europa?
- 2- What is the size of Europa compared to the size of the earth?

- 3- What does water jets coming out of Europa moon indicate?
- 4- Is there any sort of energy in the core of Europa and if so what causes it?
- 5- What is the material of the Europa core?
- 6- According to the listening, what does water jetting out from Europa surface and falling back to its surface mean?
- 7- The overall listening insinuate that.
 - A- There is definitely life in Europa because of its oceanic core and its hard surface.
 - B- Life on Europa is nearly impossible because of its icy surface and unstable core.
 - C- Life on Europa is possible still more research and discoveries needed to confirm this possibility



Writing

Read the following paragraph about habitable zones, then watch a 3 minutes videos and answer the question that follows

Galactic habitable zone

The concept of a stellar ¹⁰habitable zone has been extended to a planet's location in the [Milky Way Galaxy](#). Near the center of the Milky Way, stars are typically much closer to one another than they are farther out on the spiral arms, where the Sun is located. At the galactic ¹¹center, therefore, phenomena such as [supernovae](#) ¹²might present a greater hazard to life than they would in the region where Earth is located. On the other hand, in the outer regions of the Milky Way beyond the location of Earth, there are fewer stars. Since the bulk ¹³of a terrestrial ¹⁴planet is composed of chemical elements that were produced within stars, the material out of which new stars are being formed may not have enough of those elements necessary for Earth-like planets to grow. Considerations of this type have led to the concept of a galactic habitable zone, analogous to a stellar habitable zone. The concept of a [galaxy's](#) habitable zone may well be viable, but the extent and boundaries of such a region are far more difficult to quantify than those of a star's habitable zone.

¹⁰ solar

¹¹ Huge, enormous

¹² The star undergoing an explosion

¹³ majority

¹⁴ earthly



Extracted from <http://www.britannica.com/EBchecked/topic/1674268/habitable-zone>

Watch multiple times if needed!

<https://www.youtube.com/watch?v=35BNc8L4mKs>

1. Writing Activity

Does the video support or contradict the reading?
Support your claim with examples from both the video and the reading

Use the connectors from unit 1 in addition to the following agreement and disagreement markers.

<i>Supporting</i>	<i>Contradicting</i>
<i>Supplements</i>	Contradict
<i>Support</i>	Repudiate
<i>Add to</i>	Reject
<i>Complement</i>	Disagree
<i>Backs</i>	Disclaim
<i>Provide</i>	Deny, renounce, rebut

2. Prewriting corpus activity.

From the MICUSP¹⁵ corpus site, chose Argumentative essays, skim one or two essays and find connectors and expressions that the author uses to convey their message.

▶ STUDENT LEVELS ?

▶ NATIVENESS ?

▶ TEXTUAL FEATURES ?

▼ PAPER TYPES ?

No Restriction

Argumentative Essay

Creative Writing

Critique/Evaluation

Proposal

Report

Research Paper

Response Paper

Results Sample

Paper ID ?	Title ?	Discipline ▲ ?	Paper Type ?
BIO.G0.15.1	Invading the Territory of Invasives: The Dangers of Biotic Disturbance	Biology	Argumentative Essay
BIO.G1.04.1	The Evolution of Terrestriality: A Look at the Factors that Drove Tetrapods to Move Onto Land	Biology	Argumentative Essay
BIO.G3.03.1	Intracellular Electric Field Sensing using Nano-sized Voltmeters	Biology	Argumentative Essay
CEE.G3.04.3	Dish-Washing as a Multi-Actor Prisoner's Dilemma	Civil & Environmental Engineering	Argumentative Essay
ECO.G0.03.1	Economics of the Illicit-Drug Market	Economics	Argumentative Essay
EDU.G0.08.1	Jim Colbert Final Paper	Education	Argumentative Essay
EDU.G2.02.1	Student Informed Reform	Education	Argumentative Essay
EDU.G2.03.1	Diversifying Communities of Practice in Higher Education	Education	Argumentative Essay

Corpus example of the use of connectors From MICUPS

instantaneous and thereby gives a real-time measurement of biological processes going on within the cell. The conventional voltage sensitive dyes measure voltage slightly differently. Once in the cell, the positively charged dye molecules diffuse across the cell along the electric field gradient toward the area of higher negative charge (usually to mitochondria). However, if the system is perturbed (i.e. by adding a toxin) resulting in the decrease of the electric field, the diffusion process reverses, but very slowly. Thus, this class of sensing dyes is classified as "slow response" and is virtually ineffective in measuring a cell's real time response to stress.. Furthermore, voltage dyes tend to be sequestered selectively by cell

Start your writing

Unit 6 Objectives

By the end of this unit student will be able to

Language objective(s)	Content Objective (s)
8- Identify vocabulary related to interviews 9- Answer facts and details question based on a reading and listening content 10- Use expression and idioms used during interviews 11- Write critical 12- Peer edit writing assignments	4- Evaluate the importance of being prepared for interviews. 5- List or name several tricks used to nail an interview. 6- Manage and deal with professional interviews

Corpus skills needed for this unit.

Prior to studying this unit students will need to become familiar with the following search tools

- 5- Using the KWIC feature in the COCA site
- 6- Using The Synonym feature in the COCA site



Unit 6 “Interviews

How to Nail an Interview?

Discussion questions

In groups take 10 - 15 minutes discussing the following questions

- A- How important is it to prepare for interviews and what could go wrong if you don't?
- B- Is self-confident enough in an interview? Expand on your answer?
- C- If you were the interviewer, what would be the number 1 characteristic that you would like to see in your interviewee?
- D- Does interviews always determine how good or bad you are in your job? Expand on your answer

Vocabulary preloading

Look at the following vocabulary and discuss their meaning with your partner. Tell at least on story concerning each vocabulary/phrase.

Words/phrases	Corpus examples/definitions
Against all the odds Idiom	Despite all the challenges and all the problems, EX <i>Hugo, you saw a broken machine, and against all odds, you fixed it</i>
Compost heap Noun	A collection of organic and kitchen refuse set up so that it decomposes for use in fertilizing and conditioning a garden or yard; also called compost pile
Hurdle Noun	Difficulty, barrier, bestial, problem EX <i>Creating a time frame from each week was a hurdle that was overcome by creative lesson planning and teacher collaboration.</i>
Tersely Adverb	<i>Peter and I were reluctant to reenter modern times abruptly</i>
Stand out Prepositional phrase	Emerged, looked , attracted attention EX <i>Sean stood out even in that simple interview</i>
Frowned upon Prepositional phrase	Defame, Degrade, disprove EX <i>Smoking, as the e-mailer suggested, much frowned upon in certain parts of the United States</i>
Interject Verb	Exclaim, speak EX <i>I have to interject something, some people are apparently not understanding what we said</i>

Perpetual Adjective	Continues, Everlasting and uninterrupted EX <i>he had a trimmed beard and a perpetual frown</i>
Reprimand Noun	scold, disparage EX <i>I was certain he was expecting Berta's father to reprimand her for such rude behavior</i>

Vocabulary activity/ meaning from context

Write the synonym for each of the bolded words within the given sentences. The first one is done as an example for you.

Chose from the Box below

Against all the odds	compost heap	Hurdle	tersely	stand out	frowned upon	Interject	Perpetual	Reprimand
----------------------	--------------	--------	---------	-----------	--------------	-----------	-----------	-----------

- 1- She made enemies mainly by **SCOLDING** others for not living up to her announced standards Reprimand.
- 2- **SHORTLY** AFTER WE arrived in Germany, Mark said, " Jason, I'm going to be very serious with you
_____.
- 3- If I could just **interrupt** for one second.
_____.
- 4- There have been so many wonderful hosts through the years, but there are really only three that truly **emerged**
_____.
- 5- Both Turner and Gregory were temperance advocates, and the I. I. U. community generally **rejected** drinking, forbidding its students to do so
_____.

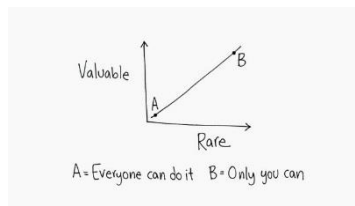
- 6- Another **obstacle** is that the idea of using DNA to guide cancer treatment puts doctors in an unfamiliar position
- _____.

- 7- Trust and relationships involve some kind of faith without which we would probably live in a state of **constant** paranoia
- _____.



Reading

How to Nail an Interview, In 6 Simple Charts



A - Against all the odds, you've gotten an interview. A machine, an intern (or if you're really lucky, your potential supervisor), read and did not immediately set your

resume on fire or on the compost heap. The job is real and it looks like it pays actual money. The position is open and you're both willing and able to do it. It's all very shocking. This freakish alignment of events means just one last hurdle stands between you and the job: the interview. Now what?

B- The Five Standard Ups

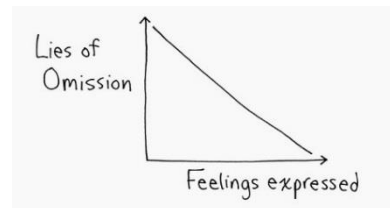
There are thousands of articles on interview techniques. Let me summarize them all for you rather tersely:

- Tidy up: use some soap and deodorant, and try not have a hair out of place.
- Dress up: wear something professional and inoffensive.
- Read up: know the job and the company.
- Show up: be present and attentive to your interviewer.
- Follow up: send a thank-you note or further questions to reiterate your interest

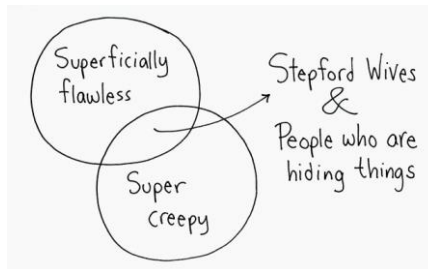
These are the five standard "ups" of interviewing, the super-obvious things we all have to do. To reference "Wheel of Fortune," these are the RSTLNE of the interview game. They are the bare minimum requirements to get through your appointment.

So what can you do to stand out from all the other clean, professional, qualified, capable, and committed applicants? Just one thing: be interesting. How to do that? Take each of the ordinary ups, and spin it

C- Let yourself be little rough around the edges.



Perfection is for robots. Imperfection is



human.

Maybe you bite your nails. Maybe you have an interesting scar. Maybe you have a foreign-in-this-corner-of-the-world accent. Talk about what makes you, well, you--you'll feel less tense and your interviewer will appreciate your authenticity

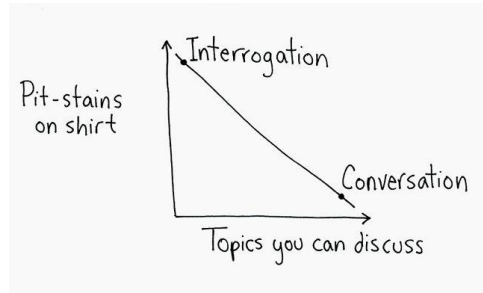
(that's corporate code for humanity)

D- Be a little unprofessional

You know what is the least professional thing in the world? Emotion. For all the talk in the business realm about passion and dedication and grit, showing any of those emotions as anything more than a bullet point is frowned upon. So let some emotion out. Admit you care about something beyond your job description, or that you're working for something bigger than your paycheck. Your interviewers have feelings, too (and if they don't, you should not accept any job or piece of candy they offer you).

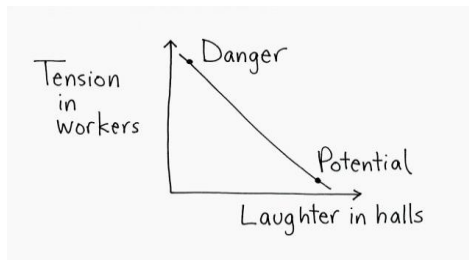
E- Read about anything other than the job

The most awkward of all silences is the silence between sentences of an uncomfortable interview. Being able to change the subject, to interject an anecdote, or to break the silence with a bit of random information is a magnificent skill. Scan the headlines before your interview. Your ability to change subjects might just be the difference between an offer letter and perpetual HR silence

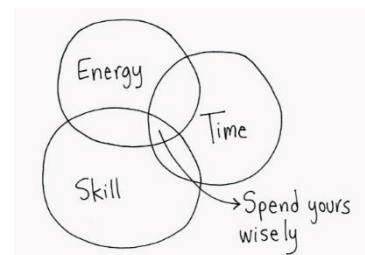


F- Pay attention to the other people in the company.

Sure, you're there to see someone specifically, but you need to observe and talk to others in



the building while you're there. Is anyone crying behind the dumpster? Are people laughing without fear of reprimand? Is the



receptionist giving you a real or forced smile? You can learn a lot about a company by reading the body language of the people who work in it--then ask your interviewer about what you see. Your perceptiveness will be appreciated, especially when you comment on the positives

G- Follow up, honestly, with yourself

Now, the hardest question: Do you still want that job? Be honest. Be real. You may have impressed everyone you met and made a magnificent impression. You may get an offer, but is it still right for you? Are the people you met actually people you want to spend any more time with? Are you really ready to trade your time for what

they are offering you? Sit with these questions before you send your thank you note.

It might just be a "thanks, but no thanks," letter.

Extracted from

<http://www.fastcodesign.com/3032090/how-to-nail-an-interview-in-simple-charts>

R.0.6-A Reading comprehension Activity/facts and details

Chose the correct answer for each of the following statement.

1- In paragraph A the author used the phrase (compost heap) to stress

- | | |
|---------------|---------------|
| A- Negativity | B- Positivity |
| B- Urgency | D- readiness |

2- The five up standers are

- A- The only techniques available for interviews
- B- Not the only techniques but the most successful
- C- Some of many of the techniques available out there
- D- All of the above

Decide whether the following statements are True or False mark T or F

- A- The Author suggests that being imperfect is one way of impressing your interviews by showing them your authenticity
()
- B- In an interview burping is part of being authentic
()
- C- The Author thinks that too much feeling in an Interview is unprofessional and should be avoided
()
- D- Having insights on almost every subject is a must have skill in any interview as it allows the interview to change subjects during the interview
()

In pairs, answer the following questions.

- 1- According to the reading what else do we need to pay attention to during the interview and why?
- 2- In your opinion, do all of the techniques mentioned make sense to you? If not tell you partner why.



Speaking

Role play, interview your partners. You and another partner will be interviewing a third student about a position in your company. Take turns being the interviewee once then the interviewer.

Instructions for interviewers

A- Interviewers.

- Use the following questions that are usually most commonly used in interviews.
 - 1- Tell me about yourself
 - 2- What interests you about this opening? (Or why do you want to work for us?)
 - 3- What do you know about our company so far?
 - 4- Why did you leave your last job?
 - 5- Tell me about your experience at?
 - 6- What experience do you have doing?
 - 7- Tell me about your strengths
 - 8- Tell me about a time when (get creative at this part ask question related to the position).
 - 9- What salary range are you looking for?
 - 10- What questions do you have for me?
- Use the following **check list** to evaluate the candidates or the interviewees

Circle YES or NO on the skill the student demonstrated.

- A- Knew enough information about the company/institution
YES/NO
- B- Stood out as an imperfect person/authentic.
YES/NO
- C- Showed a great deal of emotions and expressed interests in other fields
YES/NO
- D- Knew more on diverse topics changed topics smoothly
YES/NO
- E- Asked question about the company
YES/NO
- F- Will you hire him/her? Why
YES/NO

NOTE

If you decide to hire or not hire him/her, share you reasons with the rest of the class tell us what your interviewee did wrong and what is it that they could have handled better



Listening

Prelistening questions. In pairs discuss the following question

- 1- In your opinion, is there an interview characteristic that matter the most?
- 2- If so what could this characteristic be and why?
- 3- Have you ever been in an interview? If so, how did it go? Why do you think it went that way?

Vocabulary preloading

Words	Synonyms sentences from COCA By student	Antonyms
Propel		Stop
Rebel		Accept
Swagger		Modesty
Ethics		Corruption
Attitude		Fairness
Vibe		
Subtle		Open

1. Prelistening Corpus activity.

Provide a synonym sentence for each **Vocabulary** from the first Column in the table above using the KWIC feature from COCA and insert them in the blank fields in the table

Now listen to **Jon Mercer** talking about the “three crucial tips to nail an interview” then do activity

L.0.6 listening comprehension

Complete the following statements according to your understanding of the listening then compare your answers with your classmates/partners.

NOTE: Each students might have a different answer depending on their understanding of the listening

- 1- Fear in or before an interview
will _____.
- 2- If you go a job interview and all what you have in mind in to get a job,
_____.
- 3- Motioning toward yourself when talking about a positive characteristic is
a _____.
- 4- The real enemy in any interview
is _____.
- 5- The three crucial tips for nailing an interview are
_____, _____,
_____.



Writing

Critical writing. In the previous lesson, you've listened to Jon Mercer talking about the three tips for nailing an interview. Reflect on the listening and be critical. The following questions will help you with ideas.

- 1- Were Mr. Mercer's three tips enough resources to nail an interview?
- 2- Did he overemphasize or underemphasize certain tips what are they?
- 3- Mr. Mercer talked about "having a little bit of swagger" during an interview. Do you agree or disagree with him on this point? Why?
- 4- What more can we do to nail an interview other than the three tips Mr. Mercer talked about?

NOTE: Make sure that your paper have all the elements in the following diagnostic paper.

1. Does the first paragraph start with an attention grabber?
2. Are there two or three sentences between the attention grabber and thesis statement?
3. Is there a thesis statement?
4. List your topic sentences.

5. Do the topic sentences have transition words like "first," second," and "third"?
6. Do each of the topic paragraphs discuss only one idea?
7. Do the support sentences contain specific examples and not merely generalizations?
8. Does the conclusion restate the thesis?
9. Does the conclusion summarize the main points of the paper?

Extracted from/ <http://www.smarrpublishers.com/T-2400-W.pdf>

Start your writing
