

Intermediate English2

2020

A BRIDGE TO SUCCESS

Co-funded by the
Erasmus+ Programme
of the European Union



www.tefl-epal.ps



Co-funded by the
Erasmus+ Programme
of the European Union



Course Name: Intermediate English 2

Authors:

Dr. Mahmoud Itmeizeh

Mr. Naeem Salah

Ms. Zeiadee Khaleel

Instructional Designer:

Ms. Yafa Abu-alrob

Digital Instructional Designer:

Eng. Asma Sbeih

Mr. Ahmad Sbeih

Reviewers

Dr. Aida Bakeer

Dr. Majed Hasanein

Dr. Khaled Dweikat

Dr. Munther Zyoud

Dr. Nawal Ibraheim

Dr. Khaled Masoud

Dr. Husam Qadoumi

Dr. Lina Omar

Dr. Adli Odeh

Mr. Montaser Odeh

Ms. Nadia Hamad

Mr. Ashraf Abd Elkhaleq



The European Commission support for the production of this website does not constitute an endorsement of the contents that reflect the views only of the authors, and the Commission cannot be held responsible for any use that may be made of the information contained therein.

Introduction

Intermediate English 2 is a general English textbook for Palestinian EFL learners who want to communicate well with others. Based on using technology and innovative methods of teaching, the textbook combines face to face and online learning with new features that enhance collaborative learning, blended learning with interactive activities, inquiry-based learning, flipped learning, jigsaw techniques, and project-based learning. Moreover, many student-centered activities are also included in the units of the textbook. Intermediate English 2 consists of six core units with two revision ones. Each of the main units has three sections covering several concepts that meet EFL learners' needs and interests. The themes highlighted by these units are Work, Internet and Technology, Festivals and Celebrations, Languages and Communication, Entertainment, and Get Healthy. Each unit is divided into three subsections focusing on the main skills of language learning—listening, reading, speaking, and writing; in addition to vocabulary, grammar, pronunciation, and language use that aim at improving students' language accuracy and fluency. Many Online tasks and activities also appear in each section to enhance autonomy learning. Units also contain a variety of language functions and activities meant to improve the students' overall proficiency and competence in English. Some of the online activities will be conducted at home and in the Language Lab at the university. A soft copy of the textbook is accessible online in addition to the hard copy that teachers and students use in classes. The activities of this book are also uploaded on Moodle to enable students to work at their convenience and according to their pace.



TABLE OF CONTENTS

Unit 1

Work	05
Preview	07
Objectives	07
Intended Learning Outcomes	07
1A. CV	08
Getting started	08
Vocabulary	09
Reading	09
Get it right	11
Language use	11
Listening	12
1B. Job Interviews	13
Getting started	13
Vocabulary	13
Listening	14
Get it right	15
Language use	16
Listening	16
Speaking	17
1C. Working from Home	18
Getting started	18
Vocabulary	18
Reading	19
Get it right	20
Language use	22
Listening	22

Preview

Dear students, this is the first unit in your textbook and it covers several concepts related to the overall theme of work. This unit consists of the following sections respectively: (1A) Curriculum Vitae, (1B) Job Interviews and (1C) Working from Home. The activities of each section focus on the core skills of language learning—listening, reading, speaking, and writing; in addition to vocabulary, grammar, pronunciation and language use and thus, aim at improving your language accuracy and fluency in today's workforce.

Unit Objectives

Upon completion of the unit, students are expected to:

1. Acquire new vocabulary items/expressions related to the workplace from assigned reading texts
2. Use new vocabulary items in speaking and writing
3. Locate unfamiliar words in a text and determine their meaning using a variety of strategies (e.g. prior knowledge, context clues, making use of word formations)
4. Use a variety of reading strategies (skimming and scanning, making inferences, recognizing and interpreting structure of texts) to be able to demonstrate comprehension of reading texts
5. Use listening texts as sources of language input through listening to short, controlled texts containing high frequency language items
6. Utilize a number of different technologically-supported tasks (embedded questions in videos) to maximize their learning

Intended Learning Outcomes:

Upon completion of the unit, students will be able to:

1. Identify the main idea of a level-based reading text
2. Demonstrate proper pronunciation of key English sounds (long vowels)
3. Demonstrate an understanding of grammatical structures (adjective suffixes, wh-questions, and phrasal verbs)
4. Practise the grammar skills involved in writing a well-developed CV
5. Exchange information with peers in light of the unit theme via communicative tasks (peer assessment; think, pair, and share; and jigsawing)

1A: Curriculum Vitae

1. GETTING STARTED



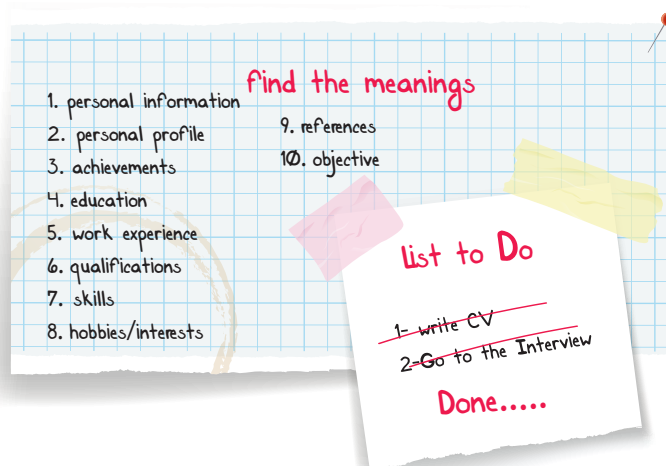
a. Speaking:

Work with a partner to discuss the following questions.

1. What do you see in the pictures above?
2. Name some reputable jobs in your country.
3. What are some of the key requirements for job applications?
4. Which is more convenient sending: a CV or filling in an online application?
5. List some of the headings that you would normally find in a CV.

2. VOCABULARY

a. Use a dictionary to find the meanings of the following vocabulary items. Check them with your teacher.



b. Fill in the gaps with the correct vocabulary items from 2a above.

1. _____ : a section that provides a list of people or former employers who can give information about your character and abilities when contacted
2. _____ : a brief summary of your key IT, interpersonal, organizational and problem-solving abilities
3. _____ : a short statement that outlines your skills, abilities, education and work experience to date
4. _____ : a chronological summary of your educational background
5. _____ : this section should contain all the relevant job experience that you have (full-time, part-time, voluntary, placements and internships positions); it can also be labeled as “employment history”
6. _____ : a list of your level of competency or knowledge in a particular field
7. _____ : activities that you enjoy doing in your free time
8. _____ : a list of your most important establishments that are relevant to do the job
9. _____ : this section briefly explains what kind of job you are seeking and why your qualifications and experiences make you an ideal applicant for that job
10. _____ : this section contains your name and contact details

3. READING

Before you read:

a. Answer the following questions.

1. Based on the title of the reading passage, what do you think it is about?
2. Why are CVs important for job applications?
3. What are some tips that you know of for designing an effective CV?

While you read:

a. Read the text. Explain the main idea using your own words.

Boost your Chances of Getting Hired



- 1 Have you ever wondered whether it is possible to increase your chances of getting a job or what employers today are looking for in a candidate?
- 5 The answers to these questions are plain and simple. There are **numerous** ways in which an applicant can boost the likelihood of landing a job. The most important step is to present a CV that
- 10 reflects all the **desirable** information such as qualifications, skills and experiences sought after by employers.

- One of the key requirements of job application is to showcase a well-developed curriculum vitae, in short, a CV. A CV is a document summarising a person's **educational** and **professional** background and is usually submitted by candidates applying for an open job
- 15 position. Design-wise, applicants have the liberty of tailoring their CVs to any structure or template they desire; the possibilities are **endless** and they have

- 25 a wide list of main headings to draw from. However, it is worth pointing out that a CV is not merely a sheet of paper with a long list of achievements. CVs should be based on facts and entail specific examples to support the claims made. If a CV is designed carefully, written effectively, contains relevant data and is free of any mistruths, there is
- 30 no doubt that your chances of getting hired are increased. Next time you consider applying for a job, take the time and effort in constructing a CV that will prove to employers why you are the
- 35 perfect fit for the job.
- 40

After your read:

- a. Read the text again and decide if the following statements are true or false. Give reasons to support your answers.

1. Submitting a CV is pre-requisite in the process of job application.
2. CVs can be created using an infinite array of designs and formats.
3. A CV is simply a long list of achievements and qualifications.
4. It is of paramount importance to make sure CVs are free of any false or misleading facts.
5. Careful and accurate CV design can minimize your chances of landing a job application.

Pronunciation: Long Vowel /eɪ/

- b. Check the pronunciation of these words containing the long vowel sound /eɪ/ with your teacher.

- | | |
|-------------------------------|--------------------|
| 1. today: /tə'deɪ/ | 4. paper: /'peɪpə/ |
| 2. information: /ˌɪnfə'meɪʃən | 5. based: /beɪst/ |
| 3. tailoring: /'teɪləɪŋ/ | |

- c. Work with a partner. Find words from the text in 3a above that contain the long vowel /eɪ/.

4. GET IT RIGHT

Adjective Suffixes:

a. Explicit rule

Adjective suffixes are letters or groups of letters attached to the end of a word to change its grammatical function (part of speech).

Example: profession (noun) + -al = professional (adj.)

b. Look back at the text. Find the words in bold that mean the following:

1. many (line 6) : _____
2. something worth having or doing (line 10) : _____
3. pertaining to education (line 17) : _____
4. infinite; without a limit (line 23) : _____

c. Underline the adjective suffixes in the words from 4b. Match each suffix with its meaning below.

1. capable or worthy of, tending to: _____
2. relating to, having the quality of: _____
3. without, lacking: _____
4. full of: _____

5. LANGUAGE USE

Making Suggestions:

a. Study the following sentences and underline the phrases used for making suggestions.

1. How about we go with plan B?
2. Why don't you phone your boss?
3. Maybe we should send an inquiry email.
4. I'd recommend speaking to the manager.
5. Have you thought about asking for a promotion?

b. Group work

Imagine that the student council at your university has organised a trip to a neighboring Palestinian city for all students. Make some suggestions which you think will make the trip more successful and share them with the class. Use expressions from 5a above.

6. LISTENING

How to Write a CV – A Guide:

a. Follow the link (<https://youtu.be/CP-wWXjQ4Oo>) and listen to the Guardians Job CV Advice. Tick (✓) the topics covered in the video.

b. Listen again and complete the tips for CV Writing. Then share your answers with a partner for peer assessment.

1. Tip one: Ensure your CV is no more than two pages long. Choose a clear, _____ font and stick to a couple of font sizes throughout.
2. Tip two: Instead of putting “Curriculum Vitae” at the top, put your name and make it larger, _____ and bold.
3. Tip three: You’ll need to write a brief personal _____, and this should appear directly under your contact details.
4. Tip four: Remember to list your most _____ role first and, in terms of layout, list your job title and company of employment in bold.
5. Tip five: Remember to include _____, subject, grade, institution and date. Only add in further information if it will help the recruiter understand the context of a course in relation to the role you’re applying for.

CHECK LIST

- ☐ 1.CV length and layout
- ☐ 2.Personal statement
- ☐ 3.Employment history
- ☐ 4.Hobbies and Interests
- ☐ 5.Education

1B: JOB INTERVIEWS

1. GETTING STARTED

Speaking:

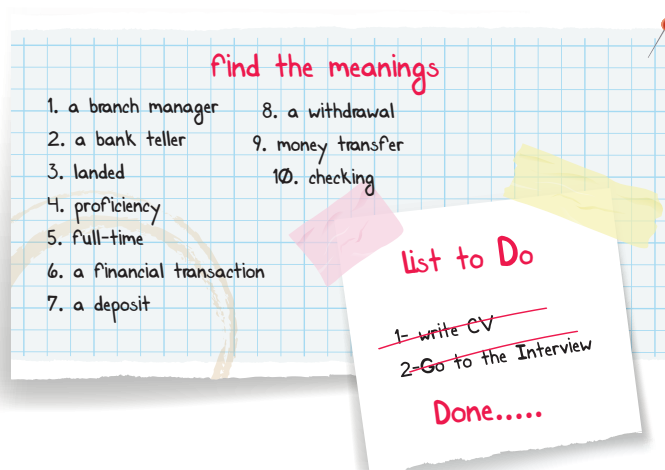
a. Work with a partner to discuss the following questions.



1. Describe what you see in the picture above.
2. How can an applicant prepare for a job interview?
3. What kinds of questions do businesses ask potential employees at job interviews?

2. VOCABULARY

a. Check the following vocabulary items with your teacher.



b. Match the number of the vocabulary items from 2a with their definitions below.

1. _____ successfully acquired something, such as a job.

2. _____ the act of removing money from a bank account.
3. _____ an agreement or form of communication between a buyer and a seller which involves money or payment.
4. _____ a person in charge of a local bank that is part of a larger bank.
5. _____ a good standard of ability and skill.
6. _____ a sum of money that is paid into a bank account.
7. _____ the act of moving money from one account to another.
8. _____ a person responsible for handling money from customers.
9. _____ a type of bank account that allows customers to access their savings.
10. _____ working for a fixed number of hours in each day, week, or month.

3. LISTENING

Before you listen:

- a. Check your understanding of the following idioms with your teacher.

“on the job” = while working

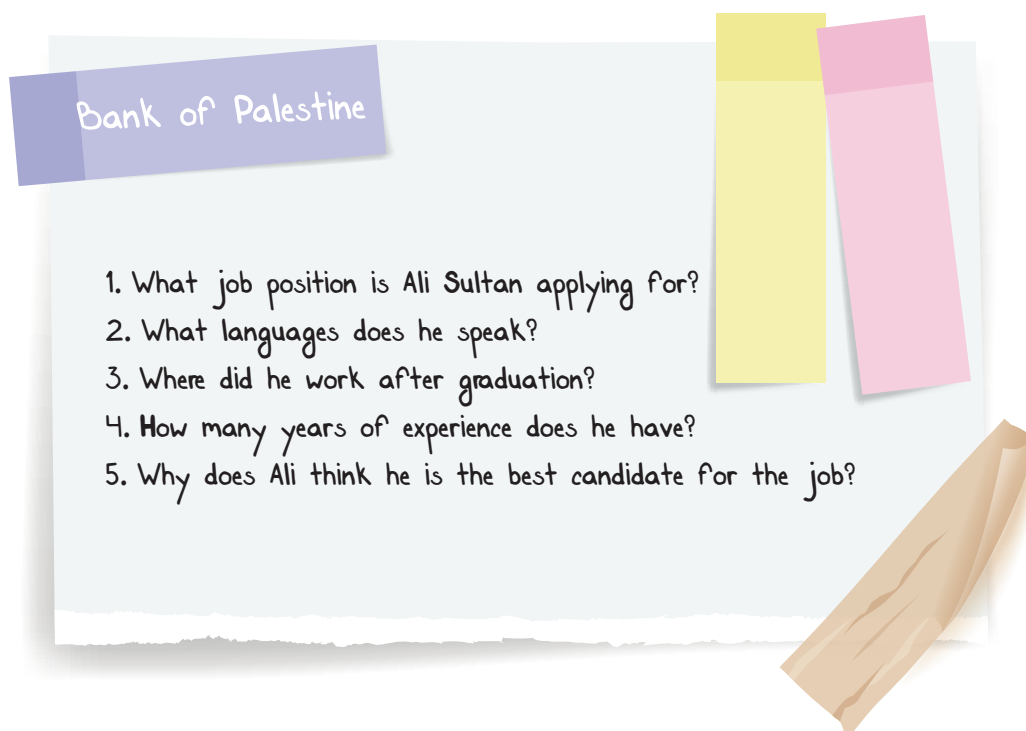
“Ahmad was very busy on the job.”

“fingers crossed” = a hand gesture commonly used for luck

“I’ll keep my fingers crossed that you do well on your exam tomorrow.”

While you listen:

- a. Listen to the job interview at the Bank of Palestine and answer the following questions about Ali.



After you listen:

a. Listen again and complete the extracts of the interviewer with the correct wh- question words.

- _____ position did you apply for?
- To begin with, _____ don't you tell me a little about yourself?
- Would you mind telling me _____ kinds of tasks have you performed as a bank teller?
- I am quite curious... _____ did you return from Europe and _____ have you been back?
- So, tell me Ali... _____ should I hire you?



4. GET IT RIGHT

Wh- Questions:

a. Look at the questions you completed in Exercise 3c. Analyze their structure and explain which tenses are used.

b. Tick (✓) the statements about wh-question formation that are true. Correct the ones that are false.

- In wh-questions, subject/auxiliary inversion is unnecessary.
- Wh-questions (with do) are formed using the following structure:
wh-word + do + subject + infinitive.
- In wh-questions with the present perfect, we use *wh-word + have + subject + infinitive.*
- When forming past simple wh-questions, we substitute do/does with did.
- The negative form of do/does is don't/doesn't.

c. Rearrange the words in their correct order to form wh-questions.

- book / that / how much / cost / does?

- tidy up / why / you / desk / don't / your?

- arrive / the / when / interview / they / did / for ?

- where / the / want / do / to / send / cover letter / you?

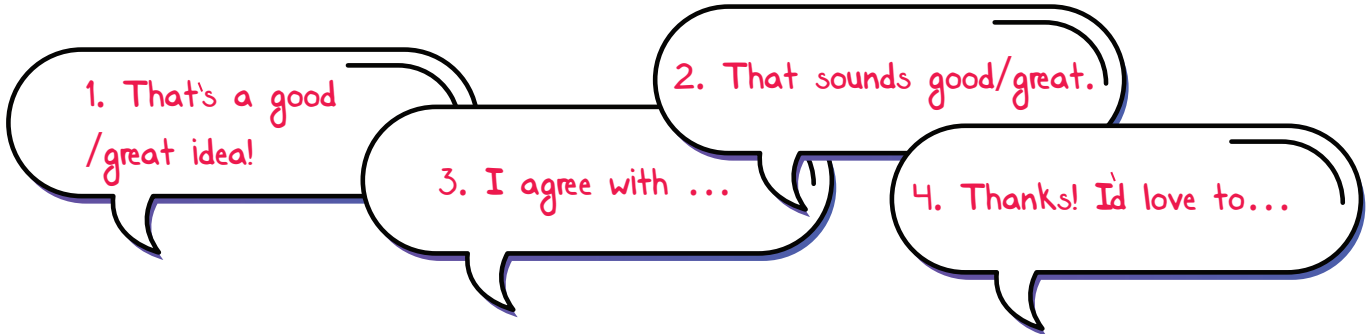
- do / do / you / living / for / what?



5. LANGUAGE USE

Accepting Ideas:

a. Study the following phrases used for accepting ideas:



b. Work with a partner. Make some suggestions about job interview tips and practise accepting accepting ideas using the expressions from 5a.

6. LISTENING

5 Best Interview Tips – The Ultimate

Formula to Interview Success:

a. Follow the link (<https://youtu.be/yL19XiAtO0>) and listen to Don Georgevich's 5 best tips for job interviews. Answer the embedded questions in the video.

1. Why is it important for an applicant to ask questions in an interview?
2. What is the synonym mentioned in the video for the word flexible?
3. How can using the same language of a job description during an interview increase your chances of getting hired?
4. What can an applicant do if he does not know the answer to a question posed by the interviewer?
5. How can a candidate express his enthusiasm for a job?

b. Discuss the following question. Do you think that the tips mentioned in the video are helpful? Why or why not?

7. SPEAKING

Think, Pair, and Share:

a. Think: Imagine that you work for Ma'an News Agency (Palestinian media network) and you are going to interview a candidate who has applied for a broadcast presenter position. Write down 5 questions you would like to ask this candidate during the job interview.

b. Pair: Work with a partner. Discuss the questions together and practice asking and answering them.

c. Share: Perform your job interview skit in front of the class.



1C:WORKING FROM HOME

1. GETTING STARTED

Speaking:

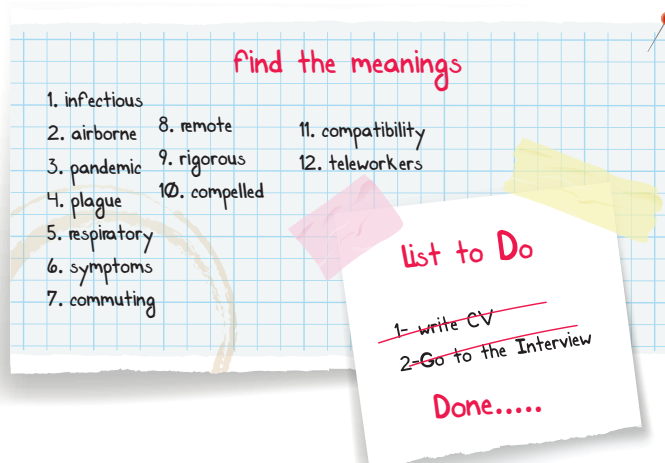
a. Work with a partner to discuss the following questions.



1. What do you see in the picture above?
2. Have you ever had a home job?
3. Do you have friends who are homeworkers?
4. Why do you think that some people prefer working from home?
5. Are there any disadvantages related to working from home?

2. VOCABULARY

a. Check the following vocabulary items using a dictionary.



b. Match the number of the vocabulary items from 2a with their definitions below.

1. _____ a disease that spreads over a large area or the whole world
2. _____ a term used to describe something that is carried through the air
3. _____ forced to do something
4. _____ the ability of a piece of computer equipment or program to function with another easily
5. _____ causing pain or suffering for a long period of time
6. _____ a term used to describe illnesses that can spread quickly from one person to another
7. _____ characterized by rigor; rigidly severe or harsh as people, rules, or discipline
8. _____ related to breathing or to the lungs
9. _____ people who work from home and communicate with their employers, colleagues, and customers using a computer or phone
10. _____ physical signs that indicate you are suffering from a particular illness
11. _____ a term used to describe a working style that allows employees to work outside a traditional office environment
12. _____ regularly travelling long distances to work

3. READING**Before you read:****a. Answer the following questions:**

1. What do you know about homeworking?
2. Would you like to work from home? Why or why not?
3. What are some of the advantages/disadvantages of homeworking?

While you read:**a. Read about Mohamed's experience with homeworking then choose the most suitable heading for each paragraph from the list below. There are two extra headings.**

1. The downfalls of homeworking
2. A newly discovered plague
3. Technical troubleshooting
4. Work from home convenience
5. Homeworking explained
6. Technical difficulties

Corona Virus Forces Teachers to Work from Home

A. _____
Just as people began anticipating the arrival of a new decade – 2020 – little did they know that an infectious airborne transmitted pandemic, known as Covid-19 or Corona Virus, would soon plague the world leaving millions of people to suffer from life-threatening respiratory symptoms. Mohammed, a thirty-year old university lecturer from Palestine, reported in his blog that during the spread of Corona Virus, schools and universities were **shut down** forcing teachers to work from home.

B. _____
Based on Mohamed's personal experience, working from home can **bring on** several advantages such as no commuting, flexible working hours, and more family time. There is no need to **rush out** of the house early in the morning only to **get caught up** in traffic! In addition, working hours are remote and accommodating allowing home workers to create a work-life balance and spend quality time with their loved ones.

C. _____
Aside from the aforesaid pros, Mohammed uncovered some of the cons associated with

home working. He stated, "Teachers **went through** a rigorous phase as they were compelled to transition from traditional face-to-face lectures to online teaching via video conferencing applications such as Skype, Zoom, or Google Meet.

D. _____
Not to mention, some of the most common work-from-home issues faced by educators were mainly tech-related such as unreliable internet connections, poor-quality video calls, and browser compatibility." Despite the fact that home working may sound like a blessing allowing teleworkers to **check off** house chores from their to-do lists in between tasks, it can also be a curse!

After you read:

a. Reread the text and summarise the main ideas using your own words.

4. GET IT RIGHT

Phrasal Verbs:

a. Look back at the text. Examine the phrases in red. What are they called? Explain which tenses are used?

- b. Complete the table below with the phrasal verbs you found in 4a. Use a dictionary when needed.

Phrasal Verb	Definition
	to cause to appear or occur
rush out	
	to get involved in something, especially something bad
went through	
	to stop operating permanently or for a short time
check off	

- c. Check the definitions of the following phrasal verbs used in the workplace with your teacher. Fill in the blanks with the correct phrasal verbs in the box.

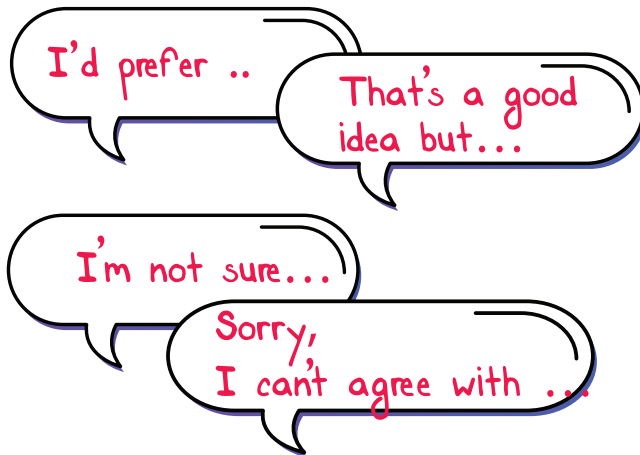
back up fall through laid off draw up take over
report back meet up booked up run (something) by / past talk over

- I'm going to _____ this email _____ Ra'fat before making any changes.
- I still need to _____ the copyright license for the other part to sign.
- The technical support group at our university always _____ their computers to avoid losing their work.
- Please _____ to your manager to discuss the meeting minutes.
- Mu'atafa has been searching for a job all week since he was _____.
- My colleagues will _____ later this afternoon for a coffee break. Would you like to join us?
- Our project might _____ due to lack of budget.
- If you feel ill, I will _____ your work for the rest of the day.
- I apologize for the inconvenience, but we are all _____ today. Would you like to schedule another appointment later this week?
- Ibrahim from Human Resources sent me to _____ the working hours for part-time employees working with you.

5. LANGUAGE USE

Rejecting Ideas:

a. Study the following phrases used for rejecting ideas:



b. Work with a partner. Imagine you and your partner work together in the same company. Write down a few ideas to help you promote the next big product. Practise rejecting each others' ideas by completing the phrases from 5a above. Remember: When you reject ideas, you need to do so tactfully.

6. WRITING

Jigsaw

a. Break up into 7 groups and assign an expert student to take the lead. choose one main heading from Natalie Webb's CV below: (1) Contact Information, (2) Profile, (3) Education, (4) Objectives, (5) Experience, (6) Skills, and (7) Hobbies. Discuss the aforementioned headings in your groups and have each expert students move to other groups and explain the main heading you chose. At the end of this task, each group should have an in-depth understanding of what each CV heading entails.

b. Imagine that you are applying for your dream job and you are preparing for the job interview. Construct a CV that presents an accurate description of your qualifications, experiences, and skills that can meet the needs of Palestinian employers.





TABLE OF CONTENTS

Unit 2

Internet and Technology	22
Preview	24
Objectives	24
Intended Learning Outcomes	24
2A. Social Media Security	25
Getting started	25
Vocabulary	25
Reading	26
Pronunciation	28
Grammar	28
Language use	29
Listening	30
Speaking	31
2B. Use of internet applications	32
Getting started	32
Vocabulary	32
Listening	32
Grammar	33
Speaking	34
2C. Mobile learning	35
Getting started	35
Vocabulary	35
Reading	36
Get it right	38
Listening	38
Speaking	39
Writing	39

PREVIEW

Dear students, this is the second unit in this book. We hope you benefited a lot from unit one. Unit 2 covers several interesting points within the theme of *internet and technology*. This unit focuses on the four main English language skills in addition to vocabulary, grammar, pronunciation, language use and a variety of activities that enhance collaboration among students. Many other online activities are also incorporated into the content of this unit.

Unit Objectives

Upon completing this unit, learners should be able to:

1. Recognize different types of web applications and M-learning tool
2. Acquire new vocabulary items
3. Distinguish between web applications and tools
4. Distinguish between adjectives and adverbs
5. Use present continuous for future arrangements
6. Differentiate between the use so that & in order to in meaningful sentences
7. Identify the place of stress on a word
8. Know how to write and speak appropriately while communicating with others

Intended Learning Outcomes

Upon completing this unit, learners should be able to

1. Categorize different types of web applications and M-learning tool
2. Use new vocabulary items in sentences
3. Utilize web applications and tools in daily life
4. Use adjectives and adverbs in connected speech
5. Appropriately use present continuous for future arrangements in speaking and writing
6. Appropriately use so that & in order to in meaningful sentences
7. Correctly place stress on the right syllable in a word
8. Write and speak appropriately while communicating with others

2A. SOCIAL MEDIA SECURITY

1. GETTING STARTED



a. Look at the logos above, and then work with a partner to answer these questions.

1. What type of apps do you regularly use and for what purposes?
2. Which application(s) do you usually use to stay in touch with others? Why?
3. Do you use the same password for all of your accounts?
4. Do you include personal information in your password?
5. Have you ever forgotten your password?

2. VOCABULARY

a. Check the following vocabulary items with your teacher

Unpredictable

Memorable

Randomly

Update

Allow

Synchronize

Vulnerable

Database

Retrieve

b. Work with your partner to match the names of these social network services with the appropriate logos.



.....



.....



.....



.....

LinkedIn

Snapchat

Facebook

Instagram

C. Fill in the blanks with these social network services.

- _____ is a remarkable messaging application through which users can share their amusing moments by exchanging pictures and videos that disappear after being viewed.
- _____ is an online social networking application that enables people worldwide to be in touch with each other. Users can send messages, upload videos, links or images and unfriend trouble makers.
- _____ is a social networking site dedicated mainly to business.
- _____ is an application that allows users to upload pictures and videos. Users can also edit their pictures and make their profiles private.

d. Match the words in column A with their synonyms in column B.

Column A	Column B	Answer
1. unpredictable	accidentally	
2. removable	modernize	
3. randomly	likely to change suddenly	
4. update	recover	
5. retrieve	permit	
6. convenient	information stored in a computer system	
7. allow	unforgettable	
8. vulnerable	appropriate	
9. database	defenseless	

3. READING

Before you read:

a. Answer the following questions

- What does the phrase '*social media security*' mean to you?
- Do you face difficulties in securing your social media accounts?
- Do you change your passwords on a regular basis?
- Have you ever typed your passwords on computers you do not control?
- Do you create longer passwords to secure your password?
- Has your password ever been hacked or stolen?

As you read:

a. Read the passage. Then answer the questions below.

- According to the text, how would you create a strong and memorable password?
- What is meant by '*password-synchronizing feature*'?
- How useful is it to keep a backup of your password database?





Creating Strong Passwords

One of many difficulties when people choose passwords themselves is that people aren't very good at making random, unpredictable choices. An effective way of creating a strong and memorable password is to use dice and a word list to randomly choose words. Together, these words form your "passphrase." A "passphrase" is a type of password that is longer for added security. The longer and more random the password, the harder it is for both computers and humans to guess. Strong, unique passwords are unlikely to be guessed by bad hackers who may access your accounts. Many password managers allow you to access your passwords across devices through a password-synchronizing feature. This means when you sync your password file on one device, it will update it on all of your devices. Password managers can store your passwords "in the cloud," meaning encrypted on a remote server. When you need your passwords, these managers will retrieve the passwords for you automatically. Password managers that use their own servers to store or help synchronize your passwords are more convenient, but are slightly more vulnerable to attacks. If your passwords are stored both on your computer and in the cloud, an attacker does not need to take over your computer to find out your passwords. They will need to break your password manager's passphrase though. If this is concerning, don't sync your passwords to the cloud and instead opt to store them on just your devices. Keep a backup of your password database just in case. Having a backup is useful if you lose your password database in a crash, or if your device is taken away from you. Password managers usually have a way to make a backup file, or you can use your regular backup program. Some services, such as Google, also allow you to generate a list of one-time passwords. These are meant to be printed or written down on paper and carried with you. Each of these passwords works only once, so if one is stolen by spyware when you enter it, the thief won't be able to use it for anything in the future.

Username

LOGIN

Passphrase:
is a kind of password which is longer than simple ones.

Password managers:
secure password database.

Encryption:
converting data into a code to prevent unauthorized access.

Spyware:
A software designed to steal internet usage data and sensitive information

After you Read:

a. Decide whether the following statements are true or false. Provide reasons for your answers.

1. When you forget your password, password managers can restore it automatically.
2. The longer passwords are, the easier it is for hackers to steal.
3. Some services allow you to generate a list of one-time passwords stored in the cloud.
4. It is easier for hackers to steal your passwords that are only stored on your computer.
5. A "passphrase" is a type of password that is longer for added security.

- b. What does it mean to say '*Strong, unique passwords make it much harder for bad actors to access your accounts*'?
- c. What are the advantages of having a list of one-time passwords?
- d. Based on the information learnt from the passage, how secure are your passwords?
- e. Do you think it is necessary to use many passwords for obtaining access to the apps you use?

4. PRONUNCIATION

Stress

Some words can function as nouns and verbs in different contexts. A speaker can indicate the part of speech of such words by placing stress in a certain position in a word.

/sə 'spekt/!

/'sʌs.pekt/

- a. Notice the place of stress in the following words, then, fill in the blanks with the correct answer.

suspect /sə 'spekt/

suspect /'sʌs.pekt/

permit /pə 'mit/

permit /'pɜ:.mit/

In these pairs, the second syllable of the word is stressed when it is used as a _____ while the first syllable is stressed when it functions as a _____.

- b. Check the pronunciation of these words with your partner by placing the stress on the proper syllable.

access (v) _____

access (n) _____

import (v) _____

import (n) _____

export (v) _____

export (n) _____

permit (v) _____

permit (n) _____

progress (v) _____

progress(n) _____

5. Get it right

More about conditional sentences:

- a. Study these sentences then answer the questions that follow:

- When you need your passwords, these managers will retrieve the passwords for you automatically.
- If your passwords are stored both on your computer and in the cloud, an attacker does not need to take over your computer to find out your passwords.
- If this is of concern, don't sync your passwords to the cloud and instead opt to store them on just your devices.

- b. Select the appropriate answer.

- Conditional sentences type I refer to (a possible/ an impossible) condition with (a probable/ an improbable) result.
- Conditional sentences type I are used to refer to (an imaginary/real) situation.

3. The time of conditional sentences type I is (**future/present**).
4. '**When**' can replace '**if**' when the state of the conditional clause is (**a fact/ contrary to fact**).
5. When the speaker believes that something will happen, she/he uses (**when, if**).
6. When the speaker thinks that something might happen, she/he uses (**when, if**).

C. Work with your partner and write five conditional sentences using 'if' or 'when' according to the state of the conditional clause.

The Conditional Comparative / (the....the) Construction.

1. Study the following sentence then answer the questions that follow:

The longer and more random the password, the harder it is for both computers and humans to guess.

2. Work with your partner to write five similar sentences about securing your social media accounts.

Here are some examples:

- a. The longer my email password is, the more secure it will be.
- b. The less common words I use in my password, the more difficult it is for a spyware to steal.

3. Share your sentences with your teacher to get feedback.



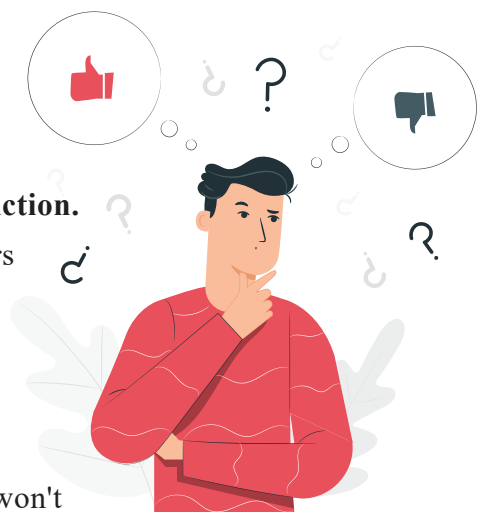
7. LANGUAGE USE

Prediction

a. Study these sentences and underline the expressions used for prediction.

1. Strong, unique passwords are unlikely to be guessed by bad hackers who may access your accounts.
2. When you sync your password file on one device, it will update it on all of your devices.
3. When you need your passwords, these managers will retrieve the passwords for you automatically.
4. If your password is stolen by spyware when you enter it, the thief won't be able to use it for anything in the future.

b. Work with a partner to write three meaningful sentences using the words 'will, unlikely or won't' respectively. You need to predict your partner's passwords. After that, discuss your predictions with the whole class.



Flipped Classroom Activity:



Access the link below at home to watch the video on 'What if I forget my password'. Then write down the ways that Google provides to reset your account password. When you get back to class, share these ways with your partner and discuss them with your teacher.

<https://www.youtube.com/watch?v=w3xuPuEQm4k>

8. LISTENING

Access the link below to watch a video titled 'How to Make a Super-Secure Password Using Dice' then answer these questions.

(<https://ssd.eff.org/en/module/animated-overview-how-make-super-secure-password-using-dice>)

- Which point in the text does the video talk about?
- What should you add to your passwords to make them harder to guess?
- How would you choose a super random password without the help of a robot?
- What do hackers use to guess passwords?
- All of these familiar passwords are mentioned in the video except for one:
 - Letmein
 - Opensesame
 - Inquiry
 - Friend
- In a second, hackers can guess _____ of passwords.
 - hundreds
 - thousands
 - millions
 - tens
- Decide whether these sentences are true or false.
 - Dice Word List has 7767 words on it.
 - To create a strong password, you need to throw the dice 5 times.
 - Password from six random diceware words are so hard to guess.



Speaking:

Think: Why is having strong passwords important these days?

Pair: Work with your partner to create a strong password using Dice Word List following the steps mentioned in the video.

Share: Share your passwords with other pairs and discuss how strong these passwords are. Then, suggest extra security tips that would make it difficult for hackers to easily access these passwords. Share these suggestions with your teacher for further feedback.

B. USE OF INTERNET APPLICATIONS

1. GETTING STARTED

Speaking:

a. Work in pairs to discuss the following points.

1. What can you see in this picture?
2. Discuss the meaning of the term '*cyberbullying*' with your classmate.
3. What do you think the person in the image below is doing?
4. How common is cyberbullying in Palestine?



2. VOCABULARY

a. Consult a monolingual dictionary to check the meaning of these words, then get feedback from your teacher.

Undermine

Intimidate

Complaints

Harassment

Blackmail

Suicide

Ransom

Reputation

Recruiting

Trigger

Requiting

LISTENING

Before you listen:

a. Before you listen to the dialogue, check your understanding of the following two expressions:

1. Put an end to
2. At an alarming rate

While you listen

b. Listen to the dialogue about cyberbullying in Palestine, then choose the best answer.

- Cyberbullying includes messages of a _____ nature.
a.funny b.frightening c.pleasant
- _____ are nearly always exposed to cyberbullying twice as much as boys.
a.Dentists b.Psychologists c.Girls
- The Palestinian Authority's _____ receive dozens of complaints daily.
a.courts b.woman societies c.police offices
- _____ and sexual harassment have significantly increased in Palestine
a.Blackmailing b.Raping c.Mugging

C. Listen again to the dialogue between a journalist and a psychologist about cyberbullying in Palestine, then answer the questions that follow.

Match the vocabulary items in the box with their definitions.

Intimidate	Complaint	Harass	Ransom	Recruiting
Blackmail	Trigger	Suicide	Reputation	

1. _____ money paid to free a hostage
2. _____ annoy
3. _____ killing of oneself by purpose
4. _____ cause
5. _____ taking money by threats
6. _____ general belief about an individual
7. _____ grievance
8. _____ employment
9. _____ threaten, frighten

After you listen:

a. In what ways is cyberbullying a serious problem in Palestine, and how is it different from bullying in the past?

b. Now listen again to the dialogue, take notes, then do the following tasks:

1. Share your notes with your partner.
2. Discuss with your partner what you may do if you experience bullying at your university or in your neighborhood.
3. If you were in the position of the two blackmailed girls, would you pay a ransom? Give reasons for your answer.
4. What suggestions would you propose to put an end to this behavior?

3. Get it right

Present continuous for future arrangements

a. Study the following sentence then answer the question that follows.

The Palestinian Psychologist Society is holding an international conference next month.

Choose the appropriate answer.

In the sentence above, English speakers often use the (*Present continuous/past continuous*) to talk about (*routine actions/future arrangements*)

b. What do you plan to do next week? Choose 1, 2, or 3.

1. I am attending a conference on the negative effects of cyberbullying on Palestinian adolescents.
2. I have been attending a conference on the negative effects of cyberbullying on Palestinian adolescents.
3. I will be attending a conference on the negative effects of cyberbullying on Palestinian adolescents.

c. Fill in the blanks with the correct form of the verbs given in parentheses to talk about future arrangements.

1. Will you help me finish my homework? Sorry, I can't, I (leave) _____ for work now.
2. Due to the spread of Coronavirus, I (have) _____ a virtual meeting on Zoom next week.

4. SPEAKING

Peer Feedback:

Discuss with a partner your plans and arrangements for next week. Use present continuous form (*is, am, are + -ing*) to write at least five meaningful sentences. Share your sentences with other partners for further feedback to help achieve improvement.

Inquiry based learning

Work in a group of four students. Each member in the group should interview 5-8 students to ask them one of the four questions below. After collecting data, each member meets his/her counterpart in the other groups to discuss the answers to the same question. After that, members get back to their groups to prepare for discussing the report with the whole class.

1. What are the ways in which people are cyber bullied on the internet?
2. What can people do to protect themselves from cyberbullying?
3. Are boys or girls more likely to bully other kids? Explain.
4. Are bullied people more likely to suffer from depression? If yes, why?

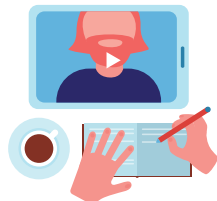


C. MOBILE LEARNING

1. GETTING STARTED

a. Work with your partner to answer these questions.

1. What do we call each of the electronic devices below?
2. Which of the following electronic devices do you mainly use for entertainment?
3. What do you think the person in the image below is doing?
3. Do you use your mobile phone for learning? How?



b. Watch the YouTube video titled 'What is M-learning' to complete these sentences.

<https://www.youtube.com/watch?v=m5f-AftXP-0>

1. Studies have shown that people who attend classroom training forget up to 75% of what they have learned after just _____ days.
 - a. one
 - b. three
 - c. four
 - d. two
2. _____ helps your employees in a hands-on situation with the resources and training they need.
 - a. Networking
 - b. Web application
 - c. Mobile learning
 - d. Social media
3. Jacob solves _____ problems through using M-learning.
 - a. Internet
 - b. Mechanics
 - c. Programming
 - d. Planning

C. Listen again to the recording to fill in the blanks with the correct words/phrases.

M-learning is always ready when you need to provide _____ information on the go or just in time to perform the _____. M-learning may help some people to get more _____ and _____.

2. VOCABULARY

a. Check the following vocabulary items with your teacher

Permeate

Autonomy

Envision

Personalized

b. Match the number of the vocabulary items above with their definitions below.

1. _____ learning is an educational method that emphasizes autonomous learning through customizing the learning process according to the learners' abilities, needs and interests.
2. M-learning platform enhances learning _____ in all classes.

Internet and Technology

3. Mobile learning _____ our daily lives since all Palestinian students at universities work online using their mobile phones.
4. Competent teachers should _____ all behavioral objectives before they begin their lessons at classes.

C. From the text below, find the synonym of each of the vocabulary items in the table.

Words	Synonyms
self-directed	
involved	
reachable	
promptly	
visualizes	
simplifies	
setting	
plentiful	
out-of-date	

3. READING

Before You Read:

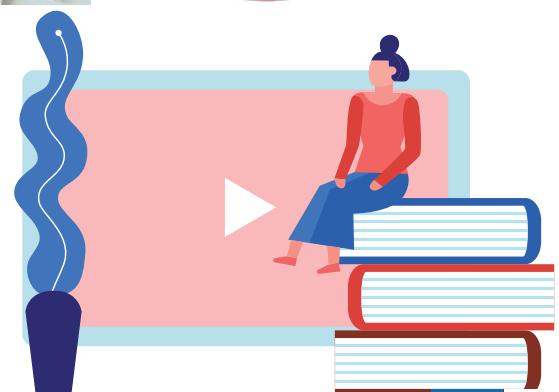
a. Work with your partner to answer these questions.

1. Look at the pictures below and state what internet application each picture represents.
2. Have you ever used any of these applications? If yes, what for?
3. Can you name the electronic devices that appear in the image below?
4. Do you think smartphones should be allowed in classrooms for M-Learning?



While You Read:

1. What does it mean to say '*Autonomous Learning*'?
2. What made digital learning spread so fast worldwide?
3. What is the revolution that happened in 2013?



Currently, M-Learning (Mobile Learning) is one of the vital learning strategies that has enormous implications for existing methods of instruction. In 2013, the emergence of the new generation of mobile devices led to the displacement of the old-fashioned ones that were then in use to access the Internet. Our world became increasingly interconnected and many apps became more abundant from that moment on. The mobile app market has been one of the fastest-growing productive sectors in recent years. Unsurprisingly, it has invaded the educational milieu to create M-learning. The rapid, ongoing development of information and communication technologies has opened the door to a wide range of opportunities for digital learning.

Contemporary educational concepts, such as student-centered teaching, stress the need for learner autonomy, which comprises non-formal learning assisted by technologies such as mobile phones. Mobile phones now form an integral part of many teenagers' educational lives. This facilitates the rise of M-learning which opens a wide variety of new and exciting learning opportunities. It also envisions students being able to learn according to their own pace and time, and to swiftly move from topic to topic. Throughout these new instructional environments, some teachers have learned how to construct multimedia materials that make teaching through mobile learning much more accessible. Their main concern was how to adapt the teaching and learning process and change it to become personalized.

Online tutors and evaluators emphasize the importance of autonomous learning in which learners take charge of their learning. Hence, they progress according to their pace and abilities. In order to achieve significant progress, learners are allowed to repeat the tasks several times until they master them. This new environment helps students to be more engaged in their essential learning. Moreover, they can also turn to teachers for more significant support with more complex problems. Nowadays, there are numerous free instructional applications that students can start exploring irrespective of their school level. For example, a significant number of students at Palestinian universities use their mobile phones and laptops to join virtual meetings.



After You Read

a. Answer the following questions

1. What new pedagogical environment did the use of M-learning create?
2. How can M-learning enhance autonomous learning?
3. In your opinion, what did the author mean by the term 'student-centered teaching' in line 11?
4. Due to the spread of COVID-19 pandemic, all Palestinian universities switched to 100% online teaching and learning. Do you think that online learning is an advantage? Why? Or why not?

b. Decide whether the following statements are True or False.

1. Student-centered teaching focuses more on personalized learning.
2. M-learning enables each student to progress in accordance with his/her ability.
3. Autonomous learning opportunities were created by using M-learning.

4. GET IT RIGHT

a. Study the following sentences taken from the text above then answer the question that follows.

- Students use their mobile phones and laptops so that they can join their virtual classes.
- In order to achieve significant progress in subject matters, learners are allowed to repeat the task several times.

b. Fill in the blanks with the correct answer

- _____ is used with an infinitive verb form to show the purpose of doing something.
- _____ is used with a subject and a modal to show purpose.

c. Based on the examples above, work with your partner to elicit the explicit rule of using these expressions. Discuss the rule with your teacher.

in order to		So that
to	+ Infinitive	+ Subject+ modal/Aux.+ Infinitive
so as to		In order that



d. Complete the following sentences with '*in order to*' or '*so that*'

- Suha is planning to buy a new laptop _____ download new apps.
- Our teacher watched three YouTube videos on Zoom application _____ he could give his lectures online.
- The IT technicians gave lectures online _____ train students on the best ways of using online applications.
- English language teachers should switch to online teaching _____ students can progress at their own pace.
- All academic staff did their best _____ learn how Zoom is used to replace face to face meetings.

5. LISTENING

a. Visit the link and listen to the presentation about '*The e-Learning Advantage*'. Answer the embedded questions in the video. <https://youtu.be/nzVINmhC7ik>

Gap Filling

- '*Anywhere any Time*' means that online courses can be taken in _____ and are available _____ aday. M-learning enables a user to better _____ his busy schedules.

T/F

Online training can take place on the road.

Wh. Questions

- How can M-learning enable students to learn what they really need?
- What financial benefits may one get due to practicing M-Learning?

Multiple choices

1. Learning at one's own pace means....
 - a. all students need the same time to master knowledge.
 - b. students work together to accomplish the task.
 - c. each student can learn according to his/her speed, needs and abilities.

6. SPEAKING**a. Work in groups of three students. Each member should investigate one of the following duties:**

Student 1: Interview ten peers to ask them about the *advantages* of using mobile phones in the process of teaching and learning.

Student 2: Interview ten peers to ask them about the *disadvantages* of using mobile phones in the process of teaching and learning.

Student 3: Interview ten peers to ask them about the differences between *M-learning* and *face to face learning*.

b. Share the data collected with other members from different groups.**c. Each group should prepare a report on the data collected and give a presentation in class.****7. Writing**

Write about one of the following topics:

1 Write a well-developed paragraph on Mobile Learning talking about its advantages and disadvantages supported by examples of M-learning in education in Palestine.

2 'M-learning enhances autonomous learning'. Reflect on this statement comparing and contrasting between M-learning and face to face learning in Palestine.



English **102**

Unit **3**

TABLE OF CONTENTS



Festivals and Celebrations	40
Preview	42
Objectives	42
Intended Learning Outcomes	42
3 A. Olive Picking	43
Getting started	43
Vocabulary	43
Reading	44
Pronunciation	46
Get it Right	47
Language use	48
Writing and Speaking	51
Listening	51
3 B. Independence Day	53
Getting started	53
Vocabulary	53
Listening	53
Get it Right	54
Writing and Speaking	55
Speaking and Listening	55
3 C. Hebron Grape Festival	56
Getting started	56
Vocabulary	56
Reading	57
Get it right	58
Language use	59
Speaking	60
Listening	60
Writing	61

PREVIEW

In this unit, there are some reading texts followed by various types of integrated exercises and activities that cover the four skills of listening, speaking, reading and writing. This unit is about olive picking, Palestine Independence Day, and the Hebron Grape Festival.

OBJECTIVES

Upon completing the unit, students will be able to:

1. Understand and locate the main idea of the reading texts and the main idea of each paragraph
2. Make use of the vocabulary work and the language functions covered in this unit
3. Use different structures correctly such as, past simple and present perfect/ present simple and present continuous
4. Provide written answers on listening texts
5. Write sentences about olive picking in Palestine
6. Writing a blog about the grape festival in Hebron.

Intended Learning Outcomes

Upon completing the unit, students will be able to:

1. Use a variety of reading strategies (skimming and scanning, making inferences, recognizing and interpreting structure of texts) to be able to demonstrate comprehension of reading texts
2. Identify the main ideas of a level-based reading passage
3. Demonstrate proper pronunciation of- Final -s/es: use, pronunciation and spelling
4. Write a short paragraph
5. Demonstrate an understanding of grammatical structures (present simple and present continuous)
6. Use the past simple and present perfect in speaking and writing
7. Categorize different types of Palestinian festivals, such as olive picking and the Hebron Grape Festival
8. Recognize different types of Palestinian celebrations, such as the Independence Day.

3A: OLIVE PICKING

1. GETTING STARTED

a. Look at the photos. What do you think they are about?



2. VOCABULARY

a. Before you read, check these words with your teacher or in your online dictionaries.

picking season	inherit	income
purification	converting	occupation

b. Match the words in column A to their synonyms in column B

Answer	A	B
	resilience	a. valuable
	harvest	b. respectable
	precious	c. relatives
	ancestors	d. limitations
	decent	e. salaries
	restrictions	f. flexibility
	wages	g. combination
	mixture	h. pick

3. READING

a. Before you read

Answer the following questions:

1. Have you ever picked olives?
2. Do you know how to plant an olive tree?
If yes, tell your classmate how.
3. Where do olive trees grow best?
4. What does the olive tree represent?
5. Why are olive trees so important?
6. Do you know how to take care of olive trees?



b. While you read

a. Match headings (a-f) to paragraphs (1-5).

- a. The importance of olives for Palestinian families (____)
- b. The difficulties that Palestinian farmers face when picking olives (____)
- c. The Palestinian government arrangement for olive picking (____)
- d. Olive picking is considered as a source of income (____)
- e. The time of olive picking (____)
- f. The life cycle of the olive after harvesting (____)

jigsaw activity

The students are divided into five groups. The groups should be diverse in gender and ability.

A student is assigned from each group as the leader. Initially, this person should be the most mature student in the group.

The first student takes paragraph one, the second student takes paragraph two, the third student takes paragraph three, the fourth student takes paragraph four, and the fifth student takes paragraph five. Students are given time to read over their paragraphs at least twice and become familiar with them. Form temporary “expert groups” by having one student from each jigsaw group join other students assigned to the same paragraph.

Students back into their jigsaw groups and present their paragraphs to the group.

Olive Harvest in Palestine

1 **Olive** harvesting occurs from the start of September through to the end of November and is an economic lifeline for many families. For Palestinians, the olive tree is a sign of hope and resilience. As summer comes to an end, the olive-picking season in Palestine begins.

2 For most Palestinian families, olive trees are very precious. Some people have acquired them from their ancestors and will pass them down to their children; making them a necessary source of income. Farmers wake up early in the morning to begin work and prepare for a long day of harvesting in the heat. Some families come to the olive groves along with friends and neighbors, to pick olives for self-consumption or to sell in markets.

3 Olive-picking is a popular source of income for many young Palestinians. Harvesting goes on every day from 7 am to 6 pm, and can be tiring work. Farmers cautiously select the olives and pick them apart from their leaves. The number and the size of olives on the trees determine whether the season is good or bad. There is a large demand for olive oil and more so of colossal olives, making them a favorite among consumers.

4 Olive trees in Palestine normally come under attack by Israeli settlers, and Palestinian farmers **face** harassment and attacks. The land on which the trees are grown is popular for its fertility. However, many of the crops **are struggling** due to the lack of rainfall and water restrictions enforced by the occupation authorities. When it **comes** to harvesting, many Palestinian farmers face challenges and obstacles because of the restraints imposed by the occupation. Occupation has also halted the export of olives and olive oil from the Gaza Strip, severely affecting the livelihood of many families and the Palestinian economy. “[This] has reduced workers’ wages and reduced demand due to the difficult economic situation in the strip,” says Abdullah al-Sheikh Khalil, an 80-year-old Palestinian farmer.

5 After the olive harvesting is done, some of the harvest is distributed to markets while the rest is sent to factories for oil-extraction. This process starts with separating the olives from the leaves and branches, followed by washing and grinding them. The mixture is then sent to the sorting stage, which is the separation of grains, water and oil. The final stage is where the oil passes through a purification machine, making it ready to be packaged and sold. The process of converting olives into oil takes one hour per cycle. Three tons of olives produce about 30 gallons of olive oil.



c. After you Read

a- Which sentence/phrase describes the text best? Explain why.

1. Olives are one of the oldest known foods
2. Origin and history of olives
3. Olive picking in Palestine

b- Find the answers to these questions.

1. When does olive picking take place?
2. What makes olive trees significantly valuable?
3. How can farmers determine if the season is good or bad?
4. What happened when occupation halted the export of olives and olive oil from Gaza Strip?
5. What is the final stage in the life of olives after completing picking?
6. Who is Abdullah al-Sheikh Khalil?

d. Pronunciation

Final –s/es: use, pronunciation and spelling:

Pronunciation of –s/es



a. Seats _ seat /s/ Ropes _ rope /s/ backs _ back /s/	Final –s is pronounced /s/ after voiceless sounds, as in (a): "t, p and k" are examples of voiceless sounds.
b. seeds _ seed /z/ bags _ bag /z/ sees _ see /z/	Final –s is pronounced /z/ after voiced sound as in (b): "d, b, g and ee" are examples of voiced sounds.
c. dishes _ dish /əz/ catches _ catch /əz/ mix _ mix /əz/	Final –s and –es are pronounced /əz/ after "-sh, -ch, -s, -z, -ge" sounds. The /əz/ ending adds a syllable. All the words in (c) are pronounced with two syllables.

Spelling: Final –S vs. ES

a. Sing _ sings song _ songs	For most words (whether a verb or a noun), simply a final –s is added to spell the word correctly.
b. wash _ washes watch _ watches class _ classes box _ boxes	Final –es is added to words that end in –sh, –ch, –s, –z, –x .
c. toy buy	For words that end in –y In (c) if –y preceded by a vowel, only –s is added.
d. baby cry	In (d) if –y is preceded by a consonant, the –y is changed to –i and –es is added.

FESTIVALS AND CELEBRATIONS

Add –s or es to these words to spell them correctly, and give the pronunciation of the ending

Passengers -----	-----	touch -----	-----
tax -----	-----	cough -----	-----
talk -----	-----	press -----	-----
blush -----	-----	method -----	-----
discover -----	-----	mix -----	-----
season -----	-----	try -----	-----
flash -----	-----	tray -----	-----
hall -----	-----	enemy-----	-----

5. GET IT RIGHT

Present Continuous and Present Simple.

- a. Look at words in blue in the text. Which are in the *Present Continuous* and which are in the *Present Simple*?

Rules:

• We usually use the **Present Continuous** for things that:

- are happening at the time of speaking or writing.
- are temporary and going on around now, but maybe not at this exact moment.
- are changing over a period of time

• We usually use the **Present Simple** for:

- habits and daily routines with always/sometimes/never/every day/ every year /etc.
- things that are permanent or true for a long time.
- verbs that describe states (be, want, hate, think, etc.)

b. Exercises:

1. Do we use these verbs to describe states (S) or activities (A) ?

remember	like	do	believe	hate	play	know	run	need	be
watch	Seem	spend	understand	work	write	make	agree	own	want

2. Read the following letter. Put the verbs in brackets in the *Present Continuous* or *Present Simple*.

“Dear Ahmed, Do you remember the email I sent to the paper? Well, the executive of a local computer company read it and offered me a job! This company _____ (do) very well at the moment and they really _____ (want) people with experience. I _____ (not work) now, it's my lunch break, so I _____ (write) a few emails to my friends to tell them my news. I'm a technical support engineer and I _____ (assist) clients with their computer problems. It's only my first week, so I _____ (still learn) about all the products but I really like it here. I usually _____ (work) quite long days, but I _____ (not work) at the weekends. Anyway, I have to go because my friend _____ (call).”

6. LANGUAGE USE

Complaining:

It is sometimes right to complain when you are not satisfied with a certain situation and want it to be amended. A complaint can be made on the telephone or in writing. There are many ways to express a complaint and to respond to it. Some of them are strong and some are mild. Here are some examples.

Complainer	Respondent
- Unfortunately, something is wrong	- I'm afraid there has been some sort of a mix-up.
- Sorry to say that	- What seems to be the problem?
- I should like to point out/remind you that	- When did you place your order?
- I'm afraid I have to complain	- Your complaint is perfectly justified.
- I must make a complaint	- May I explain the matter from our point of view.
- I really can't accept this.	- Oh, really? That's strange.



FESTIVALS AND CELEBRATIONS

a. Complete these sentences of complaints and responses by choosing from the list of words in the box below:

seems to be, agent	delayed	perfectly justified; explain; of view	like; draw; attention	gone wrong	wrong
processes	seems; problem	consignment	sorry; bother	serious, problem, extremely difficult	afraid; complain

- I am phoning you about a _____ ; in fact, it's _____.
- We haven't received the _____ yet.
- It must have been _____ during transport.
- Yes, there _____ a mistake at our end, but our _____ is dealing with the delivery now.
- Certain things may go _____ in any business.
- What _____ to be the _____?
- Surely, it's your department that _____ the order.
- We're very _____ to _____ you.
- I'm _____ complain.
- I should _____ to _____ your _____.
- Your complaint is _____, but may I _____ the matter from my point _____.
- Something has obviously _____. Excuse us for this error.

b. Choose the best response a, b, c, or d to these statements.

- The consignment got stuck at custom.
 - We can return it, can't we?
 - Why was it delayed?
 - You mean they have stamped it.
 - You mean the goods were damaged.
- Our agent is there. He will see it.
 - It's forbidden.
 - Will he be here soon?
 - Is he reliable?
 - Is he alright?

3. I'll contact him soon.
 - a. If you would.
 - b. When can I see you?
 - c. If you see him, tell him.
 - d. When can he come?
4. I'll ring you this evening. Would 8:30 suit you?
 - a. Yes, I go home at 8:30.
 - b. Yes, but it would be a bit difficult then.
 - c. 8:30 would be fine.
 - d. Yes, I would be in bed then.
5. There has been a bit of an inconvenience.
 - a. What's the problem?
 - b. Why do you say that?
 - c. I'm sorry, everything is mixed up here.
 - d. I told you everything is all right.

C. Reconstruct it:

You bought a shirt. When you opened it at home, you found it damaged. So you came to complain to the shop assistant. Reorder the following sentences to reconstruct the conversation between you and her.

1. If you please. I want another shirt, or give me my money back. ()
2. It's not like the sample you showed me. It's not the same quality. ()
3. Yes, I bought it here last week. ()
4. Are you sure you bought it here? ()
5. But it's the same quality. I'm certain. ()
6. That's strange. Let me show it to the shop manager. ()
7. No, it is not. Beside, when I opened it, I found its sleeves damaged. ()
8. Hello. Can I help you? ()
9. I'm afraid I have to make a complaint about this shirt. ()
10. Yes, that would be fine with me. ()
11. Your complaint is perfectly justified, sir. Sorry for the trouble. Would you like to choose another one? ()
12. What seems to be the problem? ()



FESTIVALS AND CELEBRATIONS

7. WRITING AND SPEAKING

Think-pair-share:



Each student has to write five sentences about olive picking in Palestine. Once done, pair up with a classmate and discuss your sentences. Then, share your sentences with the rest of the class.

8. LISTENING

Watch and listen to this video https://www.youtube.com/watch?v=JBw6UCQ_JxI, then answer the following questions.

1. Decide about these sentences if they are True or False. Correct the false ones.

- Spring is the time of olive harvest and Palestine.
- The harvest season starts on September 27 and lasts for a few weeks.
- Picking olives takes almost three months of daily work across Palestine.
- The olive crop this year is 50% better than last year.
- Olive trees have been repeatedly damaged, uprooted or burned down by settlers in the West Bank and Gaza
- According to the UN, the olive oil industry makes up to 35% of the agriculture income.

b. Listen again. Fill in the gaps with the missing words.

- a. Olive harvest is a source of hope for a good _____.
- b. Picking is an _____ process that requires thousands of workers.
- c. Farmers send the _____ to the presses to make the oil they will sell the markets.
- d. The road to olive farming is a real _____ for Palestinians.
- e. UN provides more than _____ US dollars to support the Palestinian olive economy.
- f. There are an estimated _____ olive trees in the West Bank and Gaza Strip.

3B: INDEPENDENCE DAY

1. GETTING STARTED

a. Work in pairs. Discuss these questions.

1. Do people in your city/town celebrate Independence Day?
2. How do people in your city/town celebrate Independence Day?
3. Do you think that Palestine is an independent country?

2. VOCABULARY

a. Check these words with your teacher or in a dictionary.

independence	state	declaration
colony	capital	partition

b. Look at the photos. What do you think they are about?



3. LISTENING

a. Before you listen to the dialogue, discuss the following questions.

1. Why did Britain give Palestine to the occupation?
2. When did Palestine get its independence?
3. Who was the first Palestinian president?

b. Listen to the dialogue between a journalist and the Secretary-General of the Palestine Liberation Organization Dr.Saeb Erakat

https://drive.google.com/file/d/1efhVQg8jbLvkhDIGIZ5ENszashS_mnDD/view?fbclid=IwAR3UshHnQ1HLAxTaR41KQmmXoGhX8qKSU0fv4SfoIrUYtjis-5oCyi5d5dU
and then decide if the following sentences are true or false.

1. Arafat proclaimed an independent state of Palestine only in East Jerusalem and the West Bank.
2. The declaration was announced in May 1948.
3. Yasser Arafat proclaimed the Palestinian Declaration of Independence.
4. The Palestinians accepted the Partition Plan.
5. The British rule over Palestine lasted more than thirty years.
6. All countries around the world recognized Palestine.

c. Listen again then fill in the gaps with the correct word.

1. The Palestinian Declaration of Independence was on _____ 15, 1988.
2. Seven hundred thousand and nine hundred thousand Palestinians fled or were _____ to leave their home.
3. The Palestinian Declaration of Independence is a statement written by the Palestinian poet _____.
4. The United Nations General Assembly _____ to partition Palestine.
5. In modern times, the area was _____ by the Ottoman Empire.
6. Palestine is not _____ as a state by occupation.

4. GIT IT RIGHT

Frequency adverbs and expressions:

a. Put these frequency adverbs in order

hardly ever		always	
often		occasionally	
never		usually/normally/generally	
Sometimes			

b. Look at the following sentences. Then complete the rules with **before** or **after**.

1. Palestinians always celebrate Independence Day on November 15th.
2. Palestinians are always happy with their independence celebrations.
 - Frequency adverbs go _____ the verb be.
 - Frequency adverbs go _____ other verbs.

c. Put these frequency expressions in order.

twice a day		once a month	
once every three months		once or twice a year	
three times a week		every couple of weeks	
every Saturday			

FESTIVALS AND CELEBRATIONS

d. Look at the following sentence. Then choose the correct phrase in the rule.

Palestinian people celebrate tThe November 15th every year.

- We usually put frequency expressions before the verb/ at the end of the sentence or clause.

e. Make sentences with these words.

1. Independence Day / Palestinians /once a year/ celebrate.

2. celebrate/ with my friends/ usually/ the independence day/ I.

5. WRITING AND SPEAKING

Write a short paragraph about the celebrations of Independence Day. You can write in pairs or in groups.

6. SPEAKING AND LISTENING

Electricity Outage in Palestine

Prepare a presentation on Electricity Outage in Palestine and how it affects the daily lives of Palestinians. Propose solutions to this problem. Present it to the class.

3C: Hebron Grape Festival

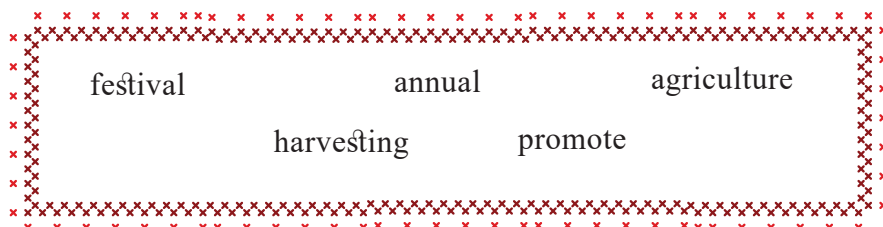
1. GETTING STARTED

a. Look at the following pictures. What do you think they are about?



2. VOCABULARY

a. Before you read, check these words with your teacher or in a dictionary.



b. Read the following sentences, and then fill in the gaps with these words.

elimination

exports

resilience

large

escalating

different

1. Palestinian farmers showed remarkable _____ in dealing with the difficult conditions.
2. The authorities grew anxious about the _____ situation.
3. We need to try an entirely _____ approach to deal with this difficult situation.
4. After the initial _____ rounds, 16 boys qualified for the final.
5. _____ to Palestine have risen this year.
6. There was _____ number of people attended the grape festival.

FESTIVALS AND CELEBRATIONS

3. READING

Before you read

a. Answer the following questions:

1. Have you ever heard about the grape festival in Hebron?
2. When does the grape festival in Hebron start?
3. Which city in Hebron governorate organizes this festival?

While you read

Match headings (a-e) to paragraphs (1-5).

- a. The different kinds of grapes that Hebron produces (__)
- b. A few of the photographs that are outstanding as one skims through Google images for the Hebron Grape Festival (__)
- c. Grape vineyards are the first most abundant crops in Hebron (__)
- d. The harvest of olives and grapes is beneficial for the local economy (__)
- e. Grape festival encourages Palestinian farmers, crop growing and celebrates Palestinian culture (__)

The Annual Hebron Grape Festival in Palestine



1. Enter the words “Hebron Grape Festival” into the Google images search engine. What will one see? You will see farmers, young and old, holding bundles of grapes and smiling at the camera. You might also see a map and a flag of Palestine made of different kinds of grapes, a depiction of the late Palestinian president Yasser Arafat using grapes and a Dome of the Rock model made of grapes. Moreover, you might find pictures of balloons and round glass structures made in the shape of grape bundles. The image that seems to make it on social media every year of this festival is one of a one-and-a-half meter long grape bundle made of real grapes hanging from a podium displayed at the 2015 festival.
2. Behind this festival and the photographs is a history of land and culture. It is not uncommon to notice that outside of each home in Palestine, there exists olive trees -sometimes even acres of olive groves- and grape vineyards, which account for the first and second most abundant crops in Palestine, respectively. In more areas than others, depending on the climate and soil, one of the two is most profuse. In Hebron, or Al-Khalil, that is grapes.

3. To this day, crop harvests, such as the harvest of olives and grapes, in Palestine remain a contributing factor to food security and the Palestinian economy. Over twenty-five thousand tons of grapes are produced annually. Part of this produce is sold as ripe grape bundles, and the rest is used to produce grape-based products, such as dibes and alban. These sales account for a total of \$35 million per year, according to the Palestine Economy Portal report in 2015.

4. The idea of the festival is to support and promote Palestinian farmers and agriculture. The support of Palestinian farmers is important, as harvesting costs have increased over the years. Moreover, the growing and picking of grapes have been threatened by the Israeli occupation's elimination of land as well as some restrictions on the exporting of Palestinian goods to neighboring countries. The festival is also a means to celebrate Palestinian culture. Previous festivals have had booths selling Palestinian cultural attire, known as tatreez, as well as stages for folklore dance performances.

5. An interesting fact about the grapes of Hebron is that different villages and towns in Hebron produce different kinds of grapes. Jandali, Bairouti, Zeini, and Halawani are among the many varieties of grape that are picked from Hebron. Another interesting point is that about forty percent of the harvested grapes are consumed in Hebron alone and the rest is circulated to the rest of the West Bank and Gaza and surrounding countries. The grapevines also produce grape leaves, which are used in the Palestinian cuisine. Palestinian food festivals, such as the Annual Grape Festival, are not only to promote and support the product and workers of the specific season, but they serve as an act of resilience towards what Palestinians face on a day to day basis. While strolling through the stillness of the Old City, be sure to admire the balconies of the homes that are covered in grapes and grape leaves!

After you Read

Are these sentences True or False? Correct the false ones.

1. The grape vineyards account for the first most abundant crops in Palestine.
2. The festival aims to encourage Palestinian farmers and agriculture.
3. People in Hebron consume all of the harvested grapes.
4. The Annual Grape Festival is held only to promote and support the product.
5. The Annual Grape Festival a history of land and culture.

4. GET IT RIGHT

Past Simple and Present Perfect

a. Look at these key words/ expressions, then complete these rules with *Past Simple* or *Present Perfect*.

Present perfect

Harvesting costs **have increased** over the years.

Past simple

The Annual Grape Festival **commenced on** September 21.

1. We usually use the _____ for experiences that happened some time before now, but we don't know or don't say when they happened. To give more information about an experience we use the _____.
2. We usually use the _____ to say when something happened.

FESTIVALS AND CELEBRATIONS

3. We usually use the _____ for something that began in the past and continues in the present.
4. We use _____ for something that happened a short time ago, but we don't say exactly when.

**b. Which of these words/ phrases can we use with the Present Perfect (PP)?
Which do we use with the Past Simple (PS)?**

last week ()	for ()	never ()	in the past ()
this week ()	ever ()	ago ()	lately ()
since ()	recently ()	already ()	in 1999 ()
just ()	yesterday ()	yet ()	

C. Read the following sentences, and then put the verbs in brackets in *Present Perfect* or *Past Simple*.

1. How long have you lived here? I _____ (live) here since 1997.
2. Sami lived in Ramallah for two years and then he _____ (go) to Bethlehem.
3. This professor _____ (write) three books in the last few years.
4. My best friend _____ (write) several plays. He has just finished his latest.
5. I _____ (not see) him for five years. I wonder where he is.
6. He _____ (not smoke) for three weeks. He is trying to quit.
7. My brother can't go out because he _____ (not finish) his homework yet.
8. Here are your gloves. I _____ (just/clean) them.
9. We left home at 9:00a.m. and we _____ (get) here at 12:00p.m.

5. LANGUAGE USE

Narration

Narration is a pattern of thought that is very often used when writing or talking. "To narrate" is to tell what happened. This is why most often used when telling a story or an experience. It can also apply to the present or to the future (i.e. to tell what is happening-now, nowadays-, or what will or may happen in the future). As a writing or talking strategy, narration has certain expressions that go with it more than others do. The following table represents some narrative expressions and some narrative verbs.

Narrative Expressions	Narrative Verbs
next, then, afterwards, first, second, third, fourth, after that, From the first moment, at last, lastly, etc.	managed, experimented, made, tried, followed, followed by, put, succeed, realized, noticed, concluded, lasted, introduced and gave place to.

Go over the events of yesterday (i.e., your yesterday, say from 7:00 AM. until 4:00 PM.). Put them down in fragments. Then, put the fragments into complete sentences. Next, arrange your complete sentences in chronological order (i.e., the order of their happening: first events first and last events last). Use narrative expressions to connect your sentences.

The following questions may help you to narrate what you did yesterday.

1. When did you wake up?
2. What did you do, first, when you woke up?
3. What did you do, next?
4. Where did you go, then?
5. What did you do, afterwards?
6. When did you come back home?
7. What did you do, first, when you got back home?
8. What did you do, next?
9. How would you describe your feelings when it was about 4:00 PM.?

6. SPEAKING

Tell your story to your partner (Think, Pair, Share)

In pairs, discuss the above questions and share thoughts with your classmates.

7. LISTENING

Watch and listen to this video <https://www.youtube.com/watch?v=JLpVz5PFIpA>, then answer the following questions.

1. Are these sentences True or False?

- a. Palestinians in Hebron held their Annual Grape Festival to support the local economy.
- b. Each 1,000 square meter produces around 2 tonnes of grapes.
- c. The grape yards surrounding Hebron are some of the oldest in the world.
- d. The Palestinian cause is a very serious problem that faces Palestinian farmers.
- e. Agriculture is a minor sector, so the government should not support it.

2. Watch and listen again. Fill in the gaps with the missing words.

1. _____ is the city where the festival is held.
2. Al Khalil is famous for _____.
3. Al Khalil's grape crop is the second largest in the West Bank after _____.
4. Palestinian farmers face many _____ as a result of the continued Palestinian cause.
5. We should help the farmers by _____ products from occupation settlements from entering the market.

8. WRITING

Write a blog post about the grape festival in Hebron.

Imagine that you are The Palestinian Minister of Agriculture. What would you like to tell the Palestinian farmers on the day of the Grape Festival in Hebron?

When you finish, read your blog to your classmates.

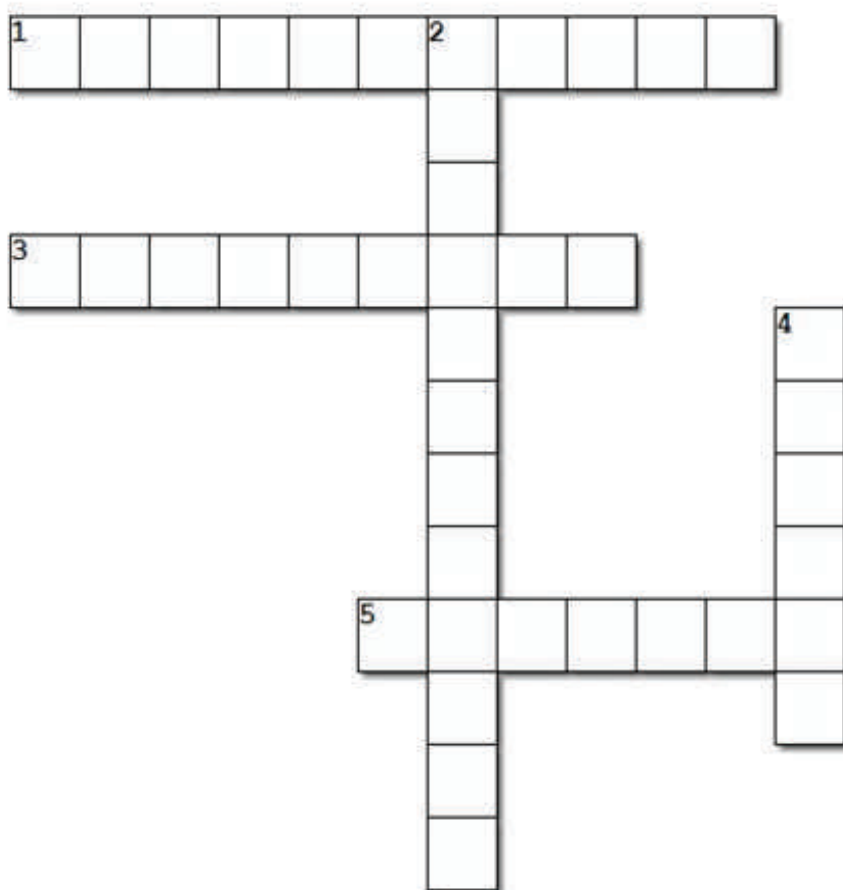
1.1 Vocabulary

- a. Fill in the blanks with the appropriate word from the box below to complete the following sentences.

qualifications	proficiency	withdrawal	references
hobbies	pandemic	airborne	teleworkers

- Language _____ is a measurement of how well an individual has mastered a language.
- Remote work has become a new standard in the age of technology and _____ are its workforce.
- Make sure to include your key IT, interpersonal, organizational, and problem-solving abilities in the _____ section of your CV.
- The Coronavirus outbreak has been labeled a global _____ by the World Health Organization.
- It is recommended to provide at least two _____ in your CV.

- b. Complete the crossword puzzle below.



Across:

1. related to breathing or to the lungs
5. working for a fixed number of hours in each day, week, or month a sum of money that is paid into a bank account

Down:

2. a list of your most important establishments that are relevant to do the job
4. a term used to describe a working style that allows employees to work outside a traditional office environment

1.2 Get it right

- a.** Study the following words. Are they nouns, verbs, or both? Add an appropriate adjective suffix to each and then rewrite them on the lines provided.

1. adventure _____
2. profession _____
3. prefer _____
4. limit _____
5. function _____

- b.** Rearrange the words in their correct order to form wh-questions.

1. did / former / for / you / work / how long / employer / your

2. languages / speak / can / what / you

3. are / candidate / position / for / you / the / best / job / why / the

4. primary / are / achievements / your / what

5. for / which / you / job / applying / position / are

- c.** Choose the correct answer.

1. When I retire as CEO, my son, John will _____ my position.
 - a. meet up
 - b. draw up
 - c. take over
 - d. rush out
2. I apologize for not answering your call last night, I _____ with work.
 - a. got caught up
 - b. checked off
 - c. talked over
 - d. laid off
3. Let's _____ later this evening to discuss our future business plans.
 - a. fall through
 - b. meet up
 - c. back up
 - d. go through

Revision

4. All the computers in the building were _____ for maintenance.
- shut down
 - rush out
 - bring on
 - report back
5. Please _____ the stored files for tomorrow's meeting.
- meet up
 - book up
 - lay off
 - draw up

1.3 Listening

- a. Listen to the dialogue in 1B again and then answer the following questions in complete sentences.
- What is Reema's job?
 - Which bank is Ali visiting?
 - What did Ali study at university?
 - Why did Ali return from Europe?
 - When will Reema contact Ali to inform him if he got the job or not?

1.4 Language Use

- a. Suppose you are giving a lecture on job interviews. Make suggestions which you think will improve the performance of job applicants during their interview.

2.1 Vocabulary

- a. Fill in the blanks with the appropriate word to complete these sentences

remote, server, synchronized, backup, database, generate

- Before you shut your computer down, make sure you have made a _____ of all files you have dealt with that day.
- Do you need a password to access the _____ of the company head office?
- The web _____ in the language lab provides data to another 25 computers.
- When your username or password are stolen, you can _____ a new one.
- _____ control is an electronic tool that enables users to operate other devices from a distance.
- You need to prepare a digital show in which sound and light are _____ with music.

b. Match the number of words on the left with the definitions on the right.

1. Complaint		having control over others.
2. Psychologist		a fact or a situation
3. Phenomenon		harming a person electronically
4. Victim		a specialist in psychology
5. Authority		a person harmed as a result of a crime
6. Cyberbullying		a feeling of dissatisfaction

2.2 Get it right

a. Complete each sentence below with *if* or *when*.

1. His computer is terrible! It always breaks down. ____ his computer breaks down, he calls a computer programmer.
2. Lina hates digital games. ____ she plays any of these games, she chooses non-violent ones.
3. Muna is not a fan of watching YouTube videos. ____ she watches any, it is always a documentary.
4. My friend always keeps in touch by mails. ____ he gets a letter, he usually writes back immediately.

b. Fill in the blanks with *in order to* or *so that*.

1. Make sure that the documents are tagged _____ your students can see all questions.
2. _____ pass the electronic exam next week, you need to study very hard.
3. My friend gave online lectures _____ earn extra money.
4. Include uppercase and lowercase characters in your password _____ hackers cannot steal it.

2.3 Listening

Access the link below to listen to an animated video titled 'Using Password Managers to Stay Safe Online', then answer these questions. <https://ssd.eff.org/en/node/85/>

1. It is safer to use the same password in all your accounts. (*True/False*)
2. To keep your accounts safe, you need to keep them in your head and never write them down. (*True/False*)
3. How could you possibly remember all your passwords?
4. One of the safest ways of keeping passwords is using _____.

Revision

5. All of the following are advantages of Password Manager except for one
- It keeps all accounts safe and synchronizes them between all other devices.
 - It forces you to remember all accounts kept in your head.
 - It helps you to stop the temptation of using one password in all your sites.

2.4 Language Use

- a. Work with a partner to write four meaningful sentences using the words '*will, un/likely, may, and won't*' respectively. You need to predict how the world will be like after the pandemic (COVID-19). After that, discuss your predictions with the whole class.

3.1 Vocabulary

- a. Read the following passage, then fill in the gaps with the correct words.

unskilled cultivated economic production pickles annual yield

The _____ olive harvest is a key _____, social and cultural event for Palestinians. More than 10 million olive trees are cultivated on approximately 86,000 hectares of land, representing 47 per cent of the total _____ agricultural area for agriculture. Olive and olive oil _____ is concentrated in the north and northwest of the West Bank. Between 80,000 and 100,000 families are said to rely on olives and olive oil for primary or secondary sources of income, and the sector employs large numbers of _____ laborers and more than 15 per cent of working women. The entire olive sub-sector, including olive oil, table olives, _____ and soap, is worth between \$160 and \$191 million in good years. This year's _____ is projected to be 19,000-20,000 MT (metric tons) of oil – higher than the 16,000 MT in 2016, but lower than the 21,000 MT in 2015 and the 24,000 MT in 2014 – and is worth between \$114 million and \$120 million.

- b. Match the words in column A to their antonyms in column B.

	A	B
	resilience	a. scarce
	abundant	b. descending
	previous	c. rigidity
	uncommon	d. import
	escalating	e. subsequent
	export	f. usual

3.2 Get it right

a. Read the following sentences, then put the verbs in brackets into the correct tense (simple present or present continuous).

1. The autumn months in Palestine (mark) _____ the season for harvesting olives.
2. My grandfather usually (walk) _____ to his land.
3. In September, Every Friday we (go) _____ to pick olives from our land.
4. We (pick) _____ olives at the moment.
5. Palestinian farmers (face) _____ harassment and attacks.
6. Harvesting (take place) _____ from the start of September through to the end of November.
7. We (collect) _____ the olives on the tarps and then in buckets and bags.
8. Palestinian populations of the villages beneath (suffer) _____ recurrent violence from their Israeli neighbors.
9. The situation (get) _____ worse. Israeli settlers increasingly burn and destroy our crops.
10. Olives (be) _____ a major sector of the West Bank economy and the season used to be a festive time.
11. Some olive groves are located in close proximity to settlements, or even within them, so farmers (have) _____ no access to the trees.

b. Read the following sentences, then put the verbs in brackets in *Present Perfect* or *Past Simple*.

1. The total income of the grape harvest for farmers (reach) _____ \$35 million dollars annually.
2. In yesterday's report, Hebron Chamber of Commerce, (ensure) _____ that the Grape Festival is held every year.
3. Despite the decline in the size of planted agricultural areas, grape production (not decrease) _____ due to the Ministry of Agriculture's measures to develop this sector.
4. Figures published last year by the Ministry of Agriculture (reveal) _____ that the Governorate of Hebron produces 27 thousand tons of grapes annually.
5. It (introduce) _____ 400 thousand new grape seedlings, as well as a variety of enhanced types of grapes.
6. In the last few years, farmers (suffer) _____ from several problems, such as poor marketing, technical problems resulting from the changes in the weather, and the lack of support provided to the Palestinian farmers.
7. The Director of the Fruit and Grapes Council, explains that nowadays, the prices of grapes (improve) _____ much more than before.
8. In 2019, Hebron Grape Festival (attract) _____ thousands of visitors.
9. What also adds to the significance of the grape sector is that it (give) _____ the opportunity to a lot of women to start their own projects.
10. In 2015, Hebron grape profits (reach) _____ \$35 Million.

Revision

3.3 Listening

Visit the following link and listen to this video to answer the following questions.

<https://www.youtube.com/watch?v=6-NN9TH9Uw>

a. Choose the correct answer

1. Israel diverts underground water to _____ settlements making it hard for Palestinian farmers.

- a- surrounding b- legal c- illegal d- new

2. Product quality is affected when we are prevented from entering our _____ for cleaning weeding and to take care of our plants.

- a- cars b- lands c- houses d- gardens

3. When the Palestinians try and _____ new trees the Israeli military usually stops them.

- a- buy b- sell c- plant d- burn

4. The Romans were the first to _____ olives here for thousands of years.

- a- cultivate b- farm c- grow d- develop

5. If the settlers have their way, there'll be nothing left for the next _____ of Palestinians to farm.

- a- inheritors b- children c- people d- generation

b. Decide whether these sentences are True or False. Correct the false ones.

1. Olive trees become weak since they can't clean around them.
2. Israeli soldiers have sometimes thrown stones and tried to stop them from carrying out the harvest.
3. This Palestinian village is surrounded by the ever-expanding legal settlements.
4. Settlers and soldiers watched for hours as volunteers battled a fire here three weeks ago.
5. Burning olive trees is a common settler tactic.
6. Settlers build here of course under international law whether there are olive trees on here or not.

3.4 Language Use

a. Imagine you were shopping in London. You bought a handbag, but you were not satisfied with it. So you went back to the shop assistant to complain about that. Make complaints about this situation.



TABLE OF CONTENTS

Units

Languages and Communication	69
Preview	71
Objectives	71
Intended Learning Outcomes	71
5A. Foreign Languages	72
Getting started	72
Vocabulary	72
Reading	73
Get it right	75
Listening and Speaking	76
5B. Learning Languages & Communication Skills	77
Getting started	77
Vocabulary	78
Listening	78
language use	80
Get it right	80
Speaking	81
5C. Body Language	83
Getting started	83
Vocabulary	83
Reading	84
Get it right	85
Speaking	86
Writing	88

PREVIEW

Dear students, This is the fifth unit in this book. We hope you benefited a lot from the previous units. Unit 5 covers several interesting points within the theme of '*Languages and Communication*'. Similar to the previous units, unit 5 focuses on the four main English language skills in addition to many other sub-skills. New vocabulary items related to the theme of this unit are incorporated into texts. Moreover, many student-centered activities are included. Online tasks and activities also appear in each unit to enhance autonomy learning.

Unit Objectives

Upon completion of the unit, students will be able to:

1. Read and understand reading texts of reasonable length.
2. Recognize new vocabulary items related to verbal and non-verbal communication skills.
3. Identify '-ing verb' forms used as nouns, other structures such as (it is + adjective + infinitive), and conditional sentences.
4. Understand functions related to the topic of the unit.
5. Listen to texts on verbal/nonverbal language and communication skills.
6. Know how to write well-developed paragraphs on one of the themes of the unit.
7. Acquire some communication skills.
8. Distinguish between different English language sounds.

Intended Learning Outcomes

Upon completing this unit, students will be able to:

1. Read texts of reasonable length correctly.
2. Use terms related to verbal and nonverbal communication skills.
3. Use -ing verb forms used as nouns, and other structures such as (it is + adjective + infinitive) in speaking and writing skills.
4. Produce functions related to the topic of the unit.
5. Do tasks based on listening/reading texts on verbal/nonverbal language communication skills.
6. Write up well-developed paragraph on some of the themes of the unit.
7. Communicate with friends appropriately.
8. Correctly pronounce English sounds while communicating with others.

5A: FOREIGN LANGUAGES



1. GETTING STARTED

a. Work with a partner to discuss the following questions.

1. What is your definition of language?
2. Why do we have different languages worldwide?
3. Are there some languages that are superior to others? Why?

2. VOCABULARY

a. Use a dictionary to find the meanings of the following vocabulary items. Check them with your teacher.

1. syntactic

2. entrenched

3. hallmarks

4. cognitive

5. heritage

6. stimulates

7. attach

b. Match the number of the vocabulary items from 2a with their definitions below.

1. _____ characteristic of a person or thing
2. _____ relating to thinking and mental processes
3. _____ to join or fasten something
4. _____ to encourage something to grow
5. _____ features of cultures in societies
6. _____ the internal structure of a sentence
7. _____ firmly built so that it cannot be changed

3. READING

Before you read:



1. Name the languages seen in the pictures above.
2. Work with your partner to list the languages seen above by the number of their native speakers.
3. Work with a partner to identify the differences between Arabic and English regarding the consonant cluster.

While you read:

1. Find out what the text is about.
2. Match the main ideas a-c to the paragraphs 1-3.
 - a. Advantages of learning a foreign language.
 - b. The importance of studying the structure of the language.
 - c. The definition of a language.

Languages and Communication



1. Language is the instrument by which we shape and communicate our feelings and thoughts. Language systems are robust and fundamentally entrenched in the human experience. Generally speaking, our languages and the way we use them, shape the world we exist in. Structure and organization are the hallmarks of any language. Arabic, for example, is a Semitic language that is spoken by about 300 million native speakers. This language is characterized by its own spelling, grammar, and punctuation system.

Language system:

Linguistic elements used by a particular language (phonological, morphological, syntactic systems.)

2. No matter what language you study, many non-linguistic elements should be taken into consideration when learning any language. Learning a foreign language has a variety of advantages. A new foreign language develops one's cognitive competencies such as listening and speaking skills. When an individual acquires a new language, social interaction will be improved with foreigners who have different values, preferences, beliefs and attitudes. Learners will also reinforce their understanding of other nations' traditions, religions, arts, heritage and history. For example, learning a specific language is supposed to help you understand others better and to minimize stereotypes. Being in touch with others stimulates minds and minimizes ethnic and racial discrimination to the minimum. The more you communicate with people from different cultures, the more knowledgeable and experienced you will be.

3. Anyone who decides to learn a new language should initially study the basic rules of word combinations to form meaningful sentences. These sentences are of no value unless they enable an individual to be understood by others during the process of communication. Generally speaking, languages have different grammatical rules and structure. For example, verbs and adjectives in English have no suffixes when the gender of the subject is changed. However, Arabic requires different suffixes to be attached to verbs and adjectives based on the gender of the subject in the sentence.

Semitic

Relating to group of languages such as Arabic, Aramaic, Ethiopic, Hebrew, and Phoenician

3. Say if the following statements are true or false according to the text. Give reasons for all your answers.

1. Communicating with foreigners eradicates ethnic division.
2. Languages are a medium for conveying passions and thoughts.
3. Learning a foreign language minimizes racism.
4. German is a Semitic language.

4. What cultural elements may an individual acquire by learning a foreign language?

After you read:**Work with a partner to answer these questions.**

1. How do you change the verb and the adjective to agree with the subjects in Arabic sentences?
2. If you were in the position of the Palestinian Ministry of Education, would you choose a language other than English to be taught in Palestinian schools? Why/why not?

4. GET IT RIGHT**Gerunds and infinitives:****a. Study these examples to answer the questions that follow.**

1. Studying a foreign language means that you have to learn the basic rules of that language.
2. Learning a foreign language stimulates learners' tendency to travel abroad.
3. To travel to America requires fluency in the English language.
4. The linguist decided to give a training session on the vowel sounds of English.

b. Complete these sentences with one of the words in parentheses.

1. In sentences 1 & 2, the underlined present participle (-ing) form of the verb replaces (a subject, a verb, an object).
2. (A gerund/ An infinitive) is an -ing present participle form that names an activity rather than a person or a thing.
3. (A gerund/ An infinitive) is a verb form that functions as other syntactic categories in a sentence. It has the form 'to + verb without infinitive.'
4. In sentence _____, there is a verb that is followed by another to- infinitive verb.

c. Fill in the blanks with the correct form (gerund or infinitive) to complete these sentences.

1. I cannot imagine Ali _____ French fluently.(speak)
2. _____ as a teacher is always hard.(work)
3. Who is responsible for _____ the language lab?(damage)
4. The principal decided _____ the English language final exam. (postpone)
5. _____ a job these in many countries days is difficult. (find)
6. The student managed _____ writing his essay on time. (finish)



5. LISTENING & SPEAKING

a. Listen to the recording and decide if these statements are true or false.

Give reasons for all your answers.

Learning a new language: <https://www.youtube.com/watch?v=jss8Pe6xS9A>

1. John and Matt applied to colleges for their higher education.
2. Jim has been able to convert his application into admission successfully.
3. Matt has been able to join another college successfully.
4. Matt, during his free time, was interested in learning a foreign language.
5. John is as intelligent as Matt.

b. Work with a partner. Listen again and complete the following sentences.

1. Learning a new language and the _____ helped John immensely.
2. Learning a new language also helped John sharpen his _____ and life skills.
3. Learning a new language enhanced John's chances of studying _____ at the best universities.



Tip

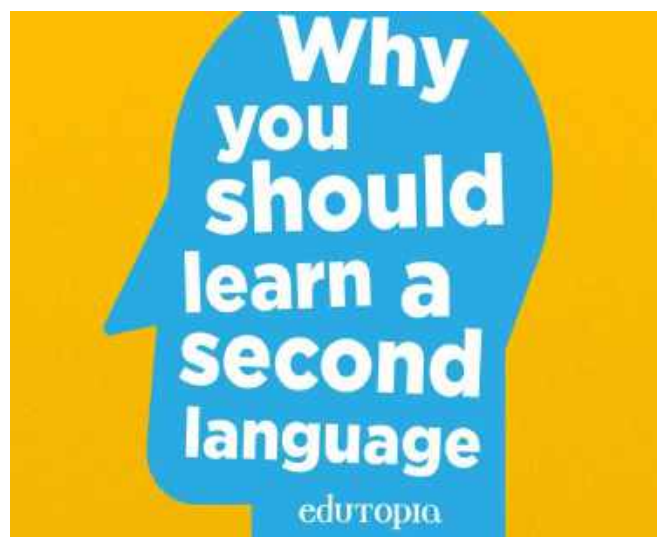
1. Access the link below at home to watch the video on 'Top 10 Arabic words/ phrases of Palestinian Arabic'. then answer these questions:

- a. What are the top 10 words or phrases used in Palestinian Arabic that are mentioned in the video?
 - b. What words/phrases are not common in your place of residence?
 - c. Write a list of the top 10 words/phrases used in your place of residence and try to explain their meanings in English.
2. In classroom, share your list with the other groups to negotiate the similarities and differences between the lists.
 3. In cooperation with all groups, create a similar list that includes the top 10 words/phrases repeated in the lists.

https://youtu.be/_gt3HFwxcyU

5B: LEARNING LANGUAGES & COMMUNICATION SKILLS

1. GETTING STARTED



a. Work with a partner to discuss these questions.

1. What languages are there in the first picture?
2. Describe what you see in the pictures above.
3. Which foreign language is the best to learn for jobs in Palestine? Why?
4. Why is it important to learn a foreign language?

Languages and Communication

2. VOCABULARY

a. Consult a monolingual dictionary to find the meanings of these words. Check them with your teacher.

- | | | | | |
|--------------|---------------|-------------------|---------------|--------------|
| 1. baffle | 2. contribute | 3. proficient | 4. majority | 5. intrinsic |
| 6. extrinsic | 7. paramount | 8. aforementioned | 9. discipline | 10. magazine |

b. Match the number of the vocabulary items from 2a with their synonyms below.

1. _____ : particular subjects learnt at a college.
2. _____ : said previously.
3. _____ : top, supreme.
4. _____ : internal.
5. _____ : regularly published thin book.
6. _____ : external.
7. _____ : participate.
8. _____ : annoy.
9. _____ : a large number of.
10. _____ : capable, skillful.

3. LISTENING

Before you listen:

a. Check your understanding of the following expressions with your teacher.

- | | | |
|-------------|-------------------|--------------------|
| 1. All ears | 2. Money-oriented | 3. Self-confidence |
|-------------|-------------------|--------------------|

Languages and Communication

While you listen:

- a.** Listen to the recording on the importance of learning the English language and read along with the conversation. Review the key vocabulary items and the three expressions.
- b.** Listen to the dialogue again, then answer these questions.
1. What are the advantages of learning a foreign language in the first years of one's life?
 2. What study skills may learners develop when they learn English?
 3. Why do some learners study the English language?
 4. For which political purposes is the English language used?
 5. What should Ahmad do to improve his English?

After you listen:

- a.** Work with a partner to answer the following questions.
1. How can you learn the English language fast?
 2. Why do you think Palestinians should learn the English language?
 3. What additional suggestions would you propose to help Palestinian learners improve their proficiency in the English language?

b. Inquiry-based learning

Work in groups of three students. Each group should interview 4-6 students to ask them one of the three questions below. After collecting data, each group meets the other groups to share answers. Finally, each group gives a presentation on the data collected to and the teacher provides students with feedback.

1. What are the advantages of learning the English language?
2. If you were asked to choose a foreign language other than English, which one would you choose? Why?
3. What were the main difficulties you encountered when you learnt the English language?

c. Discussion:

1. **Think:** How was your experience of learning the English language in Palestine?
2. **Pair:** Tell a partner and explain why it was a good or bad experience and what you usually do to improve your skills.
3. **Share:** Do a class survey and then report on what facilitates or hinders language learning.

4. LANGUAGE USE**Persuasive Language Techniques:**

Interlocutors usually use some persuasive language techniques to persuade others with their views. For example, they use adjectives, adverbs, appeals, everyday language, emotive words and repetition.

- a. Work with a partner and read the dialogue again to underline the words/phrases/sentences that represent each of these techniques.
- b. Your classmate thinks that the French language should replace the English language at Palestinian schools. Try to convince him that learning English is more beneficial to Palestinians than learning French. Use the techniques mentioned in the box above.

You can also use these persuasive expressions: I believe that..., Just think about..., Of course..., Surely..., Obviously..., Now..., I am speaking to you today because..., I am for/against..., Another thing...etc.,

5. GET IT RIGHT**More about prefixes: {mono-, bi- & multi-}:**

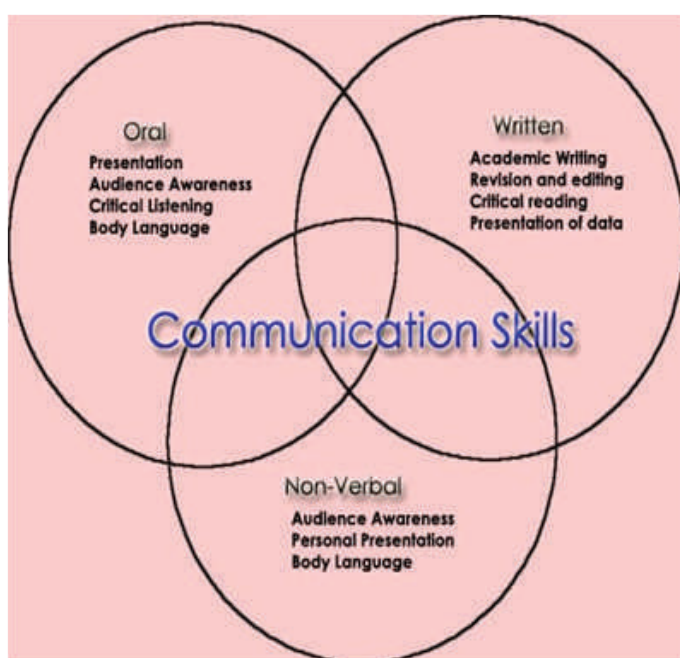
- a. Study these examples then answer the questions that follow:
 1. A monolingual child can master the English language faster than an adult.
 2. Montreal is a bilingual community in which French is used as the first language.
 3. Prof. Fadi conducted a study that aimed at investigating some sociolinguistic aspects in a multilingual community.
- b. Work with your partner to complete these statements:
 1. The prefix '*mono-*' means _____
 2. The prefix '*bi-*' means _____
 3. The prefix '*multi-*' means _____
- c. Write five words containing each of the prefixes above.

Languages and Communication

6. SPEAKING

a. Look at this picture to answer the following questions.

1. Name the communication skills that appear in the picture below.
2. What does each skill mean to you?
3. In your opinion, which of these skills are the most important ones. Why?
4. How many of these skills do you use?



b. Watch the video and listen to the dialogue that took place in a restaurant. Tick (✓) the communication skills practiced by the speakers.

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

A checklist on a yellow notepad with a spiral binding at the top. The title 'Checklist' is written in red. Below it are two columns of items, each preceded by an empty checkbox.

<input type="checkbox"/> active listening.	<input type="checkbox"/> open-mindedness.
<input type="checkbox"/> patience	<input type="checkbox"/> confidence.
<input type="checkbox"/> clarity and conciseness.	<input type="checkbox"/> respectfulness.
<input type="checkbox"/> confidence.	<input type="checkbox"/> eye contact.
<input type="checkbox"/> empathy.	<input type="checkbox"/> facial expressions.
<input type="checkbox"/> giving and soliciting feedback.	<input type="checkbox"/> friendliness.

c. Share your answers with a partner then share them with the class.

Role-Play



Work with a partner to play the role of a student who wants to join a training course offered by AMIDEAST for an opportunity to improve his/her English. Start a conversation with your partner who is the manager of the AMIDEAST office.

You can ask about these points: Class times, fees, native/non-native teachers, materials, duration of the course, the language skills addressed, tests, certificates, assignments, extracurricular activities, etc.

Jigsaw

1. Form groups of three students. Each member in each group should conduct an interview with another five classmates asking them one of the following questions.

Member 1: What verbal communication skills do you use?

Member 2: What non-verbal communication skills do you use?

Member 3: What communication skills do you think you need as a university student?

2. After data collection, get back to your class to discuss the data with those who have the same question.

3. Get back to your group to compare and contrast data.

4. The leader of each group delivers a short presentation on the data collected.

5. Write a well-organized paragraph using the information collected.

5C. BODY LANGUAGE

1. GETTING STARTED

Before you read:

a. Work with a partner to answer these questions.



1. Look at the image below and describe the facial expression of each person.
2. Describe each one's personality through his/her posture.
3. Do you consciously use body language while communicating with others? If yes, how?
4. Which one of these pictures reflect your personality?
5. Which body language do you usually use?

2. VOCABULARY

a. Consult a monolingual dictionary to find the meanings of these words. Check them with your teacher.

1. impact

2. rejection

3. gestures

4. convey

5. frowning

6. threatened

7. blinks

b. Match the vocabulary items from 2.a with their definitions below.

1. movements, signals.
2.influence
3.deliver
4. winks.
5. endangered.
6. refusal, denial.
7. scowling

3. READING

While you read:

a. Read this text and give a brief summary of the main ideas using your own words.

b. Match the main ideas a-c to the paragraphs 1-3.

1. The importance of body language. (__)
2. The nature of body language. (__)
3. Hidden passions and thoughts can be understood by body language. (__)



1. The concept of body language refers to non-verbal human communication that conveys a message to others. Body language is thought to express the real state of a person and is something that cannot be easily hidden. When a person is in a state of silence, the truth is that he is still in contact with the environment and the people around him. This happens through body language expressed in one's facial expressions, hand movements, miming, gestures, nodding heads and other movements.

2. Body language expresses feelings such as hate, love, rejection, approval, anger and confidence. Body language helps explain the spoken words we hear such as the tone of voice or the facial expressions. For example, a smile can indicate a good mood, and frowning may indicate the opposite. In many situations, facial expressions help show a person's true emotions. Therefore, if an individual says that s/he is fine, her/his facial expressions could indicate the opposite. In another situation, someone may say that s/he is strong and firm, but their facial expressions may indicate that s/he is threatened, and when the person blink-a lot, this may indicate that s/he is uncomfortable.

3. To sum up, it is so important to learn more about body language as it helps the whole process of communication through its impact on others. Understanding body language is a key part of successful human communication because it constitutes a high percentage of the process of communication between people.

After you read:

- a. What is body language?
- b. How can an individual learn the feelings of others from their body language?
- c. What do you believe these facial expressions mean?

1. Blinks: _____
2. Smiling: _____
3. Frowning: _____

4. GET IT RIGHT

Explicit rule: It is + Adjective + Infinitive

This grammar structure is used to give advice, recommendations or to suggest.

- a. Work with a partner to study the structure of the following sentences, then answer the questions that follow.

1. It is important to learn more about body language.
2. It is unacceptable to use so many hand movements while talking to others.

- b. Underline the adjectives and the infinitives in the sentences above.

- c. Rewrite the following sentences starting with the word/words provided while keeping to the meaning

1. It is not always easy to convey a message by using body language.

Conveying _____.

2. Choosing a facial expression to express a particular feeling is sometimes difficult.

It is _____.

3. It is impolite to wink at a lady like that.

Winking _____.

4. It is often hard to keep your lips closed while communicating with others.

Keeping _____.

5. Mastering body language skills to get a new job is possible.

It is _____.

6. Using so many gestures in a gathering is unacceptable.

It is _____.

5. LISTENING

a. Follow the link below and listen to a recording on body language - Change how people see you. Answer the embedded questions in the video.

(<https://www.youtube.com/watch?v=mPHFIE1xoX0>).

- A. What is open body language associated with?
- B. All of these are forms of the closed body except for one.
- Keeping hands in pockets.
 - Crossing hands.
 - Holding the arm of the other hand.
 - Keeping hands at sides.
- C. Say whether the following statements are true or false.
- T/F: Tilting your back up too much shows that you are arrogant.
 - T/F: Strong eye contact is a massive indicator of lack of confidence.
 - T/F: Showing giant teeth while smiling denotes nervousness.
 - What concepts do you need to keep in mind to be more attractive and gain more respect?

6. SPEAKING

Group-work

- 1.** Work in groups to answer the following question.

Do you think that body language helps you to communicate better with others? Give reasons.

Pronunciation:

- 1.** Listen to the recording and pay attention to the pronunciation of these consonant sounds.

/ʃ, tʃ, dʒ/.

- | | |
|--------------------------|-------------------------------------|
| 1. each /i:tʃ/ | 6. communication /kə,mju:nɪ'keɪʃən/ |
| 2. gestures /'dʒestʃəz/ | 7. social /'səʊʃəl/ |
| 3. religious /rɪ'lɪdʒəs/ | 8. location /ləʊ'keɪʃən/ |
| 4. gentle /'dʒentlɪ/ | 9. interaction /,ɪntər'ækʃən/ |
| 5. culture /'kʌltʃə/ | 10. initiate /ɪ'nɪʃ.i.əɪt/ |

7. Project-based learning

BUILDING SKILLS. Preparing for group discussion.

Being well-prepared will always help you to successfully participate in a discussion. Follow these hints before you start.

- Think about your opinion and what you want to say.
- Prepare key points that are closely relevant to the topic.
- Write down keywords and phrases in English

Preparation: Work in three groups to conduct the following activities. Each group should discuss the data collected with the other two groups.

Group One: Observe your classmates for two days and write down all the types of body language used by them.

Group Two: Interview 10 of your classmates to ask them about the body language they usually use.

Group three: Design a survey and distribute it to 15 students. Tick the body language they usually use while communicating with others.

At the end, each group should write a report on the data collected to give presentations and get their teacher's feedback.

7. WRITING

Write a well-developed paragraph on one of these topics:

1. The importance of body language in personal communication.
2. The importance of body language in classroom teaching.

You may get benefit from these terms (Touch, Proximity, Head nods, Facial expression, Gesture, Posture, Eye contact etc.)



TABLE OF CONTENTS

Unit 6

Entertainment	90
Preview	92
Objectives	92
Intended Learning Outcomes	92
6 A. Movies	93
Getting started	93
Vocabulary	93
Reading	94
Pronunciation	96
Get it Right	97
Language use	99
Writing and Speaking	100
Listening	101
6 B.Traditional Games	102
Getting started	102
Vocabulary	102
Listening	103
Get it Right	103
Listening	104
Writing and Speaking	104
Speaking and Listening	105
6 C. Popular Tales	106
Getting started	106
Vocabulary	106
Reading	106
Get it right	108
Language use	108
Listening	109
Writing	109

PREVIEW

This is the sixth unit in this textbook. We hope you will find it both interesting and useful. The reading texts in this unit are about the history of Palestinian movies and Palestinian folktales. These reading texts are followed by a number of various types of integrated exercises and activities that cover the four skills of listening, speaking, reading, and writing. This unit also contains a variety of language functions and activities meant to improve your overall competence in English.

Unit Objectives

Upon completing of this unit, students will be able to:

1. Use a variety of reading strategies (skimming and scanning, making inferences recognizing and interpreting the structure of texts)
2. Identify the main ideas of the assigned reading texts
3. Acquire new vocabulary items/expressions related to movies, traditional games, and popular tales from the reading texts
4. Demonstrate an understanding of grammatical structures (passive construction relative clauses, will, be-going to and Present continuous)
5. Listen to texts on languages, and do tasks based on them
6. Understand and produce correctly the language functions discussed in the units.

Intended Learning Outcomes

Upon completing of this unit, students will be able to:

1. Practice the grammar skills involved in writing a short story
2. Demonstrate proper pronunciation of English short and long vowels
3. Recognize and produce correctly the sounds discussed in this unit
4. Write a short paragraph
5. Utilize different types of Palestinian folktales, such as Zariel E-ttool
6. Categorize different types of Palestinian traditional games, such as The Commander and Executioner.

6A: MOVIES

1. GETTING STARTED

Look at the following pictures. What do you think they are about?



2. VOCABULARY

- a. Before you read, check these words with your teacher or in your online dictionaries. Write their definitions in the table below.

occupation	
documentaries	
resistance	
uprising	
infrastructure	
filmmakers	

- b. Match the words in column A to their synonyms in column B.

	A	B
	film	a. allocated
	revolution	b. dominant
	attention	c. background
	awarded	d. regulations
	powerful	e. movie
	context	f. consideration
	restrictions	g. profitable
	commercial	h. rebellion

3. READING

a. Before you read:

1. What are the most well-known Palestinian movies?
2. Do you know any Palestinian directors? If yes, mention his/her name.
3. Have you ever watched any Palestinian movies?
4. Do you know anything about the origins of the Palestinian movies?
5. Have you ever been to any Palestinian cinemas?

b. While you read:

Match headings (a-f) to paragraphs (1-6).

- a. The effects of occupation on the film industry in Palestine (____)
- b. The difficulties that the Palestinian film industry faces (____)
- c. The role of cinema in modern society (____)
- d. The first Palestinian production company (____)
- e. The effects of cinematic infrastructure on the Palestinian film industry (____)
- f. The cinema industry in Palestine revived and emerged again after the first uprising (____)

jigsaw activity:

The students are divided into five jigsaw groups. The groups should be diverse in gender and ability. A student is assigned from each group as the leader. Initially, this person should be the most mature student in the group.

The first student takes paragraph one, the second student takes paragraph two, the third student takes paragraph three, the fourth student takes paragraph four, the fifth student takes paragraph five, and the sixth student takes paragraph six.

The students are given time to read over their paragraphs at least twice and become familiar with them.

Form temporary “expert groups” by having one student from each jigsaw group join other students assigned to the same paragraph.

Students back into their jigsaw groups and present their paragraphs to the group.



1- Like so many other aspects of our lives, Palestinian cinema has been and still is heavily influenced by the occupation. History reveals that the first Palestinian movie was produced in 1935 by Ibrahim Hassan Sirhan, who in 1945 set up the Arab Film Company, believed to be the first Palestinian production company. Unfortunately, its life was cut brief in 1948, and the movies that had been produced are nowhere to be found nowadays. Within the two decades taking after the Nakba, Palestinian film production was bashful, if existent at all. It was not until the late sixties, after the Naksa of 1967, that Palestinian cinema has risen once more. Over a few years, more than sixty movies were produced, most of them Palestinian revolution-related documentaries.

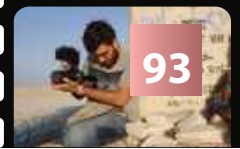
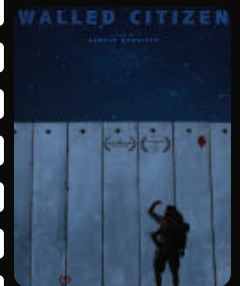
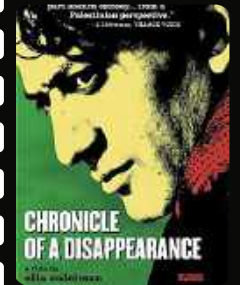
2- From the late seventies until the first Intifada (1987), the cinema scene in Palestine witnessed the generation of more documentaries which were about resistance and occupation. In 1987, Palestinian cinema received a universal consideration when Michel Khleifi's *Wedding in Galilee* was granted the International Critics Prize at the Cannes Film Celebration. After a short break during the Intifada, the cinema industry in Palestine resuscitated and emerged once more. A few Palestinian movies have since received universal basic approval, among them *Chronicle of a Disappearance* (1996) by Elia Suleiman.

3- Cinema has a dominant role in modern society. It is not only a form of art and a supporter of a nation's economy but also an essential educational tool. Movies can influence society's values and habits, and as an apparatus for cultural guidance and enlightenment, they can raise culture within society's awareness. Within the Palestinian context, movies also have a political function and can be considered as a vital means of resistance, using creative and artistic expression to portray the experience of Palestinians both in the diaspora and under occupation.

4- Nowadays, there is a growing demand need for locally-produced Palestinian movies, as Palestinian cinema is influenced by numerous challenges that stand in the way of it emerging in the local and international movie scene. Most important among these challenges are the lack of a cinematic infrastructure, lack of funding, poor viewership, and the restrictions that are related to the occupation.

5- The shortage of cinematic infrastructure is among the largest obstacles for the Palestinian filmmaking industry on its way to full blossom – despite the capacity shown by local filmmakers. As there are no local film schools, nor film studios, the Palestinian filmmaking industry lacks high-quality filmmaking equipment and crews. As a result, Palestinian filmmakers find themselves encountered two difficult options: renting equipment from occupier, an option that many filmmakers find objectionable for political and ethical reasons, or outsourcing, by hiring an international crew (with high salaries). The lack of cinematic culture, poor audience responses, and a lack of demand for independent films are other challenges Palestinian filmmakers face. These are challenges for most indie filmmakers. With films that are produced by Bollywood, Hollywood, and other commercial companies occupying our screens, the usual viewer has become used to consuming what is being provided and is not searching for content outside his or her small screen.

6- Last but not least, the occupation exerts a strongly limiting influence on Palestinian cinema. With the geographical separation between the West Bank, Jerusalem, Gaza, and the areas occupied in 1948, and restrictions on movement scouting locations and shooting a movie can be a great challenge because many locations are unapproachable for filmmakers who have a Palestinian ID.



c. After you read

a. Say in two sentences what the text is about.

b. Say whether the following statements are True or False according to the text. Give reasons for all of your answers.

1. The first Palestinian movie was made in 1945.
2. Elia Suleiman was one of the early Palestinian actors.
3. Many Palestinian films have since received international critical acclaim.
4. Films influence society's values and habits, and as tools for cultural guidance.
5. Palestinian filmmakers did not need to hire an international crew.
6. Locations and shooting a film can be a tremendous challenge because many locations are inaccessible for filmmakers with a Palestinian ID.

d. Pronunciation

Word Stress for Compound Words:

A. Compound nouns

A compound noun is a noun made out of two nouns that form one word. In a compound noun, the strong stress is on the stressed syllable of the first word.

Examples:

SEAfood (sea + food)

ICEland (ice + land)

TOOTHpaste (tooth + paste)

FOOTball (foot + ball)

BASketball (basket + ball)

B. Compound adjectives:

A compound adjective is an adjective made of at least two words.

Often, hyphens are used in compound adjectives. In compound adjectives, the strong stress is placed on the stressed syllable of the second word.

Examples:

ten-MEter

rock-SOLid

fifteen-MInute

old-FashIoned

C. Compound verbs:

A compound verb is when a subject performs two or more verbs. The stress is on the second or the last part.

Examples:

Matilda loves bread but deTESTS butter.

Sarah baked cookies and ATE them up.

Dogs love to eat bones and they love to DRINK a lot of water.

D. Compound Nouns:

A compound noun is a noun that is made with two or more words. A compound noun is usually [noun + noun] or [adjective + noun], but there are other combinations.

Examples:

PROject manager

BOARD member

Exercise:

Underline the compound nouns in the following sentences and then read them with the correct word stress.

1. She heard a blackbird singing.
2. Put the seedlings in the greenhouse until they are taller.
3. Clean the blackboard, please.
4. I can't install this software on my PC.
5. Put the clothes in the red washing machine.
6. The water will overflow and come out through this overflow pipe.
7. They need to go to the market before they leave for the airport.
8. She is waiting at the bus station on the main highway.
9. I came straight out of the swimming pool and into the living-room to answer the telephone.
10. My new raincoat isn't waterproof.
11. Traffic-lights are confusing because I'm color-blind.
12. I like to get up at sunrise.

4. Get it Right

Passive Sentences:

a. Study the following sentences, and notice the passive verb forms in italics.

1. The first Palestinian movie *was produced* in 1935 by Ibrahim Hassan Sirhan.
2. Palestinian cinema has been and still *is heavily influenced* by the Israeli occupation.
3. Over a few years, more than sixty films *were produced*.
4. Palestinian cinema *is affected* by many challenges.
5. Sirhan had to flee Jaffa after the town *was bombarded*.

Notice that the passive is used in the following situations.

1. When the doer of the action (i.e. agent) is not known.
2. When the agent is so explicit that there is no need to mention it.
3. When the speaker is more interested in the object than the agent.
4. When the speaker intends not to reveal the identity of the agent.

Active and passive verbs forms:

Passive sentences are formed in this way:

Object + Passive V + (By + agent)

The house was painted by Ali

Notice the structure of active sentences:

Agent + Active V + Object

Ali painted the house

Active and passive verbs forms

Tense	Active	Passive
1. Simple present	write	(is) written (are) written
2. Simple past	wrote	(was) written (were) written
3. Present perfect	has written have written	(has been written) (have been written)
4. Past perfect	had written	(had been written)
5. Present continuous	is writing are writing	(is being written) (are being written)
6. Past continuous	was writing were writing	(was being written) (were being written)

Exercise:

b. Mark if the sentence is in the active or passive voice.

1. The cinema was shut down by the police. _____
2. We had been given the wrong tickets. _____
3. She wishes she had been there. _____
4. He might not have been paying attention. _____
5. He should not have been asked to pay. _____
6. New regulations on cinemas will be introduced next spring. _____

C. Change active sentences into passive voice.

1. They will show my best film at this cinema.

_____.

2. When we were in the cinema, a strange man was watching us.

_____.

3. In this movie, the hero sent the documents to the wrong address.

_____.

4. Actors speak English in most parts of the movie.

_____.

5. The director has spent millions of Euros in Europe in the last few years

_____.

6. This cinema performs excellent movies.

_____.

5. Language Use

Describing a Town or City:

If your friend visits a country that you have not visited yourself, what types of questions would you ask about the country when he returns home? Naturally, you will ask questions about the location of that country, its population, the language(s) spoken there, the main cities of that country, etc. You may also ask about the economy of that country and the traditions of its people. Finally, you may ask about special places that are worth visiting in that country.

a. Match these words with the pictures that follow.

a hospital
a park

a restaurant
a cinema

a school
a shop

a hotel
a zoo

















Entertainment

- b.** Write five more things you might find in a town or city.
- c.** List the things you can find in your town or city.
- d.** Are the nouns in exercises (b) and (c) singular or plural?
Categorize the nouns by writing them down.

Singular nouns: _____

Plural nouns: _____

There *is/are* is used to describe things that exist in a particular place.

Example: There is a school in my town.

In my city, there are shops and hotels.

- e.** Complete the rules by circling the correct words.
1. There (is/are) is used for singular nouns and the negative form is there (isn't /aren't).
 2. There (is/are) is used for plural nouns and the negative form is there (isn't/aren't).

6. Writing and Speaking

Think-pair-share

Write five sentences about Palestinian movies. Once done, pair up with a classmate and discuss your sentences. Then, share your sentences with the rest of the class.

7. LISTENING

Watch and listen to this video <https://www.youtube.com/watch?v=hwpchsSe5dI>, then answer the following questions.

a. Decide about these sentences if they are True or False. Correct the false ones.

1. There are many film productions in the Gaza Strip.
2. Maryam Salah taught herself to make fake blood for Palestinian films.
3. Salah creates her special effects in two to twenty minutes, depending on their size and complexity.
4. She learned more advanced effects through the internet by watching YouTube and other Western websites.
5. Make-up artists in Gaza tend to be women.

b. Watch and listen again. Fill in the gaps with these words.

platforms determination Facebook horror movies figure out French

1. Maryam Salah is creating horrific looking injuries on actors taking part in a project by _____ charity.
2. She learned by watching _____.
3. She was able to _____ simple effects just by looking at the piece.
4. There are not many _____ in Gaza for artists.
5. She only shared her work on _____ or the social network Instagram.
6. Miriam has _____ to continue and reach the international level.

6B: TRADITIONAL GAMES

1. GETTING STARTED

a. Look at the following photos. What do you think they are about?



b. Work in pairs. Discuss these questions.

1. What are the most well-known traditional games in Palestine?
2. Have you ever played any of them? If yes, what is it?
3. Do children in your town/ city play traditional games?

2. VOCABULARY

Before you listen, check these words with your teacher or in a dictionary.
Write their definitions in the table below.

traditional	
historian	
commander	
aggressive	
universal	
homegrown	

3. LISTENING

Listen to the dialogue between a reporter and a Palestinian historian click here to play and then answer the following questions.

<https://drive.google.com/file/d/1p8b0HJ9hHO8CqhQ2vfnEYsn4l74P-2nx/view>

a. Are these sentences True or False?

1. The historian is talking about traditional games in Palestine.
2. All of the traditional Palestinian games are entirely homegrown creations.
3. The traditional game Catch is similar to hide and seek game.
4. The Executioner is a bit violent game.
5. The Commander traditional game does not require a great deal of concentration.
6. The alphabet game is a very intelligent one.
7. The fisherman game is the most famous traditional game among children.
8. The arms pulling game seems to be aggressive.

b. Listen again. Fill in the gaps with the correct word.

1. In catch game, the catcher should _____ after players and touch their heads.
2. In the executioner game, players write _____ on small pieces of paper.
3. In the commander traditional game, the commander and the rest of the players will agree on _____.
4. The alphabet game is a very intelligent game and it helps children to be _____.
5. The Jalul game is played by using two _____: index and thumb.
6. The fisherman game is very entertaining for both _____ and _____.
7. In the arms pulling game, _____ players split into two teams.
8. Hajla is the most famous game among _____.

4. Get it Right

The Future: Will, be-going to, and Present continuous:

a. The following paragraph was taken from the above interview. Study it then fill in the gaps in these rules with will, be-going to and present continuous.

Reporter: today, we **are interviewing** a Palestinian historian. He **is going to** tell us about some traditional games in Palestine. We **will** start our meeting with a brief introduction about the traditional Palestinian games.

1. We use _____ when we decide to do something at the time of speaking.
2. We use _____ when we already have a plan or an intention to do something.
3. We use _____ when we have an arrangement with another person.

b. Look at the following sentences, then choose the correct verb forms in these rules.

1. In the Commander's traditional game, if the victims start complaining, You will never listen to them.
2. Children are drawing on the ground. It seems that they are going to start playing hajla.

Entertainment

- We use **will / be-going to** for a prediction that is based on present evidence (something we can see now).
- We use **will / be-going to** for a prediction that is a personal opinion and is not based on present evidence.

C. Read the following sentences then put the verbs in the correct future tenses.

1. Sami _____ a friend tomorrow in order to play hajla .(meet)
2. I think it _____ soon, so let's delay our match.(snow)
3. Perhaps I _____ your town one day, and then we can play our favorite game .(visit)
4. What time _____ tomorrow?(leave/you)
5. Who _____ the next match? (win)
6. I'm sure you _____ the competition next week. (not fail)
7. I _____ my old friends at the week-end. (visit)
8. They _____ for the match tonight.(come)
9. Look at those clouds, it _____ (rain). You are right, let's finish the game.

5. LISTENING

a. Watch and listen carefully to this video, <https://www.youtube.com/watch?v=fZzswQaICfM> then circle the correct choice.

1. When you play the game, you first need to draw a **ten/eight** square hopscotch.
2. The first player stands at the starting position in front of the **first/ second** square.
3. One player then Hobbess over square one and goes up the course landing with one foot in each square where there are **two/three** squares next to each other.
4. They pick up their shooter return to the start position and **must/must not** throw it to land on the second square.
5. You have to do all of the even numbers **forwards/ backwards**.

6. WRITING AND SPEAKING

Write a short paragraph about a well-known traditional game in Palestine. You can write in pairs or in groups.

7. Speaking and Listening

Project-Based Learning Task:

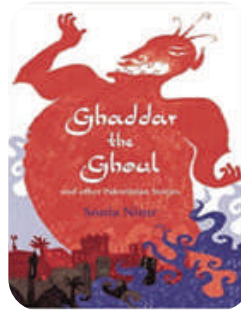
Water Crisis in Palestine

Prepare a presentation about water crisis in Palestine and how it affects the daily lives of Palestinians. Propose solutions to this problem. Present it to the class.

6C: POPULAR TALES

1. GETTING STARTED

a. Look at the following pictures. What do you think they are about?



2. VOCABULARY

Match these words with their meanings.

	folktale	a- storyteller
	madhafah	b- one-stringed violin-like instrument
	hakawaaty	c- tale circulated orally among a people
	rababa	d- brazier
	kanoon	e- guest house

3. READING

a. Before you read:

Answer the following questions

1. What are the most well-known Palestinian folktales?
2. Have you ever listened to any of them? If yes, what is the title of this tale?
3. Can you mention some titles of the Palestinian folktales?

b. While you read:

Match the following statements (main ideas) with paragraphs (1-5).

- a. "Ataba & Zariif E-ttool" is a famous folktale in Palestine ()
- b. Ataba and Zariif represent most of the Palestinian and Arabic morals and traditions ()
- c. The storyteller can be a grandfather or someone else who knows stories ()
- d. "Ataba & Zariif E-ttool" was told in different places in Palestine ()
- e. Folktales were means of entertainment in Palestine ()

Entertainment



1- The folktale in Palestine was the major nightly entertainment in the early days before television and radio. The storyteller was usually the grandfather, the grandmother, or one of the parents. In every town, there used to be what was called madhafah, **where visitors to the town would stay and be welcomed.** The Hakawaaty, **who was the entertainer in the madhafa,** would tell the audience a story while playing a soft tune on his rababa. The Hakawaaty would tell stories such as Kulaib and Zeer, Abu Zeid, 'Antar, Arabian Night, and other short ones he might have heard in other towns.

2- The family would enjoy their story-time at night, especially in the winter. The children would be sitting around the kanoon while the grandfather, grandmother, or whoever is the storyteller would be telling the story of that night.

3- One of the most well-known Palestinian tales is "Ataba & Zariif E-ttool". The story happened **when Ataba's father refused to accept Zariif because he was poor.** Ataba is the symbol name for the lovely, Palestinian, beloved young lady. Zariif E-ttool is the symbol name for the handsome, courageous Palestinian young man. Not necessarily the beloved one, but also the strong fighter who defends his country.

4- Those two characters were presented in the Palestinian culture through dances, songs, and tales. No matter in which shape they appeared, their story was the same. The songs **which tell the same story as the tales** and the dances reflected the way each or both of the characters felt. Ataba and Zariif carry most of the Palestinian and Arabic morals and traditions.

5- It is a love story that shows the difficulties Zariif E-ttool had to face and pass through to win his beautiful beloved Ataba. Who was, during the same time, waiting and yearning for the courageous Zariif. The story was told in different cities and villages around Palestine and in different ways.

c. After you Read:**a. Are these sentences True or False? Correct the false ones.**

1. The storyteller was only the grandfather, or the grandmother.
2. Television and radio vanish the habit of story-telling.
3. Ataba & Zariief E-ttool" was presented in the Palestinian culture through dances, songs, and tales.
4. Ataba and Zariief carry most of the Palestinians and Arabic morals and traditions.
5. Zariief E-ttool and Ataba were close friends.
6. The story was told in different cities and villages around Palestine and in different ways.

b. Read the text again. Say in two sentences what it is about.**4. Get it Right****Relative clauses with who, that, which, whose, where and when.**

- We often use relative clauses to say which person, thing, place, etc. we are talking about.

Look at the relative clauses in bold in the article. Fill in the gaps with who, that, which, where, and when.

In relative clauses we use:

1. _____ or _____ for people.
2. _____ or _____ for things.
3. _____ for places.
4. _____ for times.
5. _____ for possessives.

a. Fill in the gaps with who, that, which, where, and when. There can sometimes be more than one possible answer.

1. Most of the stories _____ I listen to are about Arab heroes.
2. I have some friends _____ like listening to old stories.
3. The story _____ I listened to last night was really boring.
4. I tend to go to madhafah _____ they tell stories.
5. Winter is the time _____ I always enjoy listening to stories.
6. I know a place _____ you can visit and listen to a Hakawaaty.
7. I don't know anyone _____ stories are really interesting.
8. There's at least one person in each family _____ can tell a story.

5. language Use**Proverbs:**

A proverb is a short popular saying that people often use to give advice or to tell something about human life. Study the following English proverbs and think of similar ones in Arabic

a. Study the following English proverbs and think of similar ones in Arabic.

1. Half a loaf is better than no bread.
2. A man is not a man until he has a son.
3. Still waters run deep.
4. You cannot make an omelet without breaking eggs.
5. Practice makes perfect.

b. Look for the meanings of these proverbs.

1. Necessity is the mother of invention.
2. There is no smoke without fire.
3. Birds of a feather flock together.
4. A bird in a hand is worth two in the bush.
5. It is the last straw that breaks the camel's back.

6. LISTENING

- a. Watch and listen to this short story <https://www.youtube.com/watch?v=ki6ZmpTBzcY>**
Write a short paragraph to summarize it.

7. WRITING

- a. Write a blog post about Palestinian folktales. When you finish, read your blog to your classmates.**



English **102**

Unit **7**

TABLE OF CONTENTS



Get Healthy	108
Preview	110
Objectives	110
Intended Learning Outcomes	110
7A. Exercise and Nutrition	111
Getting started	111
Vocabulary	111
Reading	112
Get it right	113
Language use	115
Listening	115
7B. Sports	115
Getting started	115
Vocabulary	115
Listening	116
Get it right	117
Language use	118
Listening	118
7C. Keep Fit	119
Getting started	119
Vocabulary	119
Reading	120
Get it right	121
Language use	122
Writing	122

PREVIEW

Dear students, this is the seventh unit in your textbook and it covers several concepts related to the theme of **getting healthy**. This unit consists of the following sections: (7A) Exercise and Nutrition, (7B) Sports and (7C) Keep Fit. The activities of each section entail the four skills of language learning—listening, reading, speaking, and writing; in addition to vocabulary, grammar, pronunciation and language use as they present an array of topics relevant to nutrition and health maintenance.

Unit Objectives

Upon completion of the unit, students are expected to:

1. Acquire new vocabulary items/expressions related to health/nutrition from assigned reading texts.
2. Use new vocabulary items in speaking and writing
3. Locate unfamiliar words in a text and determine their meaning using a variety of strategies (e.g. prior knowledge, context clues, making use of word formations)
4. Use a variety of reading strategies (skimming and scanning, making inferences, recognizing and interpreting structure of texts) to be able to demonstrate comprehension of reading texts
5. Use listening texts as sources of language input through listening to short, controlled texts containing language items related to health and nutrition
6. Utilize a number of different technologically-supported tasks (embedded questions in videos, creating videos, etc.) to maximize their learning

Intended Learning Outcomes

Upon completion of the unit, students will be able to:

1. Identify the main idea of a level-based reading text
2. Demonstrate proper pronunciation of key English sounds (-ed verb endings)
3. Demonstrate an understanding of grammatical structures (participial adjectives, past continuous vs. present perfect continuous, and linking words).
4. Practice the grammar skills involved in writing a well-developed informative paragraph for blogs.
5. Exchange information with peers in light of the unit theme via communicative tasks (peer assessment; think, pair, and share; and jigsawing).

7A: EXERCISE AND NUTRITION

1. GETTING STARTED



a. Speaking:

Work with a partner to discuss the following questions.

1. What do you see in the pictures above?
2. Do you exercise? How often?
3. How can a person maintain a healthy diet?

2. VOCABULARY

a. Use a dictionary to find the meanings of the following vocabulary items. Check them with your teacher.

- | | |
|--------------------|---------------|
| 1. drifting away | 7. slogans |
| 2. opting for | 8. prominent |
| 3. prepackaged | 9. ingestion |
| 4. confectionaries | 10. processed |
| 5. gimmicky | 11. deprived |
| 6. catchy | |

b. Match the number of the vocabulary items from 2a with their definitions below.

1. _____ leading, significant, or well-known
2. _____ a term used to describe a tune or phrase that is easy to remember
3. _____ not having or lacking the essential qualities or properties to function
4. _____ moving away from something
5. _____ a term used to describe an ingenious device, scheme, or method designed to grab attention or increase appeal
6. _____ a short phrase that is easy to remember, usually used in advertisements
7. _____ a term used to describe foods that contain additional substances such as artificial colours, flavours, preservatives, etc.
8. _____ making a choice
9. _____ a term that describes foods that have already been prepared and they are ready to eat or only have to be heated
10. _____ to put food or other substances into your body
11. _____ candies or sweets

3. READING

Before you read:

a. Answer the following questions.

1. Look at the image in the article. What do you see?
2. How often do you eat junk or fast food?
3. Do you think that they have great nutritional values?

While you read:

a. Read the text about nutrition in Palestine. Rephrase the main ideas of the text.

Nutrition in Palestine

- 1 During past few years, nutrition and health in Palestine have changed immensely. The overwhelming majority of Palestinians are slowly drifting away from healthy eating habits, opting for an **increased** intake of processed foods containing high levels of sodium, sugar and fat. Not to mention, fresh produce have been replaced with canned goods and **prepackaged** meals in many Palestinian
- 5 households. Ready-to-eat meals have become quite popular as well since numerous restaurants all over the country offer free delivery services. Even children in various Palestinian communities have their eyes set on confectionaries and junk food that is advertised on TV, falling for the traps set up by gimmicky packaging and cool, catchy slogans. Teenagers are also doing their share by adhering to these toxic eating trends with an excessive consumption of energy drinks that offer no nutritional value
- 10 whatsoever.

- 11 According to the Palestinian Ministry of Health, iron-deficiency and type 2 diabetes are the most prominent nutrition-related conditions in the West Bank and Gaza. The former is mainly caused by a low consumption of food sources containing iron, whereas the latter is correlated with an increased intake of sugar. The ingestion of
- 15 processed foods may lead to countless health problems since the body is deprived from the essential nutrients and vitamins it needs to function properly. It may seem as if Palestinians are simply following eating trends that are advertised on TV, yet little do they know that an overload in poor-quality ultra-processed
- 20 foods simply leads to the increasing frequency of diseases and a compromised health.



After you read:

a. Read the text again. Answer the following questions.

1. What caused a change in the eating habits of Palestinians?
2. Name some examples of unhealthy eating habits mentioned in the text.
3. According to the text, how are children tricked by junk food advertising?
4. What are the two health-threatening diseases that affect Palestinians?
5. Why does unhealthy eating put people's health at risk?

Pronunciation Review: -ed Endings

a. Look back at the text and examine the words in red. Check the pronunciation of these words with -ed endings with your teacher. Which -ed endings are pronounced as /t/, /d/, or /ɪd/?

1. _____ increased: /ɪnˈkriːst/
2. _____ prepackaged: /ˌpriːˈpækɪdʒd/
3. _____ related: /rɪˈleɪtɪd/
4. _____ deprived: /dɪˈpraɪvd/
5. _____ compromised: /ˈkɒmprəmaɪzd/

4. GET IT RIGHT

Participial Adjectives (-ed/-ing):

a. Explicit rule:

A participial adjective is a traditional term for an adjective that has the same form as the participle (that is, a verb ending in -ing or -ed/-en) and that usually exhibits the ordinary properties of an adjective.

GET HEALTHY

b. Find the participial adjectives in the text that mean the following:

1. very large or great (line 2)
2. connected with something (line 12)
3. growing or being big in number (line 20)
4. unable to function properly (line 21)

c. Work in groups. Study the following pairs of participial adjectives and differentiate between them. Then use them in meaningful sentences.

shocked , shocking / disappointed , disappointing / bored , boring

5. LANGUAGE USE

Giving Instructions (Using the Imperative Form)

a. Study the following instructions and answer the questions that follow:

- Drink at least 8 glasses of water each day.
- Perform a 30-35 minute workout on a daily basis to lose weight.
- Eat 3 balanced meals throughout the day.
- Avoid foods with high levels of sugar and fat.

1. What form is used when giving instructions?
2. How do we make the imperative?

6. LISTENING

Mayo Clinic Minute: Foods to Fuel your Workout:

a. Listen to the Mayo Clinic's pre-workout tips using the following link:
(<https://www.youtube.com/watch?v=hOqtCgFzanQ>). Answer the following questions.

1. What is the main source of energy that your body needs before working out?
2. List 3 pre-workout tips mentioned in the recording.
3. Which foods contain natural carbohydrates?

b. Think, Pair, and Share: Giving Tips

1. **Think:** Imagine that you work as a personal fitness trainer at a local gym.
2. **Pair:** Work with a partner and make a list of workout and nutrition tips for gym members trying to lose weight.
3. **Share:** Share your tips with the rest of the class.

7B: SPORTS

1. GETTING STARTED

a. Speaking: Work with a partner to discuss the following questions.



a. Speaking: Work with a partner to discuss the following questions.

1. Look at the pictures above. What sports are being played?
2. What do you know about the famous athletes in the photos?
3. What is the most popular sport played in your country?
4. Name some popular Palestinian athletes.

2. VOCABULARY

a. Check the following vocabulary items with your teacher. Do you know what they mean?

- | | |
|-----------------|---------------|
| 1. nagging | 5. squeak out |
| 2. keep up with | 6. root for |
| 3. slip by | 7. boycott |
| 4. rally | |

b. Match the words in Column A with their synonyms in Column B.

Column A	Column B
1. nagging	a. reinforce
2. keep up with	b. cut off
3. slip by	c. unite
4. rally	d. keep pace
5. squeak out	e. pass
6. root for	f. aching
7. boycott	g. achieve

3. LISTENING

Before you listen

a. Check your understanding of the following idioms with your teacher.

1. **"be bounced out"** = be eliminated from
"Unfortunately, our team was bounced out of the tournament."
2. **"wrap one's head around (something)"** = to understand or comprehend or accept something
"I can't wrap my head around the fact that we lost the match."

While you listen

a. Listen to the dialogue between Montaser and Nizar about World Cup Football.

As you listen, complete the extracts below.

1. Nizar: I was quite _____ the minute I found out they will not make it to the second round.
2. Montaser: Well, it is what it is. I mean, at some point, every team is going to have injured players and they just have to face the _____.
3. Montaser: But, you have to admit that one of the players in your favorite team was aggressively _____ another player from behind.
4. Nizar: Oh, please! He was just trying to _____.
5. Montaser: You've got to be kidding, right? You are going to completely boycott the rest of the tournament just because your team got _____?

After you listen

a. Work with a partner and take turns retelling the events of the dialogue using your own words.

4. GET IT RIGHT

Present Continuous and Present Perfect Continuous

a. Study the bolded words. Which verb tenses are used?

1. To be honest, **I was watching** until my favorite team was bounced out of the first round of the match.
2. Not really. I don't think I can watch any more soccer after that painful loss. **I've been following** the football news online instead.

b. Tick (✓) the statements about the present continuous and present perfect continuous that are true. Correct the false ones.

1. We use the past continuous tense to talk about an action that started in the past and continues to the present and is usually used with for and since.
2. We form the past continuous tense with am/is/are + (verb + -ing).
3. The present perfect continuous and past continuous tenses can be used with state verbs.
4. The past continuous tense is used to show that an ongoing past action was happening at a specific moment of interruption, or that two ongoing actions were happening at the same time.
5. We form the present perfect continuous tense with has/have + been + (verb + -ing).

c. Fill in the blanks with the correct form of the verbs in brackets.

1. It (rain) _____ all week. I hope it stops by Monday so we can head to the football field and start practicing for the upcoming match.
2. You did not miss much. The coach _____ (demonstrate) new upper body strengthening techniques when you arrived.
3. What _____ (do) in the gym for the last 40 minutes?
4. When I tried to sort things out with the referee after receiving a red card, he _____ (not/listen).
5. My teammate _____ (feel) really ill recently.

d. Look back at sentences 3 and 5 in exercise 4c. How are questions in the present perfect continuous formed? How are the negative forms in the past continuous formed?

5- LANGUAGE USE

Sporting Expressions:

a. Study the expressions used to talk about sports in bold.

1. **At this stage in the game**, it looks as though anyone could win the football match.
2. **Give it your best shot** and you might win.
3. I've made my decision. **The ball is in your court** now.
4. During his match against Cristiano Ronaldo, it was clear that Lionel Messi **had the upper hand**.

b. Match the number of the sporting expressions from 5a above with their meanings.

- _____ try as hard as possible
 _____ now, at this moment
 _____ had an advantage, or better chance of succeeding
 _____ it is your turn to make a move or offer

6. LISTENING

Food Pyramid, Eating Healthy Lifestyle (Flipped Classroom Activity):

a. Follow the link (<https://www.youtube.com/watch?v=Bi5Pz8Dx9UY>) and listen to a presentation about the Food Pyramid and Eating Healthy. Answer the embedded questions in the video by filling in the blanks with the correct answer.

1. The food pyramid is a simple _____ guide to the types and proportion of food that we should eat every day for _____ health.
2. Using a food pyramid as a tool to follow different _____ and is a good start in the right direction.
3. The three layers in the food pyramid include the following: (1) the _____ layer, (2) the middle layer, and (3) the _____ layer.
4. To follow healthy eating guidelines, one should do as follows: (1) choose _____, (2) increase herbs and spices, and (3) _____ your salt and added sugar.
5. Some suggestions that can help you reduce your salt and sugar _____ include eating more home cooked meals, choosing frozen over _____ food or delay salting.
6. The 5 stages of change include the following: (1) _____, (2) contemplation, (3) preparation, (4) action, and (5) _____.

b. Create a short video (1-2 mins.) promoting healthy eating habits and upload your video on Moodle (e-learning platform).

7C: KEEP FIT

1. GETTING STARTED

a. Speaking

Work with a partner to discuss the following questions.



1. What do you see in the picture above?
2. How can we keep our body fit?

2. VOCABULARY

a. Check the following vocabulary items with your teacher.

- | | |
|------------------|-----------------|
| 1. misconception | 6. traumatic |
| 2. chronic | 7. fractured |
| 3. resident | 8. coma |
| 4. grievous | 9. feeding tube |
| 5. odds | 10. prognosis |

b. Match the number of the vocabulary items from 2a with their definitions below.

1. _____ a state of profound unconsciousness caused by disease, injury, or poison
2. _____ a term used to describe something that is so shocking and upsetting that it affects you for a long time
3. _____ a term used to describe a disease or illness that will continue for a long time and cannot be cured
4. _____ the probability that one thing is so or will happen rather than another

5. _____ a doctor's opinion of how an illness or disease will progress
6. _____ causing or characterized by severe pain, suffering or sorrow
7. _____ someone who lives or stays in a particular place
8. _____ broken or cracked
9. _____ a flexible tube passed into the stomach for introducing fluids and liquid foods into the stomach
10. _____ an idea which is wrong or untrue, which people believe because they do not understand the subject properly

3. READING

Before you read

a. Check your understanding of the following idioms with your teacher.

1- "more to (something/someone) than meets the eye" = used to describe a situation where some one or something is not as simple as they seem

"Sarah is known for being a shy and quiet employee, but when it comes to doing business, there's more to her than meets the eye."

2- "have your heart set on (something)" = determined to obtain or achieve a goal

"From an early age, he had his heart set on becoming a professional athlete."

While you read

a. Read about Huda's fitness success story. Then answer the questions that follow.

Antonian Charitable Society Resident Roots for Physical Well-Being through Fitness

Fitness is often considered a significant aspect of physical well-being, especially for senior citizens. A common misconception about physical well-being is that it is simply the absence of diseases. **However**, there is more to it than meets the eye. In order for one to reach a state of physical well-being, lifestyle behaviour choices that ensure a balanced state of body, mind, and spirit should be made. According to fitness experts, seniors can fight off chronic health conditions by keeping fit. Huda Sultan, a senior resident of the Antonian Charitable Society who suffered from a grievous injury, proved that with the right discipline and fitness plan, elders her age can overcome all the odds.



One morning as Huda was driving to work, she suffered from a traumatic car accident, leaving her with a fractured arm and leg. After the accident, she lost consciousness which lead her to lay in a coma for 6 months. When she regained her consciousness, she underwent intensive therapy for several years until she managed to regain most of her strength and was no

GET HEALTHY

longer in need of a feeding tube. **Nevertheless**, the doctors informed her that she would never be able to walk again due to the severity of her leg injury. **Despite** the prognosis, Huda teamed up with a fitness instructor and began walking every day and climbing up and down stairs to strengthen her leg muscles. She occasionally lifts weights to exercise her arms and does 100 sit-ups each day to tone her abdomen. Huda's success story continues to inspire many injured patients at the elderly home and proves that when you have your heart set on something, nothing can stand in your way.

1. What is the common misconception associated with physical well-being?
2. What does a person have to do to reach a stage of physical well-being?
3. How did the accident affect Huda's body?
4. What lead the doctors to inform Huda that she would never be able to walk again?
5. What did Huda do to regain her body's strength?

After you read

- a. Give a brief summary of the main ideas using your own words.

4. GET IT RIGHT

Linking Words:

- a. Look back at the text. Examine the words in red. What are they called? What is their function?
- b. Complete the table below by matching the linking words in the box with their functions. Use a dictionary when needed.

as a result
on the other hand
for example
in addition
therefore
to conclude
in contrast
to begin with / finally
to sum up
furthermore
for instance
on the contrary
first, second, third

Linking Word	Function
	to contrast/contradict information
	to provide examples
	to show a sequence
	to show cause and effect
	to add information
	to summarise

5. LANGUAGE USE

Expressions Showing Emphasis:**a. Study the following expressions used to show emphasis:**

1. I would like to draw your attention to ...
2. It should be emphasized that...
3. The significance of this is ...
4. We have to remember that...

b. Work with a partner and practise using the expressions of showing emphasis by completing the phrases from 5a above with your own ideas.

6. WRITING

Jigsawing – Blog Posts:

- a. Follow the link: <http://healthytipsresearch.com/the-benefits-of-healthy-habits/> and read the blog about healthy habits.**
- b. Class breaks into 7 groups and each group assigns an expert student. Each group will be given a main heading from the blog post “The Benefits of Healthy Habits”: (1) The Impact of Good Health, (2) Controls Weight, (3) Improves Mood, (4) Combats Diseases, (5) Boosts Energy, (6) Improves Longevity, and (7) The Takeaway. The groups will discuss the assigned topics and the expert students of each group will rotate and share the information with other groups regarding the contents of the blog post.**
- c. Imagine that you are creating a blog promoting healthy eating habits. Write an informative paragraph about the importance of healthy eating for Palestinian university students. Remember to use the linking words you learned in exercise 4b.**
- d. Upload your work on Moodle (e-learning platform) and comment on your peers’ articles in the discussion forum.**

5.1 Vocabulary

a. Replace the underlined words with a word that has a similar meaning from the list below.

native interaction attitudes discrimination thorough

- Students should begin reading their peers' essays with in-depth investigation of all linguistic errors.
- Indigenous groups identify with each other on the base of common similarities such as language, history and culture.
- Students' communication should be enhanced by designing online oral activities.
- Views towards learning new languages is varied from one community to another.
- Partiality is the intolerance of other views and beliefs that are different from yours.

b. Drag the words from the left column and drop them in the box beside their definitions on the right column.

Mime	agreement	
Approval	create	
Mood	signal	
Emotion	temper	
Constitute	passion	

5.2. Grammar

a. Put the verb into the gerund or the infinitive.

- She tried _____ (reach) the multilingual dictionary on the high shelf in the library.
- Would you stop _____ (read) aloud, I can't hear the recording well.
- I forgot _____ (proofread) my newly published article. It has some linguistic errors.
- My brother decided _____ (join) the French class. He is thinking of _____ (study) at Sorbonne University.
- The English language teacher completed _____ (edit) the last unit on time.

b. Rewrite the following sentences starting with the word/words provided and keeping to the meaning

1. Learning many languages is essential these days.
It is _____

2. It is of paramount importance to study non-verbal communication skills.
Studying _____

3. It is hard for Americans to pronounce the Arabic trilled /r/.
Pronouncing _____

4. Reading aloud in libraries is impolite.
It is _____

5.3 Listening

Listen to the dialogue in 5B again then answer the questions embedded in the video.

- What was the issue that annoyed Ahamad?
 - Learning a new language
 - Attending language classes
 - Watching some videos on foreign languages.
- T/F: The majority of learners learn English because they are self-motivated.
- Studying English is of _____ importance in most countries, and it has now become a _____ for obtaining job _____ for young people.
- Name the subjects that are taught in English at Palestinian universities.

5.4 Language Use

How can you persuade your friend to study English hard?

You can use these expressions: I can assure you that, I swear, I am telling you it is true, Honestly, I saw it with my own eyes, It's obvious, It's crystal clear, What do I have to do to convince you?, You won't regret it, etc.

6.1 Vocabulary

a. Match the following words with their definitions.

movie		(a) a movie or a television or radio program that provides a factual record or report.
cinema		(b) a person who directs or produces movies for the theater or television.
documentaries		(c) a theater where movies are shown for public entertainment; a movie theater.
universal		(d) comprises the technological and commercial institutions of filmmaking
cinema industry		(e) a person whose profession is acting on the stage, in movies, or on television.
movie star		(f) affecting, or done by all people or things in the world or in a particular group; applicable to all cases
filmmakers		(g) a story or event recorded by a camera as a set of moving images and shown in a theater or on television; a motion picture.
actor		(h) an actor or actress who is famous for playing leading roles in movies.

b. Read the following sentences, then fill in the gaps with the correct words.

storyteller story-time audience tale folktales

1. We listened to his familiar _____ as he talked again about the failure of his marriage.
2. He is a _____ so I wouldn't put too much stock in anything he says.
3. Perhaps these wounds might even compel a young woman to retreat into _____ ,to rewrite odes of the distant past.
4. The family would enjoy their _____ at night, especially in the winter.
5. The storyteller would tell the _____ a story while playing a soft tune.

6.2 Get it right

a. Change the sentences to passive voice.

1. The Israeli occupation influenced Palestinian cinema.

2. Numerous challenges influenced Palestinian cinema.

3. They advised me to watch this movie.

4. The local council opened a new cinema in Bethlehem.

5. Many of the stars perform concerts for their favorite charity.

6. They will perform the new film next week.

7. When I was in the cinema, one of the cleaners has found my purse.

8. Julie watched the new movie.

9. The actor has learned many tricks.

10. The actor sings a song as he acts.

b. Read the following sentences, then fill in the gaps with will, be-going to and present continuous.

1. The commander and the rest of players _____ on a sign for example: clapping. (agree)
2. Ali _____ a friend tomorrow in order to play football.(meet)
3. Don't forget, we _____ our friends at four. (meet)
4. The player _____ the stone and the last square the stone stops will be her score. (kick)
5. Sami _____ it up tomorrow evening after work.(pick)
6. I _____ with my friends at the weekend. (play)

6.3. Listening

Watch and listen to this video https://www.youtube.com/watch?v=JCxvNKR_KCc, then answer the following questions.

a. Choose one of the following words to complete the sentences.

festivals filmmaking territories filmmakers storytellers ambulance

1. The Days of Cinema Film Festival is being held now in the Palestinian _____ .
2. It wants to put Palestinian cinema on the global map and inspire Palestinian _____ to pick up cameras.
3. Film _____ are not just about showing movies one being held this week.
4. This festival is being achieved first by putting Palestine on the map of _____.
5. This year's entries include _____ about a team of medics during the war in Gaza in 2014.
6. The seminars aimed to polish the talents of local _____ up.

b. Decide about these sentences if they are True or False. Correct the false ones.

1. The festival is trying to bring cinema culture back to the Palestinian territories.
2. The days of Cinema Festival is now in its fourth year.
3. This festival encourages the new generation to produce unique local films.
4. The film "My hair" is about a doctor who moonlights as an artist.
5. They thought that a days of cinema workshop like cinema criticism is not very important.
6. More than 80 films from 36 countries are being screened.

6.4 Language Use

a. Suppose an American friend of yours is coming to visit you in Palestine. Write him/her an email describing Palestine.

Revision

7.1. Vocabulary

a. Replace the underlined words with a word or phrase that has a similar meaning.

1. Advertisers always make sure that their slogans are catchy and easy to remember.
2. Obese patients are advised to limit their intake of processed foods.
3. Which team are you rooting for?
4. Athletes usually suffer from chronic back pain.
5. One of our players sprained his wrist and fractured his arm during the match.

b. Match the letter of the words in column A with their definitions in B.

Column A		Column B
a. prominent		something that is so shocking or upsetting
b. boycott		a doctor's opinion on the progress of an illness
c. traumatic		to maintain the same pace
d. keep up with		significant or well-known
e. prognosis		to cut off or avoid

7.2 Get it right

a. Differentiate between the following participial adjective pairs in meaningful sentences.

1. shocked / shocking

2. thrilled / thrilling

3. annoyed / annoying

b. Fill in the blanks with the correct form of the verb in brackets.

1. Our coach _____ (arriving) late to our training sessions for the past week.
2. The crowd _____ (cheer) for the blue team when the results were announced.
3. My brother _____ (playing) football since he was in elementary school.
4. She _____ (swim) for ten years now.
5. I _____ (train) for my tournament when you called me yesterday.

C. Choose the correct linking word to complete the sentences below.

1. _____ the rain, we still went to our tennis practise.
 - a. Despite
 - b. However
 - c. Although
 - d. Furthermore
2. Mohammed was late for the appointment with his nutritionist; _____, he had to reschedule.
 - a. first
 - b. to sum up
 - c. as a result
 - d. in contrast
3. _____ it was extremely challenging, I managed to learn all the rules of the game in two weeks.
 - a. However
 - b. Although
 - c. Despite
 - d. Finally
4. Skipping breakfast can increase your blood sugar and raise your fat storage; _____ make sure you always have something to eat in the morning.
 - a. therefore
 - b. although
 - c. despite
 - d. second
5. At the end of the match, the players were exhausted; _____, they were very thirsty and hungry.
 - a. for instance
 - b. on the contrary
 - c. to sum up
 - d. in addition

7.3 Listening

a. Listen to the dialogue in 7B again and fill in the blanks with the missing word(s).

1. Montaser: Hey, Nizar. _____ any of the World Cup Football matches lately?
2. Nizar: In the first match, three of the team's most valuable players _____ and with these players out of the game, the remaining players were barely able to _____ the opponents.
3. Montaser: I think the referee _____ when he gave him a ticket.
4. Nizar: We all were. I am still shocked. I can't _____.
5. Montaser: So, are you rooting for another team now since yours _____ ?

7.4 Language Use

- a. Imagine that you are a fitness trainer. Give instructions to your students on how to lose weight and keep fit.

Interview Script

Interviewer (Reema): Hello. Good morning. Welcome to the Bank of Palestine. My name is Reema and I am the branch manager.

Interviewee (Ali): Hello, it's nice to meet you, ma'am. My name is Ali Sultan and I am here for my job interview.

Reema: Which position did you apply for?

Ali: The bank teller position.

Reema: Ah, yes. Thank you for coming in today. It's always a pleasure meeting new applicants. Have a seat and we will begin shortly.

Ali: Thank you very much.

Reema: Well...I had a look at your CV last week. I must admit, you are quite an ambitious applicant.

Ali: Yes, I am indeed.

Reema: To begin with, why don't you tell me a little about yourself?

Ali: I have a passion for numbers and I have always dreamt of becoming an accountant. I graduated with a Bachelor's degree in Accounting with a minor in Finance 6 years ago. Shortly after graduating, I landed my first job as a bank teller at one of the local banks in my city. In addition, I am fluent in Arabic, my mother tongue, and I have good command of German and English.

Reema: Oh, wow! That's quite impressive. Foreign language proficiency is always a plus. Would you mind telling me what kinds of tasks have you performed as a bank teller?

Ali: Yes, of course. I worked as a full-time teller overseas in Europe for almost 5 years. On the job, I mainly handled customers' financial transactions such as deposits, withdrawals, money transfers, and checking.

Reema: Great! So... you are familiar with the basics of working at the teller station and it is to your advantage that you meet the experience requirements for our job opening with 5 years of working experience. I am quite curious...why did you return from Europe and how long have you been back?

Ali: I have been back for about a year now. I decided that it was time to return to my homeland, Palestine, and remain close to my family and friends.

Reema: So, tell me Ali...why should I hire you?

Ali: I believe that I am the best candidate for the job for the following reasons: First of all, I have good experience in terms of customer service and processing transactions. Second, I am extremely organized and I pay close attention to details...and finally, I am very passionate in my field and I love what I do.

Reema: Well, Ali. That's it for today. I am very impressed with the qualifications and skills that you possess. Your CV looks great and it was lovely meeting you in person. I will contact you first thing Monday morning to let you know whether you got the job or not.

Ali: I'll keep my fingers crossed!

Reema: I wish you the best of luck.

Ali: Thank you for your time, ma'am. I am looking forward to hearing from you soon. Good-bye.



Dialogue Script

Journalist: Hi. I'm Ahmad. I work for the Jerusalem News Agency. I heard about your interest in researching cyberbullying in Palestine. I would be grateful if you would allow me to ask you some questions.

Psychologist: Certainly, go ahead.

Journalist: Thanks. As a psychologist, could you please define the term cyberbullying'?

Psychologist: There are many definitions for this term but, generally speaking, it means the use of electronic communications to bully, harass, undermine or intimidate someone.

Journalist: OK, thank you. How widespread is cyberbullying in Palestine?

Psychologist: Actually, it is a growing phenomenon in all sectors of the population, and particularly among teenagers. From the records I have access to, both males and females are victims of cyberbullying, but females are exposed to cyberbullying twice as often as males.

Journalist: What is the background to cyberbullying in Palestine?

Psychologist: Due to the widespread use of social media in Palestine, the phenomenon of blackmail and sexual harassment has increased at an alarming rate. For example, the Palestinian Authority's courts receive dozens of complaints daily. It is worth mentioning that many victims refrain from reporting these crimes because they fear losing their reputation.

Journalist: Can you mention an example, please?

Psychologist: Of course! There was a story of two blackmailed girls who paid thousands of dollars as a ransom, so that the blackmailers would not publish their embarrassing photos online. You know, such events spark honor-based conflicts among Palestinian families.

Journalist: It is really shocking! Could you kindly mention the negative effects triggered by cyberbullying?

Psychologist: Victims of cyberbullying suffer from falling grades, psychological disorders, suicidal thoughts, illnesses and some of them commit suicide.

Journalist: It is distressing to hear that. I also have some confidential reports that confirm these negative consequences of cyberbullying. I have attended many workshops and conferences that focus on this phenomenon. Nevertheless, this crime is still being committed. What preventive measures or recommendations would you propose to put an end to this behavior?

Psychologist: I would encourage recruiting volunteers in order to hold meetings and workshops in all Palestinian institutions to make teenagers aware of the disastrous effects of this phenomenon. Teens should be introduced to netiquette, Internet safety and privacy. A media campaign should also be organized monthly to raise awareness among youth throughout the country.

Journalist: Thanks so much for your time and consideration. Goodbye.



Independence Day

Read the following dialogue between a journalist and the Secretary General of the Palestine Liberation Organization Dr. Saeb Erakat, then decide about the following sentences if they are True or False.

J- When did Palestine get independence?

Dr.S- Palestinian Declaration of Independence. On November 15, 1988, the Palestinian National Council, the legislative body of the Palestine Liberation Organization (PLO), met in Algeria to adopt a declaration of independence and proclaimed an independent State of Palestine in East Jerusalem, the West Bank and the Gaza Strip.

J- Who did Palestine gain independence from?

Dr.S- In May 1948, less than a year after the Partition of Palestine was introduced, Britain withdrew from Palestine and Israel became an independent state. Estimates suggest between 700,000 and 900,000 Palestinians fled or were forced to leave their home.

J- Who made declaration of Palestine State and when?

Dr.S- The Palestinian Declaration of Independence is a statement written by the Palestinian poet Mahmoud Darwish and proclaimed by Yasser Arafat on 15 November 1988 (5 Rabi' al-Thani 1409).

J- How did Palestine get its independence?

Dr.S- The United Nations General Assembly voted to partition Palestine into independent Arab and Jewish states. However, the situation in Palestine had deteriorated into a civil war between Arabs and Jews. The former rejected the Partition Plan, while the latter declared the independence of the State of Israel in May 1948.

J- What was Palestine before it was Palestine?

Dr.S- In modern times, the area was ruled by the Ottoman Empire, then the United Kingdom. Since 1948, Palestine has been divided into Israel, the West Bank and the Gaza Strip. Other terms for approximately the same geographic area include Canaan, Zion, the Land of Israel, Southern Syria, Outremer and the Holy Land.

J- Was Palestine a British colony?

Dr.S- The British rule over Palestine lasted roughly thirty years, from 1917 until 1948. ... 1 Under British rule, Palestine became a political unit, not a marginal province of something else.

J- Does the UK Recognize Palestine?

Dr.S- Palestine is not recognized as a state by Israel, the United States, Switzerland, Canada, Japan, South Korea, Mexico, Australia, New Zealand, and most of the European Union, among others.

J- Why is there no Palestinian state?

Dr.S- During the Mandatory period, numerous plans of partition of Palestine were proposed but without the agreement of all parties. In 1947, the United Nations Partition Plan for Palestine was voted. This triggered the 1948 Palestine war, which established a Jewish state but no Palestinian state.

J- Why was Palestine chosen for Israel?

Dr.S- Ottoman-controlled Palestine, the original home of the Jews, was chosen as the most desirable location for a Jewish state, and Herzl unsuccessfully petitioned the Ottoman government for a charter.

Dialogue Script

A dialogue between two Palestinian students on the importance of learning the English language

Ahmad: Good morning, Aziz.

Aziz: Good morning, Ahmad.

Ahmad: May I discuss with you an issue that baffles me a lot?

Aziz: Yes, sure, I'll ears.

Ahmad: I would like to ask you whether learning foreign languages is useful or is it just a waste of time, especially English?

Aziz: No, my friend. Learning foreign languages, especially English, is very important to everyone. If someone learns it in their early years, it improves their reading and writing skills and it develops the learners' study skills.

Ahmad: I agree with you that it improves reading and writing skills. But how it can develop someone's study skills?

Aziz: Learning the English language enhances many study skills such as note-taking, time management and planning.

Ahmad: Oh, my dear Aziz. You know. The majority learn the English language for money-oriented purposes and just a few learn languages because they are self-motivated. I think a learner can improve his or her study skills by thoroughly learning their mother tongue. So, there is no need to waste time learning a new language.

Aziz: I know that most people learn languages for extrinsic factors. However, learning the English language, for example, is of paramount importance in most countries, and it has now become a prerequisite for obtaining job opportunities for young people. Therefore, acquiring English helps its speakers get jobs wherever they go.

Ahmad: Is all of that achieved by learning the English language?

Aziz: Yes, and much more. English is one of the international languages and it has spread in almost all parts of the world. It is used in all fields of work and we use it in our studies at all different educational levels. It is also considered one of the main global and diplomatic means of communication among people in the world.

Ahmad: All right my friend, but why do we learn English specifically in Palestinian schools and universities?

Aziz: In addition to the aforementioned points, learning English helps you a lot in your life and study because it is one of the most widely spoken languages. It is the mother tongue for the majority of people in several countries such as Canada and Australia. Moreover, English is used as a secondary language in teaching other subjects. For instance, it is currently used as the official language in all Palestinian universities to teach many disciplines such as science, medicine, economics, business administration and other educational fields.

Ahmad: Now I can see that the English language is useful for me and will help me in my studies and my future. But how can I improve my English to become a proficient speaker?

Aziz: You can strengthen your English by reading books, magazines and articles. You can also watch YouTube videos, TV programs and listen to recordings daily.

Ahmad: Thank you for the information. I benefited a lot from speaking with you today, and I will work on improving my English in the near future.. Thank you so much!

Aziz: My pleasure.

Interview Script

Reporter: today we are interviewing a Palestinian historian. He's going to tell us about some traditional games in Palestine. We will start our meeting with a brief introduction about the Palestinian traditional games.

Historian: "Children in Palestine are just like children anywhere in the world; they love to play games. Some of them are universal classics with a Palestinian twist, others are entirely homegrown creations. Balloons, songs, balls and chairs all feature in this raucous array of kids games straight out the Palestinian playground."

Reporter: OK. And What are the most well-known traditional games in Palestine?

Historian: Catch/ The Judge and the Executioner/ The Commander/ Alphabet Game/ Jalul/ Fisherman/ Arms pulling/ Hajla and Chairs Changing

Reporter: can you tell us more about them?

Historian: Yes, of course and let me start with the traditional game Catch.

This game is similar to hide and seek, but the catcher should run after players and touch their heads. The first one to be caught becomes the catcher. They also use funny rhymes to select the catcher.

Reporter: what about the Judge and the Executioner game?

Historian: A bit of a violent game, as players write jobs on small pieces of paper (judge, jury, executioner, convict etc). Everyone chooses a paper randomly and then enacts the outcome - but using a ruler instead of an axe!

Reporter: and what about the Commander traditional game?

Historian: This high class game requires a great deal of concentration, as there will be a commander unknown to the victim - who is selected at the start. The commander and the rest of players will agree on a sign for example: clapping, and they will clap at the same time, and if the victim can find the commander he wins.

Reporter: now tell us about the Alphabet Game.

Historian: This is a very intelligent game and it helps children to be creative. They will have four columns: Humans, Animals, Plants, Materials. A player chooses a letter and after that each players has to find words for the four columns beginning with that letter. Whoever finishes first wins.

Games traditionally played by boys

Reporter: you told us about Jalul right! Could you please tell us more about it.

Historian: The name may seem a little bizarre but this could be the most famous traditional game among children. It is played in the winter and has many variations with different rules. The game is played using two fingers: index and thumb. It has a similar strategy to pool. The balls have different colours and every colour has a value, so by hitting a ball with yours you win that amount of points.

Reporter: and what about fisherman?

Historian: it is a raucous game and very entertaining for both playing and watching. The game is played with hands and a ball, the ball should not touch anyone's feet, or he will be out. The ball should stay on the ground.

Reporter: the arms pulling game seems to be aggressive, tell us about it.

Historian: This might just be the most aggressive game in Palestine and is not recommended for the faint-hearted! Brave players split into two teams, line up and start pulling each other by the arms. If someone is pulled over onto the other team's side then his team must battle to rescue him. Maybe don't try this one at home. traditionally

Reporter: now we come to most well-known traditional game which is hajla, please tell us more about it.

Historian: This is the most famous game among girls just like Jalul is for boys. A combination of fitness and wit is applied in this game. Girls first draw a column with squares on the floor and then they grab a stone. The player will kick the stone and the last square the stone stops will be her score. The further the square, the higher the score, unless it goes too far and off the end of the column.

Reporter: and the last traditional game is chairs changing.

Historian: yes, it's similar to the mannequin challenge because there is a neutral person (selected). They say 'change chairs' and everyone has to change their chairs. Every time a chair is removed and the one who is left without a chair is out.

Interview Script

Montaser: Hey, Nizar. Have you been watching any of the World Cup Football matches lately?

Nizar: To be honest, I was watching until my favorite team was bounced out of the first round of the match. I was quite disappointed the minute I found out they will not make it to the second round.

Montaser: What happened?

Nizar: In the first match, three of the team's most valuable players got nagging injuries and with these players out of the game, the remaining players were barely able to keep up with the opponents.

Montaser: Well, it is what it is. I mean, at some point, every team is going to have injured players and they just have to face the consequences.

Nizar: That's true, but it just wasn't fair. During the second game, the referees made several terrible calls which allowed the opposing team to slip by with a victory. What a shame!

Montaser: But, you have to admit that one of the players in your favorite team was aggressively tackling another player from behind. I think the referee made the right call when he gave him a ticket.

Nizar: Oh, please! He was just trying to steal the ball.

Montaser: I guess so, but the way he did it was too intense.

Nizar: I still cannot wrap my head around the thought of how my team was way ahead, but somehow during the final 5 minutes, the other team managed to rally just in time to squeak out a victory. It was such a crushing moment for my team.

Montaser: I am pretty sure the fans were devastated.

Nizar: We all were. I am still shocked. I can't believe we lost.

Montaser: So, are you rooting for another team now since yours has been eliminated?

Nizar: Not really. I don't think I can watch any more soccer after that painful loss. I've been following the football news online instead.

Montaser: You've got to be kidding, right? You are going to completely boycott the rest of the tournament just because your team got bounced out?

Nizar: Yes, because watching the rest of the matches won't bring them back!

THE BENEFITS OF HEALTHY HABITS

THE IMPACT OF GOOD HEALTH

You know that healthy habits, such as eating well, exercising, and avoiding harmful substances, make sense, but did you ever stop to think about why you practice them? A healthy habit is any behavior that benefits your physical, mental, and emotional health. These habits improve your overall well-being and make you feel good.

Healthy habits are hard to develop and often require changing your mindset. But if you're willing to make sacrifices to better your health, the impact can be far-reaching, regardless of your age, sex, or physical ability. Here are five benefits of a healthy lifestyle.

CONTROLS WEIGHT

Eating right and exercising regularly can help you avoid excess weight gain and maintain a healthy weight. According to the Mayo Clinic, being physically active is essential to reaching your weight-loss goals. Even if you're not trying to lose weight, regular exercise can improve cardiovascular health, boost your immune system, and increase your energy level.

Plan for at least 150 minutes of moderate physical activity every week. If you can't devote this amount of time to exercise, look for simple ways to increase activity throughout the day. For example, try walking instead of driving, take the stairs instead of the elevator, or pace while you're talking on the phone.

Eating a balanced, calorie-managed diet can also help controlling weight. When you start the day

Unit 6

with a healthy breakfast, you avoid becoming overly hungry later, which could send you running to get fast food before lunch.

Additionally, skipping breakfast can raise your blood sugar, which increases fat storage. Incorporate at least five servings of fruits and vegetables into your diet per day. These foods, which are low in calories and high in nutrients, help with weight control. Limit consumption of sugary beverages, such as sodas and fruit juices, and choose lean meats like fish and turkey.

IMPROVES MOOD

Doing right by your body pays off for your mind as well. The Mayo Clinic notes that physical activity stimulates the production of endorphins. Endorphins are brain chemicals that leave you feeling happier and more relaxed. Eating a healthy diet as well as exercising can lead to a better physique. You'll feel better about your appearance, which can boost your confidence and self-esteem. Short-term benefits of exercise include decreased stress and improved cognitive function.

It's not just diet and exercise that lead to improved mood. Another healthy habit that leads to better mental health is making social connections. Whether it's volunteering, joining a club, or attending a movie, communal activities help improve mood and mental functioning by keeping the mind active and serotonin levels balanced. Don't isolate yourself. Spend time with family or friends on a regular basis, if not every day. If there's physical distance between you and loved ones, use technology to stay connected. Pick up the phone or start a video chat.

COMBATS DISEASES

Healthy habits help prevent certain health conditions, such as heart disease, stroke, and high blood pressure. If you take care of yourself, you can keep your cholesterol and blood pressure within a safe range. This keeps your blood flowing smoothly, decreasing your risk of cardiovascular diseases.

Regular physical activity and proper diet can also prevent or help you to manage a wide range of health problems, including:

- metabolic syndrome
- diabetes
- depression
- certain types of cancer
- arthritis

Make sure you schedule a physical exam every year. Your doctor will check your weight, heartbeat, and blood pressure, as well as take a urine and blood sample. This appointment can reveal a lot about your health. It's important to follow up with your doctor and listen to any recommendations to improve your health.

BOOSTS ENERGY

We've all experienced a lethargic feeling after eating too much unhealthy food. When you eat a balanced diet your body receives the fuel it needs to manage your energy level. A healthy diet includes:

- whole grains
- lean meats
- low-fat dairy products
- fruit
- vegetables

Regular physical exercise also improves muscle strength and boosts endurance, giving you more energy, says the Mayo Clinic. Exercise helps deliver oxygen and nutrients to your tissues and gets your cardiovascular system working more efficiently so that you have more energy to go about your daily activities. It also helps boost energy by promoting better sleep. This helps you fall asleep faster and get deeper sleep.

Insufficient sleep can trigger a variety of problems. Aside from feeling tired and sluggish, you may also feel irritable and moody if you don't get enough sleep. What's more, poor sleep quality may be responsible for high blood pressure, diabetes, and heart disease, and it can also lower your life expectancy. To improve sleep quality, stick to a schedule where you wake up and go to bed at the same time every night. Reduce your caffeine intake, limit napping, and create a comfortable sleep environment. Turn off lights and the television, and maintain a cool room temperature.

IMPROVES LONGEVITY

When you practice healthy habits, you boost your chances of a longer life. The American Council on Exercise reported on an eight-year study of 13,000 people. The study showed that those who walked just 30 minutes each day significantly reduced their chances of dying prematurely, compared with those who exercised infrequently. Looking forward to more time with loved ones is reason enough to keep walking. Start with short five-minute walks and gradually increase the time until you're up to 30 minutes.

THE TAKEAWAY

Bad habits are hard to break, but once you adopt a healthier lifestyle, you won't regret this decision. Healthy habits reduce the risk of certain diseases, improve your physical appearance and mental health, and give your energy level a much needed boost. You won't change your mindset and behavior overnight, so be patient and take it one day at a time.

Special Thanks :

Alaa Badarneh

Shadi Jarar'ah

Mohammad Hajj Ahmad

Alaa Shehada

Yazan Refaie

Thaer Shanaa

Sameer Qumsiyeh

Abdalla Motan

The Hummus Theory