

INTERMEDIATE

English1

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A BRIDGE TO SUCCESS



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Intermediate English 1

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Introduction

This course is to improve English language skills of Palestinian students. It is offered to students as an eBook with clear, practical exercises and interactive lessons and activities. These activities are designed to engage students in a number of ways with content, rather than passively absorb it. The course follows a variety of interesting themes and topics, with a focus on English language four skills: listening, speaking, reading and writing. The course consists of eight units: six major units and two revision units. Each of the 8 units provides opportunities for thinking and discussion and presents a theme and topics through three reading texts. Each reading text has a preparation task, a reading text and tasks that offer language practice to help students understand text with everyday speech using a variety of language skills. In addition, each unit includes other major activities relating to grammar, pronunciation, language use, listening and writing, for which audio-visual links and online activities are integrated to make it easier for students to master language skills and develop their linguistic competences.



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Last but not least, we would like to express our gratitude to the EU's programme Erasmus+ for providing four HEIs in Palestine opportunities to join different training workshops in Europe, develop their knowledge and expertise, and establish a network with EU partners to support education and renovate the current systems.





UNIT ONE



This is the first of eight units in this book. Each unit contains several language activities meant to help you improve your mastery of various language skills: listening, speaking, reading, and writing. Most of the content in this unit is not new to you. It is mainly a revision of structures and items that you have studied at school; particularly those that are often confused or misused by Arab students. The unit also provides you with opportunities to use English in real situations and to improve your pronunciation, reading, and writing.

The reading texts will provide you with some useful information about University life. The topics to be covered are University vs. School, My First Day at University, Youth Festivals and Extracurricular Activities.

In This Unit

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A young woman with long brown hair, wearing a dark blue graduation cap and gown, is sitting on a set of stone steps. She is smiling and looking towards the camera. She holds a silver tablet in her right hand and a rolled diploma tied with a red ribbon in her left hand. In the background, other graduates in gowns are visible, some holding laptops or books. The scene is outdoors with some greenery.

UNIT ONE UNIVERSITY LIFE

UNIT ONE

UNIVERSITY LIFE

1.1 Preview

Dear Students:

This is the first of eight units in this book. Each unit contains several language activities meant to help you improve your mastery of various language skills: listening, speaking, reading, and writing. Most of the content in this unit is not new to you. It is mainly a revision of structures and items that you have studied at school; particularly those that are often confused or misused by Arab students. The unit also provides you with opportunities to use English in real situations and to improve your pronunciation, reading, and writing.

The reading texts will provide you with some useful information about university life. The topics to be covered are University vs. School, My First Day at University, Youth Festivals and Extracurricular Activities.

1.2 Unit Objectives:

Upon completing this unit, students will be able to:

- 1- Read and understand texts of intermediate length,
- 2- Use verb tenses discussed in this unit correctly and appropriately,
- 3- Recognize and use keywords in the text in sentences of their own,
- 4- Recognize and produce correctly the sound of /p/ and /b/ discussed in this unit,
- 5- Use the writing devices covered in this unit.

1.3 Intended Learning Outcomes:

Upon completing this unit, students are expected to:

- 1- Read and understand texts of similar length and complexity,
- 2- Use keywords (from the reading text) in an appropriate context,
- 3- Express habitual actions/routines and facts, using the simple present tense,
- 4- Express on-going activities in the present, using present progressive,
- 5- Differentiate between the two sounds /p/ and /b/ and produce them correctly,
- 6- Give advice to others using different structures,
- 7- Seek advice from others using appropriate structure,
- 8- Write capital letters appropriately.

▶ 1A: University vs. School

1. Getting started

A. Speaking:



Work in groups of 3-4 and discuss the following:

- Describe what you see in these pictures.
- In your opinion, why education is very important for societies and individuals?
- Which one gives you more freedom, university or school? Explain.



1.1 Pair Work:

Work with a partner and discuss the differences between learning at university and learning at school. Share your answers with other students.

1-Which life do you prefer, university life or school life? Why?

2- Talk about university life taking into consideration classes, textbooks, the average class size, homework, etc.

2. Vocabulary

A. Check the following vocabulary items using a monolingual dictionary (i.e., English-English dictionary).

Keywords

demonstrate contrast responsibility schedule assignments stress

B. Match the following expressions taken from the list above with their suitable meanings.

▶ Expression	Meaning
1. demonstrate	a duty to deal with or take care of someone/something.
2. contrast	pressure or worry caused by problems in one's life.
3. responsibility	to show something clearly by giving proof or evidence.
4. schedule	opposition or dissimilarity of things that are compared.
5. an assignment	a plan that lists all the work that you have to do.
6. stress	tasks or pieces of work that somebody is given to do, usually as part of their studies.

3. Reading And Speaking

Pair work:

Tell your partner about university life if you think that it was a “turning point” in your life. Why was it a turning point for you?

▶ A. Before you read

- 1- In your opinion, what are the differences between school life and university life?
- 2- What are the reasons that make university students have more responsibilities than high school students?
- 3- Who has more flexibility regarding the schedules, school or university students?

▶▶ B. While you read

- 1- Who has more responsibilities, university students or school students? Give reasons for your answer.
- 2- Who are more open to the real world, university students or school students? Why?

Read the following text and answer the questions that follow:

Education is very important to society. It is very important in the development of the individual, too. There are many methods and approaches to learning and developing the skills of students, but it can be very hard to identify the best sources of academic success. Nothing **demonstrates** this more than the **contrast** between the way a high school student learns vs. the way a university student learns.

Firstly, high school students simply need to adhere to the guidelines and comply with their instructors. Conversely, university students have more **responsibilities** than high school students do. They have to be more independent and make their own decisions. For example, they have to manage their **schedules** and do their research work and **assignments**.

Secondly, high school students usually have more fun than university students do. Their lives are not so serious. They are more carefree, and therefore, they do more fun activities. University students, however, often do not have much free time. They are more subject to **stress** because their exams are more serious.

Lastly, high school students often live in a small, narrow world. They usually go to school with people similar to them. They live similar lives and think alike. No one challenges their ideas. University students, on the contrary, mix with a wider range of people. They meet different kinds of people. They have to start to adjust themselves to live in the real world. As a result, most university students become more open-minded.

In conclusion, it seems clear that different educational environments suit different age groups. Is this true? Or do we just rely on ideas handed down from earlier generations?

Perhaps, we need to try to pick the best features of high school life and university life. Then we might be able to create better educational systems for the 21st century.

▶▶▶ C. After you read

- 1- Why is educational change so difficult even when creating better educational systems? What is the problem with creating an effective educational system?
- 2- Mention some of the positive qualities that students learn at university.
- 3- What are the benefits of being a high school student?
- 4- Can you mention two drawbacks of the high school students' way of learning?
- 5- Why do we need to look at the benefits of each kind of students' way of learning?



D- Decide whether the following statements are true (T) or false (F). Give reasons to support your answer.

- 1- The differences between the way university students learn and the way high school students learn can tell us about the best paths to educational success.
- 2- School students have to manage their schedules and do assignments.
- 3- University students are more carefree and so they do more fun activities.
- 4- School students have to start to learn how to live in the real world.
- 5- We have to rely on ideas handed down from earlier generations to create a better educational system for the 21st century.

E- Circle the best choice to complete these sentences.

- 1- University students have more-----than high school students do.
a- fun b- responsibilities c- activities d- free time
- 2- High school students' lives are not so-----
a- easy b- free c- serious d- carefree
- 3- University students have to be more-----and decide for themselves.
a- independent b- dependent c- carefree d- narrow
- 4- High school students usually go to school with people-----to them.
a- different b- similar c- bigger d- smaller
- 5- Most university students become more-----
a- absent-minded b- free-minded c- open-minded d- close-minded

F- Fill in the blanks with suitable words from the list.

- 1- Students are required to complete their homework -----.
- 2- University students have to-----more understanding of problems.
- 3- All students should be able to manage their-----
- 4- University students have more -----than high school students do.
- 5- High school students have to ----- between two activities.
- 6- University students are more subject to-----than high school students do.

demonstrate
contrast
responsibilities
schedules
assignments
stress



Listening: This activity is to be done on the Moodle by visiting the link below:

<https://bit.ly/3fc0DkC>



1- Listen to a student talking to his prof. Complete the summary and the notes.

Write no more than three words for each answer.

- 1- All students at university receive a-----, where they have the information about their written work.
- 2- It includes the deadline for the submission of----- . Submitting assignments late will-----for the course.
- 3- Assignments should not be less than----- words long.
- 4- Preferably, students should----- their work.
- 5- Students without their own computers----- one in the department.
- 6- It's also necessary to----- of information.
- 7- Which three advantages of using electronic cards are mentioned?
 - a- parents approve of them
 - b- they are cost-effective
 - c- teachers benefit from their use
 - d- they reduce student absences
 - e- students find them practical


4. ORAL SKILLS

4-1 Pronunciation:

/p/ and /b/

Arab learners often confuse the /p/ and /b/ sounds. You should have no difficulty with the sound /b/ since it is used in Arabic. However, the problem is with the sound /p/. Unlike /b/, the sound /p/ is pronounced with a pressure of air built up and then released like a small explosion.



 **Tip:** To learn more about how to pronounce these two sounds, visit the following links.

- 1- <https://bit.ly/39EzXb1>
- 2- <https://bit.ly/308FMdL>
- 3- <https://bit.ly/2D9YIFo>

Selfassessment: Read the following words loudly, and find the differences in the vowel sounds.

/P/	/b/
pay	bay
pet	bet
tap	tab
cap	cab
pest	best



Peer assessment: Say the words above again, this time to a partner next to you. Ask them if it is easy to hear the differences in your pronunciation.

4-2 Listening: Listen and choose the correct word.

Which one did you hear?

1- pill/bill

2- pan/ban

3- pat/bat

4- peach/beach

5- pig/big

6- pin/bin

7- post/boast

8- peg/beg

9- pull/bull

10- pelt/belt

11- pit/bit

12- pride/bride



Pair work: Work with your partner and write as many words starting with /b/ and /p/ as you can. (You should not include the words mentioned above).

5. Get It Right- Grammar

5-1 Simple Present:

Flipped classroom activity

You are advised to visit these two links before attending class.

<https://bit.ly/3hDC69I>

<https://bit.ly/39Efqnc>

A. Explicit rule:

 **Look at these examples of the verbs in the simple present tense.**

- 1- Ali studies English at university.
- 2- They show the difference between good and bad features of education.
- 3- High school students usually have more fun than university students do.

How do we form the simple present tense?

Look at this table.

Simple Present Tense Verbs for He/She/It and Singular Nouns	
Spelling Rules	Examples
With most verbs, add s	live, lives sit, sits stay, stays
Ending in a consonant + y change y to i and add es	try, tries carry, carries
Ending in s, z, ch, x, o, s, ss, sh add es	miss, misses buzz, buzzes catch, catches fix, fixes wash, washes

1. Singular Subject:

When we have a singular subject such as (he, she, it, Sarah, the teacher, the lion, Palestine, etc.), we add “s” to the end of the verb. For example,


- 1- Sarah reads a story every Friday.
- 2- My son always cries at night.
- 3- The Jordan River flows into the Dead Sea.

B. EXCEPTION:

If we have verbs that end with (ch, sh, s, ss, x, z, o), we add “es”. For instance,

- 1- Mary goes to school on foot every Monday.
- 2- He washes his clothes every Friday.

If you have a verb that ends with “y”, we look at what comes before the “y”. If you have a vowel (a, e, i, o, u) + “y” add only an “s” to the verb.

 Examples:

- 1- enjoy= enjoys
- 2- play= plays

If you do not have a vowel but a consonant +”y”, then drop the “y” and add “ies” instead.

 Examples:

- 1- study= studies 2-try= tries

Exercise 1:

C. Fill in the blanks with the appropriate present simple tense form of the verb given in brackets.

- 1- Mahmood-----the newspaper every day. (read)
- 2- We always-----to school on foot. (go)
- 3- University students----- to manage their schedules. (need)
- 4- Suzan always-----her homework by herself. (do)
- 5- University students-----more responsibilities than high school students do.(has)
- 6- Ali-----to major in social work. (want)
- 7- Ben usually-----television after school. (watch)
- 8- Waleed-----from home to university every day. (commute)
- 9- I-----different kinds of people every day. (meet)
- 10- There-----many classrooms in this school. (be)

Peer assessment.

After answering this exercise, show your answers to your partner for assessment.

▶▶ 1B: My First Day at University

1. Getting started

A. Speaking: Work in pairs and discuss the following questions.

1-How did you feel about the first day at university?

2-Who did you ask about your lectures when you went for the first day at university?

2. Vocabulary

A. Check the following vocabulary items using a monolingual dictionary.

Keywords

freshman majoring commuting credit hours semester hangout dormitory

B. Match the following expressions taken from the table above with their suitable meaning.

▶ Expression	Meanings
1. freshman	a room for several people to sleep in, especially in a school or institution.
2. majoring	to spend a lot of time in a place or with someone.
3. commuting	one of the two periods that the school or college year is divided into.
4. credit hours	a first-year student at a university or college.
5. semester	to study something as your main subject at university or college.
6. hangout	to travel regularly by bus, train, car, etc. between your place of work or study and your home.
7. dormitory	a unit of study at college or university to quantify the amount of academic work required to earn a degree.

1- freshman 2- majoring 3- commuting 4- credits 5- semester 6- hanging out 7- dormitory

C. Fill each blank in the following sentences with one word from the box.

- 1- When you travel from home to university, then you are ----- to work.
- 2- You will learn in this ----- more than you had in a year in high school.
- 3- With college approval, you may register for more than 18 ----- hours in one semester.
- 4- When you are a first-year student, then you are a-----.
- 5- When you are studying English literature at university, this means you are -----in literature.
- 6- When you stay in a-----, this means you are staying with several people.
- 7- They enjoyed----- with each other when they were kids.

2-3 Describe what you see in these pictures.



Group Work:

Tell your class about an experience (negative or positive) you have had on the first day of university. What happened and who helped you solve the problem if it was a negative experience?

My First Day at University

Ali: Hey! My name is Ali. What is your name?

Ahmad: My name is Ahmad. Where do you come from?

Ali: I come from Jenin –West Bank. What about you?

Ahmad: I come from Rafah, Gaza. That's nice, so what year are you studying in?

Ali: I'm a freshman. What about you?

Ahmad: This is my first year too.

Ali: OOOH: Okaynice to know.

Ali: Hey Ahmad, do you know what you plan to major in?

Ahmad: Yah! Initially, I thought about business, but now I'm leaning towards English Literature. What about you?

Ali: I plan to major in social work.

Ali: Why did you decide to join this university, Ahmad?

Ahmad: Well! For me, it was either this university or the one next to my home, and I simply wanted to get away from home. So, I joined this university. What about you Ali?

Ali: I researched a bit and I found out that this university offers everything that I need.

Ali: So, are you staying in the dormitory?

Ahmad: No, I'm staying with my cousin in an apartment near the university. What about you?

Ali: Me neither, I commute from home, as I have an apartment right next to the university.

Ahmad: Oh! That's quite interesting.

Ali: Hey! Ahmad, how many credit hours did you register for this semester?

Ahmad: I'm taking 10 credit hours. What about you? Let me guess! You must be taking 16?

Ali: Aha! That's close. I'm taking 18 credit hours.

Ahmad: It was nice talking to you. I think it's time we go home.

Ali: It was nice talking to you too as well. Let us hang out soon, tomorrow probably.

Ahmad: Sounds good. See you then. Goodbye.

▶▶▶ After you read:

- 1- What did Ali mean when he said: "I'm a freshman?"
- 2- Who was thinking of majoring in business?
- 3- Why did Ali choose this university?

2-4 Exercises:**2-4-1 Exercise one:****Answer the following questions.**

- 1- What is the conversation all about?
- 2- What is Ali going to major in?
- 3- How many credit hours did Ahmad register for?
- 4- Who registered for 18 credits?
- 5- Who commutes from home to university?
- 6- Is Ali staying at the dormitory?
- 7- What is Ahmad going to major in?

2-5 Get It Right: Grammar**2-5-1 The Present Continuous: Ongoing Activities.****A. Flipped classroom activity**

1. You are advised to visit these two links before attending class.

<https://bit.ly/2P2MTOx>

<https://bit.ly/334Vf0i>

Look at these two sentences.

1-She is driving to work now.

2-We are having dinner at home at the moment.

These two sentences refer to “ongoing” activities; the actions are taking place at the present moment. In order to express this meaning (at the present moment of speaking), you need to use a verb to be (is, are, am) along with the-ing verb form.

Look at the following table.

▶ Present Continuous		
subject	helping verb	base + -ing
I	am	trying
You	are	trying
He/She/It	is	trying
We	are	trying
You	are	trying
They	are	trying

 **Examples:**

- Ben is doing the exercise now.
- The students are reading short stories at this moment.
- Listen! Someone is knocking at the door.
- I am reading a book with my friend now.
- Sh...Sh! The babies are sleeping next door.

Exercise 1:

Read this live TV report and give the correct form of the verbs in brackets. The report is about a search for a boy lost in the desert. The reporter is describing things as he sees them.



Three men (carry)-----many things down to the Land Rover where I (wait)-----for them. Captain Ahmad, the head of the team (give)-----the men instructions and advice. The three men (get)-----their bags ready, and now, ladies and gentlemen, at exactly 4 p.m., we (leave)-----to find out about the lost boy. We have been out here for over half an hour now, and everything (go)-----well. But, wait! What (happen)-----? The captain (stand)-----at the front of the Land Rover

(point)-----at something. A strange thing (move)-----slowly towards us. Oh! What could it be?

Exercise 2:

Put the verbs in brackets in the correct form using simple present or present continuous.

- 1- Sameer (be)---- an old friend of mine.
- 2- Huda (sit)--- -at the back of the room now.
- 3- Hamad (go)----- to Europe every summer.
- 4- My friends (attend)---- evening lectures. We will not find them at home.
- 5- The students (prepare)----- for the competition at the moment.
- 6- Ahmad (take)-----10 credit hours this semester.
- 7- John (cycle)----to university at the moment.
- 8- My parents (travel)---- a lot.
- 9- Ali (participate)---- in an oratory activity at the university at the moment.
- 10- Fareed is a successful student. He (make)----- a lot of achievements these days.

2. A- Listening



This activity is to be done on the Moodle.

To practice and improve your listening skills, listen to a student talking about why she cannot come to class by visiting this link.

shorturl.at/izBHM

Circle the best answer.

1. Diana can't come to class because ...
 - a. she has a different class.
 - b. she has a mid-term exam.
 - c. she has a doctor's appointment.
2. For homework, she has to read ...
 - a. chapters 17, 18, 19 and 20.
 - b. chapters 17, 19 and 20.
 - c. chapters 17 and 20.
3. The articles and video are available ...
 - a. online.
 - b. via email.
 - c. in the library.
4. The deadline for the homework is ...
 - a. Wednesday.
 - b. Friday.
 - c. Sunday.
5. The teacher can give Diana the practice test
 - a. on Friday.
 - b. by email.
 - c. after the mid-term exam.
6. The office needs ...
 - a. a note from the doctor.
 - b. an email from Diana.
 - c. the mid-term exam

2- Put the words and phrases in order to make sentences.

- 1- but/ sorry/ to/ class I/ I'm/ can't/ come
- 2- Can/ me/ give/ the/ you/ assignment?
- 3- to/ chapters 17 / read/ 20/ You/ need/ to/
- 4- I/ should/ do? What/
- 5- links/ the/ post/ I'll/ online/ .
- 6- the/ practice/ you/ give/ I/ can/ test.



Discussion:

What are the main causes of stress that you've seen in university students?

▶▶▶ C YOUTH FESTIVALS AND EXTRACURRICULAR ACTIVITIES

1. Getting started

A. Speaking: Work in groups to discuss the following questions. (Round table)

- 1- What do you know about extra-curricular activities at your university?
- 2- What kind of activities do you have at your university? Are they all related to the courses you study?
- 3- Have you ever participated in any of these activities? What have you gained from your extra-curricular activities?
- 4- In your opinion, do extracurricular activities affect grades?

2. Vocabulary

A. Check the following vocabulary items using a monolingual dictionary.

potential	declamation	monotonous	infuse	phobia
budding	orator	insipid	subversive	recitation

B. Match the following expressions taken from the table above with their suitable meanings.

▶	Expression	Meaning
1.	potential	an act of saying a piece of poetry or literature.
2.	declamation	to learn and remember ideas.
3.	monotonous	that can be developed into something/ possible.
4.	infuse	become successful.
5.	phobia	dull, repetitious.
6	budding	the act of speaking or of expressing something to an audience.
7	orator	a strong unreasonable fear.
8	insipid	a person who makes formal speeches in public
9	subversive	having almost no taste.
10	recitation	destroy a government or political system indirectly.

3. READING

► A- Before you read

- 1- Name some of the extra- curricular activities that you know?
- 2- In your opinion, how extra-curricular activities can develop student's personality?

►► B. While you read

- 1- What is the best platform for informing students about extra-curricular activities?
- 2 - Why did the author label the youth festivals as the spice of academic life?

Read the passage and then answer the questions that follow:

Education is no longer restricted to the knowledge found in books and the four walls of colleges and universities. Away from the activities that are carried out in the classrooms, laboratories and libraries, a student has an opportunity to find out and express his/her hidden **potential** in the form of various extra-curricular activities. Youth festivals are the best platform for informing students about extra-curricular activities.

It is essential for the all-round development of a student that he should take part in at least one activity. There are many extra-curricular activities. Some of them are **declamation**, debate, histrionics, mimicry, painting, music, dance, singing, poetical **recitation**, etc.

Attending classes alone makes learning boring and **monotonous** and students need some outlet for their energy. They also need opportunities for entertainment. Youth festivals are the spice of academic life. When students plan for various items, they have a sense of achievement, a sense of doing something useful. Fixing the stage for the show, welcoming the guest artists from other institutions and looking after them, infuse into them a sense of responsibility, co-operation and tolerance.

As the contests of these youth festivals are organized by students of almost the same age, they get rid of stage phobia. They no longer feel timid or shy of the audience and the stage. They learn to face the audience. Thus, they cultivate self-confidence.

Youth festivals are the simplest means to look for talent among the youth. These **budding** students will become the singers, actors and **orators** of tomorrow. Youth festivals are found to be the stepping-stone for real life. A lack of youth festivals makes a student's life **insipid** and boring. As such, students take to **subversive** activities. If they remain busy in preparing for competition in youth festivals, their time is used productively and fruitfully.



▶▶▶ **After you read**

A: Answer these questions.

- (1) What helps a student express his/her hidden potential?
- (2) What do extra-curricular activities include?
- (3) How does participation in youth festivals help all the round development of a student?
- (4) How does the absence of youth festivals affect students?

B. Circle the synonyms of the following words from the passage above.

(1) Dull and boring

- (a) monotonous (b) singer (c) insipid (d) all of them

(2) To teach an idea

- (a) insipid (b) infuse (c) stepping (d) cultivate

(3) An official announcement

- (a) debate (b) mimicry (c) insipid (d) declamation

(4) A person who is skilled in making formal speeches is called---

- (a) a student (b) a youth (c) an orator (d) a subversive

(5) Fear of something

- (a) happy (b) phobia (c) serious (d) all of them

(6) That can be developed into something.

- (a) singer (b) insipid (c) potential (d) cultivate

(7) Beginning to become successful.

- (a) inculcate (b) budding (c) insipid (d) stepping

(8) Having no taste

- (a) cultivate (b) festivals (c) insipid (d) declamation

(9) In opposition to a civil authority or government

- (a) potential (b) phobia (c) infuse (d) subversive

(10) An act of saying a piece of poetry of literature.

- (a) insipid (b) cultivate (c) recitation (d) infuse



C- Listening: This activity is to be done on the Moodle.

 <https://bit.ly/2XxqkGn>



Discussion

What do you find difficult about doing assignments and submitting them on time?

4- Language Use

4-1 Giving Advice:

When you face a problem, you usually go to your friends asking for advice. Have you ever been asked to give advice to a friend or a relative? What was the situation? What did you tell him/her?

There are many English expressions/structures that you can use to give advice.

How to Give and Ask for Advice

Giving Advice

If I were you, I would....

Why don't you...?

You'd better...

You ought to/should.....

If you take my advice, you'll.....

It might be a good idea to....

I advise you.../I suggest you....

Have you thought about.....?

I think you should....

Maybe you should....., My advice would be...

How about (verb + ing)?

You might try (verb + ing), I would advise you ..



Seeking Advice

What do you suggest?

What do you advise me to do?

What should I do (about)?

What ought I to do?

What's your advice?

If you were me, what would you do?

What do you think I should do (about).....?

What would you suggest I do?

What should I do about.....?

Can/ Could you give me some advice (about..)?

What would you do (in this situation)?



For example, you have a friend who is about to join university, and he/ she wants you to advise him on which subject to specialize in, you may say to him/her:

1- You should choose the subject you like the most,

Or

2- It might be a good idea to ask your advisor.

3- If I were you, I'd study English.

4- Why don't you talk to one of the university students?

5- You'd better discuss this with one of your former teachers.



Pair work: Discuss with your partner why choosing a major is important, and how your choice affects your career in the future. Share your discussion with the class.



Group work:

Choosing a major is ultimately your decision to make, but students usually like to talk to friends and family when they are in a quandary about something and deciding what subject to study at university. Discuss in groups how you made your decision.

A. Read and answer:

4-1 GIVING ADVICE

B. Read the following and answer the questions.

“Ahmad is 18 years old, who has just finished high school (Tawjihi). Because there are many universities in Palestine, he is a bit confused about which one to apply to.

As you can see, Ahmad is in trouble and is seeking advice. Which of the following pieces of advice would you use to give him advice? Circle the letter that stands for the appropriate advice. Notice that you can give him more than one piece of advice.

- a- You'd better not listen to what your friend says.
- b- Why don't you try Al-Quds Open University?
- c- If I were you, I would join Al-Quds Open University.
- d- It might be a good idea to ask some university students.
- e- You should talk to your school teachers.

4-2 SEEKING ADVICE:

There are different ways of seeking advice, e.g.

- 1- What should I do?
- 2- What would you advise me to do?
- 3- How can I solve this problem?
- 4- What is your advice to me?
- 5- If you were in my position, what would you do?
- 6- Do you think it would be wise to go on holiday?

4-3 Exercise:

What would you say in the following situation?

Imagine that you are a freshman student and full of energy and want to participate in the Independence Day Festival at university prepared by the senior students. You asked some senior students to allow you to partici-

pate and help in the preparation but they refused. Finally, you decide to go to a friend of yours to seek advice. Which of the following expressions would you use? Circle the letter that stands for your choice. Notice that you can use more than one expression to seek advice.



- a- What should I do?
- b- What would you advise me to do?
- c- If you were in my position, what would you do?
- d- Where can I find the student union leader?
- e- If I were you, I would not participate.
- f- Would it be a good idea to talk to the president?

5. Speaking

A. With your partner, talk about advising in the following situations. You can write them down, and then compare them with other students. You can use as many expressions as you can.

- 1- Your friend is a heavy smoker. Advise him.
- 2- Your friend is confused about whether to buy a house or a flat.
- 3- Your friend suffers from a severe headache.

For more information about giving or seeking advice, you can visit this link

 <https://bit.ly/2PrlcPr> or watch this video  <https://bit.ly/3k9BQ15>

B. Project-Based Learning Activity:

In groups, make interviews with students from your university inquiring about the extracurricular activities they are engaged in at university and how they prepare for them. Several questions can be asked to collect data. Collect the students' responses, record them and make a presentation.

6. Writing

6-1 Capitalization:

Some words in English must begin with a capital letter, and it is wrong to begin them with a small one.

Capital letters are used with the following:

6-1-1 Personal names and titles:

1- First names:

Examples: Ahmad, Ali, Sameer, Salem, etc.

2- Surnames:

Examples: Hamdan, Smith, Sharp, etc.

3- Full names:

Examples: William Shakespeare, Mary Hopkins

4- Initials:

Examples: Mr Ahmad, Professor Ali, King Edward, etc.

5- Personal pronoun "I"

6-1-2 days, months and special festivals.

1- Days of the week:

Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, and Friday.

2- Months of the year:

January, February, March, April, May, June, July, August, September, October, November, December.

3- Festivals:

Like Ramadan, Eid al Fitr, Eid al Adha, Christmas, Easter

Examples:

- 1- I'll see you on Thursday, not Friday.
- 2- The final examination is on Tuesday, 24th May.
- 3- Ramadan is the month of forgiveness.

5-1-3 Places:

The name of roads, streets, towns, villages, states, countries, and continents always begin with a capital letter


Roads like Oxford Street

Villages /cities/towns Like Jerusalem, London, Paris, Jericho, Beirut, Bethlehem.

Countries such as: Iraq, Jordan, Palestine, Egypt, Italy, India, Russia, Spain, Canada.

Continents such as: Asia, Africa, Europe, America, Australia.

6-1-4 Name of Seas, Rivers, Oceans, lakes. Mountains, etc.

 The Dead Sea, The Atlantic Ocean, The Nile, Lake Tiberias, Lake Nasser,

6-1-5 Name of Nationalities and Languages

 such as Palestinian, Jordanian, Arabic, English, French, German, etc.

The first letter in a sentence is always capitalized.

6-2-1 Rewrite the following sentences, capitalizing where needed.

- 1- al-quds Open University is one of the universities in Palestine.
- 2- youth festivals are the best platform for extracurricular activities.
- 3- the dead sea is the lowest sea in the world.
- 4- I studied english and French at the university of Baghdad in 1960.
- 5- This is my friend, alexander, he is Russian.
- 6- I find italian food very tasty, but my wife prefers indian food.

6.3 Punctuation Marks:**6.3.1 Full stop(.)**

A. Full stop or a period is used at the end of statements, commands or requests, e.g.

- 1- We are studying English now.
- 2- Do as I tell you.
- 3- Open the door, please.

B. It is also used in abbreviations and initials: e.g.

- 1- He got his M.Sc. degree in 1980.
- 2- Most universities nowadays have Ph.D. programmes.
- 3- D.H. Lawrence is a great British novelist.

6.3.3 Question mark (?)

The question mark (?) is used at the end of all direct questions but it is not used after an indirect question as in these two examples.

- 1- Where do you live? (direct question)
- 2- He asks me where I lived. (indirect question)

6-3 Exclamation mark(!)

An exclamation mark (!) is used after a word or sentence to show strong feelings or to draw attention to something unusual or surprising.



Look at these examples:

- 1- Help! Fire!
- 2- Watch out!
- 3- What a beautiful day!
- 4- That's incredible!

6.3.3.1 Exercise:

There is one mistake, either in capitalization or punctuation, in each of these sentences. Underline the mistake and correct it.

- 1- William shakespeare was born in 1564.
- 2- I have two lectures on thursday.
- 3- My cousin's name is hassan.
- 4- He asked me if I had enough money?
- 5- If you were in my position, what would you do.
- 6- I wonder if you could lend me some money?
- 7- Would it be a good idea to buy a second-class car?
- 8- The second term begins in february.
- 9- How about working in saudi Arabia for a couple of years?
- 10- What a beautiful dress?

 **Writing:**

Write a paragraph in 200-250 words describing your university life and how you feel about it regarding regular /irregular classes, textbooks, the average class size, homework, assignments, break time, relationships with students and teachers.



UNIT TWO



Dear students, in the second unit, we will cover several interesting points on the topic of youth. As in all units, there are reading and listening texts that will help you further develop a variety of language skills and functions. The unit also provides you with opportunities to watch videos for native speakers to help you to use English in real situations and to improve your pronunciation, listening, speaking, reading, and writing skills. We hope you enjoy the unit and find it easy and useful.

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UNIT TWO
YOUTH



UNIT TWO

YOUTH

2.1 Preview

Dear students, in the second unit, we will cover several interesting points on the topic of youth. As in all units, there are reading and listening texts that will help you further develop a variety of language skills and functions. The unit also provides you with opportunities to participate in various activities, listen to recordings and watch videos for native speakers to help you to use English in real situations and to improve your pronunciation, listening, speaking, reading, and writing skills. We hope you enjoy the unit and find it easy and useful.

2.2 Unit Objectives:

Upon completing this unit, students will be able to:

- Talk about young people and use related terms,
- Understand the main points of texts of reasonable length,
- Describe youth experiences and hopes for the future and argue your opinions,
- Recognize and use the process of forming questions,
- Analyze and describe information in cartoons and pictures into sentences,
- Understand and produce functions related to inviting friends to an event, accepting and declining invitations,
- Produce a clear text related to youth and personal experiences.

2.3 Intended Learning Outcomes:

Upon completing this unit, students should be able to

1. Talk about the youth of today and their related issues and interests,
2. Use some related phrases in connected speech,
3. Appropriately use Yes/No questions, Wh-questions, and word forms in speaking and writing,
4. Invite friends to an event, accept and decline invitations,
5. Listen/ read and understand texts about youth, hobbies, etc,
6. Write a simple paragraph to describe their experiences and express their opinions.

1. Getting Started

A. Speaking:

Work with a partner to discuss the following questions:

1. What activities are related to these pictures?



2. What do you like to do in your free time?

3. What does your family usually do at the weekend?

4. How do you prefer to spend your free time, alone or with friends? Why?

5. What are some exciting things to do in your hometown?

6. What is something you have never done, but would like to try?

Look at these pictures and learn about hobbies some people like to do.



I like walking.
It helps me keep fit .



I like riding my bike.
Cycling is fun and
keeps me healthy.



I love online courses.
They help me develop
my skills.

B. Write the name of the activities indicated in the images below next to why youth like doing them. The first one is done for you.



Shopping makes me feel better and happier when I am stressed out.



----- is a way to express your love to your family by preparing tasty and healthy food.



----- allows us to share our own opinions and thoughts.



----- releases us from the constraints of our own reality and allows us to experience life through the eyes of another.



----- , like many forms of art, can express ideas and feelings.

Useful expressions

I like
I love
I adore
I enjoy

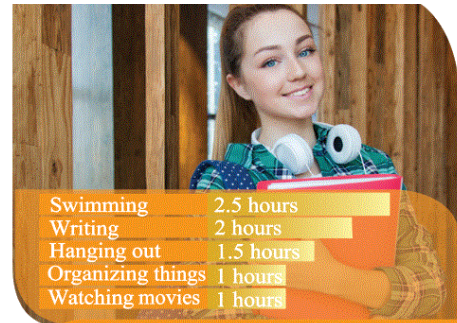
+V+ ing

I like painting.
I love chatting with my friends.
I love cooking.
I adore travelling.
I am a big fan of playing football.
I enjoy listening to music.



C. Look at the graph and then answer the questions that follow:

- 1- Can you tell what the graph is about?
- 2- On which activities does Haya spend most of her free time weekly?
- 3- On which two activities does Haya spend the least time per week?
- 4- How many hours per week does Haya spend writing?
- 5- Which activity consumes an average of 1.5 hours of Haya's free time per week?
- 6- After swimming, which activity does Haya spend the most time on?



I am Haya. I am a university student.
I spend my free time doing different activities. Can you tell what activities I enjoy the most?

D. Think: What kinds of hobbies from the word cloud are common in Palestine, and which ones are not? Why? Take notes.

E. Pair: Make three lists of four or five hobbies that you like/do not like doing, and hobbies you used to do in the past but you gave up doing them now. Share your list with your partner. (see the hint below).



Hint

- We use (be used to + verb-ing) to talk about things which feel normal for us or things that we are accustomed to.
- We use (Used to +v) to refer to something from the past that is no longer true



Hobbies you like doing and why	Hobbies you do not like doing and why	Hobbies you used to do in the past

(See page 183)

 Watch a video on hobbies and interests, interactive mediation, 'Free time activities' and answer the questions that appear on the screen:

- Q1: Why was Ahmad tired?
 Q2: Why does Naser like skateboarding?
 Q3: Why does Naser like hiking?
 Q4: How often does Layan go for a bike ride?



2. ROLE-PLAY: Pretend you and your partner have a lot of time to spend at the weekend.

Discuss different activities you might do and choose one that you both will enjoy. Tell the class the results of your discussion.

2. Vocabulary

A. Consult your dictionary to find out the meaning of these words.

adolescence, conflict, solution, identity, belief, poverty,
 unemployment, enhance, opportunities, purpose

B. Match the vocabulary items from 2A with their definitions below. The first one is done for you.

- 1- Adolescence is the period between childhood and adulthood.
- 2- _____ trust, faith, or confidence in someone or something.
- 3- _____ the fact of being who or what a person or thing is.
- 4- _____ increase, or further improve the quality, value, or extent of.
- 5- _____ the state of being extremely poor.
- 6- _____ the state of not having a job.
- 7- _____ has as one's intention or objective.
- 8- _____ a means of solving a problem or dealing with a difficult situation.
- 9- _____ a set of circumstances that makes it possible to do something.
- 10- _____ a serious disagreement or argument.

▶ 2A YOUTH IN PALESTINE

3. Reading and Speaking

▶ A. Before you read

- 1- How do your parents help you make your life better and build your future?
- 2- What significant problems do young people face today?
- 3- What do you feel about the role of youth in the world?
- 4- If you had to give youth one quality, what would it be, and why?
- 5- Why is it important for youth to have a voice?



▶▶ B. While you read

1. Why is youth an important period in our lives?
2. What role do governments play in the lives of adolescents?
3. What significant problems do young people in Palestine face today?
4. How can young people achieve national goals?
5. How can youth give hope for freedom and peace in the Holy Land?

Read the text carefully and answer the questions that follow (Jigsaw activity).

- A. Adolescence (or youth) is the period during which human beings develop from children to adults, and start shaping their identities, beliefs, behaviors and social skills - the things that will carry them forward to successful adulthood. Building and preparing youth for the future, and encouraging them to search for a purpose in life, is significant as young people are the solution to many of the world's problems.
- B. Governments usually design programmes that have long been considered to play a key role in the lives of adolescents such as after-school programmes, and other community-based activities. These programs can boost academic performance, reduce risky behaviors, and promote physical health.
- C. In Palestine, adolescents face many challenges because of the occupation. The continuing occupation, siege and conflict in the area cause unemployment and poverty, conditions that negatively affect the whole society. Young people are usually the most affected at all levels, losing a significant number of opportunities to develop and enhance their roles. They have high levels of unemployment, with limited public participation, and little hope for a better future.
- D. In this situation, there should be solutions for youth to encourage them to be hopeful under the

occupation, and to utilize their positive energy to develop themselves and their society. By supporting young Palestinian men and women and considering the values of justice, equality and transparency in employment and job distribution, Palestinians can achieve national goals and the dream of a bright future.

- E. Well-educated, healthy, and productive young people can change the unacceptable reality into a brighter future, which will, in turn, give hope for freedom and peace in the Holy Land.

There have been so many success stories of students, at Palestinian universities, who had the desire and the skills to make a difference in their society. From their success, we learn to see a spot of light in the darkness; we learn that by keeping hope alive, we keep the future of a nation alive.

▶▶▶ C. After you read

Read the text again, and then decide if these sentences are true or false?

- 1- Human beings start shaping their identities and beliefs during adolescence.
- 2- Encouraging youth to search for a purpose in life is very important in preparing them for the future.
- 3- Young people can solve many of the world's problems if they are well prepared.
- 4- The occupation enhances opportunities for employment.
- 5- Young people in Palestine are playing a key role in developing their society.
- 6- Youth need better opportunities for public participation and employment.

D. Fill in the blanks with the suitable words from the list below to complete these sentences.

enhance unemployment, conflict,
 solutions, beliefs

1. During our youth, we start to shape our identities, _____ and social skills.
2. The continuing occupation, siege and _____ in Palestine cause poverty.
3. Young people in my country do not have opportunities to _____ their roles.
4. There should be _____ for youth to be hopeful and develop their society.
5. _____ is one of the key problems that are facing youth in Palestine.

4. Pronunciation

Get it right: Listen to the recording and then circle the words you hear.

Minimal pairs short vowel sounds <i>/i/ /e/</i>	Minimal pairs Short and long vowel sounds <i>/i/ /i:/</i>
sit set	sit seat
tin ten	tin teen
hill hell	hill heal
lit let	live leave
will well	will wheel

5. GRAMMAR

1. Revision: Form Yes/No questions out of the following sentences in groups A, B and C.

Group A:

- Shopping is an exciting activity. -----?
- Some hobbies are dangerous. -----?
- Photography was his favorite hobby. -----?
- Hobbies were more active in the past. -----?

Group B:

- Parents should help their children be active. -----?
- Young people can have more hobbies than children. -----?
- The young have developed new hobbies this decade. -----?
- You can go horse riding at weekends. -----?

Group C:

- Sami lives in Nablus. -----?
- Technology changed our lifestyle. -----?
- Some activities make our lives full of fun. -----?
- They went to school full of joy and happiness. -----?

Hint

You are advised to visit the link below for revising important information regarding forming Yes/ No questions before attending the class.

<https://www.youtube.com/>



To form Yes/No questions:

- Switch the subject with verb (be).
- Youth are creative.
- Are youth creative?
- Switch the subject with auxiliary verbs.
- They can go cycling together.
- Can they go cycling together?
- Add (do, does, did) before the subject.
- Sham loves photography.
- Does Sham love photography?

2. Peer Assessment

Write one question for each group (A, B, and C) about youth or their hobbies, then ask your partner to give you feedback.

6. Class Survey: Pictures of the people engaged in youth activities.

Ask students in the class to talk about the people in the pictures below, and make some notes about who they are, and how they give hope to youth in Palestine to build their future. Research the details, take notes and your findings to the class.



We have a role to renew and refresh our society, education, innovation, skills, etc.,



Youth are the future of society. We should invest in them.



Youth comes once in lifetime. Do not waste it aimlessly.

7. Listening

Preparing to listen

Preparing yourself for the listening task will help you to understand the listening text more easily. Make use of everything on the page that can help you before you start listening.

- Study any photos or illustrations on the page for clues about the listening topic.
- Read question (A) carefully and think about any words related to the topic that you might hear.

Ameed is a university student. He loves photography and works as a photographer in his free time and at the weekend Listen to him talking about his hobby.

A. Listen to the recording and then decide whether these sentences are true (T) or false (F):



- 1- Ameed is a photographer.
- 2- He looks for exciting pictures every day.
- 3- He got interested in photography only a few years ago.
- 4- Ameed got his camera from his father on his birthday.
- 5- A photographer needs to use his/her imagination to find good pictures.



B. Listen to the text again, and then fill in the blanks with the missing words.

I am Ameer from Jerusalem. My hobby is photography. I love _____ photos. Every weekend, I visit some areas of the old city and _____ interesting pictures to take. I've been interested in _____ since I was young when my parents got me a camera for my birthday. I like it because it is _____ and I can express myself through my pictures. If I am out with my friends and we're having a good time, we all take _____ wherever we are. Anyone can use a camera, but you need to use your _____ to find good pictures.

**BUILDING SKILLS.** Preparing a group discussion

Preparing yourself for a particular situation will help you take part in the discussion successfully.

- 1- Before you start, always think about your opinion and what you want to say.
- 2- Prepare some key points related to the aspects of the topic.
- 3- Write down keywords and phrases in English.

A. Preparation:

Work in groups of 4 -5 students. You and your group are going to discuss youth challenges and aspirations. Before you start, read the ideas below with your group and share your opinion. Decide on what you want to say and make some notes.

B. Discussion:

Now find another group and talk about the youth in Palestine. Try to use as much language for discussion as you can. Tell the class the results of your discussion.

**Project:**

In groups, create interviews with students from your university asking about the problems they have and the solutions they suggest to build their future. Make sure you talk with as many current students as you can. Ask them about their hopes and what bothers them most about their future. Several questions can be asked to collect data. See, p 183.

Collect and record students' answers and prepare and give a presentation in class.

▶ **2B WHAT I LIKE TO DO WITH MY SMARTPHONE**

1. Getting Started

A. Speaking

- Work with a partner to describe the photos and what the people are doing in these pictures. Can you guess what the text is about?
- Think about what people are doing and whether these actions are right or wrong. Share your answer with a partner.

Now, work with your partner to complete this table. Change partners and share what you wrote.



Action	DO	DON'T
1. Texting while walking.		X

Answer these questions:

- 1- Do you like having a mobile phone?
- 2- Do you use your phone daily?

- 3- Does your mobile waste your time?
- 4- Should it be allowed for children to use smartphones?
- 5- Should you be allowed to use mobile phones in the classroom?
- 6- Do you use your mobile phone for fun? How?
- 7- Have you ever used your mobile phone for out-of-school learning?
- 8- Do you check your social media accounts while you are walking, driving, or studying?

2. Vocabulary

A. Read the following sentences. Use the context to figure out the meaning of the underlined words. Check the meaning with your partner.

1. I send and receive many emails and messages every day.
2. The majority of people I know like chatting.
3. What are the negative impacts of using mobile phones?
4. Social media is used to connect online for all kinds of reasons.
5. You can save money with our online tour booking and reservation system.
6. Your peers are there to help you improve, not to make you feel bad.
7. It is important to develop positive relationships with people in your surroundings.

B. Match the underlined words in A with their meanings in B:

- 1- the way in which two or more people are connected.
- 2- talk in a friendly and informal way.
- 3- make or become equal with or of the same rank.
- 4- be given something.
- 5- the greater number.
- 6- effect, or influence.
- 7- websites and applications that enable users to create and share content or to participate in social networking.
- 8- an act of reserving accommodations, travel, etc., or of buying a ticket in advance.

3. Reading and Speaking:

▶ **A. Before you read:**

Study the photos and texts. Then answer these questions:

1. What can you do with a mobile phone?
2. Do you think that mobile phones can be used at your university for learning?

3. What social networks have you been using, and for what purposes?
4. Have you ever dropped your phone in water? What will you do if it gets wet?

▶▶ B. While you read

1. When did Shadi get the smartphone from his parents?
2. Does Shadi like his new smartphone? Explain.
3. What things can Shadi do with his smartphone?
4. Why does Shadi want to learn how to do online shopping?
5. Why does Shadi use social networks?

Now read the dialogue between two friends at university, and then answer the questions that follow.

Shadi: Guess what I got from my parents on my birthday? They bought me a new smartphone.

Adel: Fantastic. How do you like the new smartphone?

Shadi: It is great, and I am really happy with it. I cannot live without it. Looking at it is the first thing I do in the morning. I use it for everything: I receive and make calls and store data. For fun, I spend the majority of my free time playing games, taking pictures, chatting with friends and watching movies and TV shows.

Adel: What social networks have you been using?

Shadi: I have been using different social networks, including Facebook, Twitter, YouTube, Instagram, and Pinterest. I use these networks to share interests through photos, videos and status updates, keep relationships strong, and learn more about the world.

Adel: But you should know that the use of social media has positive and negative impacts on you and your peers.

Shadi: Yes, you are right. But the impacts (whether positive or negative), that social media has on us is up to us to decide!

Adel: You can also use your mobile for out-of-school learning; it is easy to do your homework and take part in online activities. Other activities that you can use your phone for are doing online shopping, making bookings and reservations.

Shadi: Really. Can you show me how to do online shopping?



I need to buy a protective cover for my phone.

Three months later,

Adel: Hi, it's good to see you. Why did you turn off your mobile phone yesterday?

Shadi: Oh, sorry I could not contact you yesterday to do our homework because my phone was damaged.

Adel: Why? What happened?

Shadi: While I was sleeping in my room, my little sister took my mobile and dropped it in water.

Adel: How did you feel about living without your mobile? What is it like to damage your phone?

Shadi: I've to admit that it was a terrible experience. It is a disaster for me if my mobile is damaged. Not having a cell phone means, of course, no texting, no emailing, no tweeting or instagramming, no Facebook, no Messenger or communication with family and friends. No music, no news, no selfies, or google maps. No video camera, alarm clock, calculator, shopping, fitness tracker, daily weather forecast, or googling answers to my questions.

Adel: I agree with you. But how did you save your phone from water damage?

Shadi: I removed the SIM card from its slot, and buried the mobile in a bowl of uncooked rice overnight till it was fully dry. Then I switched it on.

Adel: What a great idea! We should always keep our mobiles away from water and little children.





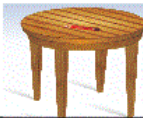



▶▶▶ C. After you read

Read the dialogue again and then choose the best answer to complete these sentences.

- 1- Shadi got a new smartphone from his _____ on his birthday.
a. parents b. neighbor c. mother d. friends
- 2- Facebook, Twitter, YouTube, Instagram, and Pinterest are _____.
a. social networks b. activities c. status d. smartphones
- 3- Shadi uses networks to share _____ through photos, videos and status updates.
a. games b. interests c. activities d. photos
- 4- Social networks keep _____ with our friends strong.
a. interests b. relationships c. peer d. reservations
- 5- You can use your phone to do online activities such as shopping, making _____ and reservations.
a. bookings b. protective cover c. homework d. networks
- 6- The activity that was not mentioned in the second text is _____.
a. saving data b. listening to music c. taking selfie d. using google maps
- 7- He thought he lost his mobile because it _____ in water.
a. fell b. tracked c. failed d. reserved
- 8- Shadi fixed his phone from water damage by burying it in a bowl of _____ overnight till it was fully dry.
a. soil b. water c. cooked rice d. uncooked rice

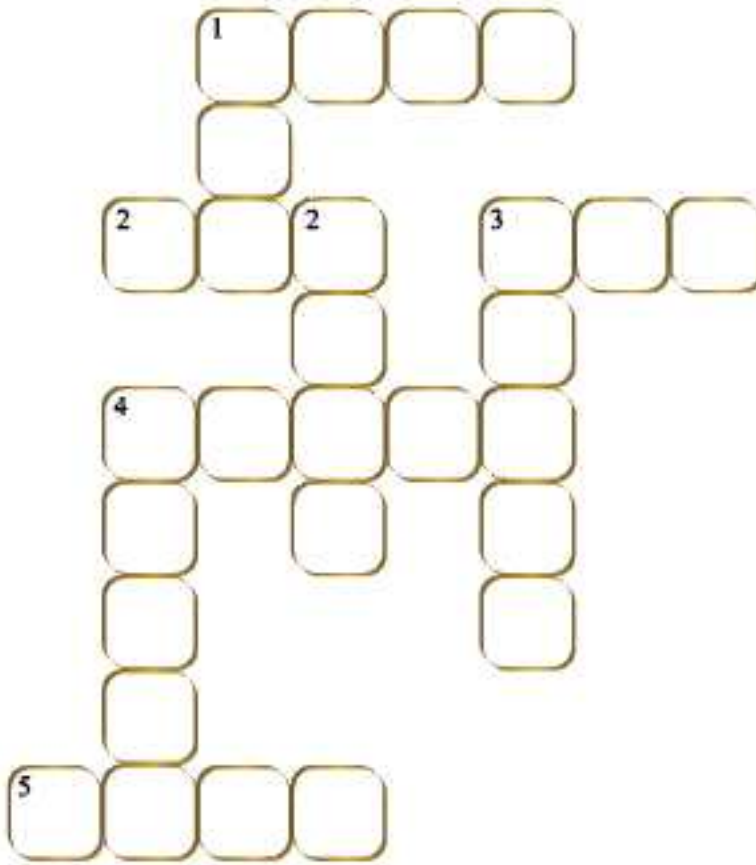
4. Grammar

A. Study the questions in the table and their answers.

Who?	Who is he? He is my brother Ali.	
When?	When do you get up? At four a.m.	
What?	What is on the table? There is a pencil.	
Why?	Why are you late? I missed the bus.	
Where?	Where is your book? It is in my bag.	
Which?	Which is your Apple? The yellow one.	

B. Crossword Puzzle

Complete the crossword puzzle with Wh-words to match their meanings.



Cross

Wh-Word	Meaning
1	object, idea or action
2	manner.
3	reason.
4	possession
5	time.

Down

Wh-Word	Meaning
1	people (subject).
2	people (object of the verb).
3	place.
4	option or choice.

C. Depending on your understanding of the meaning of Wh-words, circle the best choice to complete these questions.

- 1- ----- did Shadi get his smartphone?
a. When b. What c. Where
- 2- ----- will Shadi buy online?
a. What b. Which c. Whom
- 3- ----- has he been using his phone for?
a. What b. Which c. Whom
- 4- ----- activity do you like the most? Gardening, drawing or texting.
a. What b. Which c. Whom
- 5- ----- do you take online courses?
a. What b. Who c. Why
- 6- ----- dropped Shadi's mobile in water?
a. Who b. Whom c. Which

D. Now, turn these statements into questions to ask about the underlined words and phrases.

1. Tami faces challenges when using digital programs. _____ ?
2. I bought a new mobile yesterday. _____ ?
3. The occupation causes unemployment and poverty in Palestine. _____ ?
4. Nadia is my best friend because we are similar in various ways. _____ ?
5. Adel will help me buy a protective cover online. _____ ?
6. I usually put my mobile on a clean dry surface. _____ ?

5. Analyzing a Cartoon



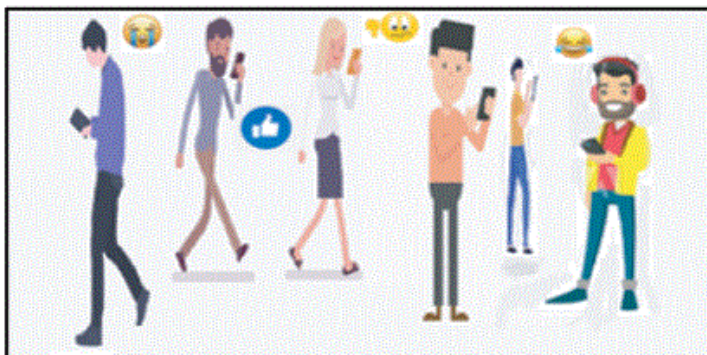


Building skills: Describing cartoons

Before you begin to describe or analyze a cartoon, always read the instructions carefully so that you know what you have to do.

A. Look at everything in the pictures, make use of everything on them, and describe the pictures carefully to say what people are doing.

B. Study the cartoons then use the words from the list to complete the description below:

(concentrate, relationships, free, social media, up to date, classmates, locations, tired)

	
<p>Social media helps in strengthening _____ amongst _____ in high school or college, who after finishing school, move to different _____ in the country. Social media keeps you ___ with things that are going on around the world rather than just in your area.</p> <p>On the other hand, young students spend most of their _____ time using social media. They have no time for homework, sports, hobbies, or even their own families. The long hours wasted online at night on _____, and the internet makes students feel so tired the next day that they cannot _____</p>	

6. LISTENING AND SPEAKING

A. Preparing to listen:

Preparing yourself for the listening task will help you to understand the listening text more easily. Make use of everything on the page that can help you before you start listening.

- Study any photos or illustrations on the page for clues about the listening topic.
- Read the questions carefully and look at any other background information.
- Think of any words related to the topic that you might hear.

B. Listen to the recording and say whether these statements are true or false.

Listening and Speaking

- 1- The narrator was spending most of his free time using his phone.
- 2- His friend did not respond to his message because he lost his mobile.

- 3- His friend won the challenge of giving up his mobile for a month.
- 4- He mindlessly reached into his pocket and pulled the mobile out to do something many times.
- 5- The narrator could not give up his mobile for a month; it was a very difficult experience and an exercise in patience.
- 6- During the month, the narrator discovered that his smartphone has allowed him to fill every empty or boring moment with something else.
- 7- Giving up a phone is an exercise in patience. He really thinks it would be good to use phones wisely.



C. Listen carefully to the text, and then fill in the blanks with the missing words.

I started using smartphones quite late on as I did not get my first smartphone until 2018.

I didn't actually realize that I spent most of my time on my phone until I received a message from a friend of mine saying: "Hey, sorry I did not text you back the other day, I haven't been on my phone this week". I immediately began to _____, and quickly _____. "What happened? Did you lose your phone? Did it break? Are you depressed and want to be alone?"

"No. It was a _____ for the school. Who could go the longest without his/ her phone?"

"I won. I gave it up for one week." "Yes. It was hard. I mean, I bet you couldn't do it." I _____ him, paused, and looked at the words on the _____. Then I thought "Fine. How about a month?" So, I began my one month with no use of any phones. When I _____ myself to try a month without my phone, I wondered just how _____ to it I was. I started missing everything, and I found that I liked Snapchat. I liked _____ pictures on Facebook. I liked checking my email from my bed.

Here is what I learned.

During my month without my phone, I discovered that my smartphone has allowed me to _____ every _____ or boring moment with something else.

I can't tell you how many times I _____ reached into my pocket to pull it out and just do something... anything.

A month without my phone taught me that giving up a phone is an exercise in _____. I don't think we need to _____ smartphone uses completely. However, I think it would be better to use our phones wisely.

**D. Discussion**

1. Think: Is the smartphone good or bad for students? Think about reasons.
2. Pair: Now work with a partner, have a short discussion about the impact of social networks on grades, relations between classmates and social life.
3. Share: Ask other people in the class about the pros and cons of using the smartphone in college.

Project:

Create a table in your notebook to record your use of your mobile phone this weekend. Include the activity performed, the purpose, and the time spent. In groups of five students, prepare a chart that illustrates the information collected and make a presentation in class.

▶▶▶ 2C MY TRUE FRIENDS AND ME

1. Getting Started

A. Speaking:

- Work with a partner to describe and discuss what you see in the pictures below.
 - On your own, answer the following questions and make notes. Discuss your notes with a partner and then in class.
1. How many friends do you have?
 2. What do your friends mean to you?
 3. Do you make friends easily?
 4. What do you like to do together with your friends?
 5. Do you consider friends on social media real friends?
 6. When and where did you first meet your true friend?



We never lose friends,
we only learn who the
true ones are.



Just walk beside me
and be my friend.



When you go through dark
times and cannot see any
light ahead, your true friends
shine like diamonds.

2. Vocabulary

A. Now, check with your teacher your understanding of the following words, and match them with words of similar meanings in the box below. The first one is done for you.

stability, different, polite, clever, marks, surely, fight, godsend, controlled, honest

1. trustworthy:	honest	6. definitely:	
2. various:		7. quarrel:	
3. well-behaved:		8. intelligent:	
4. disciplined:		9. balance:	
5. grades:		10. blessing:	

B: Fill in these blanks with suitable words from the list in A:

- 1- My _____ friend is a blessing.
- 2- _____ people know how to keep their close friends and not to lose them.
- 3- You have to do _____ activities to be able to complete the task.
- 4- I usually study hard because I want to get high _____.
- 5- Parents like their children to be _____ and disciplined.
- 6- My family and my friends are the biggest _____ in my life.
- 7- People often _____ or debate to prove their points.
- 8- I _____ enjoy working in my friend's company.

3. Reading & Speaking

► **A. Before you read**

- 1- Do you have one close friend? What makes him/her close?
- 2- What do you usually do when you are together?
- 3- What qualities do you like in your friends?
- 4- Have you ever lost a close friend? Elaborate.

►► **B. While you read**

1. In what ways is Rola different from her friend Mira?
2. Why does Mira get excellent grades?
3. In what subject does Mira help Rola? Why?
4. Who prefers wearing casual clothes over formal ones? Why?



Now read the text to learn about Rola and her friends. Make some notes, then answer the questions that follow:

In my opinion, friends are the family we can choose. I believe that true friends are brothers and sisters from different parents. I have only two trustworthy friends even though I study at a university with thousands of students. I usually talk, share work and sit with many people and students but Mira, Ghina and I are together most of the day. Since I met them at the university, we have become very close friends. We always go to university and everywhere together, we study together and we come home together. We are rarely without

each other outside our homes. Although Mira, Ghina and I are such close friends, we are different from each other in various ways. Mira and Ghina are rather shy, quiet and careful in whatever they say or do, and do not like to talk much, and it is not easy to make them laugh. They both love to study and get excellent grades but Mira always stands first in class. She likes to spend a lot of her free time reading and writing. Mira and Ghina are fit because they usually exercise at home. They walk elegantly and wear very nice clothes, so they give a good impression to people who meet them. They both are well-behaved and disciplined girls. My best friends Mira and Ghina have so many good qualities, but I cannot call them sociable like me. They like to remain alone if we are not together. Although they enjoy my company, I might be their only friend. Compared to them, I am sociable and I like to move around a lot.

I like to talk all the time. Everybody says I am a talkative girl. I have a habit of telling funny jokes. I like to eat a lot and I usually eat different kinds of food and, therefore, I am a little overweight. I prefer casual clothes over formal clothes because I feel more comfortable and relaxed that way. I always try to keep the right balance between studies and entertainment. I am not as intelligent as my friends are. I usually ask Mira for help in my studies, especially in the English language course because she used to live in England before her family came back to Palestine. Although we are different in many ways, we enjoy each other's company. We are just like sisters, and Mom usually invites them to join our family celebrations and events. For us, friendship comes first. We have always stayed together in happy and difficult times. One may often find us quarrelling, debating or even almost fighting to prove our points. However, every quarrel brings us closer together. Yes, I can say that having true, honest and helpful friends like Mira and Ghina is the biggest blessing in my life.

▶▶▶ C. After you read

Reread the text, then decide if these statements are true or false.

- 1- Rola, Mira and Ghina are old friends.
- 2- Rola is not a sociable person. She does not like to talk to others.
- 3- Rola, Mira and Ghina spend a long time together during the day.
- 4- They all have similar qualities and interests.
- 5- The three friends never quarrel or fight to prove their points.
- 6- Mira and Ghina are smart and get the same grades.
- 7- Rola always invites her friends to join her family celebrations and events.

4. Grammar

A. Working with words:

Copy and complete the table using your dictionary. The given words are from the text.

Noun	Adjective	Adverb
	true	
difference		
	intelligent	
		easily
help		
	friendly	
talk		

B. Choose one of the words you find in brackets to complete the sentences.

Change the form of the word where necessary.

- 1- When we face problems, we need _____ friends. (different, help)
- 2- Best friends always tell the _____. (true, help)
- 3- Your _____ behavior makes me feel happy. (friend, different)
- 4- I use networking because I can communicate with my friends _____. (easily, helpfully)
- 5- I usually do not like _____ people. They talk more than they work. (talkative, helpful).

C. Rewrite these sentences with the adverbs in the best position.

1. I have subscribed to educational channels. (already)
2. They fight and quarrel to prove their points. (always)
3. They have finished working on a number of activities at university. (just)
4. I need to talk about our plans to my friend. I'll visit her. (tomorrow)
5. I'm not tired. I have rested. (now, already)
6. My friend is a well-behaved and disciplined girl.

For more information go to
grammar bank, P.184

5. Language Function

A. Invitation



1. Inviting other people: We invite or get invited, almost every day.

The invitation can be formal or informal. We will learn in this unit that there are some English expressions that one can use to invite people informally e.g.,

- “Do you want” + infinitive verb?
- Do you want to have a drink with me?
- “Why don’t we” + verb?
- Why don’t we go out for dinner?
- “Let’s” + verb.
- Let’s go away this weekend.
- “How about” + verb -ing?
- How about going to a movie? Would you like to join me for tea?
- Would you like to come over for dinner?
- Would you like to have lunch with us?
- Why don’t you come over for dinner tonight?

2. Accepting invitations/ declining invitations

When you get invited, it is only natural to accept the invitation or to decline it. When we accept an invitation, we confirm it by using one of these expressions:

- That's fine. Thanks.
- I'd love that.
- We'd be happy to.
- Great. Thanks.

When we decline an invitation, we usually do so politely and tactfully.

First, we thank the person who has extended the invitation. Secondly, we try to give a reasonable excuse for not accepting the invitation.



Look at these examples:

- 1- We'd love to join you for dinner, but I'm working overtime that night.
- 2- I'm afraid we cannot make it. You know, my wife is not feeling well and we cannot go out at night.
- 3- What a pity! I have a meeting with my boss that night.

B. Practice:

- 1- Imagine you are graduating from university. Invite your friend to attend your graduation ceremony.
- 2- Imagine a colleague invites you to his/her house for a birthday party. Accept the invitation.
- 3- Your neighbor asks you over for dinner, but you are busy with your parents. Decline the invitation.

6. Group Work

Inquiry based learning activity

1. Interview your grandparents, parents, and some university students, and ask them to provide you with proverbs from the Palestinian culture about friendship. In groups, gather the proverbs and try to find their equivalents in English. Each group is to share their project with the rest of the class and put proverbs in their journals.
2. Record some of the interviews as videos and post them to the class network on Edmodo. Outline in Arabic what the video actually says about friendship. Ask students to find similar quotes from the Palestinian culture.
3. Upload the videos to Edmodo and encourage students to comment on them.

7. Writing



Write about one of the following topics:

1. Write a paragraph about your best friend describing his/her qualities (describe whether you think these qualities are good or bad, what similarities and differences you have, how you communicate, how often you meet and where, what activities you make together and how you support each other.



2. Describe the picture concerning the importance of the mobile in youth life. Imagine what life would be like today without mobile phones.

UNIT THREE



Dear students, this unit introduces to you three reading texts that discuss the nature of human language and the significant components of communication. It also presents the concept of multilingualism through two passages that deal with two polyglots to motivate you to learn English and show you that anyone can learn many languages. Furthermore, there is a variety of exercises and activities that aim to enhance your skills of reading, writing, speaking through working individually, in pairs or in groups. Particular focus will be given to the structure of the present perfect tense and the formation of simple sentences to enhance your ability to write at least one short paragraph. Lastly, the current unit aims to help you practice different expressions of congratulations.



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UNIT THREE
LANGUAGE OR LANGUAGES



UNIT THREE

LANGUAGE OR LANGUAGES

3.1 Preview

Dear students, this unit introduces to you three reading texts that discuss the nature of human language and the significant components of communication. It also presents the concept of multilingualism through two passages that deal with two polyglots to motivate you to learn English and show you that anyone can learn many languages. Furthermore, there is a variety of exercises and activities that aim to enhance your skills of reading, writing, speaking through working individually, in pairs or in groups. Particular focus will be given to the structure of the present perfect tense and the formation of simple sentences to enhance your ability to write at least one short paragraph. Lastly, the current unit aims to help you practice different expressions of congratulations.

3.2 Unit Objectives:

By the end of this unit, students are supposed to demonstrate knowledge of :

- 1- The nature of language and ways to learn languages,
- 2- The possibility of being bilingual or multilingual,
- 3- Some techniques and activities to improve their learning,
- 4- Different styles to express congratulations in various situations,
- 5- Using present perfect tense in meaningful sentences,
- 6- Coherently writing short sentences and paragraphs.

3.3 Intended Learning Outcomes:

Upon completing this unit, students should be able to:

- 1- Demonstrate good comprehension of texts talking about language and multilingualism,
- 2- Identify some techniques and activities to enhance language learning,
- 3- Practice writing different forms of congratulations,
- 4- Identify the uses of the present perfect tense in different situations,
- 5- Write a short paragraph using simple sentences,
- 6- Distinguish between the most applicable techniques for language learning,
- 7- Comment orally on the methods used by the two polyglots,
- 8- Write a short paragraph about specific themes relevant to language learning.

3. READING

► A. Before you read

- 1- What do you need to communicate with your friends , your teacher or your parents?
- 2- What does language mean to you?
- 3- Can you give examples of sounds or letters from your language that are not found in English language?

Now, read the title of the text below and try to predict its main idea. Read it quickly to find out if you are right.

►► B. While you read

✓✗ **A- Now, read the text and mark the following statements as either true (T) or false (F). Underline the words or phrases that help you pick an answer.**

- 1- To communicate with other people, a person only needs some meaningful words.
- 2- Knowing a language implies knowing which sounds may follow each other to form a word.
- 3- According to the text, only human beings can use verbal language to communicate.
- 4- Human language is more than a group of individual sounds and letters that can be transformed into words.
- 5- The meaning of a sentence depends on any change in the structure of the words in that sentence.
- 6- Language knowledge involves the ability to be understood by people who do not know that language.

Tip: When you have finished, check your answers with another student.

What is language?

Whatever people might do when they come together—whether they play, fight, eat, teach, chat – they talk. In other words, we live in a world of words, and hardly a moment of our lives is free of a talk. We talk to our parents, our friends, our teachers, classmates, we talk to strangers and relatives, and sometimes we talk to ourselves. We talk face to face and over the phone using WhatsApp, Messenger, Snapchat and Instagram, to name a few. While talking, we are using the human language that distinguishes us from other creatures in this universe. But what is language? What does it mean to know a language?



When you know a language, you can speak and be understood by others who know that same language. This

indicates that you can produce sounds that signify specific meanings and comprehend sounds produced by others. Thus, if you know a language, you are likely to know which sounds are part of the language, which letter or letters are used to represent certain sounds and what a group of sounds when come together mean in their actual use. Knowledge of a language also involves knowing which sounds may start a word, end a word and follow each other.

Nevertheless, human language is not just a collection of individual sounds and letters or even individual words. Language has a structure and ,what we may call, grammar. The structure and grammar of a certain language help to give the intended meaning. Thus, a change in the structure of a group of words in a sentence can produce a change in the meaning of that sentence although the individual words are the same. For example, "The dog bites the man" is completely different from "The man bites the dog".

In short, knowing a language means being able to communicate verbally with others who speak the same language. Such communication requires some basic vocabulary that must be placed in a specific order to make meaningful sentences. Such knowledge includes specific rules that enable us to form and understand meaningful sentences. These aspects of language knowledge urged some linguists to define language as a means of communication that is based on sounds or conventional symbols. For example, in English a student may greet his teacher by saying "Good morning teacher " while the teacher might write on the board "Give me five". In Arabic, a child might ask his mother "Ayna qamisi? "Where is my shirt?"

▶▶▶ C. After you read

Reread the text and answer the questions below. Compare your answers with the whole class.

- 1- Is the human language different from the languages of other creatures? How?
- 2- Why is structure necessary for any language?
- 3- What does "*language is a means of communication*" mean to you?

4- Get It Right (Grammar)

A. Dear student, use the link below to watch the two tutorial videos on the use of present perfect tense. While watching, you can take some notes and do what is required in the following exercises. If you feel that you need to watch it more than once, do it.

1. <https://bit.ly/31tT1oD>
2. <https://bit.ly/30zG0L3>

B. Now, after you have finished watching the videos, try to put the words in the correct order to make sentences with the present perfect tense.

- 1- known / I / Baseem / for / years / have /20.
- 2- hasn't /since / to the cinema / Rama / been /1987.
- 3- Britain / Khaled / so far / been / has / to / five times.
- 4- already /We /taken /have/breakfast.

- 5- Mecca /Laila /visited /yet/ hasn't...
6- never/Aseel /has/to Turkey /been.

C. Match the parts in columns A and B to to make meaningful and grammatically correct sentences.

A	B
1- The doctors have gone on strike	a- since lunchtime.
2- Majed has been to London	b- three times so far.
3- I have had a stomachache	c- for ten days
4- Samah has been unemployed	d- for several years
5- Adnan has been a vegetarian	e- since she graduated from university

D. Fill in the gaps with the right forms of the verbs in brackets to complete the following English sentences in Present Perfect Tense.

- 1- Sarah (just); she will phone you in a minute. **(come)**
2- The studentsMr. Jad since he arrived at Ramallah. **(know)**
3- Mr. Jaloudilunch yet. **(eat)**
4- I in Nablus since I was born. **(live)**
5- We (already).....the email to our students. **(send)**

5. Writing

Simple sentences

One main/independent clause and no dependent or subordinate clauses.

- Single subject& single verb (Every Jack has his Jill)
- Compound Verbs (Sam shouted and left the meeting).
- Compound Subjects (My parents and I went abroad).



Tip:

To check your answer , you can go to <https://www.merriam-webster.com/>

A-Read the sentences below. Identify the subject and the verb in each item.

- 1- My friend stopped and gave a speech.
2- All people around the world use Facebook for social communication.
3- What you wear fits me well.
4- Majed and Husam play football every Friday.

B- Write three sentences on your own: one with a single subject and a single verb, one with compound subjects and the third with compound verbs.

Project-based learning activity

1- Now, visit this links to learn more about English sounds

<https://webquest.org/> ,

<https://bit.ly/2PxvwWu> ,

2- Go to the video on this link <https://bit.ly/2XDScJ4>, do the same with the Arabic letters and sounds. What is the difference between Arabic letters and sounds.

3- Prepare a 5-minute presentation to share your answers with the whole class.

6. Listening and pronunciation**Test your Pronunciation**

A. Underline the word with the different vowel sound. Number one is done.

1. what hot bold dawn

2. made maid hare paid

3. soup troop soap group

4. foot food book put

5. bread clean reach green

6. white stay sky pie

Listening

Listen to the recorded material and complete the tasks below:

B. Decide whether each of the following statement is true or false :

1- The speaker lived in South Africa for ten years.

2- The speaker finds learning a new language disgusting.

3- The speaker says that watching game shows helped him learn Spanish.

4- The speaker used to learn languages through attending regular classes.

5- According to the speaker, dictionaries can help in language learning.

C. Choose the most suitable answer:

1- Game shows can be one method to learn languages because

- a. they are very popular
- b. they are directed by famous directors
- c. catchphrases or slogans are repeated endlessly.
- 2- The speaker benefited from the weather forecast because
- a. there are some words and phrases repeated frequently.
- b. these weather forecasts did not contain pictures.
- c. weather forecast was provided with translation.
- 3- One reason that encouraged the speaker to use the Spanish newspapers was that.....
- a. he was a journalist
- b. these newspapers were very cheap
- c. he aimed to learn what was happening in Spain
- 4- The speaker thinks that the best thing that helped him learn Spanish was.....
- a. watching movies and shows.
- b. reading books and newspapers.
- c. talking to people.
- 5- According to the speaker, the first two years in Spain were quite a struggle because.....
- a. the Spanish people were neither sympathetic nor supportive.
- b. life was very difficult in Spain.
- c. there were always lots of words and expressions that he didn't pick up on.



Tip:

To check your answer , you can go to <https://www.merriam-webster.com/>

D. Answer the following questions:

- a. Why were colloquial (informal and conversational) expressions a problem for the speaker?
- b. How does the speaker prefer to learn Spanish?

▶▶ 3B- FAMOUS POLYGLOT

1- Getting started

A. Speaking:


- 1- How many languages are there in the world?
- 2- How many languages do you know?
- 3- How many languages can you speak? Ask a partner the same question.
- 4- What does it mean to be a polyglot?

 Share your answers with the whole class.

2-Vocabulary

A- Read Text 3B below and find the words or phrases that mean the same as the following:

- a- using several languages
- b- created or invented
- c- gave time and effort
- d- a person first to develop a new idea
- e- done at the same time
- f- worry, fear
- g- a strong desire to know something

 **Tip:**
 Tip: You may use the link (<https://www.lexico.com>) to check your answers and learn how these words/phrases are used in some examples.

B- Use the words you found in the previous activity to complete the sentences below:

dedicated multilingual coined simultaneous pioneer qualms

- 1- English might be used as a second language in communities.
- 2- The terms *poke, like, unfriend* wereby Facebook.
- 3- It is known that Yasir Arafathis life to Palestine and its people.
- 4- In two.....night raids in Nablus and Ramallah, 12 Palestinians were arrested by the occupation soldiers last week.
- 5- Born in Jerusalem in 1935, Edward Said was a.....in establishing the field of postcolonial studies.
- 6- President Abbas has recently declared that he would have noabout communicating with the occupation.

2- Reading For Comprehension

► Before you read

- 1- How many languages can you speak? Ask a partner the same question.
- 2- What does it mean to be a polyglot?

►► While you read

Now read the text and mark the following statements as either true (T) or false (F). Underline the words or phrases that help you decide on your answer.

1. In 1939, Kato Lomb coined the term “hyperpolyglot”.
2. Polyglot, multilingual and a hyperpolyglot” nearly carry the same meaning.
3. Kató Lomb was born in 1903.
4. Multilingual is only used for individuals.
5. From the text we conclude that Kato Lomb was not interested in learning Arabic.
6. The text tells us that learning by doing is a good method to learn languages

A polyglot is a person with a command of many languages. Being a polyglot means that you know, speak and may be able to write several languages. A polyglot may also be called multilingual, although that term is used for communities as well as individuals. In 1939, a professor of linguistics at the University College London coined the term “hyperpolyglot” for “people who know dozens of languages well. Kato Lomb is an example of a famous polyglot who dedicated her life to learning how to speak several languages.

Lomb was a Hungarian interpreter, translator and one of the first simultaneous interpreters in the world. Originally she graduated in physics and chemistry, but her interest soon led her to languages. When she died in 2003, she was almost 100 years old and had spent her life as a pioneer of languages. She was one of the first simultaneous interpreters in the world and managed to learn 16 languages. How did she do it?

She learned these languages mostly by self-effort. Her aims to acquire these languages were most of all practical, to satisfy her interest. She was known for her endless curiosity and she had no qualms about making mistakes! After having studied chemistry and physics, she specialized in English, intending to become an English teacher. She picked up books and a dictionary, read as much as she could and learned all by herself.

Her linguistic knowledge allowed her to earn a living with 16 languages besides her mother tongue which was Hungarian: Bulgarian, Romanian, Polish, Russian, Slovak, Ukrainian, Danish, English, French, German, Italian, Spanish, Hebrew, Latin, Japanese and Chinese. In her book *This is How I Learn Languages*, Lomb mentions walking straight into an advanced level class of Polish and telling the teacher she had no knowledge of the language whatsoever but strongly desired to learn it. The teacher was so happy that she let Lomb join the class! Kató Lomb mastered Russian, English, French, and German, and travelled throughout the world, writing books about her experiences. As a result, she was celebrated as a great polyglot.

(Adaptation from:  <https://bit.ly/2EZiqPG>)



▶▶▶ C:After you read

Reread the text and answer the questions below. Work with a partner to discuss your answers.

- 1- What was the nationality of Kato Lomb?
.....
- 2- Why was Kato Lomb considered a pioneer?
.....
- 3- What helped Kato Lomb become a polyglot?
.....
- 4- If you were in Kato Lomb's position, what languages would you learn to a native degree? Why?
.....
- 5- Now, compare your answers with the class and try to summarize them in a 2-minute short speech.

4. Listening



A. Listen to the recorded material and mark the following statements as either true (T) or false (F).

- 1- The presenter is excellent at listening to the spoken language,
- 2- Gabriella believes that in situations where the result is important, it is better to pretend that you understand.
- 3- In real life situations, participants have no chance to listen carefully.
- 4- Gabriella recommends asking a lot of questions so as to understand what is being said.

B. Now, listen to the recording for the second time and choose the most suitable answer:

- 1- The word "confess" means
a- summarize b- improve c- admit
- 2- The water that comes from your skin when you are very hot is called
a- sweat b- paperwork c- consequence
- 3- According to the presenter.....is the most difficult when learning a new language.
a- speaking b-listening c-writing
- 4- The expression "My brain shut down" means
a- I can't think b-I understand what you say c- I appreciate your nice efforts
- 5- According to Gabriella , when people sit for exams, they
a- speak so fast b-achieve better in listening than speaking

- c- get better results in speaking than listening
- 6- Real life situations are different from exams because in exams.....
- a- the instructor can repeat or explain things many times.
 - b- the listener may have one or two opportunities to listen to the dialogue.
 - c- the listener can use the dictionary to translate.
- 7- The expression in the dialogue that means “I understand what you’re saying!” is.....
- a- I’m still lost.
 - b- I came out in a cold sweat.
 - c- I get you!
- 8- According to Gabriella, if you were at a government office or a bank , you are advised to when you don’t understand something said.
- a- show that you understand what is said.
 - b- ask the speaker to repeat the words letter by letter.
 - c- do your best to start summarizing what is being said.

C. project

Work with a partner to carry out a small project by which you compare the Arabic language and the English language in terms of the number of letters, the number of consonants and vowels and the origin of both languages. Make a PowerPoint presentation. Post this to the Facebook group, the platform or the moodle.

▶▶▶ 3C: TIPS TO LEARN A NEW LANGUAGE

1. Getting started

A. SPEAKING

Work with a partner and discuss these questions. Share your answers with the whole class.

1. Do you know any person in your community who can speak more than two languages?
2. How did he/she learn them? Why did he/she learn these languages?
3. Do you think that the following activities help him / her learn English?
 - Reading in English (stories, books, newspapers, novels...etc.)
 - Using dictionaries (online –mobile dictionaries) to look up words.
 - Speaking to other students in the same class in English.
 - Listening to YouTube videos in English.
 - Listening to teachers speaking English.
 - Having a friend to talk to who is English native speaker.



Tip:
When you have finished, check your answers with another student.

1. Vocabulary For Comprehension

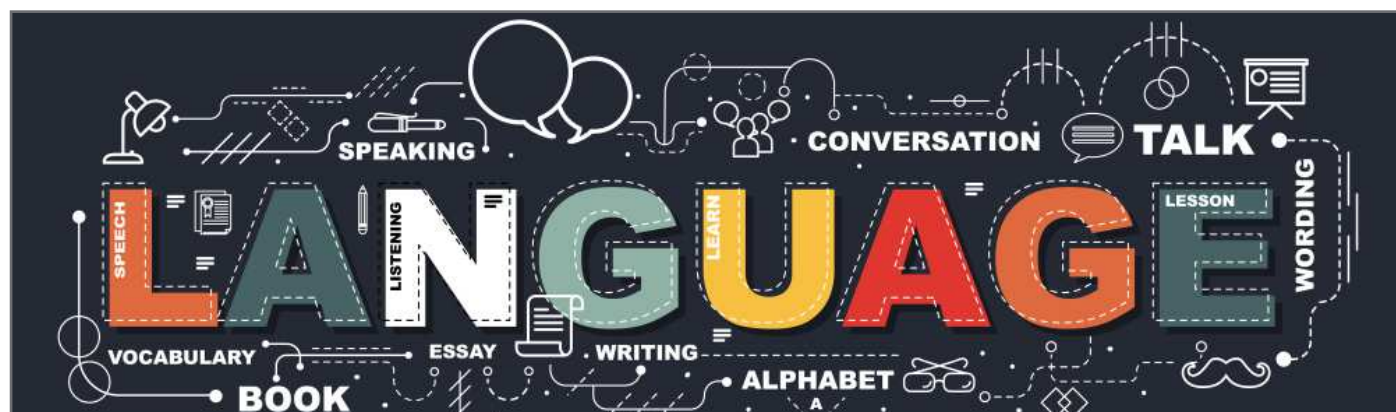
A. Read Text 3C below and find the word or phrase that means the same as the following:

- a. Speak or write a foreign language easily.
- b. Commitment of hard work.
- c. Short spell of running at full speed.
- d. Done in the same way over time.
- e. Widely held but false belief
- f. Sums of money
- g. With extreme concentration or effort

B. Use the words you found in the previous activity to complete the sentences below:

marathon hard funds consistent fluent dedication myths

- 1- To learn English successfully, you needpractice.
- 2- If you want to be in English, try to learn English without studying grammar.
- 3- The Palestinians must work togetherto get rid of the occupation.
- 4- We plan to organize an open day to raisefor the university campus in Nablus.
- 5- The function of.....is to explain historical events without using factual explanations.
- 6- Woroud Sawalha from Aseera, Nablus participated in the 100 meters
- 7- To learn to love or give requires great effort and..... to spiritual growth.



2. Reading

▶ A. Before you read

- 1-How did you learn your first language “Arabic “?
- 2-How did you start learning English?
- 3-Which is more difficult: learning your first language or the second language ?

▶▶ B. While you read

Read the text again and mark the following statements as either true (T) or false (F). Underline the words or phrases that help you decide your answer. You can discuss the answers with a partner.

- 1- A rich learner who has free time seems to learn slower than someone who works 12 hours and raises 5 kids.
- 2- Travelling abroad or working with a great teacher helps one to learn a language.
- 3- According to the text, not all people learn languages with the same speed and efficiency.
- 4- According to the text, good teachers play a supportive role in language learning.
- 5- Learning a language cannot be achieved over a short period of time.
- 6- Continuous engagement in different kinds of activities helps a learner to learn a language.

Interview with a Polyglot

Last week, Mr. Ayman interviewed Professor Hani from Palestine who can speak eight languages. Professor Hani tried his best to highlight the most useful methods and strategies that helped him speak several languages fluently.

Mr. Ayman: Good morning Professor Hani. Could you please list the languages you speak? I'm here today to ask you some questions and tell people about your experience in learning languages.

Professor Hani: Yes, of course. As you know, Arabic is my native language, I mean my mother tongue but I am also fluent in German, English, and French. Furthermore, I can converse in Spanish, Italian, Hebrew and Turkish.

Mr. Ayman: Amazing! But how could you learn all of these languages?

Professor Hani: Mmm! To succeed in language learning, what you firstly need is dedication and hard work. Frankly speaking, my English was not good at school, but my school teacher did his best to make language learning exciting and rewarding. As a result, I dedicated thousands of hours to learn different languages either at university, with online courses, and sometimes on my own.

Mr. Ayman: Good job! So what is your advice to those people who dream of speaking many languages?

Professor Hani: Good question, my friend. The starting point provides your brain with more opportunities, to practice the language daily through listening, reading, writing and speaking. For example, audio courses, repetition, and flashcards for vocabulary work well. Then, you might practice the language talking to yourself, why not?

Mr. Ayman: What is your suggestion to an intermediate level student who aims to be conversationally fluent in a new language?

Professor Hani: I think the best start can be listening to podcasts, TV series, movies, songs, audiobooks, novels, YouTube videosetc.. What you need is to get more and more comprehensible input that is relevant, interesting and matches your level. Through reading and listening, you can remember new words, learn grammar constructions, and most importantly, you can improve your speaking skill.

Mr. Ayman: Based on your long experience, what determines how quickly one can become fluent?

Professor Hani: Working hard is the key point. Of course, you need to learn how to manage your time and your habits as well to succeed. Lastly, you should trust yourself and do not fear making mistakes.

Mr. Ayman: What is the role of motivation in this case? Is it important ?

Professor Hani: Motivation is a must. Language learning is a marathon, not a sprint. You need to be strongly motivated to succeed. For instance, having a friend who is also learning a language and a good language teacher both can support you and help you stay consistent.

Mr. Ayman: What do you believe is the biggest myth when it comes to language learning?

Professor Hani: Some people believe that not having money, time or talent are reasons not to learn a language. These statements are not entirely false. No one can deny that money gives us opportunities to travel or work intensively with a great teacher. It is also true that some people learn languages faster than others do and that our life conditions are different. A fast learner with unlimited funds and a lot of free time will have the edge over someone who is learning at a much slower pace, works a 12-hour job and raises three small kids.

Mr. Ayman: Thanks a million for your time. It was my pleasure talking with you.

▶▶▶ C. After you read

Reread the text and answer the questions below. Compare your answers with the class.

- 1- Why are reading and listening helpful to language learning?
- 2- What is meant by the *comprehensible input* that can be received by a learner?
- 3- What does “Language learning is a marathon, not a sprint” indicate?

2. Language use: Congratulations

Writing a congratulations message is an excellent way to express our feelings and give praise in many situations: a job promotion, a new born baby, graduation, a new house, marriage, etc. Words of congratulations will let others know you genuinely care about them. In such cases, saying ‘congratulations’ to someone can take many forms. We may shorten the word to ‘Congrats!’ or we may write a few lines that showcase how proud and pleased we are.

Examples of expressions of congratulations

- 1- Your friend Salwa has recently finished an advanced course in English conversation for the British Council. Congratulate her.

I am so happy and proud of you dearest Salwa. Congratulations on your excellent performance. Wishing you all the success in your next stage.

- 2- Your brother Fadi has recently gotten a B.A in Language Studies from Al-Quds Open University. Congratulate him.


Warmest congratulations on your graduation. Congrats!
Congratulations on your graduation and best wishes for your next adventure!

- 3- Your cousin Laila has been listed in Guinness World Records 2019 after mastering 10 European languages . Congratulate her.
Congratulations my dearest on achieving your Guinness World Records. You deserve it for sure.

Interactive task

- A. Communicate with one of your friends on social media- Facebook, Twitter or WhatsApp. Write to him/her a congratulation card on a coming occasion. Take a photo of this card and post it to Moodle.

3. Listening

-  A. Listen to the recorded material and mark the following statements as either **true (T)** or **false (F)**

- 1- The presenter aims to discuss the achievement of the famous linguists Noam Chomsky and David Crystal.
- 2- According to the presenter, there are around 700 variations of what we call language.

- 3- What we do with our arms, legs, face when we speak is called body language.
- 4- Language is just what we say, not how we say it.
- 5- According to the presenter, language is what makes us human and separates us from animals.
- 6- According to the text, animals cannot talk or communicate with each other.
- 7- There are approximately 300 sign languages in the world.

B: answer the following questions?

- 1- Mention seven world languages given by the presenter. Is your native language one of them?
- 2- Give three examples of animal “talk” or sounds mentioned in the text.
- 3- What is Braille? Who uses it and why?
- 4- According to the text , why were systems of words, sounds movements and alphabets created?



Interactive task

Try your best to find someone on social media in your city or country or even abroad to inquire about how they are able to learn more than two languages and the techniques they used to achieve this goal. Report the results to the whole class and share them on the platform.



Writing

A. Write one paragraph 250-300 words on one of the following topics. You you can use the vocabulary words, grammar rules and ideas that you have learned in tis unit..

1. Your instructor has asked you to write one paragraph with the title: Why I need to learn English. (Advantages of learning English).
2. Your instructor has asked you to write one paragraph answering the question: What should I do to improve my English?



Technological Tip: To learn about the characteristics of a good paragraph, go to the following links:

1. <https://bit.ly/33CTcAR>
2. <https://bit.ly/2C9FoCH>
3. <https://bit.ly/3kora21>
4. <https://bit.ly/3a6qOYW>



UNIT FOUR

REVIEW AND CHECK

1- Vocabulary

A. Fill in the blanks with the appropriate word to complete these sentences:

responsibility	stress	significant	demonstrate
assignments	adhere	schedule	sources

- 1- High school students simply need to-----to school guidelines.
- 2- All students have to submit their-----on time next week.
- 3- As a student, you have to-----your understanding by solving this problem.
- 4- Education is very-----in the development of the individual.
- 5- University students have to show more-----towards their studies.

B. Circle the best choice to complete the meaning of these sentences:

- 1- -----is a person who is good at formal speeches.
 a- Youth b- An orator c- Insipid d- Potential
- 2- Plain classroom studies make learning boring and-----and students need some outlet for their energies.
 a- infuse b- phobia c- monotonous d- budding
- 3- Second year students can-----either in English or social work.
 a-major b- commute c- contrast d-stress
- 4- The second-----will commence very soon.
 a-source b- potential c-semester d- phobia
- 5- Most students-----to university every day.
 a-demonstrate b-infuse c- semester d-commute

C. Fill in the blanks with the appropriate word to complete these sentences:

unemployment quarrel identity conflict impact solution relationships

- 1- The Palestinian _____ is one of the longest on-going political problems in the world.
- 2- _____ rates among Palestinian women are decreasing these days.
- 3- Teacher's need to examine the _____ of using the mobile phone, during lectures, on student learning.
- 4- _____ can change over time. Talking to each other is often important to keep them strong.
- 5- People generally _____ because they cannot argue.

D. Circle the best choice to complete the meaning of these sentences:

- 1- Youth should _____ their ability to cope with change.
a- enhance b- quarrel c- connect d- balance
- 2- The mobile phones are used for a variety of _____, such as keeping in touch with family members.
a- blessings b- impact c- purposes d- opportunities
- 3- Highly _____ people often do not suffer from problems in making strong relationships with others.
a- various b- intelligent c- untrustworthy d- definitely
- 4- A true friend is a gift of God, and God gives such a _____ to good people.
a- solution b- blessing c- grade d- balance
- 5- To give hope to youth, Palestinians _____ need solutions to overcome the problems of unemployment and poverty.
a- definitely b- difficulty c- friendly d- helpfully

E. Fill in the blanks with the appropriate words to complete these sentences:

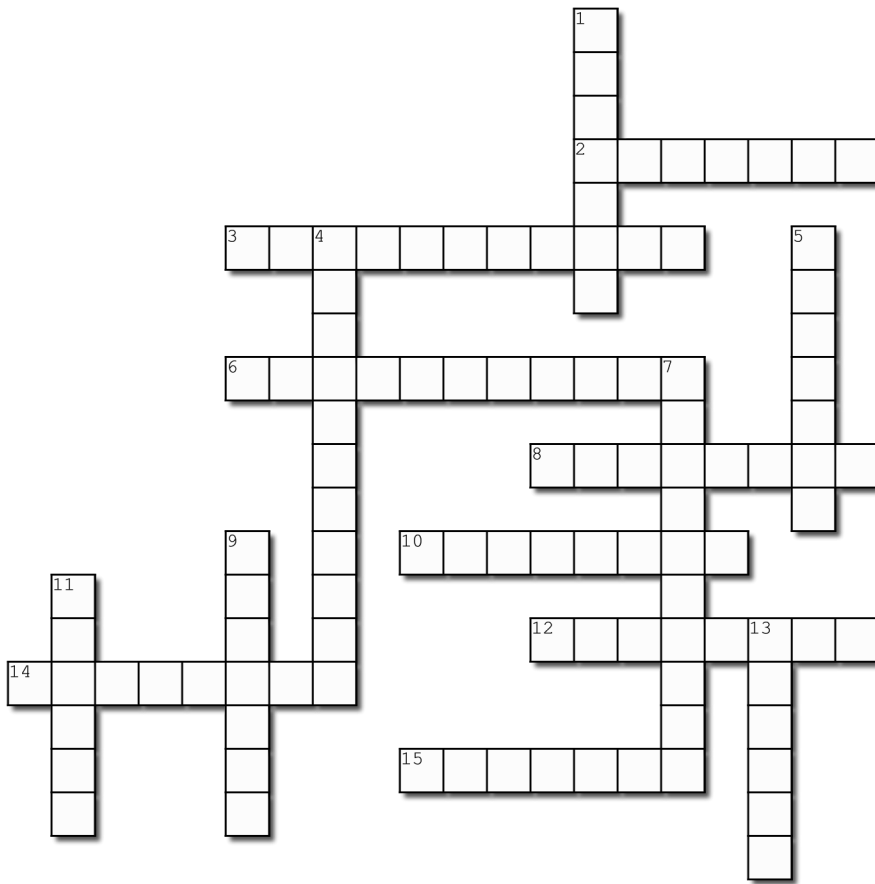
chat distinguish dedicated polyglot acquire repetition fluent

- 1- One possible method to learn the correct pronunciation is through
- 2- My personal dream is to be a famouswho can speak several languages.
- 3- Reading books in English will not createspeakers.
- 4- Some university students cannotbetween consonants and vowels.
- 5- Babies are supposed totheir first language at home.

F. Circle the best choice to complete the meaning of these sentences:

- 1- You cannotyour language skills unless you practice the language.
a-success b- intermediate c- chat d- improve
- 2- If you aim to learn a second language, do not.....mistakes.
a-manage b- acquire c- fear d- dedicate
- 3- Do you know the person who.....the word Facebook?
a-desired b-coined c-specialized d-graduated
- 4- Some scientists believe that there might be differenton Mars.
a-creatures b-classmates c-polyglots d-linguists
- 5- Professor Aziz Khalilhis life to teaching English at Bethlehem University
a- pioneered b- dedicated c- pronounced d- picked up

G. Complete the crossword puzzle below



Down

- 1. fight
- 4. honest
- 5. stability
- 7. surely
- 9. different
- 11. marks
- 13. effect, or influence

Across

- 2. be given something
- 3. clever
- 6. controlled
- 8. a serious disagreement or argument
- 10. godsend
- 12. talk in a friendly and informal way
- 14. the greater number
- 15. the state of being extremely poor

Grammar

A. Put the verbs in brackets in the correct form using the simple present or present continuous.

- 1- University students (has)-----more responsibilities than high school students.
- 2- Muna and Amal (do)-----their assignments at the moment.
- 3- Ali (perform) -----on the stage now.
- 4- Mazen (commute)----- to university every day.
- 5- He (try)-----to solve his problems by himself.

B- Circle the choice that best completes these sentences:

- 1- Ali -----to the university at the moment.
a- commute b- commutes c- is commuting d- commuted
- 2- Muna-----to university on foot on Wednesdays.
a- is going b- go c- went d- goes
- 3- Ahmad and Ali----- after the studies of their younger brother and sister.
a- are looking b- looks c- look d- looked
- 4- The students ----- for their competition now.
a- prepare b- prepared c- prepares d- are preparing
- 5- University students-----more fun than high school students.
a- has b- have c- had d- are having

C. Complete each sentence with the best question word, then write an answer to each question: what (information) where (location) when (time) who (people) why (reasons).

- 1- _____ do you usually do in your free time?
- 2- _____ usually helps you when you face problems?
- 3- _____ do people usually lose true friends?
- 4- _____ is my mobile phone?
- 5- _____ didn't you hang out with your friends yesterday?
- 6- _____ kind of social media do you use?
- 7- _____ didn't you ask your friends for help?
- 8- _____ did you make for lunch when you invited your friends?
- 9- _____ do you and your friends usually study, in the library or at home?
- 10- _____ were you talking to just now?



D. Circle the choice that best completes these questions.

- 1- Whom _____ to have lunch with you?
a- you invited b- did you invite c- you will invite d- you have invited
- 2- Why _____ a new smart phone?
a- did you bought b- you bought c- did you buy d- you have bought
- 3- _____ the first smart phone?
a- Who invented b- Whom invented c- Who did invent d- What invented
- 4- What _____ to you?
a- friendship means b- friendship does mean c- does friendship mean d- friendship meant
- 5- How _____ develop their skills?
a- do young people b- young people c- young people do d- are young people

E. Correct the verbs between the brackets.

- 1- My friend Zahi (learn) three languages so far.
- 2- All students in my class (complete) their English (II) exams yet.
- 3- The last English language class (just /finish)
- 4- The native speakers of English (publish) thousands of books since the Second World War.
- 5- The presenter (make) ten pronunciation mistakes since the beginning of the show.



F. Circle the choices that best complete these statements.

- 1- Englishmy second language since 1982.
a- was b- have been c- has been d- was been
- 2- Kareem, my youngest grandson,how to say Mom..
a- have just learnt b- has been learnt c- has just learnt d- had been learnt
- 3- IEnglish at QOU since 1999.
a- taught b- has taught c- have taught d- was teaching
- 4- The IndiansEnglish language the official language since 1965.
a- have made b- made c- has making d- has made
- 5- Majed, the winner of the first prize,five polyglots since 2010.
a- meets b- has met c- have met d- was met

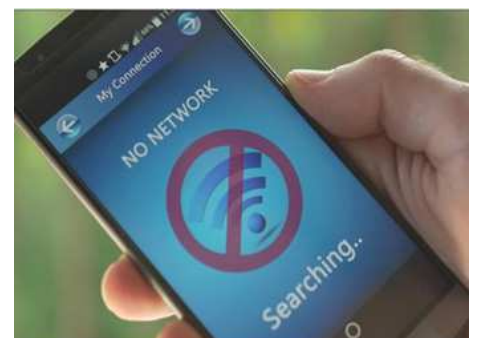
Listening

 **A. Listen to the text in 1A again and then circle the best choice to complete these sentences.**

- 1- The name of the instructor is-----
a- Diana b- Ms Henderson c- Ms Anderson d- Ms Eliza
- 2- Diana is not coming to class-----
a- next Tuesday b- next Monday c- next Wednesday d- next Friday
- 3- Diana has to read chapters 17,19, and 20 and-----
a- some articles b- a video to watch c- an email d- a video to watch and some articles
- 4- Diana should not read chapter-----
a-19 b-18 c-17 d-20
- 5- Ms Henderson is going to give all her students-----
a- an exam b- a practice test c- an assignment d- a picnic
- 6- Ms Henderson asked Diana to bring-----from the doctor
a- a bill b- a pill c- a certificate d- some medicine
- 7- The deadline for the homework is-----
a- Monday b- Wednesday c- Thursday d- Friday
- 8- The instructor can give Diana the practice test on-----
a- Friday b- by email c- after the mid-term exam d- Tuesday

 **B. Listen to the text in 2B again and then circle the best choice to complete these sentences.**

- 1- The speaker has started using his first smartphone _____
a- long time ago b- recently c- before 2018 d- late at night
- 2- He did not notice that he was spending most of his _____ using his phone.
a- free time b- work time c- class time d- family time
- 3- His friend didn't text him back the other day because _____
a- he lost his phone b- he was depressed. c- his phone broke d- it was a challenge for the school
- 4- His friend gave up using his mobile for _____
a- two weeks b- one week c- forever d- a month
- 5- The challenge was ' _____ ?
a- Who could go the longest without his/ her phone
b- Who could go for a week without his/ her phone
c- Who is depressed and wants to stay a lone
d- Who could look at the words on the screen



- 6- His friend doubted that he _____.
- a- can quit his mobile
b- can go for a month without his phone
c- can go for a week without his phone
d- can quit his mobile forever
- 7- The writer discovered that he was _____ his mobile phone.
- a- annoyed by b- interested in c- addicted to d- bored with
- 8- A month without his phone taught him that giving up a phone is an exercise in _____.
- a- patience b- cutting Smartphone uses completely
c- posting pictures on Facebook d- filling every empty moment with something else

C. Watch the video in 3C again and then circle the best choice to complete these sentences.

- 1- In the video, the presenter aims to
- a- discuss some linguistic terms. b- inspire a new interest in language.
c- talk about famous linguists d- show how languages started in history.
- 2- According to the video there are aboutlanguage variations.
- a-700 b-7000 c- 70000 d- 200
- 3- According to the presenter,
- a- language is what exactly we say. b- animals can speak languages like human beings.
c- human beings but not animals can speak languages. d- language is not for communication.
- 4- According to the video, Braille language enables people to
- a- read words in ink. b- read words with fingers.
c- to write words in ink. d- to use body language skillfully.
- 5- Raising an eyebrow was given as an example of.....
- a- using words and sounds to communicate naturally.
b- using body language to communicate.
c- speaking more than one language at the same time.
d- using touch to read words in ink.
- 6- A word in the video that means *to attack or to challenge* is.....
- a- fancy b- inspire c- bombard d- purr

7-The word *colloquial* is used in the video to mean

- a- informal conversation b- formal language c- bookish language d- dead language

8- According to the presenter, we communicate naturally

- a- to learn the language b-to get stuff c- to give stuff d- b+c

Language Use

A. What would you say in the following situations:

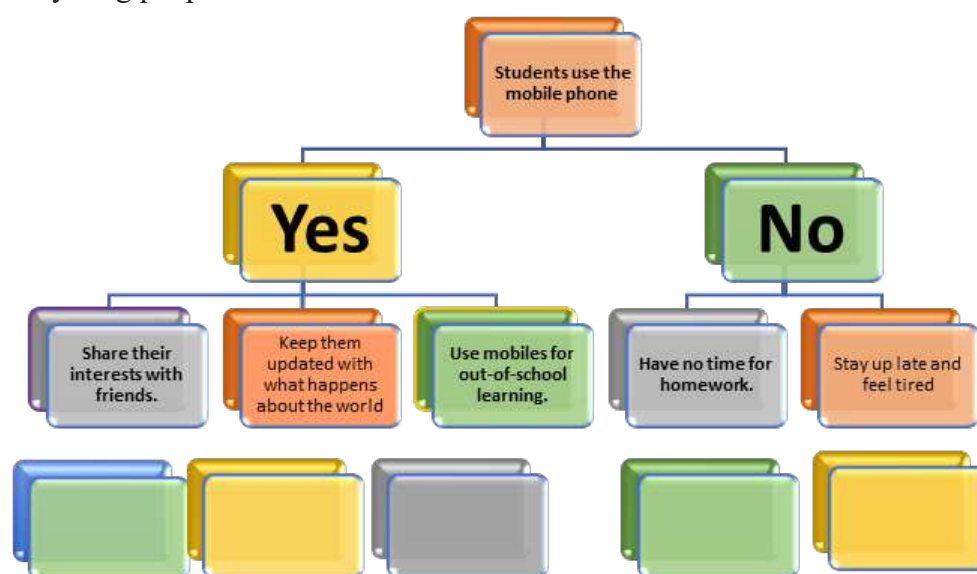
- 1- Your friend is missing some important lectures, (advise him).
- 2- You want to go for a picnic but you do not have enough money, (seek advice).

B. Imagine that your birthday is next week. Invite your partner to attend your birthday party.

C. Your friend Nour has recently graduated from Al-Quds Open University and got M.A in English Language and Literature. Congratulate her.

Writing

- 1- Complete the following chart using your opinion on the positive and negative effects of the mobile phone on young people. Use the points discussed in 2B, and write a paragraph about the effects of the mobile on young people.





UNIT FIVE

This is the fifth unit of this course book. It will help students to improve their writing, listening, speaking as well as reading skills. The reading texts in this unit are intended to provide students with useful information about the digital world. The topics covered are: social media, online shopping and blended learning. As for the grammar included in this unit, it is already known to students since they had studied it before in school.





In This Unit

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A hand in a white sleeve points upwards, with the index finger touching a glowing square. The background is a vibrant purple gradient featuring a faint world map and several floating, semi-transparent squares of varying sizes and opacities, creating a digital or technological atmosphere.

UNIT FIVE
THE DIGITAL WORLD



UNIT FIVE

THE DIGITAL WORLD

5.1 Preview

This is the fifth unit of this course book. It will enable students to improve their writing , listening , speaking as well as reading skills. The reading texts in this unit are intended to provide students with useful information about the digital world. The topics covered are: social media, online shopping and blended learning. As for the grammar included in this unit, it is already known to students since they had studied it before in school.

5.2 Unit Objectives:

Upon completing this unit, students will be able to:

- 1- Read and understand passages of different lengths about the digital world,
- 2- Recognize meanings of new vocabulary items related to the digital world, social media, and blended learning,
- 3- Talk about social networks using appropriate language,
- 4- Recognize the expressions needed to express and respond to complaints,
- 5- Use the past simple and the past continuous tenses appropriately,
- 6- Write well-organized paragraphs about different topics.

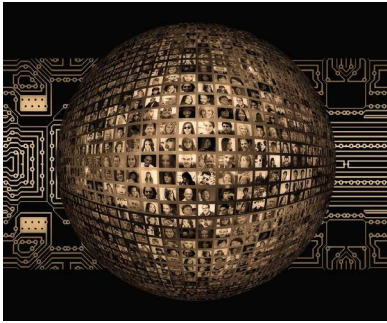
5.3 Intended Learning Outcomes:

This unit is intended to:

- 1- Enrich students' knowledge of new vocabulary related to different topics,
- 2- Enable students to use new vocabulary in meaningful sentences,
- 3- Enable students to use past simple and past continuous appropriately,
- 4- Enable students to make meaningful complaints,
- 5- Enable students to talk about different issues addressed in the reading texts using appropriate language,
- 6- Build well-organized paragraphs about certain topics.

1. Getting Started:

A. Speaking: Work in pairs and answer the questions below.



- 1- What do these pictures have in common?
- 2- What do these pictures indicate?
- 3- Do you have a smartphone or a laptop?
- 4- What do you know about the digital world?
- 5- How does the digital world affect our lives today?
- 6- What are the advantages and disadvantages of digital technology?

▶ 5A: SOCIAL MEDIA

1. Getting started

A. Speaking: Develop a group discussion about Media

- 1- What do you know about social media?
- 2- Have you ever used any social network?
- 3- Which is the most popular social network in the world?



Keywords

underestimate
startled

platform
maneuver

deceive
drastically

glamorous
pompous

B. Match the words in column A with their meanings in column B.

A - Word	B- Meaning
drastically	admiring
platform	beautiful
underestimate	manipulated
complimentary	severely
deceive	frightened
glamorous	confessed
maneuvered	arrogant
startled	trick
admitted	stage
pompous	weaken

3. Reading:**▶A. Before you read**

1. Why do you use the internet?

▶▶B. While you read**1. Decide whether these statements are true or false.**

1. Social media are not part of our lives.
2. Social media turned the whole universe into a small village.
3. Facebook is a very powerful means of communication.
4. Facebook seems to be the most commonly used social network.
5. Social media can be used to deceive other people.

Social Media

The world is developing drastically, all aspects of our lives have become more sophisticated and social media is not an exception. Social media has become an integral part of our lives. It has turned the whole universe into a small village where people know what is happening in the world locally and in the remotest parts of the world.

Many people have become social networking addicts as these platforms enable them to post ideas, thoughts and pictures on the internet. These people cannot start their day without taking pictures or selfies and posting them on one or more social networks like Facebook, Instagram, Snapchat, etc..

Nonetheless, nobody can underestimate the importance of social media in our daily lives as it changed how we communicate and made everything just one click away. This leads to jealousy amongst users of social networks who are competing with each other to post their photos or thoughts for the sake of likes and compliments.

Facebook seems to be the most commonly used social network: it is a very powerful means of communication that enables people to share ideas, feelings and thoughts. However it also can be a very destructive weapon that destroys social relationships especially if it is used to deceive people as was the case with my friend Ameera.

I am used to chatting with my friend, Ameera, who lives in Ramallah and spends hours every day on Facebook. From time to time, she would post pictures visiting some of the most famous places of Palestine. It made me wonder about how she was able to visit all of these places and spend so much money visiting them.

I tried to ask her many times while chatting, but she maneuvered and tried to change the topic. This made me jealous of her, since I also wanted to travel and visit these mysterious places. One day while I was shopping,



I saw her fighting with a shopkeeper to reduce the cost of a T-shirt she was trying to buy. The moment she saw me, she was so startled that she couldn't say a word. I realized then that she was deceiving me all along. Later when I asked her about her travels, she admitted that she Photoshopped her pictures to show everyone that she was travelling to different beautiful places in Palestine and that she has a happy luxurious life.

This incident has made me realize that people can be so fake. Therefore, we could not give social media more importance than required as it could be a double-edged weapon with both advantages and disadvantages.

►► C. After you read

Answer the following questions:

- 1- What is the importance of social media in our lives?
- 2- Why do people compete to post their photos on the internet?
- 3- What do you learn from this text?
- 4- What is the most popular social network used today?



1. Circle the letter of the most proper answer.

1. Social media have become an _____ part of our lives.
a. drastically b. integral c. exception d. whole
2. Many people have become social networking _____.
a. powerful b. addicts c. platform d. news.
3. Nobody can _____ the importance of social media in our daily lives.
a. underestimate b. use c. become d. start
4. Many people compete with each other to _____ their pictures on Facebook.

- a. click b. build c. post d. enable

5. Social media turned the world into a small _____.

- a. emotion b. tool c. village d. image



2. Fill in the blanks with suitable words from the reading passage.

- 1- People cannot start their day without taking pictures and _____ on Facebook.
- 2- Ameera admitted that she used to _____ her pictures.
- 3- I realized that she was _____ me all the time.
- 4- We should not give social media more _____ than required.
- 5- Many people post their photos for the sake of _____ and compliments.

4 Pronunciation:

Pronunciation of the final (s)

Voiceless sounds take /s/

These sounds are voiceless :

/ f / , / h / , / k / , / p / , / t /

Examples

cats → / kats /

books → / buks /

Voiced sounds take /z/

These sounds are voiced :

/ b / , / d / , / g / , / j / , / l / , / m / , / n / , / ŋ / , / r / , / v / , / w / and all vowel sounds

Examples

dogs → / dɔgz /

fans → / fænz /

These sounds take /iz/

Examples

kisses → / kisiz /

boxes → / bɒksiz /

1. Say the following words out loud and then put them in the correct columns according to the sound of the plural or third person words.

boys	damages	graduates	lessons	minutes
cheques	earns	hates	lives	paints
closes	products	cooks	girls	games
faces	hours	loves	sandwiches	things
messages	places	phrases	wants	talks

/ s /	/ z /	/ iz /

5. Get it right - Grammar

Past Simple tense

When do we use the past simple?

We use the past simple to tell a story, or talk about an experience, or report an event /action that happened and ended in the past. Look at these examples:

- I bought a car yesterday.
- My friends lived in Palestine in 1998.
- They drove five hours to get home last week.

Forming Past Simple Tense

Regular verbs: Subject + Verb + ed + compliment

Simple Past Tense	
Spelling Rules	Examples
If the verb ends in e add d	cite – cited use - used
If the verb ends in a vowel + y add ed	enjoy – enjoyed play – played
If the verb ends in a consonant + y, change y into i and add ed	fry – fried apply – applied
In one-syllable verbs ending in a single consonant, double the final consonant and add ed	beg – begged pin – pinned
In two-syllable words with a stress on the second syllable and ending in a single consonant, double the final consonant and add ed	compel – compelled defer – deferred

Irregular Past Tense Verbs

The simple past tense is a verb in which the past tense is not formed by adding the usual -ed ending. Examples of irregular verbs are meet (past tense met); break (broke); and go (went). (Compare regular verbs.)

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

- 1- Social media _____ the whole universe into a small village. (turn)
- 2- My brother _____ a smartphone yesterday. (buy)
- 3- Last night , I _____ three hours on social websites. (spend)
- 4- I _____ my profile on Facebook yesterday. (update)
- 5- Mary _____ me an e-mail last week. (send)

6- Listening

A. Listen to the recording by visiting the link and answer the questions that follow.



<https://rb.gy/4l9qud>

Decide whether the following statements are True/False.

- 1- The speaker does not spend much time on the computer.
- 2- Most of what he has heard about Facebook is not so good.
- 3- Putting personal information on Facebook is a wise idea.

B. Fill in the blanks with suitable words from the list below.

deal computers point meeting single

- 1- What is the big _____ with social networking?
- 2- I cannot see a _____ use of Facebook.
- 3- My idea of social networking is _____ people face-to-face and talking to them.
- 4- I spend a lot of time every day on _____ .
- 5- I do not see the _____ of using social networks in class.

7. Language Use: Complaining

Making a complaint	Accepting a complaint	Rejecting a complaint
<ul style="list-style-type: none"> - I 'm afraid I have to make a serious complaint. - Look, I'm sorry to trouble you, but... - Excuse me, I'm afraid... - Excuse me, there seems to be something wrong with... - I wonder if you could help me.... 	<ul style="list-style-type: none"> - Oh, I'm sorry about that. - I wish it never happened. - Oh dear, I'm really sorry. - I'm so sorry, I didn't realize.... - I just don't know how to say... - I just don't know what to say..... 	<ul style="list-style-type: none"> - It's not our policy to replace items. - It's not our fault that it hasn't arrived. - I'm afraid that it's not quite right. - I'm sorry, there is nothing I can do.

A. Project-Based Activity

Work in groups of four and conduct interviews with students and faculty members at your university about their points of view on social networks and issues faced while social networking, and any possible solutions to such problems. Make a presentation of the findings. Note: You can record audio or video interviews.

▶▶ 5 B: ONLINE SHOPPING

1. Getting started

A. Speaking: Work in pairs to discuss these questions.

- 1- Have you ever bought anything online?
- 2- What kind of problems do you face while shopping online?
- 3- Do you prefer to do online shopping or in store/ offline shopping? Why?



2-Vocabulary

A. Put the words and phrases, in the list, in the appropriate column.

delivery - shopping assistant - checkout - out of stock - on sale – discount - order shopping cart - return - search engine - bargain - aisle - queue - changing room shipping cost.

Online Shopping	Offline Shopping	Both

3. Reading

► Before you read

1. Is online shopping better than offline/ in store? Why?
2. Is the future of shopping online or offline?
3. Why is it cheaper to buy online than in store?

►► While you read

1. What was the special gift that he was looking for?
2. Why was he disappointed when he received the shoes?

Read the text below carefully to answer the questions that follow.

My Experience with Online shopping

Online shopping is so valuable; you can always find the products you are looking for. However, sometimes you might get disappointed, especially if you discover that pictures on the internet do not match product description. A while ago, I was looking for a special gift for my best friend Ahmad's birthday who is a football player: in fact I had something special in my mind because I heard him many times talking about sport shoes with a good quality, i.e. a well-known brand. I wanted to impress him by getting the same product he was talking about. I found a photo of the same shoes he wanted but I didn't really know where to buy them. Therefore, instead of walking through crowded markets and wasting time going from one store to another without any guarantee that I may find the same product, I went online to find them.



While I was searching the internet, I found something similar to what I have been looking for but the label placed on the product online was not the same as that of the shoes I was looking for. The image and description of the product were not the same. So, I thought, what should I do? Should I order the product even though it didn't match with that I'm looking for? Or should I forget about the gift till I find the same pair of shoes since I want to impress and surprise him?

I decided to take the risk and I ordered the product because I didn't want to disappoint my friend as he was eagerly anticipating my gift to him. After I ordered the shoes online, the situation was not that good; I was worried – I didn't really know whether the product would arrive on time or not. Worse than that, I was afraid that the product I ordered was not exactly the same one my friend wanted.

When the shoes finally arrived, I was very disappointed; the product was different from the one I ordered. The quality was not good. I became very frustrated with this experience. Even though online shopping helped me save time and money, it did not meet my expectations.

Eventually, I had to accept the situation. It was not the special gift I had in mind for my friend. I learned from this experience that online shopping may have its advantages but it also has disadvantages. Nothing in life is perfect.

▶▶▶ **After you read**

- 1- What is meant by online shopping?
- 2- Where can people do online shopping?
- 3- What do you need to shop online?
- 4- How is online shopping different from traditional shopping?
- 5- Do people prefer online or traditional shopping?
- 6- Why do people sometimes get unsatisfied with online shopping?

A. Answer these questions

1. Why was the narrator dissatisfied?
2. What are the advantages of online shopping?
3. What are the disadvantages of online shopping?
4. Do you prefer online or offline, in store, shopping? Why?

B. Decide whether the following sentences are True / False.

- 1- Offline shopping saves much more money than online shopping.
- 2- Online shopping cannot be done at home.
- 3- It is easier to meet store representatives face-to-face than online.
- 4- Online shopping allows the customers to physically inspect or try the items purchased.
- 5- Online shoppers have to stand in lines to do their shopping.
- 6- Online shopping always leads to customer satisfaction.

C. Match the words in column A with their meanings in column B.

A. Word	B. Meaning
mismatching	disappointment
trade-mark	tag / sticker
impress	upset
label	problem / predicament
anticipate	bad fit
dilemma	brand name
frustrated	astonish / influence
dissatisfaction	expect

Writing: Write a well-organized paragraph about the importance of social media in our daily lives.

Inquiry-Based Activity

Work in groups of 3 - 4 to answer the following questions about online shopping. You can use the internet resources, visit the library or do interviews with some people to answer those questions.

7- 4- Get It Right – Grammar

Past Continuous Tense

Form of Past Continuous

Use of Past Continuous

Past continuous tense emphasizes the progression of an action in the past.

Example: He was playing football.

It is also used to talk about simultaneous two actions , i.e. two actions happening at the same time (in the past)

Example: The boys were playing football when suddenly it began to rain.

It is also used with actions going on at a certain time in the past

Example: The lady was walking in the street when she heard an explosion.

Fill in blanks with correct form of the verbs in brackets

- 1- The teacher entered the class while students _____ . (play)
- 2- The boy was playing in the street when the car _____ him. (hit)
- 3- Mary was watching TV while her mother _____ . (cook)
- 4- Yesterday at 8:00 I _____ dinner. (prepare)
- 5- They _____ TV when I arrived. (watch)
- 6- We were sleeping when the police _____. (come)

5- Listening



Visit the following link and listen to the audio material then answer the questions below:

[online shopping](#)

- 1- What did speaker B (Salma) buy?
- 2- Where did she buy it?
- 3- How much did she save?
- 4- What does speaker A (Mona) want?

▶▶▶ 5C. BLENDED LEARNING

1. Getting started

Speaking

1. Do you learn better with technology?
2. How does technology help you in the classroom?
3. Give examples of technology used in the classroom.

2. Vocabulary

a. Check the following vocabulary items with your classmates and teacher.

blended	engage	pioneering	pursue	stipulate
---------	--------	------------	--------	-----------

Use the words in the table below in meaningful sentences

pioneering	interaction	motivation
pursue	adopt	rapidly

3. Reading

▶ Before you read

- 1- What do you know about blended learning?
- 2- Does blended learning differ from traditional learning?
- 3- Do you prefer blended or traditional learning? Why?

Read the following text and find out the main idea stated therein. Class discussion.
Reread the text and answer the questions that follow.

Blended Learning



Blended learning is increasingly used to refer to a combination of face-to-face learning experiences and online learning experiences. Technological innovations and developments affect all aspects of our lives, and education is not an exception. Blended or technology-based learning has become an expectation for higher education institutions all over the world.

This kind of e-learning is designed to enhance face-to-face interaction between teachers and students through online learning opportunities which include flexible, self-directed activities, using multimedia, interactive, internet-based, mobile or collaborative tools. Blended learning has many advantages for learners, as students can access this kind of learning anytime and anywhere. Students can actively engage in self-paced learning, inquiry-led learning and collaborative learning.

Many higher education institutions have adopted blended learning methods in an attempt to overcome educational problems that students may face in their learning process. One of the pioneering universities that adopted blended learning in the Arab world is Al-Quds Open University in Palestine. QOU is developing rapidly in terms of the educational programs it offers to its students using highly developed technologies. Blended learning is part and parcel of QOU philosophy since many students don't come to university campuses to attend face-to-face classroom lectures.

The mission of QOU is to deliver education to all sectors of the Palestinian community who for one reason or another can't join the traditional university. Therefore, one of the most powerful ways of teaching is blended learning which constitutes a solution for the majority of students who don't attend lectures, especially female students who are either mothers or housewives. This way they can pursue higher education via blended learning.

However, the situation is challenging since it needs time to change the mentality of students towards modern technology and blended learning. There is also the problem of students' Information and Communication Technology (ICT) skills. Moreover, students' motivation to engage in online or technology-based activities can be variable since many students require that their participation in such activities should be based on grading systems.

Finally, QOU has made significant progress through employing highly developed technological tools along with highly qualified technical experts who can undertake blended learning activities smoothly and effectively.

▶▶▶ A. After you read

1. State whether the following sentences are true (T) or false (F):.

1. Blended learning is a traditional method of learning.
2. Blended learning allows more teacher-student interaction using the internet.
3. Students can access blended learning anytime or anywhere.
4. Students are highly motivated to blended learning.
5. Blended learning is part and parcel of QOU philosophy.
6. Students mastery of ICT tools is a decisive factor in blended learning.

B. Fill in the blanks with suitable words from the reading text.

1. Blended learning has become an _____ for higher education institutions.
2. The current generation of higher education students are called _____ natives.
3. QOU is a _____ university in terms of adopting blended learning.
4. QOU employs highly qualified _____ who can undertake blended learning activities smoothly and effectively.

C. Answer the following comprehension questions:

1. What is the difference between blended and traditional learning?
2. Why do you think students are unmotivated towards blended learning?
3. For students who cannot come to university, blended learning is a solution. Discuss
4. How can blended learning enhance teacher-student interaction?
5. What is the main obstacle against blended learning in Palestine?
6. How did QOU succeed in implementing blended learning?

D. Pronunciation: The final ed

Visit the link below and listen to the following words in the table, then choose the correct pronunciation of the final (ed) in each word.

<https://bit.ly/314t4gy>

Word	/ t /	/ d /	/ id /
liked			
loved			
skated			
skipped			

lived			
jumped			
cleaned			
watched			
played			
washed			
wanted			
helped			
thanked			
skied			
dressed			

4-Get It Right – Grammar: Revision Past Simple Vs. Past continuous

Past Simple vs. Past continuous	
Past Simple	Past continuous
<p>Past simple tense is used to talk about:</p> <p>Completed actions, habits and facts in the past. Examples:</p> <ul style="list-style-type: none"> • I went to the cinema yesterday. • I always <i>visited</i> my grandparents when I was young. • I lived in Paris for a couple of years. • The teacher left two hours ago. 	<p>The past continuous is used to express:</p> <p>Interrupted actions, specific time as an interruption and parallel actions Examples:</p> <ul style="list-style-type: none"> • I was studying when the phone rang. • My mother was cooking while my father was watching TV. • Last night at 7:00 p.m. I was having dinner.

A. Fill in the blanks using the correct forms of the verbs given in the brackets:

1- John (read) _____ while Mona (watch) _____ a documentary on TV.

- 2- The teacher (enter) _____ the classroom, (open) _____ the book and (start) _____ writing on the blackboard.
- 3- Ali (study) _____ when the light suddenly (go out) _____.
- 4- My father was (water) _____ the grass while my mother (mow) _____ it.
- 5- The policeman (stop) _____ a car and (ask) _____ the driver to show his ID.
- 6- We _____ (play) football with John when you _____ (call) me.
- 7- My uncle _____ (take) me out for lunch yesterday.
- 8- When the teacher _____ (come), they _____ (play) tennis.
- 9- I _____ (lose) my car keys.
- 10- While we were walking in the street, we _____ (hear) an explosion.

5- Listening


Watch the video in the link and answer the following questions.

<https://youtu.be/llh4jJlvF44>

A. State whether the following sentences are true or false.

- 1- Blended learning takes place in regular classroom settings only.
- 2- Blended learning is a face-to-face model of teaching.
- 3- Students do not need to be in school to access the instruction.
- 4- Blended learning is called online teaching.
- 5- Discuss the topic you have watched in the video with your classmates and teacher.

6- Writing: Flipped Classroom Activity

 Visit the following link and watch the video then write a short paragraph about blended learning. Discuss your writing and findings in the classroom.

shorturl.at/imSTY

UNIT SIX

Travel and tourism are one of the most interesting topics that attract people's attention nowadays, especially youth. Travellers all over the world, whether students, people in business, diplomats or local people love to travel and enjoy their vacation somewhere far from home and work.

Travellers need specific skills to be able to plan a successful journey and to make the most of their travel. You can create interesting memories that last long; you get to see new places, meet new cultures, learn about different people and spend quality time with your loved ones. This unit gives priority for such topics.





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UNIT SIX
TRAVEL



UNIT SIX

TRAVEL

6.1 Preview

Travel and tourism are one of the most interesting topics that attract people's attention nowadays, especially youth. Travellers all over the world, whether students, people in business, diplomats or local people love to travel and enjoy their vacation somewhere far from home and work.

Travelers need specific skills to be able to plan a successful journey and to make the most of their travel. You can create interesting memories that last long; you get to see new places, meet new cultures, learn about different people and spend quality time with your loved ones. This unit gives priority for such topics.

6.1 Learning objectives:

Upon completing this unit, students will be able to:

- 1- Read, understand and answer questions related to texts of different lengths and forms,
- 2- Understand and use new vocabulary in meaningful sentences of their own,
- 3- Study and implement specific grammatical rules and answer related exercises,
- 4- Listen to audio and video texts and respond to relevant questions,
- 5- Write a proper paragraph and differentiate structures related to paragraph writing,
- 6- Listen and understand audiovisual materials,
- 7- Use social media and modern technology in learning English as a foreign language.

6.2 Intended learning outcomes:

Upon completing this unit, learners should be able to:

- 1- Read and learn how to create long-lasting memories, booking a flight ticket and speaking about the wonders of the ancient world,
- 2- Learn and use correct grammar (Polite requests, relative clauses and real condition),
- 3- Express anger, give apology, forgive and calm others in different social contexts,
- 4- Pronounce and practice problematic consonants and vowel sounds in English,
- 5- Understand and write a proper paragraph in English.

▶ 6A MAKING YOUR TRAVEL MEMORIES EVERLASTING

1. Getting started

Speaking

A. Conduct group discussions about the following.

- 1- Why do people travel?
- 2- What would make travel memories everlasting?



1- Guess and match the names in a, b, and c with the pictures below.

a. Destination Box

b. Postcard

c. Scrapbook



1.

2.

3.

B. Pair Work

Answer the following question, and then share your ideas with your partner:

- 1- What would you do to make your travel memories everlasting?

2. Vocabulary

A. Work with a partner to find out the meanings of these words.

Keywords

everlasting	scrapbooking	overwhelmed	doodles	memories
souvenirs	wizard	destination	digital	gluing

B. Use the following words in meaningful sentences of your own.

scrapbooking everlasting overwhelmed souvenirs mementos

C. Find out the expressions that represent the following meanings.

- 1- lasting forever or a very long time.
- 2- a man who has magical powers, especially in legends and fairy tales.
- 3- a rough drawing made absentmindedly.
- 4- fasten or join with or as if with glue.
- 5- the faculty by which the mind stores and remembers information.

3. Reading

► Before you read

- 1- Do you like travelling?
- 2- What places do you want to visit?

►► While you read

1. What do you usually do with photos and videos on your phone?
2. Why do people create a memory list after their trip? 3. Read and summarize the text in two sentences.

Read the text again and answer the questions that follow.

Making Your Travel Memories Everlasting

So you just came from a trip with hundreds of photos and videos on your phone. Some of them you have even uploaded on Facebook and Instagram. Others end up in a boring photo album you'll hardly see again. What to do then? Here are some of the best crafty ideas to make your travel memories more vivid and everlasting.



Start a Scrapbook

I have started a travel scrapbooking recently. I dedicate each page on this journal to a different destination and fill it with mementos I kept of the place. Just selecting, arranging and gluing these around feels like a school art project. If I am feeling ambitious, I would write small notes or doodles next to each piece to make sure it tickles more than just my visual memory.



Build a Memory List

This is one of my favourites. It's cute but super simple at the time. Create a memory list of the things, you think, are more memorable on your trip. Keep it on your phone or in a notebook. You could add anything from the view of the top of the Eiffel tower to the cat with a black spot on the right eye that lived in your accommodation in Bombay. When you read the list after your trip, it will trigger a well of emotions.

Create a Video

Even if you are not the type who takes regular photos of everyday moments with your phone, you will probably do that when you're abroad. Everything is new. In this digital era, it is easy to get overwhelmed with a huge stash of photos and videos we take home after a trip. A great workaround is to condense your travel media files into a single video; only a couple of minutes long. It is effective and much more dynamic! Before you say you don't have the skills to do a video, there are many tools that you can use without having to be an editing wizard.



Get These Minimal Travel Posters

Not everyone has a creative set of skills to create something wall-hanging-worthy on their own. Some people can fill their home with memories in a neat, clean and minimal way. One of my favourites are these minimal travel posters from cities around the world.

3. Inquiry-based learning activity.

1. Create groups of 3-5 students.
2. Each group explores new possible ways of making travel memories everlasting.
3. Each group presents the results of their research.

Groups reflect on each other's findings.

4. Project-based learning activity:

- In groups, record interviews with different students on campus, asking about their trip memories and how they made those trips memorable.
- Each group collects data from the recorded videos and interviews and gives a presentation. Students pick the best presentation.

c. Pronunciation:



1. Pair work:

Now visit the link below to learn more about (/ʃ/ or /ʒ/) sounds in English.

 <https://bit.ly/33GzG6x>

2. Practice pronouncing the words in the table pointing out which you produce

(/ʃ/ or /ʒ/) each word represents.

shoes	pleasure	ship	treasure	shelf	leisure
-------	----------	------	----------	-------	---------

3. Get it right

4. Grammar

Modals- Polite Requests:

A. Explicit rule

More formal modals	Less formal modals
may	will
would	can
could	

Exercises:**B- Fill in the blank choosing suitable modal from the bracket:**

- 1- You want to call the travel agent to confirm your ticket. (Can/ Could)I (please) confirm my ticket to Paris?
- 2- You would like to travel with your friend to Jerusalem. (Can/May.....I travel with you to Jerusalem?
- 3- Ask your boss to tell you about the experience he gained from his last visit to Berlin. (Will/Would)..... you tell me about the experience you gained from your last visit to Berlin?
- 4- You don't have enough money to pay the ticket fare to London. Borrow money from a friend. (Can/ Would)you lend me some money, please?

C- Fill in the blanks with the proper formal or informal modal.

1.I book one single room for two nights? (Can/Could)
2. Dear brother,.....you tell me about the wonders of the world you visited? (Will/Would)
3.guide me to the departure area, sir? (Can/Could)
4. you lend me some money to visit the Taj Mahal my best friend? (Will/May).

5. Listening:**A. Pre listening**

- 1- What is the difference between travel, a trip, a journey and a tour?
- 2- When was your last trip, journey and tour?
- 3- Listen to the recording by visiting this link and answer the questions that follow.

 <https://bit.ly/2XFkiTZ>

1- Listen and decide whether the following statements are true (T) or false (F).

1. "Travel" can be a verb or a countable noun.
2. A trip is usually short and easy to organize.
3. A journey typically takes more time than a trip.
4. A tour is when you visit many different places during your journey.
5. We usually say go at a trip, go at a journey and go at a tour.

2- Listen and fill in the blanks with the missing words.

1. A beach holiday is when you relax by the
2. Another variant of an adventure holiday is the.....
3. Newlyweds often go on ato celebrate their marriage.
4. The idea of a holiday is to learn more about the history of a certain place.
5. A short holiday is called a.....when people need a few days to relax.

3- Listen and then correct the following statements.

1. "Travel" can be a verb or a countable noun.

2. A trip is usually long and not easy to organize.
3. A journey typically takes less time than a trip.
4. A honeymoon is when you visit many different places during your journey.
5. We usually say go at a trip go at a journey and go at a tour.

Group Work:

4. Listen to the recorded material and then fill in the gaps with the missing words

Group A:

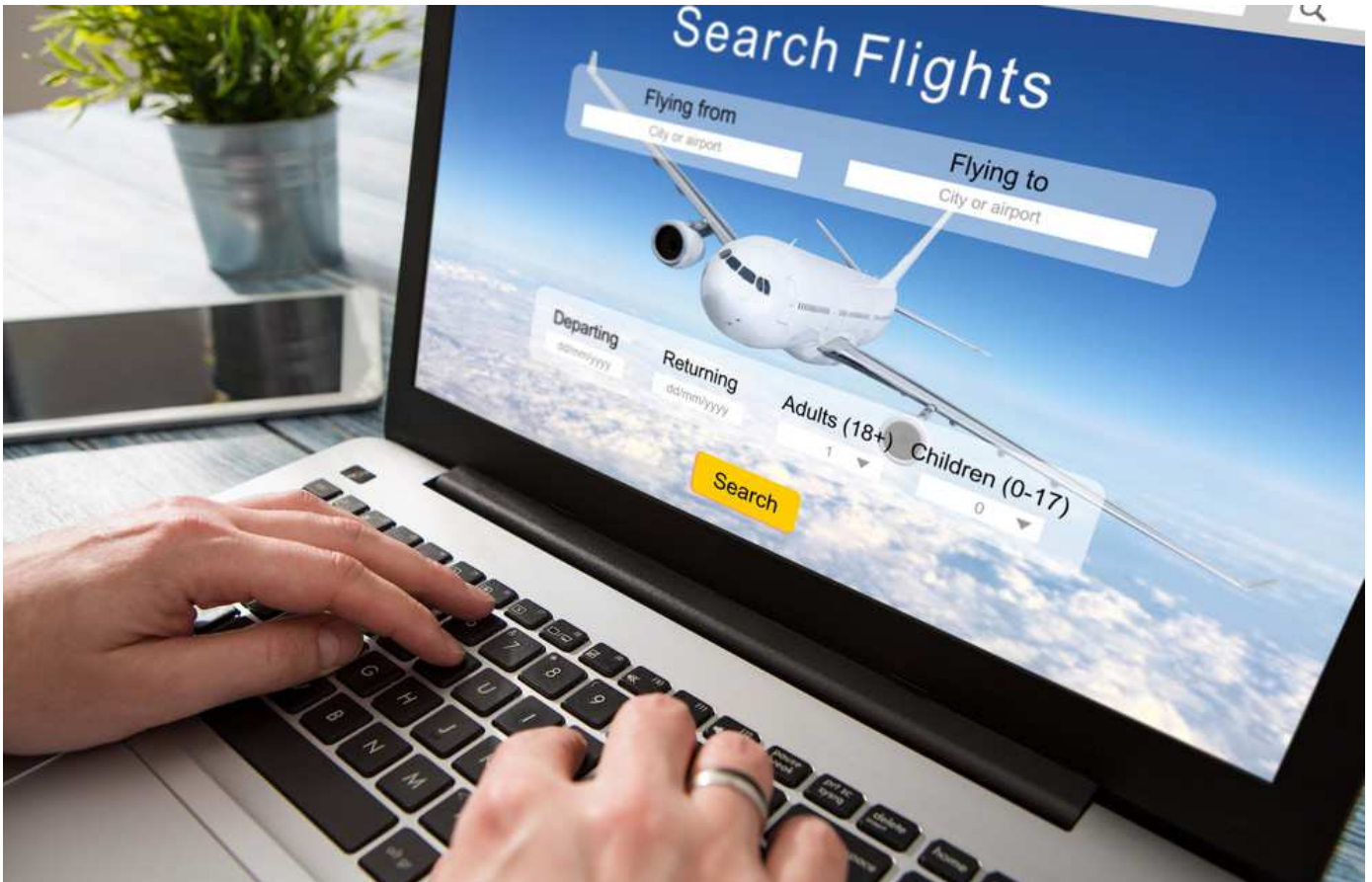
You may also focus on some activities during a holiday, for example go.....,go....., go....., goor even do some..... .

Group B:

How do you arrange a holiday? You need to book a....., book....., book aor any other type offor you to stay in. Very often you must get a....., most certainly you need to get your and get some foreign..... .

Exchange paragraphs and answers.

▶▶ 6 B BOOKING A FLIGHT TICKET



1. Getting started

Speaking

Work in pairs to discuss the following questions.

- 1- Have you ever travelled by air?
- 2- What countries have you visited?
- 3- What class do you choose when you book your ticket?

2. Vocabulary

a. Find out the meaning of the following words.

flights	costs	economy	business	class
ticket	reservation	departure	booking	arrival

b. Work with a partner. Use the words you have learnt in meaningful sentences.

c. Fill in the blanks with the suitable words in the table below.

costs	flight	departure	tickets	reservation
-------	--------	-----------	---------	-------------

- 1- Thetime of my flight to Berlin is 16:30 next Friday.
- 2- I need to book a round trip.....to Istanbul.
- 3- We enjoyed thefrom Amman to Aqaba.
- 4- Unfortunately, there are noleft for the morning flights.
- 5- The fare from Jordan to Egypt is quite cheap.

1	2	3	4	5

3. Reading

► Before you read

1. How do people book tickets?
2. Which is cheaper, first class or economy class?

►► While you read

1. Why did Salam call the agent?
2. Where does she want to travel to, and when?

A. Read the following dialogue about air ticket reservation and find out the destination, and the exact departure and arrival times for the flight.

Do you have any flights to Istanbul next Thursday afternoon?

Agent: Royal Jordanian Airways, good morning. How can I help you?

Salma Ali: Yes, do you have any flights to Istanbul next Thursday afternoon?

Agent: One moment, please. Yes. There's a flight at 15:45 and one at 19:00.

Salma Ali: That's fine. Could you tell me how much a return flight costs? I'll be staying for two weeks.

- Agent: Which class do you prefer?
- Salma Ali: Economy, please.
- Agent: That would be JD300.
- Salma Ali: That's fine. Can I make a reservation?
- Agent: Sure. Which flight would you like?
- Salma Ali: The 19:00, please.
- Agent: May I have your name, please?
- Salma Ali: My name is Salma Ali, that's S-A-L-M A-A-L-I.
- Agent: How do you prefer to pay, Ms. Salma?
- Salma Ali: Can I pay at the check-in desk when I pick up my ticket?
- Agent: Yes, but you will have to confirm this reservation at least twelve hours before departure time.
- Salma Ali: Sure, I will.
- Agent: Now your ticket is booked, Ms. Salma Ali. The flight leaves at 19:00 and your arrival in Istanbul will be at 21:00 A.M., local time. The flight number is RJ 120.

▶▶▶ **After you read**

A. Answer these questions.

1. How long will Salma be staying in Istanbul?
2. When should Salma confirm this reservation?

B. Use the following words in meaningful sentences of your own.

reservation

pick up

confirm

flight

booking

C. Work with your partner to fill in this table with the missing words.

Verb	Noun
	booking
	arrival
confirm	
	departure
	reservation

D. Complete the following sentences. Share your answers with your partner

1. Salma will pay at the..... desk.
2. She has to confirm this reservation at leasthours before departure.
3. The ticket fare is
4. Salma will arrive in Istanbul at
5. Could you tell me how much aflight costs?

E. Role Play: Practice the words you have learnt in pairs by acting out the dialogue.**F. Pronunciation:****Pair work:**

1. Listen to the following link to learn the English simple vowel sounds with example.

 <https://rb.gy/4a2ask>

2. Practice the words and the vowel sounds you listened to in the table below .

	Vowels		Words
1.	/ i: /	a.	me
2.	/ i /	b.	in
3.	/ u /	c.	look
4.	/ u: /	d.	shoe
5.	/ e /	e.	ten
6.	/ ə /	f.	banana
7.	/ ə: /	g.	turn
8.	/ o: /	h.	saw
9.	/ æ /	i.	hat
10.	/ ʌ /	j.	up
11.	/ a: /	k.	arm
12.	/ o /	l.	on

Group work:**3. Match and practice the words with the vowel sounds they have in the table below.**

	Words		Vowels
1.	pot	a.	/o/
2.	boat	b.	/o:/'
3.	put	c.	/u/
4.	pool	d.	/u:/'

4- Get it right**4. Grammar****Relative Clauses:****A. Explicit rule:**

Relative clauses help us define and describe people, places, ideas or things.

1.	The pronoun (who)	is used for nouns referring to human beings.
2.	The pronouns (which/that)	is used after nouns that do not refer to human beings.
3.	The pronoun (whose)	replaces a possessive pronoun (e.g. his, her, their, our)

Group work:**Group A:****B. Complete each of the following sentences with a proper relative pronoun.**

1. The ticket..... you booked yesterday is cancelled.
2. The manuniform is white is the pilot.
3. The manbooked the ticket is the travel agent.
4. Taj Mahal is a monument is located in India.

Group B:**C. Choose the best relative pronoun to complete the sentences below.**

- 1- Darwish is a Palestinian poettravelled around the world. (whose/ who)
- 2- I will choose the flight.....you recommended for me. (that / who)
- 3- All of the travel plansI had to do are cancelled.(who / that)
- 4- I visited the wonders of the worldI used to admire. (who/ which)

5. Listening**▶ a. Before you listen**

- 1- What airport English vocabulary words do you know?
- 2- What are the two main areas that the airport building has?

▶▶ b. While listening

Listen to the recorded material by visiting the link, and answer the questions that follow.

 <https://bit.ly/3aJDI5>

a. Listen and decide whether the following statements are true (T) or false (F).

1. The airport building has only the departure level.
2. The arrival level is at the bottom of the airport building.
3. The word domestic means inside the country.
4. In the UK, the elevator is called a lift.
5. The bags we take with us into the plane are called checked baggage.

b. Listen and fill in the blanks with the missing words.

1. If you fly from France to Germany, you will go todepartures.
2. To get between the levels, you are going to take anor an elevator.
3. At check-in, you are going to get your..... and to check-in your baggage.
4. Our..... are called checked baggage.
5. After you check-in, you are going to go through..... .

▶▶▶ 6C THE SEVEN WONDERS OF THE ANCIENT WORLD



1. Getting started

A. Speaking

Work in groups to discuss the following questions.

1. What are the seven wonders of the ancient world?
- 2- Do they still exist?
- 3- Did you visit any of them?

2. Vocabulary

Pair Work:

a. Find out the words that match the following meanings.

- 1- a feeling of surprise mingled with admiration, caused by something beautiful.
- 2- a continuous vertical structure that encloses or divides an area of land.
- 3- a tall narrow building.
- 4- of great value.
- 5- a monumental structure with a square or triangular base and sloping sides that meet at a point at the top.

b. Use the following expressions in meaningful sentences.

pyramids

tower

wonders

wall

precious

3. READING

▶ A. Before you read:

1. Have you ever heard/ read about the wonders of the world? What are they?
2. Why are they called the wonders of the world?
3. Have you ever visited any of them? Elaborate.

▶▶ B. While you read:

1. When did the girl get an admission to a school in another city?
2. Why did the students make fun of the young girl?
3. Why did not Mira submit her test paper to the teacher?

Read the text again and answer the questions that follow.

The Seven Wonders of the Ancient World

Once upon a time, there was a young girl from a small community. She went to the elementary school in her village until the 4th grade. Then, she got an admission to a school in another city for the fifth grade onwards. She was delighted to know that she was accepted to an excellent school in the city.

On the first day of her school, she could not wait for her school bus to arrive. Once the bus came, she got in it quickly. She was very excited. When she got to school, she asked some students for directions to her class. Upon seeing her simple clothing and realizing that she is from a small village, the students made fun of her. The teacher arrived and asked everyone to keep quiet, and she introduced Mira to the class..

The teacher then asked the students to get ready for a surprise test. She asked everyone to write down the seven wonders of the ancient world. When all except Mira submitted their answer sheets, the teacher came

and asked the little girl to write what she knew. Mira replied, “ I thought that there were so many things I did not know what to pick!” and she handed her answer paper to the teacher.

The teacher started reading everyone’s answers, and the majority answered them correctly, such as the Great Wall of China, the Great Pyramid of Giza, the Leaning Towers of Pisa, Taj Mahal, the Hanging Gardens of Babylon, Eiffel Tower and Petra.

The teacher was happy that her students remembered what she taught them. Finally, the teacher picked up Mira’s answer sheet and started reading it in front of the class. Mira wrote; the seven wonders are: to be able to see, to be able to hear, to be able to feel, to laugh, to think, to be kind and to love. All were stunned; a girl from a small village reminded them about the precious gifts that God has given us which are indeed a wonder.

▶▶▶ After you read

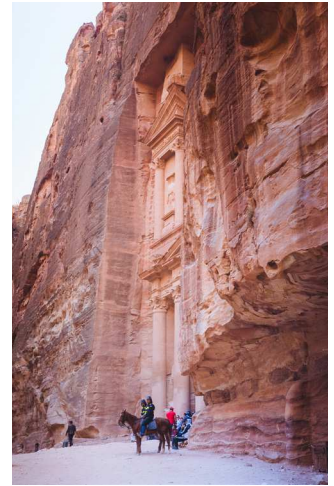
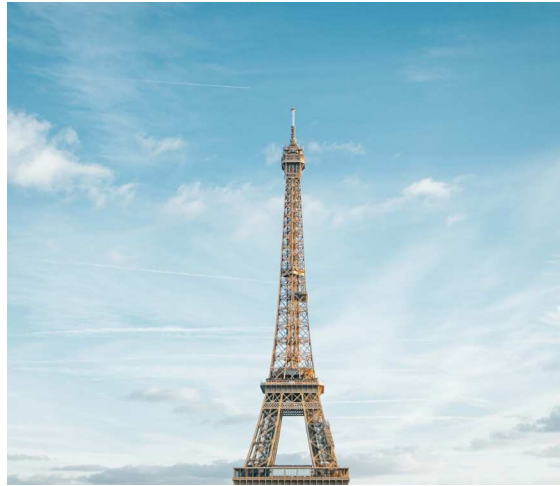
1. Answer the following questions.
 - a. What are the seven wonders, according to the students?
 - b. What are the seven wonders, according to Mira?
2. Find out a synonym word for each of the following in the table below:

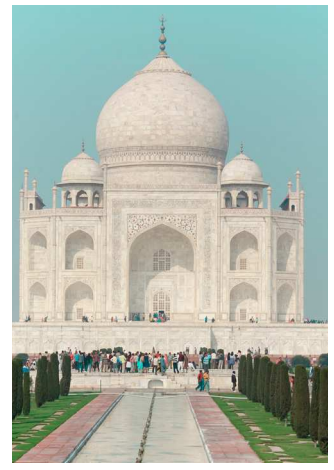
	Word	Synonym
1.	excited	
2.	introduced	
3.	wonders	
4.	submitted	
5.	picked up	

3. Match the words in column A with their antonyms in column B.

	Word		Antonym
1.	finished	a	huge
2.	nearby	b	went
3.	small	c	minority
4.	came	d	faraway
5.	majority	e	started

4. Look at the pictures and write down the name of the seven wonders of the ancient world, then write the name of the wonder each image represents..





c- Pronunciation:**Pair work:**

A. Listen to the recorded material by visiting the link below to learn more about the /ð/, /θ/ consonant sounds.

 <https://rb.gy/4a2ask>

B. Listen and choose the words that represent the consonant sounds /ð/, /θ/ in the table below:

	Words	Consonants	
		/ð/ sound	/θ/ sound
1	thanks		
2	think		
3	third		
4	breath		
5	those		
6	breathe		
7	weather		
8	bother		

C. Listen and circle the words that have /ð/ sound and those which have θ sound in the following sentences.

1. Thanks for coming.
2. Those babies are so cute!
3. Just think about it.
4. The weather is beautiful today.
5. She got the third highest score.
6. I cannot breathe well in hot weather.
7. It was a breath of fresh air.
8. Will you stop bothering me?

4. Get it right

Grammar

Real Condition:

a. Explicit Rule

Two parts: The if clause (condition) and the main clause (consequence).



Example: If you study, you will succeed.

Condition:	If + subject + simple present verb
Consequence:	Subject + will/any other simple present modal + infinitive

Exercises:

b. Circle the letter of the correct answer to complete each sentence.

- 1- 1.If I visit Taj Mahal, I.....take many photos.
a. will b. would c. would have d. will have
- 2- If you.....a lot, you will spend money.
a. travelled b.travel c. travels d. travelling
- 3- If you visit Palestine, you.....like it.
a. would b. would have c. will d. will have
- 4- If you your trip, you will enjoy it.
a. plans b. planning c. planned d. plan

c. Answer the questions using the phrases in parentheses.

- 1- What will Ali do if he gets a free ticket to India? (**travel soon**)
- 2- What will you do if you visit Jerusalem? (**see The Dome of the Rock**)
- 3- What will Salma do if she gets a free ticket? (**travel to Malaysia**)
- 4- What will Mira do if she travels to India? (**visit The Taj Mahal**)

5. Language Use

Expressions of anger, apologizing, calming and forgiving others.

a. Explicit rule:

Group C:

Decide whether the following expressions are used to express apology or anger:.

- 1- Good grief.
- 2- Awfully sorry.
- 3- That's typical !

**Pair Work:**

- a. Make a dialogue with your partner using the expressions 'about apology or anger' that you have learnt.
- b. Choose a suitable expression for each of the following situations.
 1. Your travel guide is in a bad mood. Calm him down.
 2. Forgive your travel agent for not confirming your tickets.
- c. **Decide whether the recorded expressions are used to express calm or forgiveness..**
 - 1- Oh, never mind.
 - 2- It is not that bad.
 - 3- It doesn't really matter.

6. Listening

1. The Taj

► a. Before listening

- 1- What is the most popular tourist attraction in India?
- 2- What do you know about Taj Mahal?
- 3- Have you ever visited the Taj Mahal?

►► b. While listening

Listen to the recorded passage and answer the questions that follow.

 <https://bit.ly/31BOBMu>

a. Listen and decide whether the following statements are true (T) or false (F).

- 1- The Taj Mahal is located near the city of Agra.
- 2- Mumtaz Mahal built Taj Mahal.
- 3- Shah Jahan met his future wife when she was fifteen years old.
- 4- Mumtaz Mahal means 'Chosen One of the Palace'.
- 5- Mumtaz Mahal died while giving birth to her fourteenth child.

b. Listen and fill in the blanks with the missing words.

- 1- Shah Jahan decided to build afor his beloved wife in Agra.
- 2-of the Taj Mahal began in 1632.
- 3- Thetook about twelve years to build.
- 4- The materials of the Taj Mahal were transported by more than a (1000).....
- 5- The style of the building was inspired by Persian, and Indian..... architecture.

Writing**Paragraph Writing:**

For more information go to grammar bank

a. Read the following paragraph and point out the topic sentence, the detail and conclusion sentences.

Millions of people all over the world spend their holidays travelling. They travel to see other countries or continents, and to visit modern cities and beautiful places. I also like travelling very much. I would like to tell you briefly about the trip that I have made this Summer. I always wanted to visit something new, because it is really interesting to discover new places and different lifestyles. My family and I decided to travel abroad for a few days. Our choice was London. London is the capital of England; it is the largest city in Britain and one of the largest in the world. It was really an exciting experience; we enjoyed visiting many places and learned a new experience.

**Remember:**

- A good paragraph focuses on a single topic.
- Must have a topic sentence that controls the other sentences. *Must have details.

Peer assessment:

- b. Imagine that you travelled abroad with a partner. Write a well-organized paragraph about the attractions you visited, the activities you did, the people you met, the food you ate and the experience you gained. Review each other's work.
- c. Open the following link to remember the structure of a paragraph:

 <https://bit.ly/30IqNYq>



UNIT SEVEN

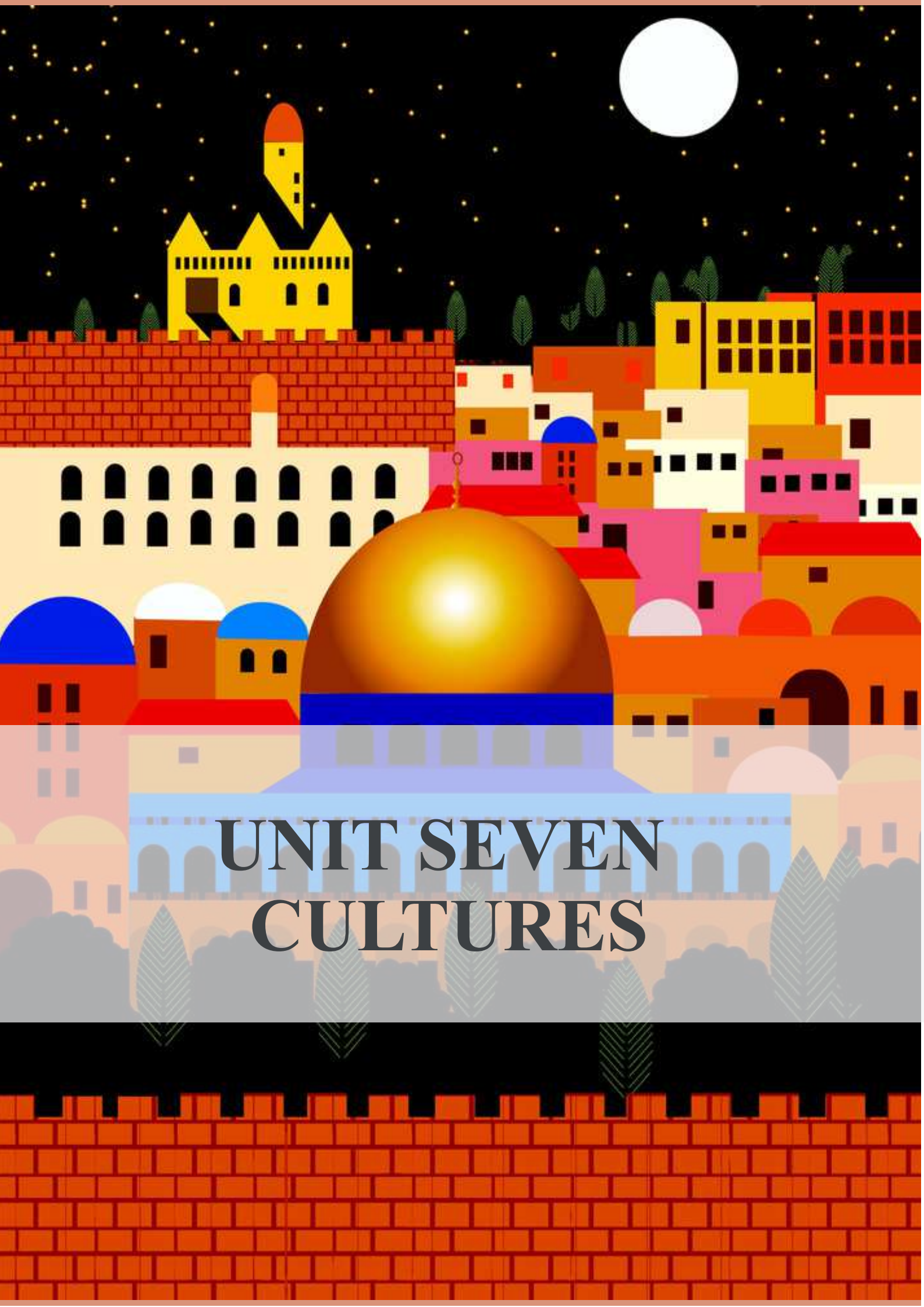
Dear students, this is unit seven in this book. This unit is about the traditions of Palestinian culture and other cultures. It includes reading texts, listening activities and a variety of language skills and functions that are meant to improve your overall proficiency in English. We hope you will enjoy studying it.





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UNIT SEVEN CULTURES



UNIT SEVEN

CULTURES

7.1 Preview

Dear students, this is unit seven in this book. This unit is about the traditions of the Palestinian culture and other cultures. It includes reading texts, listening activities and a variety of language skills and functions that are meant to improve your overall proficiency in English. We hope you will enjoy studying it.

7.2 Unit Objectives:

By the end of this unit, you are expected to demonstrate knowledge of:

- 1- different reading texts about culture and related vocabulary,
- 2- comparative and superlative adjectives,
- 3- different types of sentence connectors and their functions,
- 4- different expressions of opinion, agreement and disagreement with an opinion,
- 5- prepositions of time and place,
- 6- the sounds discussed in this unit, and
- 7- writing a paragraph related to culture and other topics.

7.3 Intended Learning Outcomes:

Upon completing this unit, students will be able to:

- 1- read and understand reading texts about culture of intermediate length and complexity,
- 2- use vocabulary items related to culture,
- 3- use correctly comparative and superlative adjectives,
- 4- use correctly sentence connectors,
- 5- express an opinion, agree and disagree with an opinion,
- 6- use correctly prepositions of time and place,
- 7- discriminate between the two sounds / ə / and / ʌ / and produce them correctly, and
- 8- write a paragraph of comparison and contrast.

▶ 7A CELEBRATING PALESTINIAN CULTURE

1. Getting Started

Work with a partner and describe what you see in the images below. Match the names of the countries in the boxes with their celebrated cultural festivals.

a. Italy	b. China	c. Jordan	d. Morocco	e. Africa	f. India
----------	----------	-----------	------------	-----------	----------

1



2



3



4



5



6



B. Look at the pictures in exercise A and answer the following questions:

- 1- Describe the festival in each image.
- 2- Of the six festivals, which one would you most like to see? Explain your reasons.
- 3- Have you ever attended a festival in Palestine or in a different country? Talk about it.
- 4- Would you like to participate in a festival? How would you like to participate?

2. Vocabulary

A. Consult your dictionary to find out the meaning of the following words:

a.	embroidery	b.	festival	c.	take place	d.	celebrate
e.	cuisine	f.	volunteer	g.	identity	h.	culture

B. Match the number of the vocabulary items in exercise A with their definitions below:

- is the knowledge of a particular group of people i.e. language, religion, values, cuisine, social habits, music and arts.
- is when something happens, especially in a controlled or organized way.
- is an event celebrated by a community and centering on some aspects of that community and its religion or culture.
- is the craft of decorating fabric using a needle to enhance it with colorful threads or yarns.
- is to take part in special enjoyable activities to show that it is an important event.
- defines who a person or a group is, and that makes them different from others.
- is a style of cooking dishes using special ingredients and techniques of a culture.
- is a person who does something like helping other people, without being forced or paid to do it.

**C. Pair work:**

Work with a partner. Use the words you have learned in exercise A in meaningful sentences.

3. Reading And Speaking**▶ A. Before you read****Answer the following questions:**

1. Describe what you see in each image.
2. Have you ever participated in any of these cultural events? Talk about it.
3. What cultural activities is your city/village famous for?
4. What do you think the text is about?

a



b



c



d



e



f



►► B. While you read

1. How can you define culture?
2. Name four activities presented by Jerusalem Arts Festival.
3. Name two wedding traditions mentioned in the text. Give more from your own personal experience.
4. Talk about two examples of Palestinian agricultural festivals.
5. What is the importance of these festivals to the Palestinian society?

Read the text carefully and answer the following questions:

Culture is at the heart of our human identity. It can bring people together, share experiences with others, and protect our traditions and history. The Palestinian society has very rich cultural traditions that show the social, religious, and geographical diversity of its people.



1. In summer, many cultural *festivals* take place in different cities, for example, the Jerusalem Arts Festival which was launched in 1996, creates a space for Jerusalemites to express their creativity, and to present their art in different cultural artistic areas including theater, cinema, music, dance and poetry. One such activity is Dabka, a Palestinian folk dance performed by men and women especially at weddings. Men wear traditional costume and a Kufiya, and women wear the traditional thob (a long dress with colorful embroidery).
2. Furthermore, Palestinians celebrate food and agricultural festivals like the Apricot Festival, a famous agricultural event that takes place in summer in Jifna (a village in the center of Palestine). Each year in May, Palestinians come from all over Palestine to celebrate this festival and enjoy tasting sweet apricots.
3. In addition, the Birzeit Heritage Week in July is another famous cultural festival in summer. It lasts for five days. It is usually opened by the older women, dressed up in traditional thobes, who put henna designs on the bride's hands, and then lead the traditional zaffa (entry procession) of the newlywed couple. This festival offers a taste of Palestinian cultural, social and tourism events, and a taste of its popular food, handicrafts and *cuisine*.
4. Moreover, Palestinians also celebrate the annual Grape Festival in September. It is celebrated in different cities such as Hebron, which is located about thirty kilometers from Jerusalem.

Hebron is rich in vineyards that are the main source of income for some families, and it is famous for its quality production of grapes of different kinds.

5. Each year in October, Palestinians celebrate the olive harvest season. It is not uncommon to notice that outside each home, there are olive trees and lands of grape vines, which are considered the two most plentiful crops in Palestine. Schoolchildren are usually given a day off to help their families with picking olives, and most Palestinian universities encourage students to *volunteer*, to show solidarity and help the farmers.

Finally, the purpose of these festivals is to support the Palestinian farmers and agriculture. Despite the political situation and checkpoints, Palestinians continue to celebrate their cultural traditions to protect their history and *identity*.

▶▶▶ C. After you read

A. Use the words in exercise 2A (vocabulary) to complete the sentences below:

- 1- Ali took all his family to dinner to _____ all his graduation.
- 2- Without revealing his _____, the emperor escaped on a Greek vessel to Rossano.
- 3- Mansaf is a famous dish in the Palestinian _____.
- 4- American _____ has been exported all over the world.
- 5- _____ is a more formal way of saying to happen.
- 6- In addition, you can _____ in community services like cleaning public gardens.
- 7- The Chinese Dragon Boat _____ happens in summer.
- 8- She learned _____ from her grandmother.

B. Match the paragraphs with the previous images in 1 (a-f). One paragraph may match with more than one image.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____.

C. Find three words related to food festivals, and five words related to art festivals.

Food festivals: 1 _____ 2 _____ 3 _____ .

Art festivals: 1 _____ 2 _____ 3 _____ 4. _____
5 _____.

D. Read the text again. Decide whether the following statements are true or false. Justify your answers.

- 1- () Religion and social activities are basic elements of a culture.
- 2- () The Jerusalem Festival began in 1969.
- 3- () Dabka is performed only by Palestinian men.
- 4- () Jerusalemite young people are not allowed to participate in the Jerusalem Festival.
- 5- () Birzeit festival lasts for ten days.
- 6- () Palestinian universities encourage their students to participate in olive picking harvest.
- 7- () Palestinians celebrate the Apricot Festival in September.
- 8- () The main idea in this text is to show how Palestinians celebrate their culture and protect their identity.

Puzzler (1)

It is a word you have seen in the fifth paragraph in the reading text. It can be used as a noun and as a verb. It consists of nine letters and means to do something, especially to help other people willingly.

**Language Help
Personal Point of View**

- I think
- In my opinion..
- I believe that...
- I feel that...
- As I see it...
- As far as I am concerned...
- In my experience...
- As far as I know..

E. Work with a partner to discuss the following questions using as many of the words in *italics* from the text as possible.

- 1- In your opinion, what is the role of social media in cultural festivals?
- 2- What are you most proud of in your culture?
- 3- If you could change one thing about your culture, what would it be?
- 4- Think of other examples of how Palestinian universities can support the culture of the society?

4. SPEAKING**A. ROLE-PLAY**

Work with a partner in a Role-Play in which student (A) pretends to want to know more about an upcoming cultural festival in Palestine, and student (B) is an employee who gives information about it. You could ask about place, time and cultural activities.

Cultural awareness**B. Work with a partner to complete this table. Think of things to tell tourists visiting your country.**

Change partners, share what you wrote and check your answers.

Action	Do's ✓	Don'ts ✗
wearing clothes		
greeting people		
visiting religious places		
eating in restaurants		

C. Project: Palestine culture booklet

Work in a group of 3-5 students to research more about other cultural festivals in Palestine. Then, gather your information and pictures of these festivals to create a small booklet of pages 3-5 and present it to your class. Every two groups are to give feedback about each other's work.

D. Inquiry activity

Work with a partner and research a cultural topic of interest to you about other countries and present it in front of your class.

5. Grammar

1- Comparative and superlative adjectives

We use comparative adjectives to compare two nouns (people, places or things,..), and we use superlative adjectives to compare three or more nouns.

For example :

1. Ahmad is **taller** than his brother.
 2. She is the **happiest** person I know.
 3. This new story is **more interesting** than the old one.
- The formation of comparative and superlative adjectives usually depends on the number of syllables (parts) in the adjective.

Go to the grammar bank to learn more about regular and irregular forms of comparative and superlative adjectives.

Read the dialogue and then answer the questions.

Traveling to India



Nadia Do you have any plans for your summer vacation?

Ali Yes, of course, I am going to travel to India.

Nadia Why did you choose India?

Ali I have been always interested in knowing more about other countries' traditions and cultures. India is the world's seventh largest nation in terms of area, and the second most populated country in the world. It is also one of the world's richest countries in culture because of its different religions.

Nadia What's the weather like in India?

Ali The summer is much hotter than in Palestine, but the winter here is colder and drier. I think the best time to visit India is between October and March.

Nadia What places are you planning to visit?

Ali I would like to visit the Taj Mahal in the city of Agra. It was built by the Mughal emperor in the memory of his favorite wife. It is one of India's most famous buildings which shows its heritage of Muslim art.

Nadia What is the Indian cuisine like?

Ali Indian cuisine is definitely the spiciest food I have had in Palestine, but also it is the most delicious. I would like to try the Chicken Tikka Masala dish and Samosas.

Nadia What languages are spoken in India?

Ali Oh, I am not sure. I know that English is the second most spoken language. I can speak a few words in Hindi, but I can speak English there better and I would be more confident. It is going to be great.

Nadia I wish you a wonderful trip. Enjoy it.

Ali Thank you very much and I will.

A. Write down five comparative and superlative adjectives that you find in the text. Compare your answers with your partner

	Comparative	Superlative
1		
2		
3		
4		
5		

B. Fill in the correct form of the comparative or superlative adjective in brackets.

- 1- My room is (big) than yours.
- 2- This house is (beautiful)than that one.
- 3- This is the (interesting)story I have ever read.
- 4- Non-smokers usually live (long) than smokers.
- 5- Which is the (dangerous) sport in the world?
- 6- A holiday in the mountains is (good) than a holiday in a city.
- 7- German cars are (expensive)..... than Japanese cars.
- 8- Who is the (rich) child in the world?
- 9- The weather this winter is even (bad) than the last winter.
- 10- My father was the (kind) in his family.
- 11- The Pacific Ocean is (deep) than the Arctic Ocean.
- 12- The Earth is (large)than the moon.
- 13- What is the (easy) way to travel around?
- 14- What do you think is the (attractive)area in Palestine?
- 15- Today is the (exciting)day I've had in a long time.

C. Circle the best choice to complete the meaning of these sentences.

- 1- Air pollution in cities is _____ than in the countryside.

a. worse	b. worst
c. bad	d. more bad

2- Sentence Connectors

Sentence connectors are used to link ideas from one sentence to the next as to give paragraphs coherence, and they can perform different functions.



Go to grammar bank to learn more examples about sentence connectors and their func-

A. Go back to the reading text and write down five sentence connectors.

1. _____
2. _____
3. _____
4. _____
5. _____.

B. Choose the correct sentence connector.

- 1- My name is Waseem----- I am from Jerusalem. (but, and, yet).
- 2- We did not visit my grandmother----- it was raining yesterday. (because, while, so).
- 3- ----- being sick, the student finished his homework early. (yet, hence, despite).
- 4- Nicole works very hard----- Jane is lazy. (likewise, also, whereas).
- 5- ----- of the rain, people continued watching the game. (while, in spite of, yet).
- 6- This villa is beautiful ----- it is dirty. (but, and, so).
- 7- His salary is higher than mine----- we do the same work. (whereas, but, although).
- 8- ----- the delicious meal, we watched a good movie. (for a start, besides, and).
- 9- My sister works three jobs a day; -----, she doesn't earn much money. (however, and, while).
- 10- This restaurant has some of the best food in the town. -----, their service is excellent. (yet, moreover, in spite of).
- 11- You don't need to go ----- you want to. (and, unless, for).
- 12- We can not go on holiday, ----- we don't have enough money. (because, but, while).
- 13- This restaurant has the best kitchen in town, ----- their staff are quite rude. (besides, and, however).
- 14- I use water when making pasta ----- my mom uses eggs. (yet, whereas, when).
- 15- There was little chance of success. ----- , we didn't give up. (so, while, nevertheless).

C. Write four sentences using these connectors: because, also, but, so.

1.
2.
3.
4.

6. Listening



A. Listen and complete the proverbs and fill in the blanks. Each blank requires one and each proverb will be said twice.

- 1- An _____ a day _____ the doctor away.
- 2- A _____ in the hand is worth two in the _____ .
- 3- A _____ man is an _____ man.
- 4- You cannot make an omelet without breaking _____ .
- 5- If the _____ , wear it .
- 6- All is _____ that _____ well.
- 7- _____ makes _____ .
- 8- There is no _____ without _____ .
- 9- Half a _____ is _____ than no bread.
- 10- Still _____ run _____ .

B. Listen to the recorded material and then decide if the following statements are true (T) or false (F).

- 1- Does the text begin with “ Every time I travel “ ? (_____)
- 2- He thinks other cultures are more interesting than his culture. (_____)
- 3- He visited the USA as a child. (_____)
- 4- He is American. (_____)
- 5- Americans and Brits are similar. (_____)
- 6- The world is becoming smaller. (_____)

C. Listen to the following text and fill in the gaps to complete these paragraphs.

British people enjoy a huge range of _____ and flavors from other countries. This is _____, London’s oldest food market. Today, you can find food here from all over the world.

This is _____. Each group of settlers brought their own food and styles of _____ and people here embraced the exciting new flavors ... maybe, because British food wasn’t very good.

_____ from all around the world can be found on most British high streets: Indian, Chinese, Greek, Italian, Spanish, Persian... the list goes on.

▶▶ 7B MEET A PALESTINIAN ARTIST

A. SPEAKING

Work with a partner to discuss the following questions.

- 1- Who is your favorite artist / painter / actor / singer? Why?
- 2- Do you paint? Do any of your friends or family members paint? If yes, what are their paintings about?
- 3- Describe the images below. What do you think they are about?

A. Work with a partner, and match the name of the artist with his painting. You can search the internet.

a. Leonard Da Vinci	b. Palblo Picasso	c. Ismael Shamout	d. Johannes Vameer	e. Vincent Van	f. Fathi Ghebin
---------------------	-------------------	-------------------	--------------------	----------------	-----------------

1.



2.



3.



4.



5.



6.



2. VOCABULARY

A. Read the following sentences. Use the context to figure out the meaning of the underlined words. Check the meanings with your partner. You can consult a dictionary.

- 1- Poets write about different themes and topics like war and love.
- 2- Jackson stayed back admiring the artwork for a minute, before following her to the living room.
- 3- I am a huge fan of Japanese culture and heritage.
- 4- The historical background of this painting is interesting.
- 5- The artist is interested in the heritage and the roots of Palestinians.
- 6- Parents should inspire their children with positive ideas.

- 7- This political movement in Canada started in 1868.
- 8- Palestinian wedding costume is different from wedding gown.

B. Work with a partner

Use the words you have learned in exercise A in new meaningful sentences.

3. Reading And Speaking

▶A. Before you read:

Answer the following questions:

- 1- What are your hobbies? Do you practice any kind of art?
- 2- Do you know any Palestinian artists?
- 3- Describe what you see in each image on the next page.
- 4- Have you ever watched an interview with an artist or a painter? Can you talk about it in brief?
- 5- What do you think the text is about?

▶▶ B. While you read:

Based on your reading of the text, answer the following questions:

1. Talk about the background of the artist.
2. Give two reasons why Palestinians like his painting “Burden Carrier”.
3. What artistic tools does the artist use to present his artwork?
4. How does the artist feel about his art in the future?

Now read the dialogue between the artist and the journalist, and then answer the following questions.

Journalist
Artist

Thank you for coming today. To start off, would you like to talk about yourself and *background*?

Thank you for inviting me. My name is Sliman Mansour. I am a Palestinian artist. I was born in Birzeit in 1947 and I studied art in Bethlehem and I joined the Palestinian art *movement* at its beginnings in 1972.

Journalist
Artist

1. What *inspires* you to paint?

What inspires me is the people and their lives. For example, in my works, I try to show the Palestinian identity stories and *themes* related to Palestinian culture.

Journalist
Artist

2. What's your favorite *artwork*?

All my paintings are my favorite. However, I consider Jamal Al-Mahamel (Burden Carrier) is my favorite, which was one of my first paintings in 1973 and later printed in 1975.

Journalist
Artist

What attracted people to this work?

I think people are attracted by two things to this painting. The first thing is the *heritage* that is seen in the old man and his *costume* which reminds every Palestinian of his father, or his grandfather. The second thing is the Dome of the Rock and Jerusalem, which are considered very important religious places for all Muslims.

Journalist **3. How do colors inspire you in your work?**

Artist

Artists use different tools in their art such as color. It helps us to show different issues as identity, which is a difficult thing to show. It also helps me to show the Palestinian folklore, costumes and embroidery as in women's costumes.

I use an orange color which represents the Catastrophe (Al-Nakba) in 1948. For instance, this was clear in my painting Jaffa in 1979, a Palestinian city that was famous for its orange groves and festivals celebrating orange seasons. Similarly, I use green colors as in olive trees picking, which is an important thing in Palestinian culture and represents their *roots* in Palestine.

Journalist **Finally, are you happy with your history of art?**

Artist

No artist would be completely happy with his history in art, he always feels that he did not notice certain areas or subjects. And believes that the greatest painting he will paint is yet to come.

Journalist
Artist

Thank you very much for taking part in this interview.
It was my pleasure and thank you for the chance to speak to you.



a



b



c



d



e



f

1. _____ is about family, education, and work experience of someone.
2. _____ is a series of organized activities working toward an objective.
3. _____ is a subject or a topic.
4. _____ is an artistic production.
5. _____ is the traditions passed from one generation to another.
6. _____ is the start and origin of someone or something.
7. _____ is a style of clothing worn in a particular country by its people.
8. _____ is to encourage and to motivate.

C. Match questions with numbers (1-3) in the interview with the images (a-f). One question may match with more than one image.

1. _____ 2. _____ 3. _____ .

D. Find in the interview two cultural group activities in the Palestinian society.

1. _____ 2. _____ .

E. Read the dialogue again. Decide whether the following statements are true or false. Give reasons to support your answers.

- 1- Sliman Mansour studied art in Birzeit.
- 2- The artist is interested in Palestinian heritage.
- 3- His painting “Burden Carrier” was first printed in 1975.
- 4- Heritage and religion attracted people to that painting.
- 5- Costumes and folklore are not important themes to the artist.
- 6- In his paintings, olive picking is presented by the color orange.
- 7- The artist has nothing more to paint about in the future.

F. Write down five sentence connectors from the dialogue. What function does each express?

1. _____ . Function : _____ .
2. _____ . Function : _____ .
3. _____ . Function : _____ .
4. _____ . Function : _____ .
5. _____ . Function : _____ .

G. Work with a partner to discuss the following questions using as many words in italics from the interview as possible.

- 1- In your opinion, what is the importance of art to the Palestinian society?
- 2- If you could ask the artist a question, what would you ask him?
- 3- What is the state of art in Palestine/ the Arab world?
- 4- Do parents encourage their children to study art in Palestine? Explain.

Puzzler (2)

It is a word you have seen in question (3) in the interview and in the last paragraph in the reading text (7A). It consists of eight letters, and Palestinians use it to pass checkpoints from one city to another.

4. SPEAKING

A Role-Play



Imagine that you are a journalist (student A) and you are asked to interview your partner(student B) who is a Palestinian or an international artist. Prepare 3-5 questions to ask your partner about his/her art.

Language Help	
<p>Interviewer</p> <ul style="list-style-type: none"> • Start with :Nice to meet you “ / “How are you today? / “I’m pleased to meet you” , / “Thank you for taking the time to meet with me today. • To start off , would you like to talk about yourself/background/ work ? / First, let me ask you • What do you mean by... ? • Thank you very much for taking 	<p>Interviewee</p> <ul style="list-style-type: none"> • Nice to meet you too / I’m well thank you. • Can you repeat your question / Sorry I didn’t understand your question • Thank you for this chance / It was pleasure to talk to you.

B. Making a poster

Work in a group of 3-5 students to research about other Palestinian artists in any field you like. Then, prepare a poster to present it in front of your class.

C. Group work

Work in groups of 3-5 and discuss: What are the positive and negative effects of film industry to show traditions and cultural aspects of a country?

D. Can you think of any interesting points that are neither good nor bad?

NO.	Positive	Negative effects	Interesting effects
1			
2			
3			
4			
5			

5. Language Use

Expressing Opinion

Music

A. Read the conversation and fill in the table below with the correct expressions of agreeing, disagreeing and opinion.

Hana: In my opinion, music is important in our life. It gives people a chance to express their ideas, feelings, moods, and show their identity.

Amy: I completely agree with you, Hana. Music is also important to Palestinians because it helps to show their culture, folklore, and traditions like in weddings. It could also attract tourists to come to visit Palestine and attend music festivals where they could listen to our folklore songs like Ataba and Mijana. Moreover, they could experience some of our other traditions like dabka, henna, and taste our cuisine.



Paul: I am sorry to say this, but I disagree with you on some points. Listening to loud music in festivals could be harmful to our ears. Furthermore, some music may have bad messages, and this could affect young people negatively in their lives. To my mind, music could have the power to change a society in a good or a bad way .

Amy: You are right, Paul. I think music could have good and bad effects in our life. So, it is important to choose carefully what we listen to.

Agreeing

Disagreeing

Opinion

 **B. Pair work:**



Go to grammar bank to learn more about how to express an opinion, agree and disagree with an opinion.

Work with a partner to create a conversation following the previous example to express your opinion on: Which music is more interesting to you, folklore or modern? Give reasons to support your opinion

6. LISTENING SKILLS

A. Listen to each conversation again. Do the people agree or disagree?

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.

B. Listen once more to the recording and write three expressions in each column.

Expressions to agree with someone	Expressions to disagree with someone

C. Match each statement (a – e) with a response (1 – 5).

- a. I think politicians nowadays are all the same. ____ .
 - b. I believe that marriage should be for life. ____ .
 - c. From my point of view, killing animals for sport is wrong. ____ .
 - d. It seems to me that the world is getting less and less peaceful. ____ .
 - e. In my opinion, working overtime is too stressful. ____ .
- 1- You may be right, but a lot of people enjoy hunting.
 - 2- I may be wrong, but isn't there less crime these days?
 - 3- I agree to some extent, but the extra money is handy.
 - 4- Yes, but it is still important to vote.
 - 5- I know what you mean, but is not divorce increasing?

▶▶▶ 7C Exploring Wedding Traditions

1. Getting Started

A Speaking:

Work with a partner to discuss the following questions.

1. Have you ever attended a wedding? Who got married?
2. What are traditional Palestinian weddings like?
3. Have you ever been invited to a wedding of someone from a different culture? Talk about it.
4. Describe what you see in the images below.
5. Do any of these traditions exist in Palestine?



2. VOCABULARY

A. Read the text “Exploring Wedding Traditions” and find the word which means the same as the following:

- 1- _____ is a marriage celebration to join a groom and a bride.
- 2- _____ is to go and be present at some event or activity.
- 3- _____ is a formal act or ritual performed in a special occasion.
- 4- _____ is a part of a larger unit.
- 5- _____ is when you tell someone that you will do something or give something.
- 6- _____ is a brush with a long handle, used for cleaning the floor.

- 7- _____ is a large piece or branch of a tree.
- 8- _____ is someone who visits you or is at an event because you invited them.

B. Work with a partner. Use the words you have learned in exercise A in meaningful sentences.

3. Reading and speaking

▶A. Before you read

Answer the following questions:

- 1- Describe what you see in each image.
- 2- Do Palestinians practice any of these traditions?
- 3- Which wedding tradition is the strangest to you? Why?
- 4- What do you think is the writer's job?

▶▶B. While you read

Comprehension check

- 1- Explain what is meant by the wedding tradition of Tasting the Four Elements.
- 2- What is the origin of the wedding ritual Jumping the Broom? What does it symbolize?
- 3- What does the tradition Saw a Log symbolize?
- 4- Why does the bride cry on her wedding day of the Tujia people in China?

C. Read the text carefully and answer the following questions:

- 1- I have been invited to many *weddings* of my family and friends, and I have attended many of these ceremonies all around the world. Since I was a little girl, I have been always interested in knowing about other cultures and their wedding traditions. For example, in 2009, I attended a wedding of a couple belonging to the Yoruba, who are an ethnic group that live in Nigeria, in Western Africa, and have a population of about 44 million people. Their wedding tradition is Tasting the Four *Elements*. During this *ceremony*, the Yoruba use four kinds of foods: sour (lemon), hot (cayenne pepper), sweet (honey) and bitter (vinegar). These elements are tasted to remind the couple of their *promise* to stick together through all that life brings.
- 2- Moreover, in 2012, I remember attending another African American wedding in 2012, in which their wedding tradition was to Jump the Broom. The couple stands beside each other to jump at the same time over the broom. This tradition originated from the time when slaves who were not allowed to marry,

created their own rituals. It is a beautiful way to mark crossing their life as singles and welcoming the new life as a married couple, and this tradition lasted until recent times.

- 3- In Germany, one of the wedding traditions is that the couple must Saw a *Log* (a piece of wood) in half while the *guests* watch. This shows their ability to work together to face difficulties through their marriage. One of the strangest wedding ceremonies that I attended was in Congo, in 2014. During the entire wedding, the couple was not allowed to smile because it means they are not serious about their marriage, and it was considered bad luck.
- 4- Finally, in 2018, I was invited to a wedding belonging to the Tujia people in China. In their weddings, women cry for joy. They prepare themselves for thirty days before the wedding day. I was surprised to see the bride begin to cry for an hour a day for ten days. Ten days later, her mother joined her in crying for an hour. Besides that, another ten days later, her grandmother joined them in crying for an hour. If she has sisters and aunts, they also have to join the crying. In their cultural traditions, crying in a wedding is a way to set off the happiness of their wedding. To be honest, I enjoyed all these ceremonies. I learned that wedding traditions are different from one culture to another, and they are beautiful in their own ways.



b



c



d

Written by: Sara Parker
Wedding Planner

▶▶▶ After you read

A. Use the words in exercise 2A to complete the sentences below:

1. Do you clean your room with a..... or a mop?
2. When I make a....., I keep it.
3. He concluded there was a major he was missing in writing his essay.
4. The farmer cut a big.....of a tree to build his house.
5. Theroom was decorated with flowers and pictures.
6. Your graduation.....was the most beautiful one I have ever attended.
7. You should all your lectures.
8. Herdress was very fashionable and expensive.

B. Match the paragraphs with the previous images in 1 (a-d).

1. _____ 2. _____ 3. _____ 4. _____.

C. Find 3 words related to food in wedding traditions.

1. _____ 2. _____ 3. _____ 4. _____.

D. Read the text again. Are the following statements true or false? Justify your answers.

- 1- The writer has attended a few wedding ceremonies.
- 2- The Yoruba people live in Nigeria.
- 3- Three tasting elements are included in the Yoruba wedding traditions.
- 4- Jumping the Broom is a wedding tradition in which the guests jump over the broom during the ceremony.
- 5- Jumping the Broom is a ritual that started when black people were slaves.
- 6- Saw a Log is a wedding tradition practiced in Congo.
- 7- In Germany, the guests are not allowed to smile in a wedding.
- 8- Weddings last for three months in the Tujia ethnic group.
- 9- The bride is the only one to cry at her wedding in the Tujia ethnic group.
- 10- The writer is a wedding photographer.

E. Go back to the text and write four sentence connectors.

1. _____ 2. _____ 3. _____ 4. _____.

Puzzler (3)

It is a word you have seen in paragraph (1) in the reading text. It can be used as a noun and a verb. It consists of seven letters, and it means to say that you will certainly do something.

F. Comprehension Check

Work with a partner to discuss the following using as many italic words from the text as possible.

1. In your opinion, how important are wedding traditions to a couple and their families?
2. What are the positive and negative points of a traditional wedding (guests, food, etc.)?
3. At what age do most people in Palestine get married? What age do you agree with? Explain.
4. If you were given the chance to change one Palestinian wedding tradition, what would it be?

4. Speaking

A. Mediation

Interview your grandparents or other elders in your family or your neighborhood, and ask them about wedding traditions in the past. Search the internet for more information about Palestinian wedding traditions in the past, and use the information you found as the basis for your English presentation in front of your class. Make some points.

B. Pair work



Work with a partner to create a conversation and express your opinion on what gifts are the best to give to a couple on their wedding day.



Go to grammar bank to learn more about how to express an opinion, agree and disagree with an opinion.

C. Group work

Work in a group of 3-5 students to research the wedding traditions in other Arab countries. Then, prepare a poster to present in front of your class.

D. Crossword Puzzle

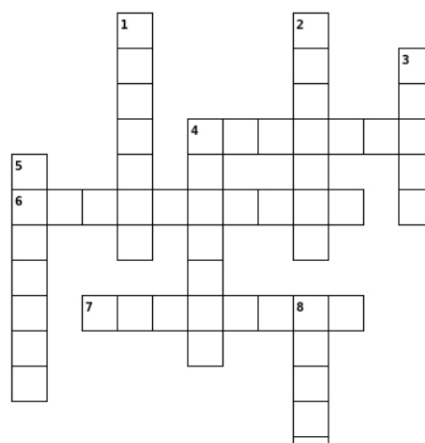
Find vocabulary words related to culture mentioned in this unit in (7A, 7B, and 7C) reading texts.

Across

3. fashion in a certain period or place.
5. craft of decorating fabric with a needle and threads.
6. a personality, looks, values that all define a person.
8. a person who attends an event like weddings.

Down

1. is the work of an artist.
2. a set of customs, arts, beliefs, language, values.
3. certain cooking style of a certain country.
4. a marriage party between a man and a woman.
7. a subject or topic to talk about or paint.



5. GRAMMAR

1. Prepositions

Prepositions are words that often connect two nouns. We commonly use prepositions to show a relationship in space or time.

- Prepositions of time are used to talk about a specific date or time of something taking place.
- Prepositions of place are used to refer to a place where something is located or is put.

A. Go over the reading text in (7C), and write down five prepositions of time, and three prepositions of place.

Time	Place

Time	
in	before
on	until
at	about
by	from
after	since
	past
	during
	upon

Place	
at	up
beside	by
over	inside
down	through
under	near
below	between
behind	outside
among	after

B. Choose the correct preposition of time or place.

1. There are some apples _____ the fridge. (in, on, between).
2. The two brothers were sitting _____ the tree. (on, by, after).
3. They got married _____ Corona pandemic. (upon, during, by).
4. I live _____ my work place. (at, inside, near).
5. The two cars went _____ the tunnel. (during, in, through).
6. Her baby was hiding _____ the table. (over, under, between).
7. My grandmother was born _____ March 15,1943. (on, in, at)
8. We usually do shopping _____ Sundays. (in, upon, on).
9. All books _____ the bookshop are on sale. (in, on, at).
10. She will meet us _____ 12 p.m. (in, on, at).

C. Fill in each blank with a suitable preposition.

- 1- I will finish my homework _____ midnight.
- 2- I will not leave _____ dinner.
- 3- I stayed at home _____ the rain.
- 4- Olive picking season begins _____ October.
- 5- Turkey is located _____ Europe and Asia.
- 6- My grandfather was born _____ June 26, 1926.
- 7- I always go to work _____ seven o'clock.
- 8- Students stay _____ school _____ eight o'clock _____ one o'clock.
- 9- A small stream runs _____ the bridge.
- 10- He puts the key _____ the doormat.

6. Pronunciation

In this section, dear student, you will practice one pair of sounds that is often confused by Arab learners. The sound is the only sound in English that has a name. It is called “schwa”. It is so short that sometimes, we may not be able to hear it. We can find it, for example, in the following words represented by the letters in italics:

comf(or)table, veg(e)table, list(e)ning, (a)bout. The sound / ʌ /, on the other hand, it can be found in these words: cut, hut , fun.

A. Listen and repeat

Listen carefully to the following words and repeat. The letters that stand for the “schwa” sound are in italics.

- | | | | | |
|-----------|-----------|-----------|-----------|------------|
| 1. afraid | 2. about | 3. alone | 4. dozen | 5. broken |
| 6. after | 7. garden | 8. prison | 9. lesson | 10. father |

B. Listen and circle

Listen carefully and circle the letters that stand for the “schwa” in the following words.

- | | | | | |
|-------------|-----------|-----------|-----------|--------------|
| 1. human | 2. parcel | 3. actor | 4. sugar | 5. woman |
| 6. ordinary | 7. agree | 8. across | 9. doctor | 10. somebody |

C. Listen and repeat

Listen to the following words that have the sound / ʌ / and repeat.

- | | | | | |
|-----------|----------|-----------|-----------|-----------|
| 1. shut | 2. cup | 3. luck | 4. judge | 5. butter |
| 6. number | 7. sun | 8. money | 9. cut | 10. love |
| 11. come | 12. jump | 13. trust | 14. young | |

D. Listen and write.

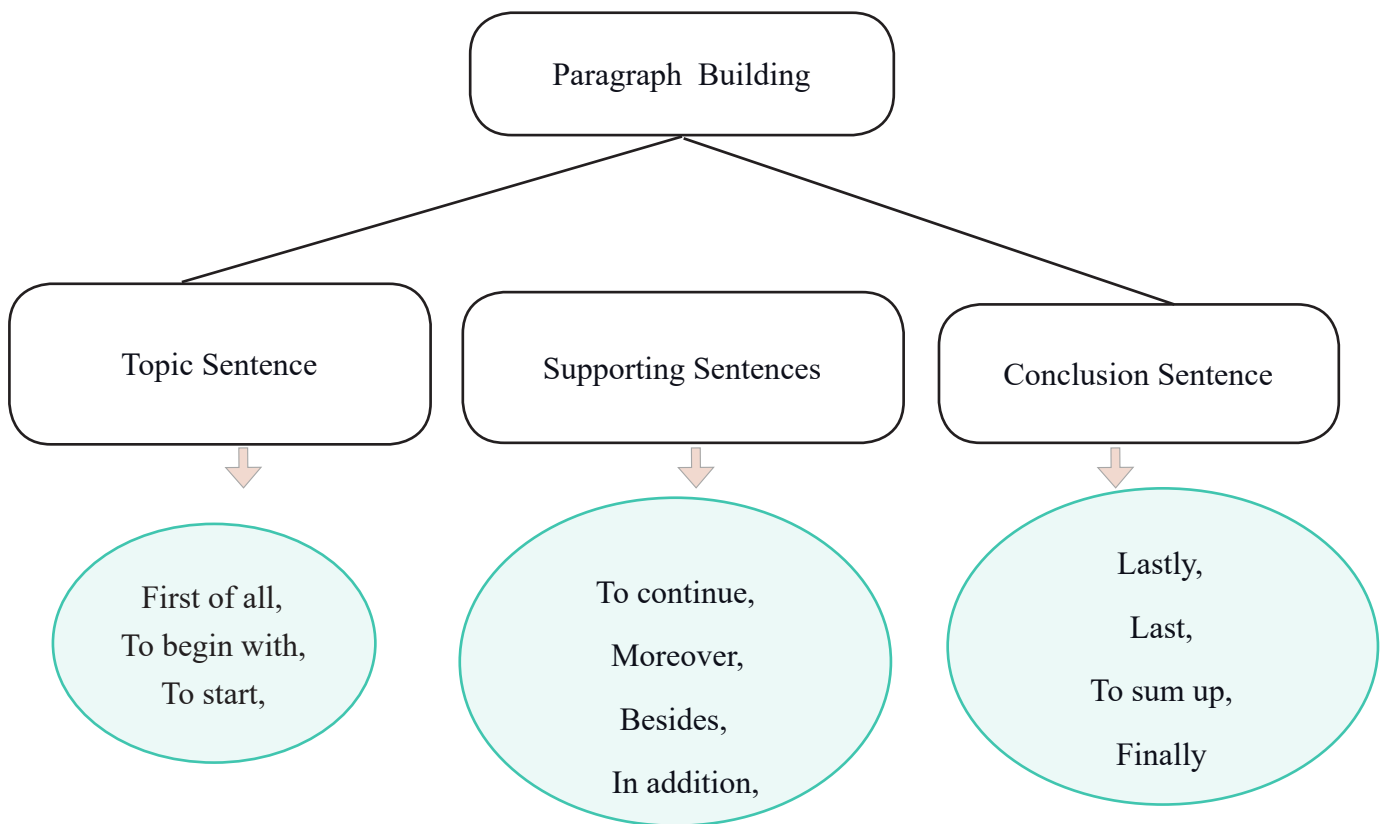
 Listen to the following sentences and write them in your notebook.

1.
2.
3.
4.

7. WRITING

Go back to unit six, and revise the rules and parts of building a paragraph.

In the following chart, you can see more about the structure of the paragraph and connectors you studied in (7A)



A. Order the following sentences to build a well-structured paragraph.

- 1- I get dressed and then eat breakfast.()
- 2- After my shower, I shave and brush my teeth.()
- 3- Next, I comb my hair, wash my face, and put on aftershave lotion. ()

- 4- I usually get up at once.()
- 5- Firstly, my alarm clock rings at 6 o'clock every morning. ()
- 6- Then, I am ready to take a quick cold shower.()
- 7- To continue, I pick out my suit, shirt and tie for that day.()
- 8- Finally, after breakfast, I put on my coat and leave for work. ()
- 9- I'll jump out of bed, and do physical exercises. ()
- 10- For example, I usually eat cheese, olives, bread and tea. ()

B. Compare and Contrast.

B. Compare and Contrast

Here is another example of a paragraph in which the writer is comparing and contrasting two cultures.

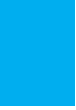
I chose to compare and contrast the culture of the United States with the culture in Japan. There are a few similarities between the two, such as a love of the arts, fashion and baseball. However, they are more culturally different than similar in many things. **To begin with**, in Japan, they focus more on the family, show more respect to older people as they are served first and their drinks are poured for them. **Besides**, when greeting others, it is customary to bow rather than shake hands. In contrast to Japanese culture, Americans focus on freedom and individuality. **For example**, young Americans can leave home without their parents' approval at age 16. Moreover, they prefer to shake hands and have direct communication. **To sum up**, the differences between the two cultures are quite significant.

Topic
sentence

Supporting
sentences

Conclusion
sentence

C. Write a simple paragraph in which you compare and contrast the Palestinian traditions with another country's traditions in terms of (food, weddings, music, dance,.....etc).





TIME FOR
REVIEW

UNI EIGHT REVIEW AND CHECK

VOCABULARY



A. Fill in the blanks with the appropriate word to complete these sentences:

mismatching developing engag startled reduce

- 1- She was so _____ that she couldn't answer my question.
- 2- I saw her fighting with a shopkeeper to _____ the cost of the T-shirt she was trying to buy.
- 3- There was a _____ between the product descriptions and images.
- 4- QOU is _____ rapidly in terms of educational programs it offers to its students.
- 5- Students can actively _____ in self-paced learning, inquiry-led learning and collaborative learning.



B. Circle the best choice to complete the meaning of these sentences:

- 1- The mission of QOU is to _____ education to all sectors in the Palestinian community.
a- deliver b- prevent c- engage d- enhance
- 2- Blended learning is part and parcel of QOU _____.
a- credit hours b- philosophy c-. buildings d- interaction
- 3- I want to _____ my friend by getting the exact product he was talking about.
a- label b- impress c- anticipate d- receive
- 4- From time to time, she would post her pictures in the most _____ in Palestine.
a- startled b- show-off c- deceive d- glamorous
- 5- Many people compete with each other to _____ their photos on Facebook.
a- turn b- post c- platforms d- drastically



C. Fill in the blanks with the appropriate words to complete these sentences:

everlasting	ticket	memories	souvenirs	flights
-------------	--------	----------	-----------	---------

- 1- I brought post cards and from Jerusalem.
- 2- I had nice in India.
- 3- Fatima has friendship with Salma.
- 4- There are no direct from Palestine to London.
- 5- I booked a return flightto Amman.



D. Circle the choice that best completes these questions.

- 1- The antonym of the word nearby is..... .
a- faraway b- minority c- excited d- huge
- 2- Upon seeing Mira's simple clothing, other students started..... her.
a- crying at b- making fun of c- shouting at d- calling
- 3- The teacher asked everyone to write down the seven wonders of theworld.
a- new b- modern c- ancient d- contemporary
- 4- On her first day of school, Mira was waiting for her..... .
a- mother b- teacher c- friend d- school bus
- 5- Mira finished her elementary school till theat her village.
a- 4th grade b- 5th grade c- 6th grade d- 7th grade



E. Fill in the blanks with the appropriate words to complete these sentences.

(artwork, celebrate, attend, theme, culture)

- 1- Every year, this couple _____ their wedding anniversary in Turkey.
- 2- Films and poetry are examples of _____.
- 3- Sliman Manour's _____ is about the Palestinian society.
- 4- The main _____ of the story was friendship.
- 5- Students should _____ all lectures.



F: Choose the best answer to complete the meaning of these sentences.

- 1- Pizza is an example of the Italian _____. (art, wedding, cuisine)
- 2- My sister's _____ party was not big, but it was a special day for us. (culture, wedding, cuisine)

- 3- Many guests _____ poetry evenings of Mahmoud Darwish. (forgot, attended, promised)
- 4- An example of a/ an _____ is a person's name. (identity, theme, price)
- 5- The Jerash _____ for Culture and Arts is celebrated in July every year. (wedding, artwork, Festival)

GRAMMAR



A. Fill in the blanks with suitable words that best complete the meanings of the following sentences

arrived are adopting was attending admitted maneuvered

- 1- She _____ that she used to Photoshop her pictures.
- 2- I tried to ask her many times while chatting but she _____ and tried to change the topic.
- 3- When the shoes _____, I was completely disappointed since the product I received was not the same as in the image that I had bought.
- 4- Many higher education institutions _____ blended learning methods these days.
- 5- The telephone rang while Ali _____ a lecture on the internet.



B. Choose the correct answer.

- 1- My friend _____ her pictures on Facebook yesterday.
a- posts b- posting c- posted d- is posting
- 2- While I _____ the internet, I found the shoes I have been looking for.
a- was looking b- looked c- look d- have looking
- 3- Students were shopping online when the teacher _____ the classroom.
a- enters b- entered c- was entering d- is entering
- 4- QOU _____ blended learning method 10 years ago.
a- adopted b- adopt c- adopting d- was adopted
- 5- My mother was cooking while my sister _____ on Facebook.
a- was chatting b- chatted c- were chatting d- is chatting



C. Fill in the blanks with the proper formal or informal modal. (will, can, could, would).

- 1- Excuse me sir, you tell me how can I get to Jerusalem? (**would/ will**)
- 2-you guide me to the arrival area, sir? (**Can/Could**)
- 3-I book a return ticket to Paris, please? (**Can/Could**)
- 4- This is the agent.....booked my ticket to Amman. (**who/whom**)

5- It is a memoryI found wonderful and everlasting. (**whose/ that**).



D. Circle the choice that best completes these sentences.

1. If I travel to India, Ivisit Taj Mahal.

a. will b. would c. would have d. will have

2. If youa return ticket, you will save your money.

a. booking b. book c. books d. booked

3. If you keep your travel scrapbook, you your travel memories everlasting.

a. would make b. make c. will make d. makes

4. If Mira visits Dubai, shea memory test.

a. has built b. would build c. is building d. will build

5. Salma Ali,..... ticket was cancelled is my client.

a. whose b. whom c. which d. that



E: Complete each sentence with the best form of comparative or superlative adjectives.

1- I think red roses are _____ than white roses. (beautiful)

2- Ahmad runs _____ than his brother. (fast)

3- Traveling to Italy is _____ to me than staying at home. (exciting)

4- Her cake was _____ cake in the competition. (bad)

5- The score she got on the final exam is _____ than the one she got on the midterm. (high)



F: Fill in the blanks with the appropriate prepositions of time or place.

1. My parents usually go shopping _____ Saturdays.

2. The magazine _____ the table is mine.

3. I always go to work _____ seven o'clock.

4. My sister was born _____ April, 18. 2020

5. I had a lot of fun _____ this game.

LISTENING

**A. 1- Listen to the text in 5B again and then circle the best choice to complete these sentences.
Speaker A is Muna, Speaker B is Salma.**

- 1- Salma bought a _____ .
a- shoes b- car c- bag d- T-shirt
- 2- Salma saved _____ \$.
a- 200 b- 50 c- 100 d- 300
- 3- The speakers were talking about _____ shopping.
a- traditional b- online c- store d- market
- 4- The bag Salma bought was very _____ .
a- big b- small c- expensive d- cheap



A. 2- Listen to the text in 5A again and then circle the best choice to complete these sentences.

- 1- I know a lot about _____ .
a- Twitter b- Facebook c- social networking d- computers
- 2- I joined Facebook but couldn't be bothered to make my _____ .
a- freedom b- computer c- friends d- profile
- 3- I suppose it is good to tell the world what is happening in countries that take away people's _____ .
a- profiles b- identity c- freedom d- accounts
- 4- I have also experience with Twitter, but again, I do not really see what _____ it has.
a- people b- use c- network d- face
- 5- Putting too much _____ information on this site is not a wise idea.
a- important b- general c- personal d- international



B. Listen to the text in 6B again and then circle the best choice to complete these sentences.

- 1- To get between the floors in the airport, you can take an escalator or
a. an elevator b- a bus c- a car d- a flight
- 2- The wordmeans inside the country.
a. international b- domestic c- escalator d- elevator
- 3- At the check-in desk, you are going to take your.....and check-in your bags.
a- ticket b- baggage c- boarding pass d- suitcase

- 4- Luggage that you can carry onto an airplane.....
- a- carry on packages b- checked packages c- suit case d- checked luggage
- 5- Once you check in your bag, you have to pass through the checkpoint on the departure gate.
- a- security b- customs c- claim office d- your gate
- 6- The boarding time means the time you need to
- a- check-in b- get on the plane c- take off d- land
- 7- Usually, you have to board.....before departure.
- a- half an hour b- one hour c- two hours d- ten minutes
- 8- You should keep your boarding pass and remember your.....number
- a- flight b- passport number c- baggage d- mobile

C. Listen to the reading text in 7A , and then circle the best answer.

1. Palestine is famous for many festivals that take place in different cities. The underlined words mean:
- a- enjoy b- happen
- c- offer d- give
2. In Palestinian weddings, men and women dance dabka. The underlined word means:
- a- marriage party b- graduation party
- c- sad events d- bachelor party
3. In May, Palestinians celebrate.....Apricot Festival and enjoy tasting sweet apricots.
- a- Jalama b- Jifna
- c- Jenin d- Jerusalem
4. This festival offers a taste of Palestinian cuisine and handicrafts. One example of the Palestinian cuisine is:
- a- dabka b- mansaf
- c- mijana d- ataba
5. Palestinians celebrate the annual Grape Festival in.....
- a- November b- October
- c- September d- December
6. Schoolchildren are usually given a day off to help their parents and families to pick.....
- a- grapes b- olives
- c- tomatoes d- oranges



UNIT 1 REFERENCES:

- Azar, Betty. (2002). *Understanding and Using English Grammar*. Longman. Third Edition.
- Coe, Norman. Harrison, Mark. Paterson, Ken. (2010) *Oxford Practice Grammar*. Oxford University Press. Fourth Edition.
- Muqattash, L., Odeh, O., & Abdul-Fattah. (2015). *English Language 1*. Al-Quds Open University.
- Murphy, Raymond. (2019). *English Grammar in Use*. Cambridge University Press. Fifth Edition.

Supplementary reading

- To get better understanding of the pronunciation of /p/ and /b/, visit the links below:

https://www.youtube.com/watch?v=yvMMdGd_cu0
<https://www.youtube.com/watch?v=l8A1wHfExhl>
<https://learningenglish.voanews.com/a/4233022.html>

- To get better understanding of the simple present, visit the links below:

<https://www.youtube.com/watch?v=UZMDp89VjEM>
<https://www.youtube.com/watch?v=m28BKjBDafU>

- To get better understanding of the present continuous, visit the links below:

<https://www.youtube.com/watch?v=nUqXvEbRpWw>
<https://www.youtube.com/watch?v=z7xA8V5JtbQ>

- For more information about giving or seeking advice, you can visit this link

<https://www.englishclub.com/vocabulary/fl-giving-advice.htm>

- or watch this video

<https://www.youtube.com/watch?v=z6zNc7l0bi4>



UNIT 2 References:

- Azar, Betty. (2002). Understanding and Using English Grammar. Longman. Third Edition.
- Muqattash, L., Odeh, O., & Abdul-Fattah. (2015). English Language 1. Al-Quds Open University.
- Murphy, Raymond. (2019). English Grammar in Use. Cambridge University Press. Fifth Edition.

Supplementary reading

- To get better understanding of the voice of the youth, visit the link below:
https://www.youtube.com/watch?v=_WRTqZO-sO-w
- To know more about youth in Palestine and to address demographic risks and opportunities, visit the link below:
https://palestine.unfpa.org/sites/default/files/pub-pdf/Youth%20in%20Palestine%20-%20Oct%202017_0.pdf
- To learn more about how to form Yes/No questions visit the link <https://www.youtube.com/watch?v=5gye8cMLu2w>
- To know more about youth experiences in giving up phones, you can visit this link:
<https://medium.com/@jensanfilippo17/i-gave-up-my-phone-for-a-month-heres-what-i-learned-ed8a2f3b3e5>
- To know more about invitation and related responses, you can visit this link:
<https://www.speakconfidentenglish.com/accept-and-decline-invitations-in-english/>
- To learn more about true friendship, please, visit this link:
<https://www.toppr.com/guides/essays/essay-on-friendship/>
- To learn more about where we put adverbs of frequency, please, visit this link:
<https://www.englishgrammar.org/position-frequency-adverbs/>



Appendix 1

1. Exercise (D) p. 40

Hobbies I like to do	Hobbies I don't like to do	Hobbies I used to do
<ol style="list-style-type: none"> 1. I like swimming because it is relaxing. 2. The most popular hobby among us is ----- because it 3. I like travelling because it helps me..... 4. I like watching movies because 5. is amazing and full of fun. 6. I am a big fan of ----- -- because 7. I love because..... 	<ol style="list-style-type: none"> 1. I do not like Camping, is unsafe in my country. 2. I do not because it is boring. 3. I do not like ----- because it----- 4. I do not like----- -----. It is a dangerous activity. 5. ----- is not popular because I cannot play it with friends. 6. I do not like ----- --- because it is a matter of wasting time. 	<ol style="list-style-type: none"> 1. I used to play football when I was a child. 2. I used to play tennis when I was in school. 3. I used to when I

Project, p. 46

QUESTIONS ABOUT YOUTH

- What three major problems do you think young people face today?
- What do you feel about the poor in the world?
- If you wish to change one problem in the world today, what would you like to change?
- What do you think is the biggest problem in Palestine and Why?
- How does social media affect the youth and the sound of youth in Palestine?



Grammar Bank 1

Exercise C, p. 60

Frequency adverbs (e.g. often, always, never, sometimes, generally, seldom, rarely, ever, frequently etc.) usually go in the following positions:

before the main verb,

after the verb be,

between the auxiliary verb and the main verb,

before used to and have to.

- **Before the main verb**

I often visit my parents.

He always buys comics.

They hardly ever visit us.

I seldom read foreign periodicals.

- **After the verb be**

Subject + be + adverb + complement

He is always late for college.

I am often ready for work at 6 am.

He is never worried about his finances.

I am never asked to speak at public meetings.

They are rarely invited to parties.

- **Between the auxiliary verb and the principal verb**

I have always thought of standing for election.

He has always done justice to all.

We shall never explore such opportunities.

He will hardly ever appreciate your kind gesture.

I have sometimes managed to hoodwink others.

It has rarely caught my attention.

They are never ready for compromise.



UNIT 3 REFERENCES:

- COBUILD English Grammar (2017). HarperCollins Publishers. London, United Kingdom.
- Farber , Barry . (2001). How to Learn Any Language. Kensington Publishing Corporation.
- Kenneally, Christine. (2008). The First Word: The Search for the Origins of Language. Penguin Group .
- Murphy ,Raymond.(2019).English Grammar in Use. CAMBRIDGE UNIVERSITY PRESS .Cambridge, United Kingdom.

Supplementary reading

- Pimsleur,Paul.(2013).How to Learn a Foreign Language.Pimsleur; Unabridged Edition
- Taggart, Dagny. (2014). Learn Any Language FAST!Amazon.

Useful links

<https://www.lexico.com>

<https://www.youtube.com/watch?v=5vJOJrVIgek>

<https://www.youtube.com/watch?v=gGmnr-XdHoU>

<https://webquest.org/>

<https://www.youtube.com/watch?v=Sw0w2gOjpS0>

<https://www.youtube.com/watch?v=HKKz0vq3hhs>

<https://www.merriam-webster.com/>

<https://learnenglish.britishcouncil.org/sites/podcasts/files>

https://en.wikipedia.org/wiki/List_of_polyglots

<https://www.youtube.com/watch?v=urBgw87qQUA>

<https://www.youtube.com/watch?v=Cg02KxwrO5U>

<https://www.youtube.com/watch?v=L1J9ZPVydrC>

https://www.youtube.com/watch?v=2_pZWdF7ujA

<https://www.wikihow.com/Write-a-Paragraph>

<https://www.time4writing.com/writing-resources/paragraph-writing-secrets/>



Unit 5

- Cohen, J and Schmidt, E. (2013) *The New Digital Age*. New York : Alfred A. Knopf.
- Kernighan, B. (2017). *Understanding the Digital World: What You Need to Know about Computers, the Internet, Privacy, and Security*. Princeton; Oxford: Princeton University Press.
- Llamas, Rosa & Belk, Russell. (2013). *Living in a digital world*. Retrieved in www.researchgate.net / 27/1/2020 20:31 PM

Supplementary reading

- To recognize the difference between traditional and online shopping, visit the link below:
<https://studylib.ru/doc/6226150/online-shopping-vs-traditional-shopping-sv>
- To get better understanding about the concept of blended learning, visit the link below:
https://www.youtube.com/watch?v=llh4jJlvF44&ab_channel=FredericSkrzypek.
- To know more about social networking, visit the link below:
https://listenaminute.com/s/social_networking.html



UNIT 6 REFERENCES:

- Siemund, Peter. (2018) Speech Acts and Clause Types: English in a Cross-linguistic Context. Oxford University Press
- Giegerich, Heinz. (1992) English Phonology: An Introduction. Oxford University Press
- DuTemple, Lesley. (2003) The Taj Mahal. Lerner Publication Co.

Supplementary Reading:

- To know more about how to document your travel visit the link below.
<https://www.youtube.com/watch?v=gHjnZMPiePY>
- To learn more about booking a flight ticket vocabulary you can visit the link below.
<https://www.youtube.com/watch?v=QfZK3N6FPdg>
- To have further information about the ancient and modern wonders of the world visit the link below.
<https://www.youtube.com/watch?v=7Dbuc6vIRnE>
- To learn more about the consonant sounds in English visit the following link.
<https://www.youtube.com/watch?v=312yOW1YoII>
- To have more practice of the vowel sounds visit the link below.
<https://www.youtube.com/watch?v=69DwHUg2f7s>
- To learn more about polite requests in English visit the link below.
https://www.youtube.com/watch?v=eDDUk_rwVP8
- To know more about relative clauses visit the link below.
https://www.youtube.com/watch?v=ftZr1_Ny8L8
- To have more practice in conditional clauses visit the link below.
<https://www.youtube.com/watch?v=ZYdlhPgIDkg>
- To know more about how to write a good paragraph visit the link below.
<https://www.youtube.com/watch?v=L1J9ZPVydrC>



Appendix 1

Exercise 2 page 12

	Vowels		Words
.1	/ :i /	.a	me
.2	/ i /	.b	in
.3	/ u /	.c	look
.4	/ :u /	.d	shoe
.5	/ e /	.e	ten
.6	/ ə /	.f	banana
.7	/ :ə /	.g	turn
.8	/ :o /	.h	saw
.9	/ æ /	.i	hat
.10	/ ʌ /	.j	up

Grammar Bank 1

Exercise (a) page 23

Topic sentence

Millions of people all over the world spend their holidays travelling.

Detailed sentences

They travel to see other countries or continents and to visit modern cities and beautiful places. I also like travelling very much. I would like to tell you briefly about the trip that I have made this summer. I always wanted to visit something new, because it is really interesting to discover new places and different life styles. My family and I decided to travel abroad for a few days. Our choice was London. London is the capital of England. It is the largest city in Britain and one of the largest in the world.

Concluding sentence

It was really an exciting experience; we enjoyed visiting many places and learned a new experience.



UNIT 7 REFERENCES:

- Muqattash, L., Odeh, O., & Abdul-Fattah. (2015). *English Language 1*. Al-Quds Open University.
- Sargeant, S (2007). *Basic English Grammar for English Language Learners, book 2*. Saddleback Educational Publishing. Singapore.

- <http://www.solidfiles.com/d/2d658eae92/>

What is culture ?

<http://people.tamu.edu/~i-choudhury//culture.html>

<https://www.youtube.com/watch?v=fL5WzpuvXfY>

Celebrating Palestinian Festivals

<http://thisweekinpalestine.com/wp-content/uploads/2017/06/July-231-2017.pdf>

<http://visitpalestine.ps/july-2017-month-summer-festivals/>

<https://www.thisweekinpalestine.com/9th-birzeit-heritage-week/>

Meet a Palestinian Artist

<https://www.youtube.com/watch?v=t9xSrH0Utc4>

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

<https://www.youtube.com/watch?v=LzJ2V-Z3sWg>

Exploring Wedding Traditions

<http://blogs.thepoconos.com/weddings/2020/02/09/exploring-some-african-and-african-american-wedding-traditions/>



Grammar Bank

Connectors

Comparative and Superlative

	Adjective	Comparative	Superlative
One Syllable		Add -er	Add -est
	Big	Bigger	The biggest
	Tall	Taller	The tallest
	Old	Older	The oldest
	Long	Longer	The longest
	Small	Smaller	The smallest
One Syllable ending in (e)		Add -r	Add -st
	Brave	Braver	The bravest
	Nice	Nicer	The nicest
	Safe	Safer	The safest
One Syllable - cvc vowels (a,e,o,u,i)		Double last consonant and add -er	Double last consonant and add -est
	Big Hot	Bigger Hotter	The biggest The hottest
Two or more Syllables ending in (y)	Heavy	Heavier	The heaviest
	Lovely	Lovelier	The loveliest
Two or more Syllables		Use more	Use most
	Beautiful	More beautiful	The most beautiful
	Famous	More famous	The most famous
	Interesting	More interesting	The most interesting
Irregular	Good	Better	The best
	Bad	Worse	The worst
	Far	Farther	The farthest
	Little	Less	The least



Agree , disagree and expressing opinion

Agree with an Opinion



- Yes , I agree...
- Of course.
- I think so too.
- You are absolutely right.
- That is a good point.
- Exactly.
- That's true.
- I couldn't agree more.

Disagree with an



- I don't agree.
- I am afraid I have to disagree.
- I am sorry to disagree with you , but....
- Yes , but
- I am not so sure about...
- On the contrary,...

Ask about an Opinion

- What is your opinion in...?
- What do you think of...?
- How do you feel about ...?
- What are your ideas about...?

General Point of View

- It is thought that...
- Some people say that...
- It is considered
- It is generally accepted that.....

Personal Point of View

- I think
- In my opinion..
- I believe that...
- I feel that...
- As I see it...
- As far as I am concerned...
- In my experience...
- As far as I know..



UNIT 1- ANSWER KEY

B1 ANSWER KEY

1A - University Vs. School

Exercise (B)

- 1- demonstrate: to show something clearly by giving proof or evidence.
- 2- contrast: the opposition or dissimilarity of things that are compared.
- 3- responsibilities: a duty to deal with or take care of someone/something.
- 4- schedules: a plan that lists all the work that you have to do.
- 5- assignment: a task or piece of work that somebody is given to do, usually as part of their studies
- 6- stress: pressure or worry caused by problems in one's life.

3. READING AND SPEAKING

Exercise (B) As you Read:

- 1- University students have more responsibilities than high school students.
- 2- University students are more stressed , because their exams are more serious.
- 3- University students are more open to the real world, because they mix with a wider range of people and they meet different kinds of people.

Exercise (C) After Reading:

- 1- There are many methods and ways of learning to develop student's skills.
- 2- They have to be more responsible, independent and they have to make decisions by themselves.
- 3- Life can be fun and carefree.
- 4- They live in a small narrow world with similar people with similar ideas. No one challenges their ideas.
- 5- So we can pick the best features of high school and university students' way of learning to prepare students for the 21st century.

Exercise (D)

- 1.True 2. False 3. False 4. False 5. False

Exercise (E)

1. b 2. c 3. a 4. b 5. C

Exercise (F)

- 1-assignment 2- demonstrate 3-schedules 4-responsibilities 5-contrast
6-stress



4-LISTENING

Exercise (A)

Course guide, Tutor Marked Assignments, affected student's grade, 2000, type, can use, include all sources.

Exercise (B)

- 1- Parents approve of them
- 2- Teacher's benefit from their use
- 3- The reduce student absences

5- PRONUNCIATION

Exercise (5-4)

Pill, ban, pat, beach, pull, bit, pig, bin, post, beg, pelt, bride

6- GRAMMAR

Exercise (6.1.4)

- 1-reads 2-go 3- need 4-does 5-have 6-wants 7-watches 8-commutes
9- meet 10- lecturers

1B - My First Day at University

2-VOCABULARY:

Exercise (2.B)

- 1- a first year student at a university or college.
- 2- to study something as your main subject at university.
- 3- to travel regularly by bus, train, car, etc. between your place of work or study and your home.
- 4- Is a way of measuring how much credit a student receives from attending a course which corresponds to the hours per week spent in that course.
- 5- One of the two periods that the school or college year is divided into
- 6- A place where somebody lives or likes to go often.
- 7- Sleeping-room with several or many beds, especially in a school or other institutions.

Exercise (2.C)

- 1-commuting 2- credit hours 3- semester 4-freshman 5- majoring
6- dormitory 7-hanging out



3-READING

3-A Questions:

- 1- Ali means that he is a first year student.
- 2- Ahmad was thinking of majoring in business.
- 3- Ali chose this university because it offers everything that he needs.

3-B Exercise:

- 1- It is about the first day at university.
- 2- Ali is going to major in Social work.
- 3- Ahmad registered 10 credit hours.
- 4- Ahmad decided to join this university because he wanted to get away from home.
- 5- Ahmad is staying with his cousin.
- 6- No. Ali is not staying at the dormitory.
- 7- Ahmad is going to major in English Literature.

4-GRAMMAR

Exercise 4-2

1-are carrying/ am waiting/ is giving/ are getting/ are leaving/ is going/ is happening/ is standing/ pointing / is moving.

Exercise 4-3

1-is/ is sitting/ goes/ are attending/ are preparing/ is taking/ is cycling/ travel/ is participating/ is making.

5-LISTENING

Exercise (5-A)

1-c 2- b 3-a 4-b 5-b 6-a

Exercise (5-B)

- 1- I'm sorry but I can't come to class.
- 2- Can you give me the homework assignment?
- 3- You need to read chapters 17 to 20.
- 4- What should I do?
- 5- I'll post the links online.
- 6- I can give you the practice test.



1C: Youth Festivals and Extra-curricular Activities ANSWER KEY

2-VOCABULARY

Exercise (2-B)

- 1- That can be developed into something/ possible.
- 2- The act of speaking or of expressing something to an audience.
- 3- Teach and impress by frequent repetitions.
- 4- To learn and remember ideas.
- 5- A strong unreasonable fear.
- 6- Becoming successful.
- 7- A person who makes formal speeches in public.
- 8- Having almost no taste.
- 9- A person who destroys a government or political system indirectly.
- 10- An act of saying a piece of poetry or literature.

3-READING

Exercise (3.B)

- 1- He can find the expression of his potential in the form of various extra-curricular activities.
- 2- Extra-curricular activities include declamation, debate, histrionics, mimicry, paintings, music, dance, and poetical recitation.
- 3- They get rid of stage phobia and learn to face the audience, hence build self-confidence inside them.
- 4- Absence of youth festivals make students' life dull, and cannot enhance their productivity and skill.

Exercise (3-C)

Monotonous 2-infuse 3-declamation 4- an orator 5-phobia
 6-potential 7-budding 8-insipid 9-subversive 10- recitation

1- LISTENING

Exercise (4-A)

1-a 2-c 3-c 4-b 5-a 6-a

Exercise (4-B)

1-c 2-a 3-e 4-b 5-f 6-d

2- LANGUAGE USE

Exercise (5-E)

1-a 2-b 3-c 4-f



3- WRITING

Exercise (6-2-1)

- 1- Al-Quds Open University is one of the universities in Palestine.
- 2- Youth festivals are the best platform for extracurricular activities.
- 3- The Dead Sea is the lowest sea in the world.
- 4- I studied English and French at the University of Baghdad in 1960.
- 5- This is my friend, Alexander, he is Russian.
- 6- I find Italian food very tasty, but my wife prefers Indian food.

7-PUNCTUATION MARKS

Exercise (7-3-1)

- 1- William Shakespeare was born in 1564.
- 2- I have two lectures on Thursday.
- 3- My cousin's name is Hassan.
- 4- He asked me if I had enough money.
- 5- If you were in my position, what would you do?
- 6- I wonder if you could lend me some money.
- 7- Would it be a good idea to buy a second-hand car?
- 8- The second semester begins in February.
- 9- How about working in Saudi Arabia for a couple of years.
- 10- What a beautiful dress!



▶▶▶ UNIT 2 - ANSWER KEY

2A-Youth in Palestine

SPEAKING:

Exercise (B)

- 1- Shopping
- 2- Cooking
- 3- Social networking
- 4- Reading
- 5- Drawing

Exercise (C)

- 1- The activities that Haya does in her free time.
- 2- Swimming.
- 3- Organising things and watching movies.
- 4- Two hours weekly.
- 5- Hanging out.
- 6- Writing.

2. VOCABULARY

Exercise (B)

- 1- Adolescence
- 2- Belief
- 3- Identity
- 4- Enhance
- 5- Poverty
- 6- Unemployment
- 7- Purpose
- 8- Solution
- 9- opportunities
- 10- conflict



3. READING AND SPEAKING

Exercise (B)

- 1- Why is youth an important period in our lives?
During this period young people start shaping their identities, beliefs, behaviors and social skills, which will lead to successful adulthood.
- 2- What role do governments play in the lives of adolescents?
Governments usually design programs, which can boost academic performance, reduce risky behaviors, and promote physical health.
- 3- What significant problems do young people in Palestine face today?
The continuing Occupation, siege and conflict in the area cause unemployment and poverty, conditions that negatively affect youth.
- 4- How can young people achieve national goals?
By supporting young Palestinian men and women and considering the values of justice, equality and transparency in employment and job distribution, Palestinians can achieve national goals and the dream of a bright future.
- 5- How can youth give hope for freedom and peace in the Holy Land?
Young people can change the unacceptable reality into a brighter future when they are well-educated, healthy, and productive.

Exercise (C)

1. True 2. True 3. True 4. False 5. False 6. True

Exercise (D)

1. beliefs 2. conflict 3. enhance 4. solutions 5. unemployment

4. PRONUNCIATION

Set, teen, hill, lit, leave, weal

5. GRAMMAR

1. Revision

Group A

- 1- Is hopping an exciting activity?
- 2- Are some hobbies dangerous?
- 3- Was photography his favorite hobby?
- 4- Were hobbies more active in the past?

**Group B:**

- 1- Should parents help their children be active.?
- 2- Can young people have more hobbies than children?
- 3- Have the young developed new hobbies this decade?
- 4- Can you go horse riding at weekends.?

Group C:

- 1- Does Sami live in Nablus?
- 2- Did technology change our lifestyle?
- 3- Do activities make our lives full of fun?
- 4- Did they go to school full of joy and happiness?

7. LISTENING

Exercise (A)

1. True
2. True
3. False
4. False
5. True

Exercise (B)

1. taking
2. look for
3. photography
4. creative
5. selfies
6. imagination

2B What I Like to Do with My Smartphone

3. VOCABULARY

Exercise (B)

1. relationships
2. chatting
3. peer
4. receive
5. majority
6. impact
7. social media
8. Booking

4. READING AND SPEAKING

Exercise (B)

- 1- Why did Shadi get the smartphone from his parents?
They brought him the new smartphone as a gift on his birthday.
- 2- Does Shadi like his new smartphone? Explain.
Yes, he is really happy with it. It has become part of his life because he uses it to do different activities daily.



- 3- What things can Shadi do with his smartphone?
 - a- He uses it to receive and make calls and store data.
 - b- For fun, he spends the majority of his free time playing games, taking pictures, chatting with friends and watching movies and TV shows.
- 4- Why does Shadi want to learn how to do online shopping?
He needs to buy a protective cover for his phone.
- 5- Why does Shadi use social networks?
He shares interests through photos, videos and status updates with fiends and keeps relationships with others strong,

Exercise (C)

- 1. (a) 2. (a) 3. (b) 4. (b) 5. (a) 6. (a) 7. (a) 8. (d)

4. Grammar

A. Crossword Puzzle



Exercise (C)

- 1- (a) 2. (a) 3. (a) 4. (b) 5. (c) 6. (a)

Exercise (d)

- 1- Who faces challenges when using digital programs?
- 2- When did you buy a new mobile?.
- 3- What causes unemployment and poverty in Palestine?
- 4- Why is Nadia your best friend?
- 5- What will Adel help you buy online?
- 6- Where do you usually put your mobile?



4. ANALYZING A CARTOON

Exercise (B)

1. relationships 2. classmates 3. locations 4. up-to-date
5. free 6. social media 7. concentrate

5. LISTENING AND SPEAKING

Exercise (B)

1. True 2. False 3. False 4. True 5. False 6. True 7. True

Exercise (B)

1. panic 2. responded 3. challenge 4. congratulated 5. screen 6. challenged
7. addicted 8. posting 9. fill 10. empty 11. mindlessly 10. patience 11. cut

2C My True Friends and Me

2. VOCABULARY

Exercise (A)

1. trustworthy:	honest	6. definitely:	surely
2. various:	different	7. quarrel:	fight
3. well-behaved:	polite	8. intelligent:	clever
4. disciplined:	controlled	9. balance:	stability
5. grades:	marks	10. blessing:	godsend

Exercise (B)

1. trustworthy 2. intelligent 3. various 4. grades
5. well-behaved 6. blessing 7. quarrel 8. definitely

1. READING & SPEAKING

Exercise (B)

- 1- In what ways is Rola different from her friends?
• Mira and Ghina are rather shy, quiet and careful in whatever they do, but Rola is active



- They say or do, and do not like to talk much, and it is not easy to make them laugh. Rola is talkative.
- They both love to study and get excellent grades.
- Mira and Ghina are fit but Rola is a little overweight.
- They wear very nice clothes, but Rola likes casual clothes.
- They like to remain alone if the three friends are not together but Rola is sociable.
- Mira and Ghina are more intelligent than Rola.

2- Why does Mira get excellent grades?

- She loves to study and likes to spend a lot of her free time reading and writing.

3- In what subject does Mira help Rola? Why?

- In English language course because she used to live in England.

4- Who prefers wearing casual clothes over formal ones? Why?

- Rola prefers casual clothes over formal clothes because she feels more comfortable and relaxed that way.

Exercise (C)

1. False 2. False 3. True 4. False 5. False 6. False 7. True

2. GRAMMAR:

Exercise (A)

Noun	Adjective	Adverb
truth	true	truly
difference	different	differently
intelligence	intelligent	intelligently
ease	easy	easily
help	helpful	helpfully
friendship	friendly	friendly
talk	talkative	talkatively

Exercise (B)

1. helpful 2. truth 3. friendly 4. easily 5. talkative

Exercise (C)



1. I have already subscribed to educational channels.
2. They always fight and quarrel to prove their points.
3. They have just finished working on various activities at the university.
4. I need to talk to my friend. I'll visit her tomorrow.
5. I'm not tired. I have already rested now.
6. My friend is always a well-behaved and disciplined girl.

FINISHED

**▶▶▶ UNIT 3: ANSWER KEY****3A What is Language?****1. SPEAKING**

- 1- No. (Animals communicate but do not use words or sentences like human beings)
- 2- Open answers (It means that we can use words and sentences to communicate, etc.)
- 3- Answers vary and might include Arabic, the mother tongue, English, French, Hebrew, Turkish, etc.
- 4- Students can share their answers.
- 5- Open, (Mostly: Human language differs from animal communication and it has special nature and features.)

2. VOCABULARY**Exercise (1)**

- a- chat b- hardly c- distinguish d- signify e- in a nutshell f- conventional

Exercise (2)

- a- conventional b- chat c- distinguish d- signify e- pronunciation f- hardly

3. READING AND SPEAKING**Exercise (A) T/F**

- 1-F 2-T 3-T 4-T 5-T 6-F

Exercise (B)

- 1- Yes, because human language has grammar, structure and requires some basic vocabulary that must be placed in a specific order to make meaningful sentences. Again and again, such knowledge includes specific rules that enable us to form and understand meaningful sentences.
- 2- The structure and grammar of a certain language help to give the intended meaning. Thus, a change in the structure of a group of words in a sentence can produce a change in the meaning of that sentence, although the individual words are the same.
- 3- It means that with language one can communicate and be understood by other people who know that language.

IV. GRAMMAR**Exercise (A)**

- 1- I have known Basem for 20 years.
- 2- Rama hasn't been to the cinema since 1987.
- 3- Khaled has been to Britain five times so far.
- 4- We have already taken breakfast.
- 5- Laila hasn't visited Mecca yet.
- 6- Aseel has never been to Turkey.

Exercise (B)



1-c 2-b 3-a 4-e 5-d

Exercise (C)

1-has just come 2-have known 3-hasn't eaten 4-have lived 5- have already sent

V. WRITING

Exercise (A)

- 1- 1- stopped and gave **–verbs** / My friend **–subject**
- 2- 2- All people **–subject** / use **–verb**.
- 3- 3- What you wear **–subject** / wear and fits **–verbs**.
- 4- 4- Majed and Husam – **subject** / play-**verb**.

Exercise (B)

Open.

VI. LISTENING and PRONUNCIATION

Exercise (A)

2- hare 3- soap 4- food 5- bread 6- recipe

Exercise (B-I)

1- F 2- F 3- T 4- F 5- T

Exercise (B-II)

1- c 2- a 3- c 4- c 5- c

Exercise (B-III)

- 1- that kind of thing that people use in everyday talk, but you don't necessarily see written down.
- 2- prefers to learn by just talking to people, finding out what I need to say, by looking at dictionaries and listening carefully.

3B A famous polyglot

I. SPEAKING

1- Atabic . 2- OPEN 3- OPEN 4- to speak more than two languages 5-Answers can be shared .



II. VOCABULARY

Exercise (1)

a- polyglot/ multilingual b- coined c- dedicated d-pioneer e- simultaneous f- qualms g- curiosity

Exercise (2)

1- multilingual 2- coined 3- dedicated 4- simultaneous 5- pioneer 6- qualms

III. READING AND SPEAKING:

Exercise (A) T/F

1- F 2- T 3-T 4-F 5-T 6-T

Exercise (B)

- 1- Hungarian
- 2- She was one of the first simultaneous interpreters in the world and managed to learn 16 languages.
- 3- Her linguistic knowledge, her interest and self-effort, her aims to acquire these languages were most of all practical,
- 4- OPEN
- 5- OPEN.

IV. LISTENING:

Exercise (A) T/F

1- F 2- F 3- T 4- T

Exercise (B)

1- c 2- a 3- b 4- a 5- c 6- b 7- c 8- a

3C Interview with a polyglot:

I. SPEAKING:

1- OPEN 2- OPEN 3- Answers vary.

II. VOCABULARY:

Exercise (A)

a- fluent b- dedication c- sprint d- consistent e- myth f- funds g- hard

Exercise (B)

1- consistent 2-fluent 3- hard 4-funds 5-myths 6-marathon 7-dedication



III. READING

Exercise (A) T/F

1- F 2- T 3- T 4- T 5- T 6- T

Exercise (B)

- 1- Through reading and listening, you can remember new words, learn grammar constructions, and most importantly, you can improve your speaking skill.
- 2- It means listening to different kinds of materials relevant and interesting that match your level for example listening to podcasts, TV series, movies, songs and stories, novels, YouTubes ..etc.
- 3- It means that learning a language needs a long time and hard efforts to succeed.

IV. INTERACTIVE TASK

OPEN

V. LISTENING

Exercise (A) T/F

1- F 2- F 3- T 4- F 5- T 6- F 7- F

B- French, English, German, Mandarin, Polish Mongolian, Russian, Elfish. No

C- growl, a hiss, a bark, a purr,

D- The blind use it because they can't read words in ink, but can read with fingers, they can touch words.

E- to communicate better, to express ourselves better: language. This allows us to be much smarter, more creative and more loving human beings with means to express our discoveries and our art: via language.

VI. Writing

OPEN

**▶▶▶ UNIT 5- ANSWER KEY****5A Social Media****1. VOCABULARY:****Exercise (A)**

Word	Meaning
undermine	weaken
startled	frightened / surprised
platform	stage / stand
maneuver	trick / manipulate
deceive	cheat / trick
drastically	severely /extremely
glamorous	beautiful
pompous	snobbish / arrogant

Exercise (B)

A - Word	B- Meaning
drastically	severely
platform	stage
undermine	Weaken
complimentary	admiring
deceive	trick
glamorous	beautiful
maneuvered	manipulated
startled	frightened
admitted	confessed
pompous	arrogant

2. READING AND SPEAKING:**Exercise (A)****The main idea of the text.**

Mass media has become an integral part of our life. It has turned the whole universe into a small village where people know what is happening in the world around them, either locally or in the remotest parts of the world.

Exercise (B)



1. False 2. True 3. True 4. True 5. True

Exercise (C)

1. b 2. b 3. a 4. c 5. c

Exercise (D)

1. posting them 2. photoshop 3. deceiving 4. importance 5. Likes

Comprehension questions

1. What is the importance of social media in our life?

Because it changed the whole universe into a small village where you can communicate with people even in the remotest side of the world just by a button click.

2. Why do people compete to post their photos on the internet?

They do so for the sake of likes and compliments..

3. What do you learn from this text?

We shouldn't give mass media more importance than required.

- 4- What is the most commonly used social network?

The most commonly used social network is Facebook.

3. Pronunciation

/ s /	/ z /	/ iz /
graduates	boys	sandwiches
wants	lives	phrases
minutes	lessons	places
paints	damages	messages
talks	games	closes
cooks	things	damages
products	girls	faces
hates	earns	
cheques		

4.GRAMMAR

- 1- turned
2- bought
3- spent
4- updated
5- sent

**5. LISTENING:****Exercise (A)**

1. False 2. True 3. False

Exercise (B)

1. deal 2. single 3. meeting 4. computers 5. point

5B Online Shopping:**1.VOCABULARY:**

delivery - shopping assistant - checkout - out of stock - on sale – discount - order shopping cart - return - search engine - bargain - aisle - queue - changing room shipping cost.

Online Shopping	Both	Offline Shopping
delivery	checkout	shopping assistant
order	on sale	aisle
search engine	discount	queue
shipping cost	out of stock	changing room
	shopping cart	
	return	
	bargain	

1- READING AND SPEAKING:**Exercise (A)**

- 1- What was the narrator looking for?

He was looking for a special gift for his friend Ahmad's birthday.

- 2- Why was the narrator dissatisfied?

Because the product he received was different from that he ordered, i.e. it was not of that good quality.

- 3- What are the advantages of online shopping?

It saves time and money.

- 4- What are the disadvantages of online shopping?



Sometimes there is a mismatch between product descriptions and images. Besides, you can't try the items purchased.

5- Do you prefer online or traditional shopping? Why?

Both have advantages and disadvantages.

Exercise (B)

1. (T) 2. (F) 3. (F) 4. (F) 5. (F) 6. (F)

Exercise (C)

A. Word	B. Meaning
Mismatch	Bad fit
Trade-mark	Brand name
Impress	Astonish / Influence
Label	Tag / sticker
Anticipate	Expect
Dilemma	Problem / Predicament
Frustrated	Upset
Dissatisfaction	Disappointment

3. Grammar

Fill in blanks with correct form of the verbs in brackets

1. were playing 2. shocked 3. was cooking 4. was preparing 5. were watching 6. came

4. LISTENING

- 1- She (Salma) bought a bag.
- 2- She bought it online.
- 3- She saved 200 \$.
- 4- Mona also wants to buy a bag.



5C Blended Learning

1. VOCABULARY:

Exercise (A)

blended	mixed / combined
engage	participate
pioneering	innovative
pursue	follow
stipulate	postulate / specify

Exercise (B)

Use the following words in meaningful sentences.

- Pioneering** : QOU has a pioneering role in blending learning.
- Interaction**: Blended learning helps to enhance interaction between teachers and students.
- Motivation**: students' motivation to engage in online activities is poor.
- Pursue**: many students can pursue their higher education through blended learning.
- Adopt**: QOU adopts a very flexible policy towards admission.
- Rapidly**: QOU developed rapidly in terms of academic programs it offers to students.

2. READING & SPEAKING:

Exercise (A)

1. F 2. T 3. T 4. F 5. T 6. T

Exercise (B) Fill in blanks with suitable words.

1. expectation 2. digital 3. pioneering 4. technical experts

Exercise (C) Answer the following questions

- What is the difference between blended and traditional learning?
Blended learning is technologically- based learning whereas traditional learning is face-to- face/ class- room learning.
- Why do you think students are unmotivated to do blended learning?**
Because they stipulate their engagement on a grading basis.
- For students who can't come to university, blended learning is a solution. Discuss**
They can pursue their higher education via blended learning without attending classroom lectures.
- How can blended learning enhance teacher-student interaction?**
Through online learning opportunities which include flexible, self-directed activities, using multimedia, interactive, internet-based, **mobile** or collaborative tools.



5- What is the main obstacle against blended learning in Palestine?

Students' mentality towards blended learning, besides, students' ICT skills.

6- How did QOU succeed in employing blended learning?

By employing highly developed technological tools along with highly qualified technical experts who can undertake blended learning activities smoothly and effectively. QOU succeeded in adopting blended learning.

3. Pronunciation: The final ed:

Words	/ t /	/ d /	/ id /
Liked	like		
loved		loved	
skated			skated
skipped	skipped		
lived		lived	
jumped	jumped		
cleaned		cleaned	
watched	watched		
Played		played	
washed	washed		
wanted			wanted
helped	helped		
Thanked	thanked		
skied		skied	
dressed	dressed		

4. Grammar: Revision Past simple vs. Past continuous:

- 1- was reading / was watching
- 2- entered / opened / started
- 3- was studying / went out
- 4- watering / was mowing
- 5- stopped / asked
- 6- were playing / called
- 7- took
- 8- came / were playing
- 9- lost
- 10- heard

5. Listening:

Exercise (A)

1. F
2. F
3. T
4. T



▶▶▶ UNIT 6 -ANSWER KEY

6A Making Your Travel Memories Everlasting

2. VOCABULARY:

Exercise (C)

Everlasting/1	Wizard/2	Doodles/3	Gluing/4	Memories/5
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3. READING& SPEAKING:

EXERCISE (B)

1.

F /1	F /2	F /3	T /4	T /5
------	------	------	------	------

2.

Blogging /1	Postcards /2	posters /3	digital /4	memorable /5
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4. PRONUNCIATION:

EXERCISE (2)

shoes	Pleasure	ship	treasure	shelf	leisure
/ʃ/	/ʒ/	/ʃ/	/ʒ/	/ʃ/	/ʒ/

5. GRAMMAR:

EXERCISE (B)

1- could	2- Can	3- Would	4- Can
----------	--------	----------	--------

EXERCISE (C)

Answers	1- Could	2- will	3- Could	4- Will
---------	----------	---------	----------	---------

6. LISTENING:

Exercise (A)

1.

Travel is mostly a verb but sometimes you can use it as a noun.

Trip is usually short and easy to organize.

**(Exercise (B**

.1

Answers:	1/ T	2/ T	3/ T	4/ T	5/ F
----------	------	------	------	------	------

.2

Answers:	1/ sea	2/safari	3/ honeymoon	4/ cultural	5/ break
----------	--------	----------	--------------	-------------	----------

.3

- 1- "Travel" can be a verb or uncountable noun.
- 2- A trip is usually long and easy to organize.
- 3- A journey typically takes more time than a trip.
- 4- Tour is when you visit many different places during your journey.
- 5- We usually say go on a trip, go on a journey and go on a tour.
 4. 1/ 1/Skiing, 2/ canoeing, 3 / camping, 4 / rock climbing, 5/cocking.
 - 4.2 / 1/ flight, 2/ train tickets, 3/hotel room, 4/ accommodation, 5/ visa,
- 6- / travel insurance, 7/currency.

6B: Booking a Flight Ticket**1. VOCABULARY:****Exercise (C)**

departure/1	ticket/2	flight/3	reservation/4	fare/5
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2. READING&SPEAKING:**Exercise (A)**

Destination: Istanbul/ Departure time is: 19:00 Arrival time is: 21:00 Istanbul time.

Exercise (C)

Verb	Noun
book	booking
arrive	arrival
confirm	confirmation
depart	departure
reserve	reservation

**Exercise (D)**

Answers	check-in /1	two /2	JD300 /3	A.M 21:00 /4	return /5
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3. PRONUNCIATION:**Exercise (3)**

:Answers	pot /1	boat/2	put /3	pool /4
----------	--------	--------	--------	---------

4. GRAMMAR:**Exercise (B)**

which /1	whose /2	who /3	which /4
----------	----------	--------	----------

Exercise (C)

who /1	which /2	which /3	which /4
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5- LISTENING:**Exercise (A)**

Answers	F /1	F /2	T /3	T /4	F /5
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Exercise (B)

Answers:	1/ international	2/escalator	3/boarding pass	4/ suitcases	5/ customs
----------	------------------	-------------	-----------------	--------------	------------

6 C The Seven Wonders of the Ancient World**1. VOCABULARY:****Exercise (A)**

1	2	3	4	5
wonder	wall	tower	precious	pyramid

2. READING:**Exercise (B)**

1. A

The Great Wall of China, Great Pyramid of Giza, Leaning Towers of Pisa, The Taj Mahal, Hanging Gardens of Babylon, Eiffel Tower and Petra.
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1. B

To be able to see, to be able to hear, to be able to feel, to laugh, to think, to be kind and to love.

B.2

	Synonym
1.	Very enthusiastic and eager.
2.	Make someone known by name to another in person.
3.	a feeling of surprise mingled with admiration.
4.	Present a proposal, application, or other document to a person or body for consideration or judgment.
5.	Choose from a number of alternatives.

B.3

Answers	e/1	d/2	a/3	b/4	c/5
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B.4

1. Hanging Gardens of Babylon. 2. Eiffel Tower. 3. Petra. 4. Great Pyramid of Giza
 5. Leaning Towers of Pisa 6. The Great Wall of China 7. The Taj Mahal

3. PRONUNCIATION:

Exercise (B)

	Consonants
1	/θ/
2	/θ/
3	/θ/
4	/θ/
5	/ð/
6	/ð/
7	/ð/
8	/ð/

Exercise (C)

1	2	3	4	5	6	7	8
/θ/	/ð/	/θ/	/ð/	/θ/	/ð/	/θ/	/ð/

4. GRAMMAR:

Exercise (B)

1/ a	2/ b	3/ c	4/ d
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Exercise (C)

1. If Ali gets a free ticket to India, he will travel soon.
2. If I visit Jerusalem, I will see the Dome of the Rock.
3. If Salma saves money, she will travel to Malaysia.
4. If Mira travels to India, she will visit The Taj Mahal.

5. LISTENING

Exercise (A)

Answers	1/ T	2/ F	3/ T	4/ T	5/ T
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Exercise (B)

Answers	1/ memorial	2/ Construction	3/ tomb	4/ elephants	5/ Islamic
---------	-------------	-----------------	---------	--------------	------------



▶▶▶ UNIT 7- ANSWER KEY

7A Celebrating Palestinian Culture

2. VOCABULARY:

Exercise (B)

Culture

Take place

Festival

Embroidery

Celebrate

Identity

Cuisine

Volunteer

Exercise (C)

celebrate

identity

cuisine

culture

take place

volunteer

festival

embroidery

3. READING AND SPEAKING

Exercise (B) While you read

1- Culture is a set of shared values, social and religious practices of a particular group of people.

2- Four activities are : theatre, cinema, music and poetry.

3- Two wedding traditions:

(1) Dabka which is a folk dance in weddings, and is usually performed by both Palestinian men and women wearing traditional costumes.

(2) Henna design which is put on the hands of the bride and it is usually done one day before the wedding.

4- Two agricultural festivals:

(1) Jifna Apricot Festival in May.

(2) Hebron Grape Festival in September.

5- The importance of these festivals lies in supporting the Palestinian farmers and agriculture sector and eventually help protecting the Palestinian identity and culture.

Exercise (C)

2. b 2.a 3.f+c 4. d 5.e

**Exercise (D)**

Food festivals: agriculture, food, cuisine.

Art festivals: cinema, music, dance, poetry, zaffa.

Exercise (E)

- | | | | | | | | |
|---|-------|---|-------|---|-------|---|-------|
| 1 | True | 2 | False | 3 | False | 4 | False |
| 5 | False | 6 | True | 7 | False | 8 | True |

Puzzler(1): Volunteer

5. GRAMMAR**1. Exercise (A)****Five comparative adjectives**

- | | | | | | | | | | |
|---|--------|---|--------|---|-------|---|--------|---|----------------|
| 1 | hotter | 2 | colder | 3 | drier | 4 | better | 5 | more confident |
|---|--------|---|--------|---|-------|---|--------|---|----------------|

Five superlative adjectives:

- | | | | | | | | | | |
|---|---------|---|----------------|---|---------|---|-------------|---|----------|
| 1 | largest | 2 | most populated | 3 | richest | 4 | most famous | 5 | spiciest |
|---|---------|---|----------------|---|---------|---|-------------|---|----------|

Exercise (B)

- | | | | | | | | | | |
|----|--------|----|----------------|----|------------------|----|--------|----|----------------|
| 1 | bigger | 2 | more beautiful | 3 | most interesting | 4 | longer | 5 | most dangerous |
| 6 | better | 7 | more expensive | 8 | richest | 9 | worse | 10 | kindest |
| 11 | deeper | 12 | larger | 13 | fastest | 14 | less | 15 | worst |

Exercise (C)

- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|----|---|
| 1 | a | 2 | b | 3 | c | 4 | d | 5 | d |
| 6 | a | 7 | a | 8 | c | 9 | d | 10 | b |

2. Exercise (A)

- | | | | | | | | | | |
|---|-------------|---|-------------|---|-------------|---|----------|---|-----|
| 1 | For example | 2 | Furthermore | 3 | In addition | 4 | Moreover | 5 | And |
|---|-------------|---|-------------|---|-------------|---|----------|---|-----|

**Exercise (B)**

- | | | | | |
|-----------|------------|------------|------------|-----------------|
| 1 and | 2 because | 3 despite | 4 whereas | 5 in spite of |
| 6 but | 7 although | 8 besides | 9 however | 10 moreover |
| 11 unless | 12 because | 13 However | 14 whereas | 15 nevertheless |

6. Listening Skills**Exercise (A)**

- 1- apple, keeps
- 2- bird, bush
- 3- hungry, angry
- 4- eggs
- 5- cap, fits
- 6- well, ends
- 7- practice, perfect
- 8- smoke, fire
- 9- loaf, better
- 10- waters, deep

Exercise (B)

- | | | | | | |
|---------|--------|--------|---------|---------|--------|
| 1 False | 2 True | 3 True | 4 False | 5 False | 6 True |
|---------|--------|--------|---------|---------|--------|

Exercise (C)

- | | | | | |
|--------|----------------|------------------|-----------|---------------|
| 1 food | Borough Market | 3 Italian cheese | 4 cooking | 5 Restaurants |
|--------|----------------|------------------|-----------|---------------|



7B Meet a Palestinian Artist

3. VOCABULARY

Exercise (B)

- 1 b a c k - 2 movement 3 theme 4 artwork 5 heritage 6 root
ground
7 costume 8 inspire

3. READING AND SPEAKING

Exercise (B) While you read

- 1- His name is Sliman Mansour. He was born in Birzeit in 1947. He studied art in Bethlehem. His artwork themes are about the Palestinian culture, identity, costumes and heritage. His famous artwork is “Burden Carrier”.
- 2- Palestinians like his painting “Burden Carrier” because it represents the Palestinian heritage as seen in the old man and his costume. The second thing is the Dome of the Rock and Jerusalem which are religious places for them and all Muslims.
- 3- He uses colors.
- 4- He feels that there are still great other subjects and themes to paint in the future.

Exercise (C) 1. (a-f) 2. (a) 3. (d, e, c).

Exercise (D) Two cultural activities: orange and olive picking.

Exercise (E)

- 1 False 2 True 3 False 4 True 5 False 6 False
7 False 8 False

Exercise (F)

- 1 For example 2 However 3 Also 4 For instance 5 Similarly
(Contrast) (Addition) (Illustration) (Comparison)

Puzzler (2): Identity

5. Language Use

1. Exercise (A)

Agreeing: I completely agree with you, you are right.

Disagreeing: I disagree with you.

Opinion: In my opinion, to my mind, I think.



6. Listening Skills

Exercise (A)

Exercise (B)

Exercise (C)

7C Exploring Wedding Traditions

6. VOCABULARY

Exercise (A)

1	Wedding	2	Attend
3	Ceremony	4	Element
5	Promise	6	Broom
7	Log	8	Guest

Exercise (B)

1	broom	2	promise
3	element	4	log
5	guest	6	ceremony
7	attend	8	wedding

7. READING & SPEAKING

Exercise (B) While you read

- 1- Tasting the Four Elements is a wedding tradition in the Yoruba ethnic group in Nigeria. In this tradition, the couple should taste four kinds of foods: sour (lemon), hot (cayenne pepper), sweet (honey) and bitter (vinegar). These elements are tasted to remind the couple of their promise to stick together through all that life brings.
- 2- Jumping the broom is an African American wedding tradition which originated from the time when slaves who were not allowed to marry, created their own rituals, and this tradition symbolizes crossing their life as singles and welcoming the new life as a married couple.
- 3- Saw a Log is a wedding tradition in Germany. The couple should see a log in half while the guests watch. This symbolizes their ability to work together to face difficulties in their marriage.
- 4- The bride cries on her wedding day in the Tujia people as a way to set off the happiness of her wedding.



(Exercise) C

1.d 2.c 3.b 4.a

(Exercise) D

1. lemon 2. cayenne pepper 3. honey 4. vinegar.

(Exercise) E

1	False	2	True	3	True	4	False	5	True
6	False	7	False	8	False	9	False	10	False

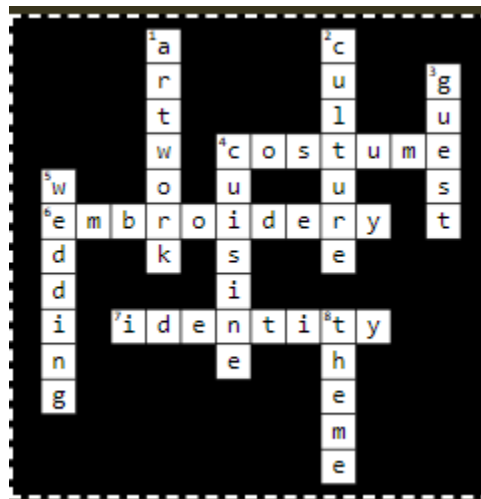
Exercise)F

1. and 2. because 3. finally

Puzzler (3): Promise

4. SPEAKING

Exercise (C) Crossword Puzzle



**(Exercise)A**

	Time	Place
1	(in (2009	(in (Nigeria
2	during (this ceremo- (ny	beside
3	(at (the same time	(over (the broom
4	(from (the time	
5	(until (recent times	

(Exercise)B

1 in 2 by 3 during 4 near 5 through
6 under 7 on 8 on 9 in 10 at

(Exercise)C

1 before 2 until 3 at 4 in 5 between
6 on 7 at 8 in, from, to 9 under 10 under

6. PREPOSITION**Exercise (B)**

1. human 2. parcel 3. actor 4. sugar 5. woman
6. ordinary 7. agree 8. across 9. doctor 10. somebody

Exercise (D)

- 1- Come and have lunch at the club.
- 2- What had become of the onions?
- 3- My love to your son.
- 4- Who won the duck?
- 5- Don't touch the money.



7. WRITING

Exercise (A)

- 1- I get dressed and then eat breakfast. (8)
- 2- After my shower, I shave and brush my teeth. (5)
- 3- Next, I comb my hair, wash my face, and put on aftershave lotion. (6)
- 4- I usually get up at once. (2)
- 5- Firstly, my alarm clock rings at 6 o'clock every morning. (1)
- 6- Then, I am ready to take a quick cold shower. (4)
- 7- To continue, I pick out my suit, shirt and tie for that day. (7)
- 8- Finally, after breakfast, I put on my coat and leave for work. (10)
- 9- I'll jump out of bed, and do physical exercises. (3)
- 10- For example, I usually eat cheese, olives, bread and tea. (9)

THE END



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Grammar Bank

- **Sentence Connectors**

Comparison

- Equally
- As with
- Likewise
- In the same way
- Similarly
- Like
- In comparison

Contrast

- However
- Nevertheless
- Yet
- Although
- In spite of
- On the contrary
- Whereas
- Even so
- While
- Despite

Addition

- And
- Also
- Besides
- Further
- Moreover
- In addition
- Furthermore
- Additionally
- As well as
- Not only...but

Conclusion

- To conclude
- In conclusion
- Finally
- On the whole
- Summarising
- Overall
- To sum up
- On the whole
- Evidently

Cause and Effect

- Because
- Since
- For
- So
- Consequently
- Therefore
- Thus
- Hence
- Owing to
- As a result of

Illustration

- For example
- Such as
- For instance
- In other words
- An instance
- To show that
- In the case of
- As an example
- For one thing



• **Comparative and Superlative**

	Adjective	Comparative	Superlative
One Syllable		<i>Add -er</i>	<i>Add -est</i>
	Big	<i>Bigger</i>	The <i>biggest</i>
	Tall	<i>Taller</i>	The <i>tallest</i>
	Old	<i>Older</i>	The <i>oldest</i>
	Long	<i>Longer</i>	The <i>longest</i>
	Small	<i>Smaller</i>	The <i>smallest</i>
One Syllable ending in (e)		<i>Add -r</i>	<i>Add -st</i>
	Brave	<i>Braver</i>	The <i>bravest</i>
	Nice	<i>Nicer</i>	The <i>nicest</i>
	Safe	<i>Safer</i>	The <i>safest</i>
One Syllable - cvc vowels (a,e,o,u,i)		<i>Double last consonant and add -er</i>	<i>Double last consonant and add -est</i>
	Big	<i>Bigger</i>	The <i>biggest</i>
	Hot	<i>Hotter</i>	The <i>hottest</i>
Two or more Syllables ending in (y)	Heavy	<i>Heavier</i>	The <i>heaviest</i>
	Lovely	<i>Lovelier</i>	The <i>loveliest</i>
Two or more Syllables		<i>Use more</i>	<i>Use most</i>
	Beautiful	More beautiful	The most beautiful
	Famous	More famous	The most famous
	Interesting	More interesting	The most interesting
Irregular	Good	Better	The best
	Bad	Worse	The worst
	Far	Farther	The farthest
	Little	Less	The least



- Agree, disagree and expressing opinion

Ask about an Opinion.

What is your opinion in...?

What do you think of...?

How do you feel about ...?

What are your ideas about...?

General Point of View

- It is thought that...
- Some people say that...
- It is considered
- It is generally accepted that.....

Personal Point of View

- I think
- In my opinion..
- I believe that...
- I feel that...
- As I see it...
- As far as I am concerned...
- In my experience...
- As far as I know..

**Agree with an Opinion** **Disagree with an** 

1.

- Yes , I agree...
- Of course.
- I think so too.
- You are absolutely right.
- That is a good point.
- Exactly.
- That's true.
- I couldn't agree

- I don't agree.
- I am afraid I have to disagree.
- I am sorry to disagree with you , but....
- Yes , but
- I am not so sure about...
- On the contrary,...

