

ADVANCED

# English

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*This course is designed to improve the students English language skills at the Palestinian educational institutions. It is available for the students in the form of an e-book as well as a hard copy. It is presented on the MOODLE with clear and interactive lessons and activities. The course covers up-to-date topics related to modern and daily life.*

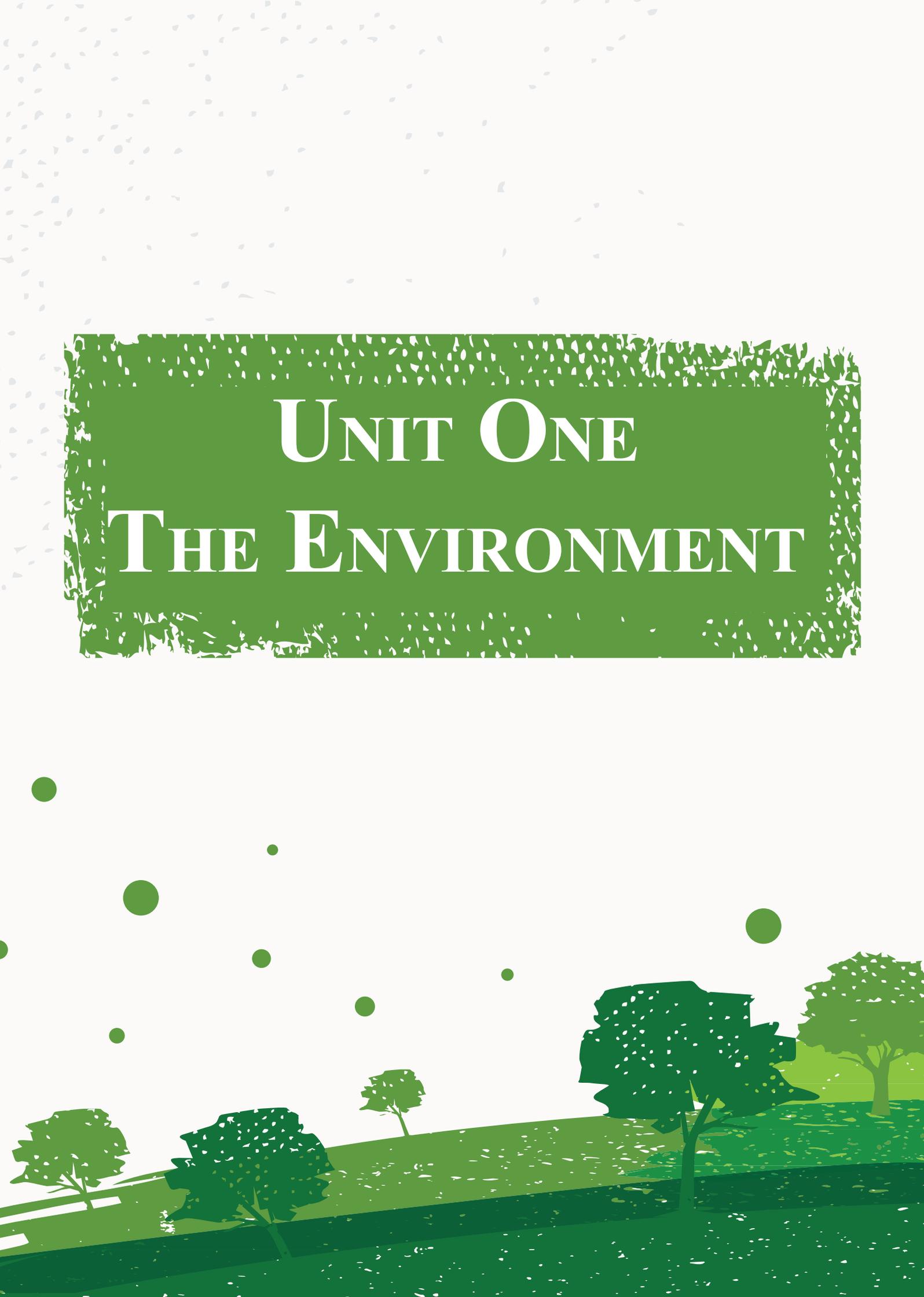
*The book contains six main units in addition to two revision units. Each unit has three parts and each part contains listening activities as an introduction to the topic, followed by a reading passage, vocabulary activities, grammar, language use, and writing.*

*The course encourages students to involve passively with the activities and tasks. Moreover, the course offers the opportunity to learn the language through using technologies and apps in education that guarantee students' engagement and improving students' linguistic competences.*



# TABLE OF CONTENTS

<b><i>Unit One: The Environment</i></b>	<b>6</b>
1.1 <i>Climate Change</i>	10
1.2 <i>Planet Earth</i>	15
1.3 <i>The Big Melt</i>	22
<b><i>Unit Two: Arts</i></b>	<b>28</b>
2.1 <i>The Arab World's Most Prominent Literary Figures</i>	32
2.2 <i>Famous Musicians</i>	40
2.3 <i>Palestinian Folk Dance</i>	48
<b><i>Unit Three: Traditions</i></b>	<b>56</b>
3.1 <i>Cultures &amp; Traditions</i>	60
3.2 <i>Traditional Weddings</i>	66
3.3 <i>Palestinian Social Customs and Traditions</i>	72
<b><i>Unit four: Revision</i></b>	<b>78</b>
<b><i>Unit Five: Transportation</i></b>	<b>88</b>
5.1 <i>Hyperloop</i>	92
5.2 <i>The New Age of Transport Design</i>	99
5.3 <i>Hybrid Vehicles</i>	105
<b><i>Unit Six: Modern Education</i></b>	<b>110</b>
6.1 <i>AI, Ethics and Classrooms of the Future</i>	114
6.2 <i>Learning outside the Classroom</i>	122
6.3 <i>Systems of Education</i>	130
<b><i>Unit Seven: Nobel Prize Winners</i></b>	<b>138</b>
7.1 <i>The Nobel Prize Medal</i>	141
7.2 <i>Nobel Prize Winners</i>	151
7.3 <i>Winners of Nobel Prize for Peace</i>	158
<b><i>Unit Eight: Revision</i></b>	<b>166</b>
<b><i>Appendices</i></b>	<b>178</b>



UNIT ONE  
THE ENVIRONMENT



## ***Unit One: The Environment***

*1.1 Climate Change*

*1.2 Planet Earth*

*1.3 The Big Melt*



# UNIT ONE

## THE ENVIRONMENT

### Preview

*This unit consists of the following parts: listening, reading, grammar, language use and writing. In the beginning, you will listen to a person talking about climate change. You will also have texts related to the problems and prospects of our planet.*

### Unit Objectives

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

- 1. apply the skills and strategies of a successful reader about climate change,*
- 2. apply the skills and strategies of a good listener and speaker,*
- 3. use tenses correctly,*
- 4. express offers, make requests, express agreement.*

### Intended Learning Outcomes

**By the end of this unit, learners will be able to:**

- understand a short listening text about climate change,*
- understand a reading text about climate change,*
- use key terms in a scientific context,*
- use tenses correctly,*
- write a critical essay about the future surrounding global warming and climate change.*



# UNIT ONE THE ENVIRONMENT

## Getting Started

Match the following pictures with the captions below:

1. ....



2. ....



3. ....



- A. *No day goes by without discussing the topic.*
- B. *Millions of people celebrate it to show their commitment to protect the planet.*
- C. *Thousands of residents were forced out of their homes.*



# LESSON ONE

## CLIMATE CHANGE

### 1.1.1 Listening

**Activity (1)** While listening, tick the main ideas that appear in the text.

1. \_\_\_\_\_ Climate change is worrying all stakeholders.
2. \_\_\_\_\_ Climate change influences our Earth.
3. \_\_\_\_\_ This text discusses how greenhouses affect life on Earth.
4. \_\_\_\_\_ The Earth is becoming colder as a consequence of climate change.

**Activity (2)** Listen again, and as you listen, complete the following text.

Climate change is one of the foremost (1) \_\_\_\_\_ things for our planet. Several (2) \_\_\_\_\_ and (3) \_\_\_\_\_ say it is the biggest danger we tend to face. I read almost every day that climate change is changing the Earth forever. Several species of animals, fish, insects, frogs, etc. are dying. The ice caps in the (4) \_\_\_\_\_ are (5) \_\_\_\_\_. Our weather is changing; therefore, places are getting hotter, colder, or are having more or stronger (6) \_\_\_\_\_ we all have to do our best in order that (7) \_\_\_\_\_ doesn't destroy us. It is vital to cut down on things that produce (8) \_\_\_\_\_. These warm the planet and change the climate. Doing straightforward things like turning off lights and recycling paper all help.

### 1.1.2 Reading

#### ★ 2.1. Before you read

**Activity (1)** Discuss these questions with your classmates.

- a. What is meant by climate change?
- b. Think of some causes leading to climate change.
- c. Look at the photo. What does climate change mean to you?

#### ★ 2.2. While you read

This is a reading text about climate change. There is not a day that goes by when the topic of climate change does not lead the headlines. This text enables you to be familiar with some basic information about this dangerous phenomenon.

**Activity (2)** Quickly read the text. With your partner, try to match the following themes (1-6) with the paragraphs (A-F).

1. It takes decades to feel climate change.
2. The Earth's lifetime has experienced drastic climate change.
3. We are covered with a heavy blanket.
4. Farmers' effect on the earth.
5. Terms that lead to misconceptions.
6. Consequences of changes in animal habitats.



## Climate Change

A- \_\_\_\_\_ Temperature change may be a common concern for many individuals. The weather will vary daily or perhaps from hour to hour. On the other hand, the climate in a region typically takes an extended period time to vary. Climate refers to the average temperature and conditions in a specific place over a long time, measured in years. Climate doesn't change daily or even month to month; instead, it typically takes hundreds, thousands, or millions of years to change.



B- \_\_\_\_\_ It is evident that the weather of our planet varies in different places. As an example, the climate within the desert is hot and dry, while in a rainforest, it's typically hot and wet, and in some mountainous regions and other places, it is cold year-round. In today's world, the phrase "climate change" is common, and it usually refers to the process in which the earth's temperature goes up and up, which is commonly known as warming. Most people will agree on the weather; however, climate change or global warming results in disagreement.

C- \_\_\_\_\_ The Earth has experienced significant fluctuations in temperature over its 4.5-billion-year history; therefore, that in itself is not a reason to start freaking out. There's an awareness among all scientists that the climate changed frequently throughout the first 4.5 billion years. However, it's also an indisputable fact that the Earth's average temperature has increased by  $1.33^{\circ}\text{C}$  over the past hundred years between the 1900s and the 2000s. Reviewing the past two hundred years, it has increased by  $1.8^{\circ}\text{C}$ . This might not sound like a huge change, but it will transform the world.

D- \_\_\_\_\_ If you examine the Earth, you may realize that it is covered like a greenhouse: a "glass-covered" building that absorbs the warmth from the sun, which some farmers use to grow plants. Greenhouses are very hot. Of course, the world isn't lined with glass; however, the "greenhouse effect" refers to the retention of the sun's heat in the Earth's lower atmosphere by greenhouse gases. Climate change can be the result of some causes that can't be prevented and have little or nothing to do with individuals. However, there are other causes that certainly seem to be associated with human behaviors. Fossil fuels are natural materials found in and on the Earth, like oil, coal, and natural gas. Once they are burned, the gases are emitted into the atmosphere, which adds to the "blanket" covering the Earth.

E- \_\_\_\_\_ Farmers additionally contribute to the greenhouse effect. There are over 1.5 billion cows in the world, and they release methane gas daily, adding more to the "blanket" covering the Earth. Carbon dioxide is one of the greenhouse gases that is absorbed by the trees and forests throughout the globe, and then released as oxygen. Sadly, the cutting down of trees and forests to make way for farms, roads, oil mines, and dams further results in the greenhouse effect and a thicker "blanket." This method is termed deforestation.

F- \_\_\_\_\_ It is incredibly obvious that a hotter climate will negatively affect the Earth. It may lead to heavier precipitation, uncommon season changes, heat waves, etc. Animals living at the north or south poles, such as polar bears and seals, suffer from the melting of their natural habitats as a result of hotter temperatures. As a result of the hotter climate, orangutans in the rainforests are losing their homes, and ocean turtles are losing nesting beaches as a result of rising ocean levels. In developing countries, farming faces increased rain, floods, and droughts; additionally, certain types of food could become scarce, unavailable, or costlier for individuals to buy. In summary, climate change has occurred since before humans' existence on Earth; however, the average temperature has increased over the past two hundred years. Many scientists believe that this is a result of human behavior, and changing a number of those behaviors can have a positive effect on climate change and global warming.



### ★ 2.3. After you read

#### Activity (3) Read and find out.

Now read the text carefully, and find answers to each of the following questions:

1. How can you tell that the earth's climate is changing in different places?
2. The process of the Earth getting warmer refers to \_\_\_\_\_
3. List some of the gases that have spoiled the earth's environment.
4. Explain how a warmer climate affects our planet.

#### Activity (4) Scan the text again. Indicate whether the following statements are true or false, and justify your answer:

1. On average, the Earth has become warmer over the past 200 years.
2. According to scientists, climate change is affecting our planet; it was discovered 200 years ago.
3. Fossil fuels cause global warming.
4. There are a variety of climates on Earth.

#### Activity (5) Find the words/phrases in the text that mean the following:

#	Word	Meaning
1		To undergo change in appearance, form, substance, character, etc.
2		The weather conditions prevailing in an area in general or over a long period.
3		A luxuriant, dense forest rich in biodiversity, found typically in tropical areas with consistently heavy rainfall.
4		A gradual increase in the overall temperature of the earth.
5		An irregular rising and falling in number or amount; a variation.
6		A form of water, such as rain, snow, or sleet, that condenses from the atmosphere, becomes too heavy to remain suspended and falls to the Earth's surface.
7		A large mainly solitary arboreal ape.
8		A prolonged period of abnormally low rainfall, leading to a shortage of water

#### Activity (6) Vocabulary formation

Use the words in capitals to form a word that fits into the space next to it:

There is an \_\_\_\_\_ (ARGUE) that \_\_\_\_\_ (RECYCLE) may not be anticipated as having negative effects. Of course, it would be a big \_\_\_\_\_ (ACHIEVE) if we were able to increase \_\_\_\_\_ (AWARE) to the bad effects on the environment caused by \_\_\_\_\_ (POLLUTE) and the \_\_\_\_\_ (BURN) of fossil fuels. However, if the public's only \_\_\_\_\_ (INVOLVE) in ecological issues is taking their newspapers and bottles to a recycling place, we may only be making the \_\_\_\_\_ (APPEAR) of \_\_\_\_\_ (IMPROVE). If people have to drive any \_\_\_\_\_ (DISTANT) to the recycling place, for example, it might mean the \_\_\_\_\_ (CONSUME) of more energy than is saved.

#### Activity (7) Explain in your own words what the following sentence means:

"It doesn't make sense to start freaking out about it now."

#### Activity (8) 🎥 Assignment 🎥

Click on the link below to watch the video, then follow the instructions.

[edpuzzle.com/media/5e347987134001412d1e1418](http://edpuzzle.com/media/5e347987134001412d1e1418)



## 1.1.3 Grammar

### ✔ Grammar: Tenses Revisited (Present Simple, Present Continuous).

Look at the two groups of examples, then complete the grammar rules.

#### 💡 Examples

People often **work** hard not to be infected by the virus.

Loyalty **is** a vital value for Palestinians.

It **seems** as if everyone is speaking a different dialect in the Arab countries.

#### Complete the grammar rules

1. We use the present \_\_\_\_\_ tense to talk about regular or repeated actions, especially with 'frequency adverbs' like \_\_\_\_\_
2. We also use this tense for general truths that don't change, and for some state verbs that are not actions, for example \_\_\_\_\_ or like.

#### Activity (1) Choose the present simple or present continuous.

1. (You / come) \_\_\_\_\_ tonight?
2. (He / eat) \_\_\_\_\_ fruits every day?
3. I (work) \_\_\_\_\_ at the moment.
4. (He / come) \_\_\_\_\_ to Cairo often?
5. He (play) \_\_\_\_\_ tennis now.
6. (You / come) \_\_\_\_\_ to the cinema later?
7. They (not / come) \_\_\_\_\_ to the party tomorrow.
8. He (not / play) \_\_\_\_\_ tennis now.
9. (You / play) \_\_\_\_\_ chess this Sunday?
10. They (go) \_\_\_\_\_ to a restaurant every Saturday.

#### Activity (2)

1. Write down the name of a famous person from Palestine who is alive now. Do not show it to your partner.
2. Take turns. Ask and answer up to ten 'Yes/No' questions about each other's famous person. Ask questions like these.
  - Is this person male or female?
  - Is he/she a political figure?
3. Try to discover the person in ten questions.



## 1.1.4 Language Use

### Expressing agreement

Here are some expressions you can use to agree.

- I agree with you 100 percent.*
- I couldn't agree with you more.*
- That's so true.*
- That's for sure.*
- (slang) Tell me about it!*
- You're absolutely right.*
- Absolutely.*
- That's exactly how I feel.*
- Exactly.*
- I'm afraid I agree with Ameer.*
- I have to side with Dad on this one.*



### Activity (1) Express your agreement with the following situations:

- 1- Personally speaking, human beings are the main cause of pollution.
- 2- Poor people are happier than wealthy people.
- 3- An increase in the world population leads to a decrease in natural resources.
- 4- Palestine is the heart and soul of the Arab nation.
- 5- Cultural communication is essential for transforming knowledge and understanding between various communities.

## 1.1.5 Writing

### Write an Essay Write an essay about the causes and effects of global climate change.

The structure of the essay is as follows:

- A- Paragraph one: the current situation in the world concerning climate change and its consequences.
- B- Paragraph two: causes of climate change.
- C- The impact of burning fossil fuels.
- D- How human beings can stop or at least slow global warming.
- E- Conclusion.

### Check and reflect Think about the unit sections and activities.

Complete the self-assessment checklist

Self-assessment		
Yes	No	
		<i>I can read texts on topics connected with human issues.</i>
		<i>I differentiate between the use of types of tenses.</i>
		<i>I could use key terms in scientific context.</i>
		<i>I can use new words to talk about the environment.</i>
		<i>I can write a critical essay about the future surrounding global warming and climate change.</i>



# LESSON TWO

## PLANET EARTH

### 1.2.1 Listening

**Activity (1)** Listen to the following dialogue about environmental issues. Tick the main ideas.

- \_\_\_\_\_ Fuels like gas, oil, and coal will run out.
- \_\_\_\_\_ Recycling saves energy in the long term.
- \_\_\_\_\_ The earth's resources are being depleted.
- \_\_\_\_\_ Countries should pass laws to encourage recycling.

**Activity (2)** Listen again and answer the following questions:

- 1- What are the responsibilities of the generations to come to the environment?
- 2- According to the speaker, what is the alternative for infinite fuels?
- 3- Why do villagers in poor countries rely on chopping trees?
- 4- How can people be taught about the fragility of the earth?
- 5- Which is better for the future of the earth, recycling or making new things? Why?

**Activity (3)** Based on the listening material, work with your partner and write down the impact of chopping trees and the alternatives for saving the earth.

### 1.2.2 Reading

#### ★ 2.1. Before you read

**Activity (1)** In a group of four, discuss these questions with your classmates.

- a. Are there any environmental problems in your country?
- b. Do you take an interest in nature? If yes, how?
- c. Do you or your family and friends take steps to help the environment?
- d. Look at the following picture and provide a brief description of it.



#### ★ 2.2. While you read

**Activity (2)** Read the text quickly. Then, with your partner, try to match the following themes (1-8) with paragraphs (A-H).

1. Changes of the physical systems of the plane.
2. Habitat destruction from food production.
3. Work towards a solution.
4. Intrusion into nature led to pandemic.
5. Current situation of our planet.
6. Lurking dangers to both humans and the planet.
7. Ecological imbalance.
8. Scarcity of this vital source of life affects two-third of the world population.



## ***Planet Earth: Problems and Prospects***

A- \_\_\_\_\_ *We face a daily reality such that no one can be in any doubt that the relationship between us and the planet is dangerously unbalanced. Whoever we are and wherever we live, food, water, and shelter are our human rights. And to those, I would add a stable climate and a healthy environment. We must do more to tackle the crisis we face. Global biodiversity is being degraded at an alarmingly high rate as a result of the changes in land use, misuse of natural resources, the rapid climate crisis, and pollution.*

B- \_\_\_\_\_ *We're consuming as if we had 1.6 Earths available to us, and the effect of environmental change is wreaking havoc on human social and economic wellbeing. Our planet is under attack and here are the scariest issues that we are facing now. By 2050 there could be more plastic than fish in the sea. Plastics have been a major pollutant in our oceans for a very long time. It has been estimated that at least 8 million metric tons of plastic enter the oceans and 150 million metric tons flow into the marine ecosystems. This high amount of plastic has an impact on the ocean's ecosystems and it is a result of some factors such as mismanaged plastic waste from rapidly growing economies. That is why it is important for everyone to support the clean seas initiative and sustainability should be at the heart of the marine economy.*

C- \_\_\_\_\_ *Population sizes of wildlife have decreased by 60% on average globally between 1970 and 2014 as found in the Living Planet Report 2018. Over one million cases of illegal wildlife trade have been reported globally. The population of animals in the ecosystems has reduced by 40% from 1970 to 2000. Wildlife trade is an issue that has emerged to become the second greatest threat to the survival of animals on earth. This has led to the extinction of endangered species in the ecosystems.*

D- \_\_\_\_\_ *A land size equal to a football pitch is lost in the Amazon forest every minute. 8.8 million hectares of forest are destroyed every year, making way for activities like cattle pasture, palm oil plantations, soy fields, or roads. Most of this is happening in tropical regions, where there is a particularly rich variety of life. Threats include illegal and unsustainable logging, overharvesting of wood for fuel and charcoal, small-scale farming, hunting, forest fires, and pests and diseases.*

E- \_\_\_\_\_ *The global average sea level has risen by 16 to 21 centimetres since 1900 and at a rate of over 3 mm per year over the past two decades. The climate crisis that is affecting our planet has adverse effects on human beings. From the past decades, our activities have resulted in high global temperatures ranging at almost 1°C. Carbon emission in urban centres has also become very rampant which has caused the high levels of carbon dioxide and other greenhouse gases that have resulted in air pollution. It is very unfortunate that the levels of gas emissions in the atmosphere are still increasing. If we do not act right now then we are not sure how far the levels will keep on rising and the major effects that will affect us in the future.*

F- \_\_\_\_\_ *The food system has pushed human beings to degrade biodiversity due to the high population rate. This has resulted in deforestation, topsoil erosion, and greenhouse emissions. A few states are also having issues with their food security and people die daily because of hunger due to the adverse effects of climate change.*

G- \_\_\_\_\_ *Today, nearly two billion people live in areas at risk from severe water shortage, while 66% of the world's population faces water shortages for at least one month each year. Growing populations, increasing consumption and climate change will only make the problem worse as thirsty crops suck up water, industrial pollution, and sewage leaks into rivers, and natural habitats are built over.*

H- \_\_\_\_\_ *We have a golden opportunity to create an unstoppable movement for nature, similar to when we come together to tackle climate change. Time is of the essence and we need to act now and set the planet on the right path, we need a New Deal for Nature and People. Science is indisputable and nature continues to decline at dangerous rates. We are beginning to understand the consequences and must begin to take unprecedented action. Encouraging commitments that are beginning to emerge at a governmental level and, among progressive businesses. Across society, we are seeing an increasingly strident and very welcome youth voice in the last few months. It is time to translate all this knowledge, awareness and sense of urgency into action. We must stop taking nature for granted. We have done this for too long when instead we must behave more like stewards and wise managers. We fully realize that we depend on nature much more than nature depends on us.*



### ★ 2.3. After you read

**Activity (3)** Now read the text carefully, and provide answers to each of the following questions:

- 1- What aspect of scientific research does the writer express concern about?
- 2- How does human consumption of plastic have a drastic impact on the environment?
- 3- What are the major causes of deforestation?
- 4- What is the relationship between human behavior and climate change?
- 5- What suggestions does the writer anticipate to deal with the current problem of our planet?

**Activity (4)** Do the following statements agree with the information given in the reading passage?

**YES** if the statement agrees with the writer's claims.

**NO** if the statement contradicts the writer's claims.

**NOT GIVEN** if it is impossible to say what the writer thinks about this.

- 1- Environmentalists take a bearish read of the globe for a variety of reasons. \_\_\_\_\_
- 2- Knowledge on Earth's natural resources has only been collected since 1972. \_\_\_\_\_
- 3- The amount of starving people within the world has increased in recent years. \_\_\_\_\_
- 4- Extinct species are being replaced by new species. \_\_\_\_\_
- 5- Some pollution issues are properly connected to the industry. \_\_\_\_\_
- 6- It would be best to try to prevent the economic process. \_\_\_\_\_

**Activity (5)** Fill in the spaces with an appropriate word from the box, based on your reading of the text:

**emissions, right, used up, urgent, alarming, impact, devote**

The writer confesses that global warming is an \_\_\_\_\_ challenge, but says that it will not have a harmful effect on our future if we deal with it in the \_\_\_\_\_ way. If we focus on trying to cut back the amount of greenhouse gases, he believes that it would have only a low \_\_\_\_\_ on rising temperatures. He feels it would be more effective to \_\_\_\_\_ money to the \_\_\_\_\_ need to provide the world's population with clean water. The earth's resources are being \_\_\_\_\_ at a dismaying rate. Human activities, such as intensive agriculture and industry, are the two main causes of CO2 \_\_\_\_\_.

## 1.2.3 Grammar 2

### ✔ Grammar: Tenses Revisited (Past simple, present perfect)

Look at the examples, then answer the questions below.

#### 💡 Examples

- A. I arrived at the meeting quite late two days ago.
- B. It rained heavily last year.
- C. I've participated in three competitions so far.
- D. I've joined the Palestinian Poetic Society.



### Which tense talks about:

- 1 recent past experience important at the time of speaking? \_\_\_\_\_
- 2 general past experience ('indefinite time': the experience itself is what matters)? \_\_\_\_\_
- 3 complete actions in the past? \_\_\_\_\_
- 4 time expression referring to past time? \_\_\_\_\_

### Activity (1) Fill in the spaces with the correct form of each verb.

return go have dream leave have arrive say take ask read go read go  
buy not take read take swim leave be watch go drink

Khalil woke up early yesterday morning and \_\_\_\_\_ a shower. Then he \_\_\_\_\_ down to the kitchen and \_\_\_\_\_ two pieces of bread and \_\_\_\_\_ a glass of fresh fruit. Khalil works in the local bank, and yesterday he \_\_\_\_\_ the house at about 9 o'clock.

He \_\_\_\_\_ the number nine bus and he \_\_\_\_\_ at work at 9.30. He \_\_\_\_\_ 'good morning' to his colleague, Nora, and then he \_\_\_\_\_ all the applications that were on his table. Then he \_\_\_\_\_ Nora for a cup of coffee and he \_\_\_\_\_ very important applications for loans.

At two o'clock, Khalil \_\_\_\_\_ for lunch in a cafe and \_\_\_\_\_ his newspaper. He \_\_\_\_\_ to the bank at two o'clock and \_\_\_\_\_ at five. He \_\_\_\_\_ the tram because a friend \_\_\_\_\_ him in the car.

In the evening, he \_\_\_\_\_ in the local club and \_\_\_\_\_ shopping in the local supermarket where he \_\_\_\_\_ a lot of food. He \_\_\_\_\_ very exhausted in the evening, so he \_\_\_\_\_ a program on T.V. He \_\_\_\_\_ to bed at 10 o'clock and he \_\_\_\_\_ about winning the lottery.

### Activity (2) Read the paragraph about Hassan, then complete the questions and answers below. Use contractions for negatives, e.g., didn't/wasn't

Yesterday was a terrible day for Hassan. He was an awfully unhappy man. He woke up at 9 a.m. because the alarm clock didn't work. So, he didn't have breakfast, and as a result of this, he felt hungry. He couldn't find his Octavia car, so he went to work on foot in the rain. The manager was very upset with him, so he had lunch alone in the post office. He had a lot of work to do yesterday, so he finished work at 7.30 p.m. His wife went to the wedding party, so Hassan had dinner alone too! He didn't want to do anything and went to bed at 9.30 p.m.

1. Q: \_\_\_\_\_ Hassan glad yesterday?  
A: No, he wasn't.
2. Q: What time \_\_\_\_\_ he wake up yesterday?  
A: At 9 a.m.
3. Q: \_\_\_\_\_ he go to work yesterday?  
A: On foot.
4. Q: Who \_\_\_\_\_ have lunch with yesterday?  
A: Nobody. He had food alone.
5. Q: \_\_\_\_\_ have lunch yesterday?  
A: In the post office.
6. Q: What \_\_\_\_\_ finish work yesterday?  
A: At 7:30p.m.
7. Q: With whom did he share lunch yesterday?  
A: No, \_\_\_\_\_.

### Activity (3) Correct the verbs between brackets by using either the present perfect or the past simple.

1. 'This is my flat.' 'How long have you stayed in it?' 'I \_\_\_\_\_ (stay) here for 10 years.'
2. He lived in Ramallah for two years, and then he \_\_\_\_\_ (go) to Hebron.
3. When I left college, I cut my hair and \_\_\_\_\_ (wear) short clothes ever since.
4. Mahmoud Darwish \_\_\_\_\_ (write) a lot of plays.
5. My brother \_\_\_\_\_ (write) several short stories. He has just finished his latest.
6. I \_\_\_\_\_ (not meet) him for three years. I wonder what he is working on.
7. He \_\_\_\_\_ (not smoke) for three weeks. He is trying to quit it.
8. Aziz \_\_\_\_\_ (perform) some of his plays in Palestine.
9. 'When \_\_\_\_\_ (he/come)?' 'He came at 3 o'clock.'
10. I read his poems when I was at college. I \_\_\_\_\_ (enjoy) them very much.
11. I can't go to the party because I \_\_\_\_\_ (not finish) my homework yet.
12. I \_\_\_\_\_ (never/see) the Eiffel Tower. 'Well, I have a plan to visit the place now!'
13. Here are your clothes. I \_\_\_\_\_ (just/wash) them.
14. I left home at 9.00a.m. and I \_\_\_\_\_ (get) here at 11.00p.m.
15. I \_\_\_\_\_ (talk) to him last March.
16. \_\_\_\_\_ (you/see) the storm last night?
17. Shakespeare \_\_\_\_\_ (write) Romeo and Juliet.
18. He \_\_\_\_\_ (break) his leg in a car accident last year.

### Activity (4) Using the words in brackets, choose either the present perfect or the past simple to go into each sentence.

1. How many times \_\_\_\_\_ to the university this month? (you/be)
2. How many times \_\_\_\_\_ to the university last month? (she/go)
3. I \_\_\_\_\_ my first school. (like)
4. \_\_\_\_\_ to Germany? (you/ever/be)
5. \_\_\_\_\_ to Berlin when you were in Germany? (you/go)
6. Edward Said \_\_\_\_\_ an interesting life. (have)
7. Palestinian refugees \_\_\_\_\_ an interesting life. (have)
8. I \_\_\_\_\_ Hassan today. (not see)
9. But I \_\_\_\_\_ him yesterday. (see)
10. \_\_\_\_\_ his homework yet? (he/do)
11. No, he still \_\_\_\_\_ it. (not finish)
12. \_\_\_\_\_ football when you were younger? (you/play)
13. \_\_\_\_\_ baseball? (ever/you/play)
14. My life has been very sad because I \_\_\_\_\_ in love. (not/ever/be)

## 1.2.4 Language Use

### Making and responding to a request

It is essential to be polite when you ask for certain things to be performed. You can use the following in:

#### ▶ Making a request:

1. can you ...?
2. could you ...?
3. will you ...?
4. would you mind ...?





## 1.2.5 Writing

*Pollution of River Jordan, Lake Tiberius, and the Dead Sea is a major concern for Palestinian people who seek to protect the environment. With a partner, collect ideas about the topic, then individually write an essay about the possible causes of water pollution, and what effects this has on animal life and Palestinian society.*

### Activity (1) Assignment

*Click on the link below to watch the video, then follow the instructions.*

<https://edpuzzle.com/media/5e3c3dd7932eef413010e63c>

### Check and reflect Think about the unit sections and activities.

*Complete the self-assessment checklist*

<i>Self-assessment</i>		
<i>Yes</i>	<i>No</i>	
		<i>I am able to speak easily and fluently about topics connected with the future of our planet.</i>
		<i>I use vocabulary from the reading passage in meaningful sentences.</i>
		<i>I differentiate between the use of tenses.</i>
		<i>I can express responses for making requests.</i>
		<i>I can write critical essay on ways of protecting the environment.</i>



## LESSON THREE

### THE BIG MELT

#### 1.3.1 Listening

**Activity (1)** Listen to the following report about recycling, then tick the main ideas.

- \_\_\_\_\_ The process of creating plastics.
- \_\_\_\_\_ Mushrooms can be grown without using water.
- \_\_\_\_\_ Reasons for choosing a mycelium.
- \_\_\_\_\_ What humans can learn from observing nature's method for properly disposing of waste.

**Activity (2)** Listen again and complete the following text with the appropriate word/s:

I'd like to spend a few minutes with you folks today imagining what our planet might look like in a thousand years. But before I do that, I need to talk to you about \_\_\_\_\_ materials like plastics, which require huge amounts of energy to create and, because of their disposal issues, are slowly poisoning our planet. I also want to tell you and share with you how my team and I have been using mushrooms over the last three years. Not like that. We're using mushrooms to create an entirely new class of materials, which perform a lot like plastics during their use, but are made from crop waste and are totally \_\_\_\_\_ at the end of their lives. But first, I need to talk to you about what I consider one of the most \_\_\_\_\_ in the disposable plastics category. This is a material you all know is \_\_\_\_\_ but I like to think of it as toxic white stuff. In a single cubic foot of this material, about what would come around your computer or large television, you have the same energy content of about a liter and a half of petrol. Yet, after just a few weeks of use, you'll throw this material in the trash. And this isn't just found in packaging. 20 billion dollars of this material is produced every year, in everything from building materials to \_\_\_\_\_ to coffee cups to table tops. That's not the only place it's found. The EPA estimates, in the United States, by volume, this material occupies 25 percent of our landfills. Even worse is when it finds its way into our natural environment, on the side of the road or next to a river. If it's not picked up by a human, like me and you, it will stay there for thousands and thousands of years. Perhaps even worse is when it finds its way into our oceans, like in the great \_\_\_\_\_ where these materials are being mechanically broken into smaller and smaller bits, but they're not really going away. They're not biologically \_\_\_\_\_. They're basically fouling up Earth's respiratory and circulatory systems, and because these materials are so \_\_\_\_\_ because they're found in so many places, there's one other place you'll find this material styrene, which is made from benzene, a known \_\_\_\_\_. You'll find it inside of you.

**Activity (3)** Listen again to the report, then write the words used in the report that best match these definitions. The definitions are given in the same order as they appear in the presentation.

1. Particular type of people: \_\_\_\_\_.
2. Any of the various types of organisms that get their food from decaying material or other living things: \_\_\_\_\_.
3. Something that is compostable (can be used as compost when it decays): \_\_\_\_\_.
4. Poisonous: \_\_\_\_\_.
5. A circular pattern of ocean currents: \_\_\_\_\_.
6. Able to exist, live, or work successfully with something or someone else: \_\_\_\_\_.
7. Relating to a system that moves certain things through a specific path: \_\_\_\_\_.
8. Producing a great number or amount of something: \_\_\_\_\_.
9. A substance that includes a number of key petrochemicals: \_\_\_\_\_.
10. A substance that causes cancer: \_\_\_\_\_.



## 1.3.2 Reading

### ★ 2.1. Before you read

**Activity (1)** Discuss these questions with your classmates.

- What is the impact of ice melting in the northern hemisphere?
- How does the change in the temperature of the earth affect our planet?
- What preventive steps can be taken to maintain the natural temperature in various parts of the planet?
- Look at this picture and talk with your partner about its implications.

### ★ 2.2. While you read

**Activity (2)** In the following text, the headings of five sections were removed. Choose the best heading (A-F) for sections (1-5) and write the letters in the spaces below. There is one extra heading, which you do not need to use.

- Old Ice Clues.
- History Repeating Itself.
- Fear For The Future.
- Super-Fast Melt.
- Accurate Predictors.
- Fresh Input.

### *The big melt: Earth's ice sheets are under attack*



Much of the Northern Hemisphere was covered in ice when the climate began to warm during the last Ice Age thousands of years ago. In two new studies published this week in *Nature Geoscience*, researchers describe how the behavior of ice sheets in the past could help scientists better predict what might happen to them in a warmer world of our future.

1- \_\_\_\_\_ University of Wisconsin geologist Anders Carlson studies ice sheet melt from land and ocean sediment cores. His study describes what prehistoric Earth was like in North America and Northern Europe some 140,000 years ago. “What we found in this paper was that ice that’s resting on land, it responded very quickly to the warming climate, but then it didn’t retreat rapidly. It kind of chugged along and slowly melted like an ice cube if you put a hair dryer on it,” Carlson says, adding that was not the case with ice sheets floating on the ocean. “Marine-based ice sheets behave unpredictably. They may not do anything for a while, and then they all of a sudden respond very abruptly. They can rapidly disappear.”



2- \_\_\_\_\_ Greenland and Antarctica hold the Earth's last remaining ice sheets. In July, satellite data showed that 97 percent of the surface of the Greenland ice sheet had turned to slush over four days, a rate faster than at any time in recorded history. According to Carlson, it might be responding rapidly to small changes in temperature, similar to what he saw in the prehistoric record of ice sheets on land. "But that said, they haven't catastrophically collapsed in the past either to rapidly raise sea level in the time scale that humans would care about, that we would be hard pressed to adapt to." Carlson says the Antarctic marine-based ice sheet is less predictable. "What this would say from the past is that these ice sheets, well, they may not do anything for a bit. But then, if you want to catastrophically raise sea level, like on the order of a meter or two in a human lifetime, there is prehistoric precedent for that happening."

3- \_\_\_\_\_ A second paper in Nature Geoscience looks back 12,000 to 7,000 years to when massive ice sheets still covered the high latitudes of the Northern Hemisphere. At that time, the global climate was roughly comparable to what it is today and glaciers were melting. The study describes abrupt sea level jumps -from one-half to two meters- from melting glaciers.

4- \_\_\_\_\_ "What happens when you suddenly drain these massive amounts of freshwater into the ocean? It's going to change ocean circulation," says co-author Torbjorn Tornqvist, an Earth scientist at Tulane University in Louisiana. Today, rapid melting from the Greenland ice sheet would send massive amounts of freshwater into the North Atlantic Ocean, changing the marine environment. "But it will also lead to potentially higher precipitation rates in the same region, which could also lead to fresher surface waters in the North Atlantic," Tornqvist says. "So we need to understand whether those types of changes could potentially be capable of triggering these kinds of abrupt climate events."

5 \_\_\_\_\_ Tornqvist adds that understanding how abrupt climate changes affected Earth's geologic past can help design climate models that can better predict the future.

### ★ 2.3. After you read

**Activity (3)** Read the text carefully, and give the best answers to each of the following questions:

- 1- Why is it vital to do research on ice sheets?
- 2- What is the core of the study that was conducted by Anders Carlson?
- 3- What is the current state of the Earth's ice sheets?
- 4- What are the consequences of massive ice melting in Greenland and Antarctica?
- 5- Illustrate how the climate of the past differed from the present. Is it possible to use this to make predictions about the future?

**Activity (4)** Find out whether the following statements are *True* or *False*, and correct the false statements:

- 1- Climate change in the past caused drastic effects on the Northern Hemisphere. \_\_\_\_\_
- 2- In his study, Anders Carlson concluded that ice accumulated on the top of mountains reacted positively to the changes in the earth's temperature. \_\_\_\_\_
- 3- The Earth's ice sheets are located in Greenland and Antarctica. \_\_\_\_\_
- 4- Research that is done on ice sheets helps to save the future of the Earth. \_\_\_\_\_
- 5- Massive melting of ice sheets helps in providing fresh water for people and creates prosperity in the region. \_\_\_\_\_



**Activity (5) Fill in the blanks in the following sentences from the words in the box below:**

predict, sediments, catastrophic, precedent, massive, melt, abrupt, marine, potential, collapse

1. High degrees of heat cause snow to \_\_\_\_\_.
2. \_\_\_\_\_ is related to the sea.
3. A \_\_\_\_\_ piece of ice is floating on the sea.
4. We cannot \_\_\_\_\_ what will happen next year.
5. The earthquake left \_\_\_\_\_ effects.
6. The strong wind caused the tent to \_\_\_\_\_.
7. Something which sets an example to follow is a \_\_\_\_\_.
8. At the bottom of the sea, there are \_\_\_\_\_.
9. Something which is possible is \_\_\_\_\_.
10. Another meaning for "sudden" is \_\_\_\_\_.

**Activity (5) Say what you think.**

Do you think that Palestine suffers, or could suffer, from any of the ice melting that the text describes?

## 1.3.3 Grammar

**✓ Grammar:**

▶ Look at the examples, then answer the questions below.

**💡 Examples**

- A. They decided to go for a walk while the sun was shining.  
B. I was driving my car when the accident happened.

1. Which example shows one action that happened while another action was in progress

\_\_\_\_\_

2. Which tense do we use for uncompleted action?

\_\_\_\_\_

**Activity (1) Complete the sentences using the correct endings from the box.**

another driver drove past very quickly

the builders were working on the house

a car turned into my path

I saw an accident happen

I was trying to print something

it started to rain heavily

the power went off

I was driving too fast

I was feeding it

I arrived home and I asked her why



1. When the accident happened \_\_\_\_\_.
2. I was driving near the post office when \_\_\_\_\_.
3. She was writing her last story when \_\_\_\_\_.
4. The ceiling fell down while \_\_\_\_\_.
5. My team was winning the match when \_\_\_\_\_.
6. I fell off my car when \_\_\_\_\_.
7. While the manager was talking to me, \_\_\_\_\_.
8. The shark attacked me while \_\_\_\_\_.
9. The rocket exploded while \_\_\_\_\_.
10. My friend was laughing when \_\_\_\_\_.

### Activity (2) Fill each gap with a verb in either the *past simple* or *past continuous* tense.

1. Reem \_\_\_\_\_ (do) her weekly routine when she \_\_\_\_\_ (meet) her old friend, Mari.
2. The sun \_\_\_\_\_ (rise) when I \_\_\_\_\_ (woke) up today. I \_\_\_\_\_ (feel) so exhausted!
3. Salam \_\_\_\_\_ (wait) at the local airport while Adam \_\_\_\_\_ (wait) at the international airport.  
What a disaster!
4. It \_\_\_\_\_ (rain) very hard, so the referee \_\_\_\_\_ (decide) not to play the match.
5. When my neighbor \_\_\_\_\_ (arrive) at the wedding, the music \_\_\_\_\_ (play) very loud and everybody \_\_\_\_\_ (dance).
6. The mail \_\_\_\_\_ (arrive) very late today. It \_\_\_\_\_ (come) after eleven o'clock.
7. Ameer \_\_\_\_\_ (become) very angry this morning. He \_\_\_\_\_ (speak) to an important client and someone \_\_\_\_\_ (enter) the room without knocking.
8. Hani \_\_\_\_\_ (cook) in the kitchen. His sister \_\_\_\_\_ (offer) to help, but Hani \_\_\_\_\_ (refuse).

## 1.3.4 Language Use

### Offering to do something for another person

▶ To make an offer, you can use the following phrases:

Can I... ?

Shall I... ?

Would you like me to... ?

#### 💡 Example:

“Can I join you?”

“Shall I use your calculator?”

“Would you like soft drinks?”

“Would you like to hire a car?”

“I’ll do the printing if you like.”

#### 💡 Reminder!

With the verbs *can*, *shall* or *will*, we don’t use *to*

*Shall* is more formal than *can*

After *would you like...*

we use either a noun or an object pronoun and the verb with *to*.

## Activity (1) What would you say in the following situations?

- 1- You met someone at the airport, and it seems that he doesn't know the way to the departure gate. You say: \_\_\_\_\_.
- 2- You're in a cafe and the waiter brings your order, but the waiter thinks you are not comfortable with the dish. The waiter says: \_\_\_\_\_.
- 3- Your car stopped while you were driving home; you tried to fix the problem, but you couldn't. Someone approaches you and says: \_\_\_\_\_.
- 4- All your data stored on your laptop was lost. You tried your best to retrieve the data, but you couldn't. Your friend who knows about programming says: \_\_\_\_\_.
- 5- In the lecture hall, the teacher is talking about a complex formula. You tried to figure out the application, but you couldn't. The teacher notices and says: \_\_\_\_\_.

### 1.3.5 Writing

Work with a partner. Look back at getting started on page (2), and agree on an environmental issue to write about. Choose one that has clearly got either better or worse during the last ten years.

Prepare to write a short essay using the following structure.

#### Paragraph 1

Topic sentence: the situation ten years ago. Give supporting information, including examples.

#### Paragraph 2

Topic sentence: how things have changed since then. Explain how, how far, and why.

#### Paragraph 3

Topic sentence: present situation and trend. Give supporting information, including examples.

### Check and reflect Think about the unit sections and activities.

Complete the self-assessment checklist

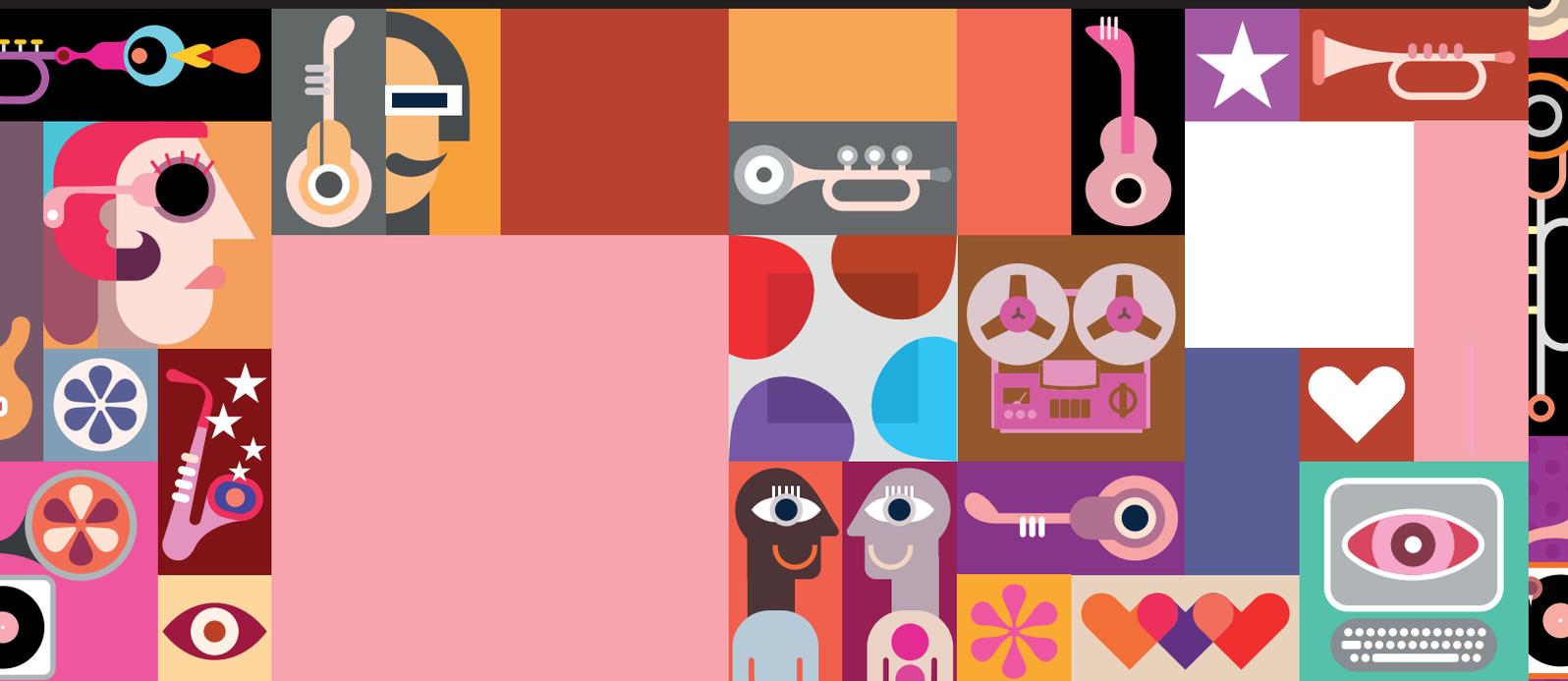
Self-assessment		
Yes	No	
		<i>I am able to comprehend a passage on climate change.</i>
		<i>I can use vocabulary from the reading passage in meaningful sentences.</i>
		<i>I use past tense and past continuous in realistic situations.</i>
		<i>I can use language to express offers.</i>
		<i>I write a descriptive essay on environmental issues.</i>





# UNIT Two

## ARTS





***Unit Two: Arts***

*2.1 The Arab World's Most Prominent Literary Figures*

*2.2 Famous Musicians*

*2.3 Palestinian Folk Dance*

# UNIT TWO ARTS

## Preview

*This unit consists of the following parts: listening, reading, grammar, language use and writing. By the end of each part, you will have an assignment that you must do with your group. In this unit, you will learn about famous people like Naguib Mahfouz and Mozart, and you will also learn about Palestinian folk dance*

## Unit Objectives

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

- *apply the skills and strategies of a successful listener,*
- *apply the skills and strategies of a successful reader,*
- *apply the skills and strategies of a successful speaker,*
- *understand and apply the conventions of academic writing in English,*
- *demonstrate positive behavior and attitudes.*

## Intended Learning Outcomes

***By the end of this unit, learners will be able to:***

- *complete a listening text about Naguib Mahfouz, Mozart and Palestinian folk dance,*
- *use key vocabulary in context and describe autobiographies,*
- *learn about Palestinian culture,*
- *use passive voice correctly,*
- *construct an essay about famous people,*
- *discuss literary figures and folk dances through speaking fluently and spontaneously, without much obvious searching for expressions.*



# UNIT TWO ARTS

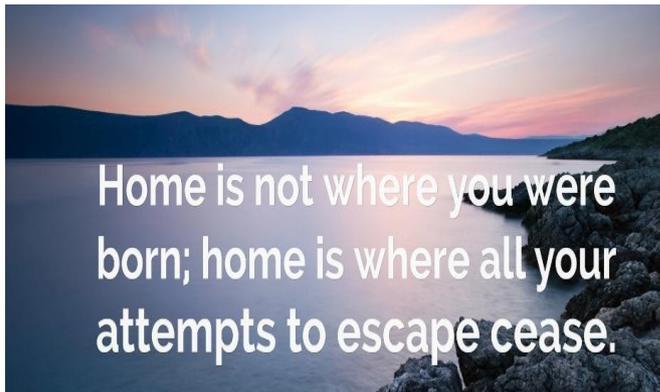
## Getting Started

Work with a partner and match the pictures with their descriptions below:

1. ....



2. ....



3. ....



A. A well-known cultural performance.

B. A literary figure who uses fiction as a vehicle to depict the strong attachment to the land and its people.

C. His work is a feast to the spirit and the soul.



## LESSON ONE

# THE ARAB WORLD'S MOST PROMINENT LITERARY FIGURE

### 2.1.1 Listening:

#### ★ 1.1 Before you listen

In the next section, you are going to listen to a man telling his biography. He is a famous Egyptian novelist. He published 34 novels, over 350 short stories, dozens of movie scripts and five plays over a 70-year career. Before he was awarded the Nobel Prize, only a few of his novels had appeared in the West. He died at the age of 94. Who is he?



#### ★ 1.2 While you listen

**Activity (1) Listening for Main Ideas. Listen to the following narration about Naguib Mahfouz. While listening, tick the main ideas that appear in the text.**

1. \_\_\_ Naguib Mahfouz was a playwright and winner of the 1988 Nobel Prize for Literature.
2. \_\_\_ Mahfouz was the father of modern Arabic literature, and his writing is preferred by young men.
3. \_\_\_ His works address peoples' lives.
4. \_\_\_ The books of Mahfouz were banned from many Arab countries because he supported Egypt's peace treaty.
5. \_\_\_ The difference between Mahfouz's ideas and other writers.

**Activity (2) Listening for Details. Listen again, then complete the following text:**

1. Naguib Mahfouz \_\_\_\_\_ The solitary armed guard he allows to watch over his home is left behind.
2. He walks through the city to work as a Nobel \_\_\_\_\_ .
3. He's lost \_\_\_\_\_ with his own writing, but he's still a man of the people.
4. Throughout his \_\_\_\_\_ years, he's never compromised through fear, and he'll not be \_\_\_\_\_ now by extremist threats.
5. Mahfouz is \_\_\_\_\_ by younger writers for the \_\_\_\_\_ his work.

**Activity (3) Watch the video about stars and stories, and then answer the questions below.**

1. Mention one important idea discussed in Mahfouz's works.
2. Why do you think Mahfouz's works have themes about Egyptian history?
3. According to Mahfouz, when does the time of passion for writing come?
4. What kind of literary genre did Mahfouz produce?

#### ★ 1.3 After you listen

**Activity (4) Think about activity no. (2) above.  
Listen again and sit in groups or in pairs.  
Write a 50-word paragraph about Naguib Mahfouz.**



## 2.1.2 Reading:

### ★ 2.1 Before you read

**Activity (1)** Work with a partner and discuss the questions below.

1. Do you usually read fiction in English?
2. List some fictional works you have read recently.
3. What is your favourite fictional work?
4. What do you know about Naguib Mahfouz?
5. Look at the photo. Do you know who the man in the photo is? What is he famous for?

**Activity (2)** Before you read, watch the following video. You can read the passage while watching.

### ★ 2.2 While you read

This is a reading text about Naguib Mahfouz, a famous Egyptian literary figure. He is well known worldwide for his rebellious works. This text will familiarize you with some basic information that characterizes his life and works.

**Activity (3)** Jigsaw activity: Follow the instructions below very carefully.

1. Sit in groups of 4 persons.
2. One student from each group should be the leader.
3. Look at the reading passage, dividing it among the group.
4. You will be given 10 minutes to read over your reading part at least twice and become familiar with it.
5. Time for “expert groups”: one student from each group joins other students assigned to the same reading part and same colours in step 3. You will have 10 minutes to discuss and explain the reading part with your expert group members and to rehearse the presentations you will make to your original group.
6. After you finish the 10 minutes, go back into your original jigsaw groups and present your reading part to your group.
7. Finish with the jigsaw: you should work together to produce a presentation using the reading parts from each of the experts.

#### 💡 Roles:

*Student 1 should take paragraph A*  
*Student 2 should take paragraph B*  
*Student 3 should take paragraph C*  
*Student 4 should take paragraph D*

**Activity (4)** Quickly read the text. With your partner, try to match the following descriptions (1-4) with the paragraphs (A-D).

1. \_\_\_\_\_ Mahfouz’s contributions to world literature.
2. \_\_\_\_\_ A writer who is not an introvert.
3. \_\_\_\_\_ His early life.
4. \_\_\_\_\_ Overwhelming aspiration of a well-known figure.



## Naguib Mahfouz



A. \_\_\_\_\_ Naguib Mahfouz is considered as the master of both detailed realism and fabulous storytelling, but the scope of his genius remains unjustly little-known to English readers. A Nobel Prize-winning Egyptian novelist, Naguib Mahfouz was born on December 11, 1911, into a large and noticeably happy family in Gamaliya, the thunderous quarter of Cairo where so many of his books were set. And there were, indeed, a lot of writings – more than thirty novels and countless numbers of stories. It is said that Mahfouz had written about three hundred and fifty stories. His own satirical, pithy and moving contemplations appear in *Echoes of An Autobiography* (1994), Mahfouz’s first nonfiction book to be published in English, which opens with a meditation on the idea of rebellion in Egypt. The text ends with Mahfouz, a boy of seven years, being refused from school, which had momentarily closed its doors because of the rebellion.

B. \_\_\_\_\_ He was always revolutionist in his own way: one who refused Egyptian ways while loving them at the same time, so affectionately rendered in his vast fiction. His chief claim to fame, at least in the west, is probably the lavish Cairo Trilogy of *Palace Walk*, *Palace of Desire*, and *Sugar Street*. These books follow the life and times of an Egyptian patriarch over three decades, beginning with the rebellion against British occupation in 1919 – a turning point in Egyptian history that inspired Mahfouz, who was an ardent nationalist – and extending to the end of the Second World War. It’s a rich and engaging work, offering a detailed realistic portrait of Cairo that drew comparisons with European masters such as Balzac, Tolstoy, and Dickens.

C. \_\_\_\_\_ Mahfouz read a lot of European novels when he was a young man. Mahfouz said, “A writer must read.” His old friends often met up with him for talk and strong coffee. Dickens was especially important for Mahfouz. He said about Dickens, “The world breaks before you in his books, its light and darkness. Everything is there.” He was a tiny man with immense energy and a quick smile, despite the fact that in 1994 he had been attacked by a young Islamic fundamentalist who disapproved of his largely secular work. The attacker managed to sever a nerve that left his writing hand withered, thus complicating his last years, but he somehow continued to write.

D. \_\_\_\_\_ Writing preoccupied him from a young age. He married late, in his mid-40s, preferring to allocate his energies to his writing, though he also worked as a civil servant for many decades, retiring in 1972 from a position in the Ministry of Culture. Mahfouz was always happiest at his writing desk. He wrote in the morning, late in the afternoon, and spent the evenings with friends in a café.



## ★ 2.3 After you read

**Activity (5)** Read the text carefully, and find answers to each of the following questions:

1. What indicates that Mahfouz was a very productive literary writer?
2. State a reason why Mahfouz was turned away from school?
3. How was the Cairo Trilogy significant?
4. Mention one world writer who influenced Mahfouz.
5. How did Mahfouz spend his day?
6. List what you learned about Naguib Mahfouz from this text.

**Activity (6)** Scan the text again. Indicate whether the following statements are true or false and justify your answers:

1. \_\_\_\_\_ Mahfouz was brought up in a family where he was happy.
2. \_\_\_\_\_ *Echoes of An Autobiography* was published in English.
3. \_\_\_\_\_ Mahfouz was a teenager when he was turned away from school.
4. \_\_\_\_\_ Mahfouz was injured badly to the extent that he stopped writing.

**Activity (7)** Find words in the passage that mean the same as the words in the box below:

#	Word	Meaning
1		extraordinary
2		cheerful
3		noisy
4		numerous
5		obsessed
6		meditations
7		revolution
8		turned away
9		revolutionist
10		enthusiastic

**Activity (8)** Vocabulary Game.

1. Students sit in two groups with two chairs positioned so that they can't see the board.
2. One student sits on the seat.
3. The teacher writes a word on the board.
4. The others try to explain the word to the student who has their back to the board.
5. The first student to get the word wins a point for their team.
6. The students swap places after each word the teacher writes on the board.

**Activity (9)** Vocabulary Formation

Fill the spaces in the sentences using the base word in brackets. The required word may be a noun, adverb, adjective or verb, and it may be either positive (e.g., helpful) or negative (e.g., unhelpful).

1. Many people often make a \_\_\_\_\_ between online education and face-to-face (compare).
2. This book \_\_\_\_\_ as a series of lectures about the life of an old man, which were given three years ago (origin).



3. There are stations across Palestine that use \_\_\_\_\_ recycled plastics (day).
4. If you weren't so \_\_\_\_\_ of Ahmad, he'd be happier to spend all day with you (critic).
5. Don't you find it \_\_\_\_\_ how our neighbors' kids always come to kindergarten looking so dirty? (intrigue).
6. Doctors say a glass of warm milk before bedtime can result in a more \_\_\_\_\_ night's sleep (rest).
7. Bruce Lee has received many awards as the \_\_\_\_\_ of new techniques in martial arts (invent).
8. On the final day, we visited the \_\_\_\_\_ Victoria Falls and then flew home (majesty).

**Activity (10)** Discuss this quotation in a group of four or in pairs. Then write in your own words what the following sentence means:

*"The world breaks before you in his books, its light and darkness. Everything is there."*

**Activity (11)** 🎥 Assignment 1 🎥

Click on the link below to watch the video. Follow the instructions.

<https://edpuzzle.com/media/5e1fa00d627de412ef1291b>

## 2.1.3 Grammar:

### ✔ Grammar: The passive voice revisited.

*WHY use the passive voice:*

*We usually use the passive voice when we are focusing on the action rather than the subject*

*How to make the passive in English:*

*We make the passive by:*

- a. Placing the verb 'to be' into whatever tense is needed.
- b. Adding the past participle.

💡 **Note:**  
*for regular verbs,  
 we usually add 'ed' to the infinitive to make the past participle.  
 So review becomes reviewed.  
 For irregular verbs,  
 the shape of the verb is changed.*

▶ See Appendix A: Grammar appendix on page (178) to learn more about irregular verbs.

<i>Tense</i>	<i>Active</i>	<i>Passive</i>
<i>present simple</i>	<i>I play the music.</i>	<i>The music is played (by me).</i>
<i>present continuous</i>	<i>I am playing the music.</i>	<i>The music is being played (by me).</i>
<i>past simple</i>	<i>I played the music.</i>	<i>The music was played (by me).</i>



**Activity (1)** Each of the sentences below is in the passive voice. Write the correct form of each verb in brackets:

1. Ahmad was \_\_\_\_\_ more than one time to stop smoking. (*tell*)
2. The man was \_\_\_\_\_ by his wife's behavior. (*disappoint*)
3. He was \_\_\_\_\_ by his brother to visit the museum. (*convince*)
4. The gift was \_\_\_\_\_ to her by her co-worker. (*give*)
5. The criminal was \_\_\_\_\_ by the police. (*catch*)
6. This story is being \_\_\_\_\_ by all his family members. (*read*)
7. Macbeth was \_\_\_\_\_ by William Shakespeare. (*write*)
9. Many mistakes were \_\_\_\_\_ by the employees. (*make*)
10. The meeting was \_\_\_\_\_ in the conference room. (*hold*)

**Activity (2)** Rewrite the sentences in passive voice.

1. The shopkeeper opens the door.  
\_\_\_\_\_
2. We are setting the table.  
\_\_\_\_\_
3. She paid a lot of money.  
\_\_\_\_\_
4. I am drawing a picture.  
\_\_\_\_\_
5. They wear blue jeans.  
\_\_\_\_\_
6. They don't teach you.  
\_\_\_\_\_
7. He doesn't open the book.  
\_\_\_\_\_
8. You did not write the letter.  
\_\_\_\_\_
9. Does your mum pick you up?  
\_\_\_\_\_
10. Does the police officer catch the thief?  
\_\_\_\_\_

## 2.1.4 Language Use

Offering, accepting, asking for and declining offers.

We offer help to those who need it. When someone offers help to us, we either accept or decline it.

### 1 Offering to do something:

▶ Offerings to do things for people often begins with **Would you like me to...?**

**Would you like me to** type your letters for you?

**Would you like me to** make some coffee for you?

▶ More examples are given below.

**Shall I** get you something to drink?

You look tired. **Would you like** a cup of coffee?

**Can I** help you?

**How about** a coffee?

**Can I do something** for you?

**Can I get you** some juice?



## 2 Accepting the offer

▶ Here are some phrases you can use to show your **willingness to accept the offer**:

Yes, please. That would be nice/lovely.

Yes, please. I'd like to.

That would be very kind of you.

Thank you. That would be great.

## 3 Declining an offer

▶ Here are some phrases you can use to **decline an offer**:

No, thanks.

No, thank you.

It's OK. I can do it myself.

Don't worry, I'll do it myself.

**Activity (1)** Read the sentences with a partner. Take turns offering, accepting or declining.

A: Hey, what's wrong? Do you have a headache?

B: Uh, yes. I have a splitting headache. I need to get some medicine.

A: Can I get you an aspirin?

B: Oh yes, please. Thank you.

A: Would you also like some coffee?

B: Sure. Thank you so much.

## 2.1.5 Writing

Write an essay to express your opinion about a famous writer/novelist that you believe is of great influence in his field. The person can be from your country or from the Arab world, or even an international figure.

- Search for the person you chose. As you search, take notes of interesting facts, dates, events and names.
- You should follow the standard paragraph format (Introduction, Body, Conclusion). Include what the person achieved, what makes this person a great writer, why the person is important and your personal view of the person.

## IBL Activity Assignment 2

You are given 3 topics; follow the instructions below to do the assignment.

1. Naguib Mahfouz was the first Arabic writer to be awarded the Nobel Prize in literature.
  2. Obituary: Naguib Mahfouz.
  3. The funeral of Egyptian writer Naguib Mahfouz.
- Work in groups of no more than 3. All students should be involved and take on different responsibilities. You are going to prepare a presentation of facts about one of the above-mentioned topics, which were published in international magazines and news.
  - You can use Google search.
  - You can use any digital tool that fits you.
  - References must be identified and included, and their inclusion should be explained and justified.
  - Your language in the presentation should be formal and include worked examples of the passive voice; use connectors.
  - Assessing you: Were you able to answer the prompt/ question/ topic assigned to you?
  - Self-assessment: How did I practice some of the skills outlined in the Unit?



**Check and reflect**  **Think about the unit sections and activities.**

*Complete the self-assessment checklist*

<i>Self-assessment</i>		
<i>Yes</i>	<i>No</i>	
		<i>I was able to speak easily and fluently about Naguib Mahfouz</i>
		<i>I used vocabulary from the reading passage in meaningful sentences</i>
		<i>My partners, classmates or groups understood me when I was speaking</i>
		<i>I used the passive voice correctly</i>
		<i>I understood a listening text about Naguib Mahfouz</i>
		<i>I am able to express my opinion</i>
		<i>I wrote an essay about a famous writer</i>
		<i>I can connect ideas across readings</i>
		<i>I express and think critically about the text, videos, listening, writing, language functions and the assignment in my group</i>



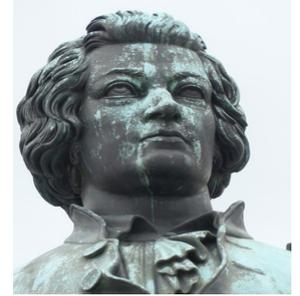
## LESSON TWO

### FAMOUS MUSICIANS

#### 2.2.1 Listening

##### ★ 1.1 Before you listen

*I was born in Salzburg. I started composing at the age of five and performed before European royalty. At 17, I was engaged as a musician at the Salzburg court, but I grew restless and travelled in search of a better position. I composed more than 600 works, many of which are acknowledged as pinnacles. I was considered among the greatest classical composers of all time, and I had a profound influence on the history of Western art music. I was a prolific and influential composer. Who am I?*



##### ★ 1.2 While you listen

**Activity (1) Listen for Main Ideas. Listen to the following narration about Mozart. Tick the main ideas.**

1. \_\_\_\_\_ Mozart wrote a whopping 25 concertos for the piano.
2. \_\_\_\_\_ Concerto number 21 is known as “Elvira Madigan,” and this is his concerto number four for the horn.
3. \_\_\_\_\_ Mozart also wrote symphonies.
4. \_\_\_\_\_ Mozart didn’t like to play billiards.
5. \_\_\_\_\_ Mozart was not busy composing.
6. \_\_\_\_\_ His death was at the age of 40 years.
7. \_\_\_\_\_ Mozart was not a very productive composer.

**Activity (2) Listening for Details. Listen again, and as you listen, complete the following text.**

Wolfgang Amadeus Mozart the great (1)\_\_\_\_\_. He was one of the greatest composers of all time and he died at only (2)\_\_\_\_\_. He was born in a pretty town surrounded by mountains and full of music called (3)\_\_\_\_\_ in Austria in 1756. The Mozart home was full of music. Wolfgang’s father was a composer and a (4)\_\_\_\_\_ and a (5)\_\_\_\_\_. When Wolfgang was still a baby in his cot, he would listen to his older sister play the harpsichord while his mother looked on. He and his sister were the only two out of the Mozarts’ seven children to survive. Wolfgang grew up with lots of teaching from his father (6)\_\_\_\_\_ from his mother and (7)\_\_\_\_\_ from his sister, and let’s not forget a big dollop of genius. It wasn’t long before he could play piano and violin better than everyone, and at just six years old, he was composing his own music. Mozart’s father saw at once how (8)\_\_\_\_\_ his son was, and he had the (9)\_\_\_\_\_ idea to take him on a tour around the smartest palaces of Europe to show off his talents to kings and queens and princes and earn some money too. Touring was hard work, and Wolfgang was still a small child, don’t forget. Long bumpy journeys in a carriage were very tiring. The lodgings where they stayed were uncomfortable. There was lots of (10)\_\_\_\_\_ and disease at a time when medicine wasn’t as good as it is today. They often got sick. That tour lasted more than three years. It was off on a tour of Italy for two years, the story goes, that 14-year-old Wolfgang went to the Sistine Chapel with its beautifully painted ceilings and heard a piece of choral music called the Miserere by the composer Allegri. What’s astonishing is that Wolfgang was able to write out the whole tune from his memory. At just 17 years old, he got a job in Salzburg as a court musician, but it was badly paid and often boring.



**Activity (3) Watch the video about Wolfgang Amadeus Mozart as a pianist and composer, and then answer the questions below.**

1. Mozart is “a person under the age of ten who produced meaningful output in some domain to the level of an adult expert”. Comment on this statement in your own words.
2. How many years did Mozart travel with his sister to play music?
3. What types of musical genres did Mozart succeed in?
4. Why do you think Mozart was depressed?

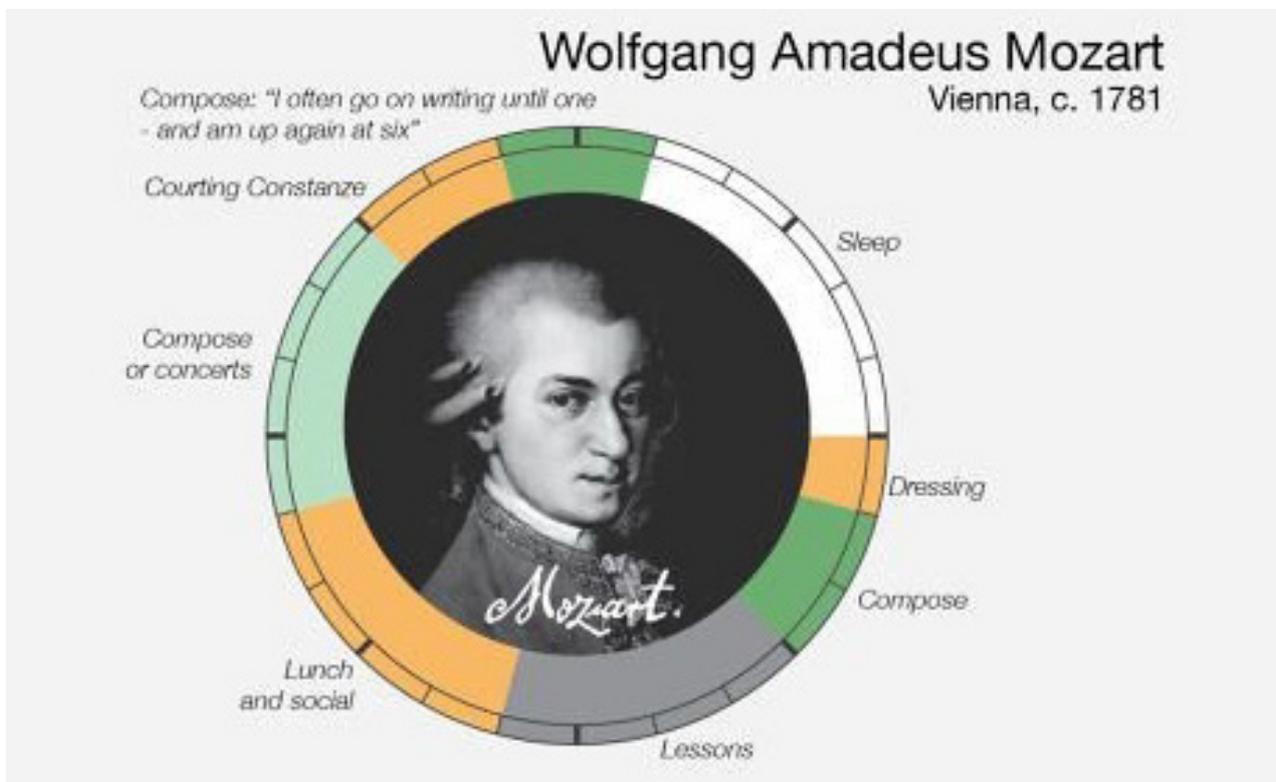
### ★ 1.3 After you listen

**Activity (4) After listening to activity (2)**

Sit in groups or in pairs and write about Mozart for 15 minutes. Correct each other's work.

**Activity (5) Follow the instructions.**

1. After reading the infograph carefully, sit in groups of 4-5 and talk about Wolfgang Amadeus Mozart.
2. Together with your peers, comment on Mozart's works as a child prodigy.



## 2.2.2 Reading

### ★ 2.1 Before you read

**Activity (1) Work with a partner and discuss the questions below.**

1. Do you usually listen to classical music?
2. List some musical works you have recently listened to.
3. Who is your favourite musician?
4. What do you know about Mozart?
5. Look at the painting. Do you know who the man in the photo is? What is he famous for?



**Activity (2)** Before you read, watch or listen to the following video. You can read the passage while watching.

## ★ 2.2 While you read

This is a reading passage about Mozart, a famous musician. He is well known worldwide for his musical works. This text enables you to be familiar with some basic information that characterizes his life, effects and works.

**Activity (3)** Jigsaw activity: Please follow the instructions below very carefully.

1. Sit in groups of 4 persons.
2. One student from each group should be the leader.
3. Look at the reading passage.
4. You will be given 10 minutes to read over your reading part at least twice and become familiar with it.
5. Time for “expert groups”: one student from each group joins the other students assigned to the same reading part and same colours in step 3. You will have 10 minutes to discuss and explain the reading part with your expert group members and to rehearse the presentations you will make to your original group.
6. After you finish the 10 minutes, go back into your original jigsaw groups and present your reading part to your group.
7. Finish with the jigsaw: you should work together to produce a presentation using the reading parts from each of the experts.

 **Roles:**

*Student 1 should take paragraph A*  
*Student 2 should take paragraph B*  
*Student 3 should take paragraph C*  
*Student 4 should take paragraph D*

**Activity (4)** Read the text quickly. With your partner, match the following topics (1-4) to paragraphs (A-D).

1. Family and childhood.
2. Employment at the Salzburg court.
3. Mozart's journey to different countries.
4. Final illness and death.



## Mozart

A- \_\_\_\_\_ Wolfgang Amadeus Mozart was born on 27 January 1756 to Leopold Mozart (1719–1787) and Anna Maria, in Salzburg. This was the capital of the Archbishopric of Salzburg, an ecclesiastic principality in what is now Austria, then part of the Holy Roman Empire. He was the youngest of seven children, five of whom died in infancy. His elder sister was Maria Anna Mozart (1751–1829), nicknamed “Nannerl”. Mozart was baptized the day after his birth. Leopold Mozart, a native of the city of Augsburg in Germany, was a minor composer and an experienced teacher. In 1743, he was appointed as fourth violinist in the musical establishment of Count Leopold Anton von Firmian. Four years later, he married Anna Maria in Salzburg. Leopold became the orchestra’s deputy in 1763. During the year of his son’s birth, Leopold published a violin textbook which achieved success.



B- \_\_\_\_\_ In his early years, Wolfgang’s father was his only teacher. Along with music, he taught his children languages and academic subjects. Leopold was a devoted teacher to his children, but there is evidence that Mozart was keen to progress beyond what he was taught. His first ink-spattered composition and his precocious efforts with the violin were of his own initiative and came as a surprise to Leopold, who eventually gave up composing when his son’s musical talents became evident. Despite these artistic successes, Mozart grew increasingly discontented with Salzburg and redoubled his efforts to find a position elsewhere.

One reason was his low salary, 150 florins a year; Mozart longed to compose operas, and Salzburg provided only rare occasions for these. The situation worsened in 1775 when the court theatre was closed, especially since the other theatre in Salzburg was primarily reserved for visiting troupes. Two long expeditions in search of work interrupted this long Salzburg stay. Mozart and his father visited Vienna and Munich. Neither visit was successful, though the Munich journey resulted in a popular success with the premiere of Mozart’s opera *La finta giardiniera*.

C- \_\_\_\_\_ While Mozart was in Paris, his father was pursuing employment opportunities for him in Salzburg. With the support of the local nobility, Mozart was offered a post as court organist and concertmaster. After leaving Paris for Strasbourg, he lingered in Mannheim and Munich, still hoping to obtain an appointment outside Salzburg. In Munich, he again encountered Aloysia Weber, with whom he had once been in love, who was now a very successful singer, but she was no longer interested in him. Mozart finally returned to Salzburg and took up his new appointment, but his discontent with Salzburg remained undiminished. Among the better-known works which Mozart wrote on the Paris journey are the A minor piano sonata, K. 310/300d and the “Paris” Symphony (No. 31), which were performed in Paris.

D- \_\_\_\_\_ Mozart fell ill while in Prague for the 6 September 1791 premiere of his opera *La clemenza di Tito*, written in that same year on commission for the Emperor’s coronation festivities. He continued his professional functions for some time and conducted the premiere of *The Magic Flute* on 30 September. His health deteriorated, at which point he became bedridden, suffering from swelling, pain, and vomiting. Mozart was nursed in his final illness by his wife and her youngest sister and was attended by the family doctor, Thomas Franz Closset. He was mentally occupied with the task of finishing his *Requiem*. Mozart died in his home aged thirty-five.



## ★ 2.3 After you read

**Activity (5) Read and find out. Now read the text carefully, then answer the following questions:**

1. *When did Leopold issue a violin textbook?*
2. *Mention another name in the text given to Mozart.*
3. *Why was Mozart dissatisfied?*
4. *How did Mozart's father support him?*
5. *What did you learn about Mozart in this text?*

**Activity (6) Scan the text again. Indicate whether the following statements are True or False and justify your answers:**

1. \_\_\_\_\_ *Mozart lived in a happy family with all his brothers and sisters.*
2. \_\_\_\_\_ *Mozart had many teachers throughout his life.*
3. \_\_\_\_\_ *Mozart was completely haunted by the idea of finishing his Requiem.*
4. \_\_\_\_\_ *Mozart did not earn much money.*

**Activity (7) Find words in the passage that fit the definitions in the box below:**

#	Word	Meaning
1		<i>Relating to the Christian Church or its clergy.</i>
2		<i>A person who is appointed to undertake the duties of a superior in the superior's absence.</i>
3		<i>Cover with drops or spots of something.</i>
4		<i>Dissatisfied.</i>
5		<i>A group of dancers, actors, or other entertainers who tour to different venues.</i>
6		<i>Follow or chase.</i>
7		<i>Reduced, or lessened.</i>
8		<i>An instruction, command, or role given to a person or group.</i>
9		<i>Become progressively worse.</i>
10		<i>Confined to bed by sickness or old age.</i>

**Activity (8) Dictionary game.**

1. *Select a word from the text at random.*
2. *Other students try to guess the meaning before the definition is given.*



## Activity (9) Vocabulary Formation

The following text is about reading habits. Use the words in brackets to form a word that fits into each gap.

Reading is one of the most popular free time \_\_\_\_\_ (ACTIVE). Online libraries are full of pictures of readers \_\_\_\_\_ (LEAVE) exclusive bookshops, with armfuls of books bearing distinctive writers' names. Many of us head off at the weekend to shops downtown. For the \_\_\_\_\_ (MAJOR) of readers, the biggest problems are finding an attractive book or getting information from \_\_\_\_\_ (HELP) librarians. But for some, the love of reading can lead to more serious problems. An estimated one in every five people is \_\_\_\_\_ (ABLE) to keep their reading habits under control. Experts who specialize in people's reading habits view it as an \_\_\_\_\_ (ADDICT). However, they point out two important differences between reading for pleasure and other types of addictive \_\_\_\_\_ (BEHAVE). Firstly, it is not taken (SERIOUS) by society, even though it can happen to anyone from any social background. The second is that, unlike drugs, alcohol or gambling, reading is socially \_\_\_\_\_ (ACCEPT). We are constantly bombarded with advertisements \_\_\_\_\_ (PERSUADE) us to buy magazines or online articles we really don't need.

## Activity (10) Discussion.

In small groups, surf the internet and look for information about *The Magic Flute*, K. 620, an opera composed by Wolfgang Amadeus Mozart. Discuss the information, then write about it in a well-organized paragraph.

## Activity (11) Assignment 1

Click on the link below to watch the video. Then do what is required.

<https://edpuzzle.com/media/5e2dce0c7940a740d0fa1017>

## 2.2.3 Grammar:

### ✓ Grammar:

This part of the unit will use the past continuous, present perfect and present perfect continuous verb tenses.

past continuous	<i>I was playing the music.</i>	<i>The music was being played (by me).</i>
present perfect	<i>I have played the music.</i>	<i>The music has been played (by me).</i>
present perfect continuous	<i>I have been playing the music.</i>	<i>The music has been being played (by me).</i>

**Activity (1)** Each of the sentences below is in the PASSIVE VOICE. Write the correct form of each verb in brackets:

1. The letter \_\_\_\_\_ by me (*was writing*).
2. English \_\_\_\_\_ by him (*was learning*).
3. The bill \_\_\_\_\_ by Kerrie (*has paid*).
4. New plumbing systems \_\_\_\_\_ (*has used*).
5. All the windows \_\_\_\_\_ (*has replace*).
6. I \_\_\_\_\_ at all morning (*has been yelling*).
7. The pamphlets \_\_\_\_\_ since last night (*has been printing*).
8. Too much pollution \_\_\_\_\_ in the river (*has been dumping*).



## Activity (2) Rewrite the sentences in the passive voice.

1. *We were talking about Ali.*  
\_\_\_\_\_
2. *They were not preparing the lesson.*  
\_\_\_\_\_
3. *The old man has paid the bill.*  
\_\_\_\_\_
4. *They have not caught the thieves.*  
\_\_\_\_\_
5. *Has she phoned him?*  
\_\_\_\_\_
6. *John has been doing the work.*  
\_\_\_\_\_
7. *Mr. Robert has been teaching English at the university since June.*  
\_\_\_\_\_
8. *I have been writing the story since last summer.*  
\_\_\_\_\_

### 2.2.4 Language Use

#### ★ Expressing Opinions

*In real life, people express their opinions without using an opening phrase. This is acceptable with close people such as friends and family, but you should avoid doing this in formal or professional situations. It is important to know how to express your opinion in English.*

▶ **Here are common phrases you can use to share your point of view:**

*I think...*

*I believe...*

*I feel...*

*In my opinion...*

*I would say...*

💡 **Example:**

*In my opinion, London is the most beautiful city in the UK.*

▶ **We can use some expressions in formal situations:**

*The following expressions could be used at meetings or a conference, or in a formal paper:*

*From my point of view...*

*From my perspective...*

*In my view...*

*It seems to me that...*

💡 **Example:**

*In my view, diesel cars should be banned.  
They produce a lot of CO<sub>2</sub> and harm the environment.*

💡 **Note:**

*Though phrases like “In my view...”  
are usually more formal than ones like “I think,”  
there is no rule for where or when you can use them.  
It’s often a matter of personal choice.*



## 2.2.5 Writing

### Writing a letter to a newspaper.

You recently read an article in *The Guardian* about Mozart titled 'Mozart Effect' by author Stuart Jeffries. Write a letter to the newspaper outlining your opinion for or against the article.

#### 💡 Tips for writing:

1. Use the right structure.
2. Use formal style. Don't use emotional or informal style.
3. Use suitable words and expressions to indicate contrast, add or oppose opinions.
4. Include examples to illustrate ideas.

### IBL Activity 🎬 Assignment 2 🎬

You are given 3 topics; follow the instructions below to do the assignment.

- A. Mozart's childhood portrait sold for €4m at a Paris auction.
- B. The hidden talents of Wolfgang Amadeus Mozart. The musical abilities of Mozart are well known. His linguistic talents, less so...
- C. Mozart Manuscript Found After 200 Years.
  1. Work in groups of no more than 3. All students should be involved and take on different responsibilities. You are going to prepare a presentation of facts about one of the above mentioned topics that were published in international magazines and news.
  2. You can use Google search. You can surf the web to find information.
  3. You can use any digital tool that fits you.
  4. References must be identified and included, and their inclusion should be explained and justified.
  5. Your language of presentation should be formal and include worked examples of the passive voice; use connectors.
  6. Assessing you: Were you able to answer the prompt / question / topic assigned to you?
  7. Self-assessment: How did I practice some of the skills outlined in the Unit?

### Check and reflect Think about the unit sections and activities.

Complete the self-assessment checklist.

Self-assessment		
Yes	No	
		<i>I was able to speak easily and fluently .</i>
		<i>I used vocabulary from the reading passage in meaningful sentences.</i>
		<i>My partners, classmates, or groups understood me when speaking.</i>
		<i>I used the passive voice correctly.</i>
		<i>I understood a listening text about music.</i>
		<i>I am able to express my opinion.</i>
		<i>I am able to write a letter to the newspaper.</i>
		<i>I can connect ideas across readings.</i>
		<i>I express and think critically about the text, videos, listening, writing, language functions and the assignment in my group.</i>



## LESSON THREE

### PALESTINIAN FOLK DANCE

#### 2.3.1 Listening

##### ★ 1.1 Before you listen

It is the traditional folk dance of Palestine, going back generations. It can be danced by men, women, or both, with different steps and different rhythms. It is a dance of community, often performed at weddings and other joyous occasions. What is it?



##### ★ 1.2 While you listen

**Activity (1) Listening for the main ideas. Listen to the following narration about Palestinian folk dance. While listening, tick the main ideas that appear in the text.**

1. \_\_\_\_\_ When going up on the stage, the narrator feels that he is an integral part of something bigger.
2. \_\_\_\_\_ According to the narrator, working cooperatively will lead to professional performance.
3. \_\_\_\_\_ The narrator thinks that the most difficult part is trying to stay in sync and staying consistent throughout an event, when the communication is right and the synchronization is right.
4. \_\_\_\_\_ The aim of Dabke training is to educate people about where Palestinians come from and how they do things where they come from.

**Activity (2) Listening for details. As you listen, complete the following text:**

Dabke is a popular folk dance performed at Arab (1) \_\_\_\_\_. This is a kind of dancing like tap dancing. Some people call it (2) \_\_\_\_\_. The idea behind it is to use the dance to tell a story. Dancers are usually accompanied by a singer. They play instruments that are traditional to Palestinian music like the Oud - an (3) \_\_\_\_\_ to the modern guitar. In one dance, men and women re-enact a scene from a Palestinian wedding. They hold hands while they stomp the ground and move together as one unit. The women wear colorful long-sleeved dresses and the men wear striped shirts, loose slacks and scarves around their necks, a worker's uniform. The stories of the Palestinian people were collected and archived. It was worried that the culture would be ruined because so many Palestinians fled to refugee camps in (4) \_\_\_\_\_. "[Palestinians] deliver a message. It's not only dancing. We protect our (5) \_\_\_\_\_, our dances, our songs," Al-Nabali says. "We deliver a message to people, to remind them not to [lose] heritage and their country, basically." The group is performing with heavy hearts. The group's founder, Saleh, died from a (6) \_\_\_\_\_ while flying from Istanbul to the U.S. The tour was going to be canceled after an (7) \_\_\_\_\_ in Paris.

**Activity (3) Watch the video about Dabke, and then answer the questions below.**

1. Describe Dabke based on watching the video.
2. "There are multiple possible origins of the Palestinian dabka". Comment on this statement in your own words.
3. What is the more popularly recognized origin of the Dabke dance?
4. What is the message conveyed in Dabke dance?

##### ★ 1.3 After you listen

**Activity (4) After listening to Activity (2):**

**Sit in groups or in pairs and write a well-organized paragraph about Dabke for 15 minutes.**



## 2.3.2 Reading

### ★ 2.1 Before you read

**Activity (1)** Work with a partner and discuss the questions below.

1. Do you usually read about other nations' folk dances?
2. What folk dances are you interested in learning about?
3. Look at the photo.

Guess the name of the culture \_\_\_\_\_.



**Activity (2)** Before you read, watch or listen to the following video. You can read the passage while watching.

### ★ 2.2 While you read

This is a reading text about Palestinian folk dance, a famous Palestinian cultural heritage. It is very famous worldwide. This text enables you to be familiar with some basic information that characterizes Palestinian Dabka.

**Activity (3)** Jigsaw activity: Please, follow the instructions below very carefully.

1. Sit in groups of 4 persons.
2. One student from each group should be the leader.
3. Look at the reading passage.
4. You will be given 10 minutes to read over your reading part at least twice and become familiar with it.
5. Time for "expert groups": one student from each group joins other students assigned to the same reading part and same colours in step 3. You will have 10 minutes to discuss and explain the reading part with your expert members and to rehearse the presentations you will make to your original group.
6. After you finish the 10 minutes, go back into your original jigsaw groups and present your reading part to your group.
7. Finish with the jigsaw: you should work together to produce a presentation using the reading parts from each of the experts.

#### 💡 Roles:

*Student 1 should take paragraph A  
Student 2 should take paragraph B  
Student 3 should take paragraph C  
Student 4 should take paragraph D*



**Activity (4) Read the text quickly. With your partner, try to match the following headings (1-4) to paragraphs (A-D).**

1. \_\_\_\_\_ *The set out of Dabka dance.*
2. \_\_\_\_\_ *You should learn Dabka in Palestine.*
3. \_\_\_\_\_ *Dabka in other Arab countries and history.*
4. \_\_\_\_\_ *Dabka dance has become a symbol of Palestinian music.*

***Dabka Dance in Palestine***



A- \_\_\_\_\_ *Dabke is a Levantine folk dance, which means it originated from a region in the Middle East. Once better roof-making technology was available, the story of their work dance/song was passed on through generations to remind them of the importance of family, community, and tradition.*

B- \_\_\_\_\_ *Learn Dabke Dance in Palestine: Dabke is an Arab folk dance that showcases Palestinian culture and heritage. This traditional dance, which has been performed for thousands of years, continues to be taught, performed, and enjoyed today. Dabke is a central piece of Palestinian culture, so most people in Palestine make sure not to miss this beautiful expression of Palestine.*

*What is Dabke? Dabke is a traditional Palestinian folk dance that melds together aspects of line dancing and circle dancing. The style loosely resembles tap dancing, but it focuses primarily on high jumps and stomps instead of the dancers' heels. In this collective dance, dancers stomp their feet and leap excitedly to music created for this purpose.*

C- \_\_\_\_\_ *Although Dabka is performed across the Levant, it has special significance in Palestine, where celebrating Palestinian culture and customs is particularly important. Variations of Dabka are also performed in Lebanon, Jordan, Iraq, Syria, Palestine, Hatay, and Northern Saudi Arabia. According to tradition, Palestinian dabke dance dates back to the Canaanite and Phoenician periods. Apparently, this dance began as an imitation of communal house building. In these ancient Canaanite communities, houses were made of stone with roofs made of wood, straw, and dirt. In order to construct a new house, the entire village congregated to stomp the dirt, compacting it evenly into a strong roof. This dance, which is steeped in symbolism, tells the story of a striving, but persistent and united community.*

D- \_\_\_\_\_ *Today, the tradition of Dabka dance continues. This dance has been passed down from generation to generation, weaving together history, culture, and creative expression. Dabka dance has become a symbol of Palestinian music, culture, and heritage. This dance is often performed at Arab weddings, festivals, ceremonies, and other special occasions. Dabkeh is a beautiful and highly coordinated dance that requires a great deal of training and skill to master. In the city of Hebron, there are special centers that teach this traditional Palestinian dance. Specialized teachers also teach Dabkeh in villages outside Hebron.*



## ★ 2.3 After you read

**Activity (5) Read and find out. Now read the text carefully, and answer the following questions:**

1. What is central to Dabke dance?
2. How is Dabke a central piece of Palestinian culture?
3. Is Dabke dance performed in different cultures other than Palestinian culture? If yes, state how.
4. Why do you think that Palestine folk dance is important?
5. What did you learn from the text about Palestinian Dabke?

**Activity (6) Scan the text again. Indicate whether the following statements are true or false, and justify your answer:**

1. \_\_\_\_\_ Palestine Dabke is originally Italian.
2. \_\_\_\_\_ Palestinian Dabke is no longer taught.
3. \_\_\_\_\_ To the Palestinians, this style of folk dance is significant.
4. \_\_\_\_\_ This type of dance is always performed in different occasions.

**Activity (7) Find words in the passage that fit the definitions in the box below:**

#	Word	Meaning
1		Property that is or may be inherited; an inheritance.
2		Exhibit; display.
3		Blend; combine.
4		A type of country and western dancing in which dancers line up in a row without partners and follow a choreographed pattern of steps to music.
5		A country dance or folk dance in which dancers form a circle.
6		A tune or song with a fast tempo and a heavy beat.
7		The countries bordering on the eastern Mediterranean Sea - often thought of as extending from Greece to Egypt.
8		Shared by all members of a community; for common use.
9		A native or inhabitant of the area of ancient Palestine west of the River Jordan.
10		The craft or action of forming fabric by interlacing threads.

**Activity (8) Vocabulary game.**  
**Hangman.**



## Activity (9) Vocabulary Formation

The following text is about trains. Use the words in brackets to form a word that fits into each gap.

Trains have given us the freedom to move more easily. We can visit different places everywhere, \_\_\_\_\_ (EVER) we want to go. We don't have to make compromises or take into \_\_\_\_\_ (CONSIDER) where others want to travel. Trains provide us with a \_\_\_\_\_ (SOLVE) that's always available. But they have also changed the world we live in \_\_\_\_\_ (DRAMATIC). If you had to examine the impact of trains on your country, you would probably think of traffic jams and the \_\_\_\_\_ (DIFFICULT) of moving around during rush hour. Or maybe you would think about \_\_\_\_\_ (POLLUTE) and how \_\_\_\_\_ (POISON) fumes destroy everything around us. But you might not think about any of these things at all. People use trains to cope with the \_\_\_\_\_ (INCREASE) amount of traffic. Opposite to trains are cars. Cars invaded \_\_\_\_\_ (FORMER) green spaces: lawns, flowerbeds or trees that used to line the roads. \_\_\_\_\_ (PAVE) and streets become thin strips along the front of buildings, further narrowed by \_\_\_\_\_ (PARK) cars that invade the last remaining inches of pedestrian space. Trains are efficient, \_\_\_\_\_ (CONVIENIENCE) and fast.

**Activity (10)** In groups of four,  
Discuss the importance of wedding Dabke in Palestine culture.

## Activity (11) 🎥 Assignment 1 🎥

Click on the link below to watch the video. Then do what is required.

<https://edpuzzle.com/media/5e32eacd0e5fad40cce0c2b2>

## 2.3.3 Grammar:

### ✔ Grammar:

This part of the unit is going to be about using past perfect, future simple and future perfect.

- ▶ **past perfect**     *I had played the music.*     The music *had been played* (by me).
- ▶ **future simple**     *I will play the music.*     The music *will be played* (by me).
- ▶ **future perfect**     *I will have played the music.*     The music *will have been played* (by me).

**Activity (1)** Each of the sentences below is in the PASSIVE VOICE. Write the correct form of each verb in brackets:

1. The city \_\_\_\_\_ by the brave men (**had defended**).
2. The window \_\_\_\_\_ by the little girl (**had broken**).
3. \_\_\_\_\_ the problem \_\_\_\_\_ by Sam? (**had solved**).
4. The horses \_\_\_\_\_ to the stable (**will take**).
5. \_\_\_\_\_ I \_\_\_\_\_ a job by the boss? (**will give**).
6. This report \_\_\_\_\_ by the 1st of November (**will have written**).



## Activity (2) Rewrite the sentences into passive voice.

1. *I had worn a green shirt.*  
\_\_\_\_\_
2. *We had lost our friends.*  
\_\_\_\_\_
3. *I had not broken the tap.*  
\_\_\_\_\_
4. *Had he changed his address?*  
\_\_\_\_\_
5. *Ahamad will buy a new car.*  
\_\_\_\_\_
6. *Millions of people will visit Palestine this year.*  
\_\_\_\_\_
7. *Will the school employ a new teacher?*  
\_\_\_\_\_
8. *Sahar will have finished her homework.*  
\_\_\_\_\_
9. *Lila will have invited you on her birthday.*  
\_\_\_\_\_
10. *They will have decorated the house for Eid.*  
\_\_\_\_\_

## 2.3.4 Language Use

### Asking for opinions

▶ *When we want to express our opinion, it is also important to ask other people for theirs. You can use different phrases or expressions to show / express your desire to hear from others:*

*What do you think of...?*

*What are your thoughts on...?*

*How do you feel about...?*

*What's your opinion on...?*

▶ *You can use these questions in many situations. For example:*

*What's your opinion on Trump's impeachment?*

*How do you feel about the new learning systems?*

*What are your thoughts on today's workshop?*

## 2.3.5 Writing

### Write an email to invite a friend.

▶ *People usually organize special occasions such as weddings, graduation parties, etc. Write an email to your friend who lives in a different country inviting him / her to attend your wedding party. Your email should be no less than 150 words. In your email, you may:*

1. *Describe the event to him / her.*

2. *Explain other plans or events he / she may enjoy when he / she arrives.*

▶ *You should pay attention to the instructions and the question, as they lead you to the text type, the number of words and what to write about.*

▶ *Try to cover all the points in the question.*

▶ *Be social at the beginning of your writing, including some social chat.*

▶ *Be specific in your style. For example, this is a letter to a friend, so be informal.*



## IBL Activity 🎧 Assignment 2 🎧

You are given 3 topics; follow the instructions below to do the assignment.

- A. *The History of the Palestinian Dabka and National Roof Over Your Head Day.*
- B. *Dabke dance: the symbol of love, life and struggle.*
- C. *The Dabke is an Arabic folk dance.*
  - 1. *Work in groups of no more than 3. All students should be involved and take on different responsibilities. You are going to prepare a presentation of facts about one of the above mentioned topics which were published in international magazines and news.*
  - 2. *You can use Google search. You can surf the web to find information.*
  - 3. *You can use any digital tool that fits you.*
  - 4. *References must be identified and included, and their inclusion should be explained and justified.*
  - 5. *Your language of presentation should be formal and include worked examples of the passive voice; use connectors.*
  - 6. *Assessing you: Were you able to answer the prompt / question / topic assigned to you?*
  - 7. *Self-assessment: How did I practice some of the skills outlined in the Unit?*

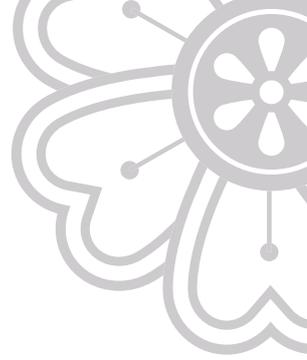
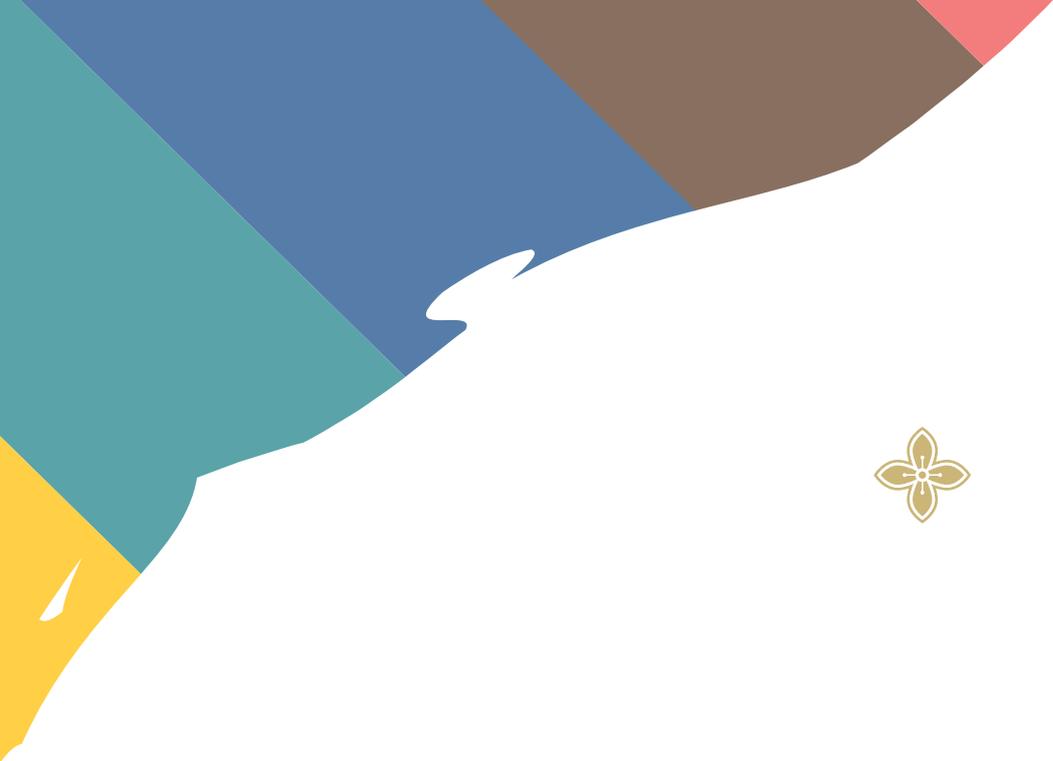
**Check and reflect**  **Think about the unit sections and activities.**

*Complete the self-assessment checklist.*

<i>Self assessment</i>		
<i>Yes</i>	<i>No</i>	
		<i>I was able to speak easily and fluently about Palestinian folk dance.</i>
		<i>I used vocabulary from the reading passages.</i>
		<i>My partners, classmates, class or groups easily understood me.</i>
		<i>I used the passive voice correctly.</i>
		<i>I understood a listening text about Palestinian Dabke.</i>
		<i>I learned about Palestinian culture.</i>
		<i>I am able to write a letter of invitation.</i>

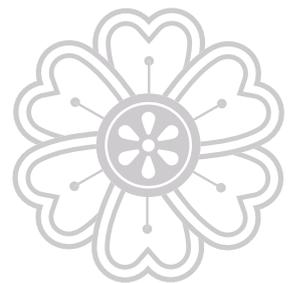






# UNIT THREE

# TRADITIONS





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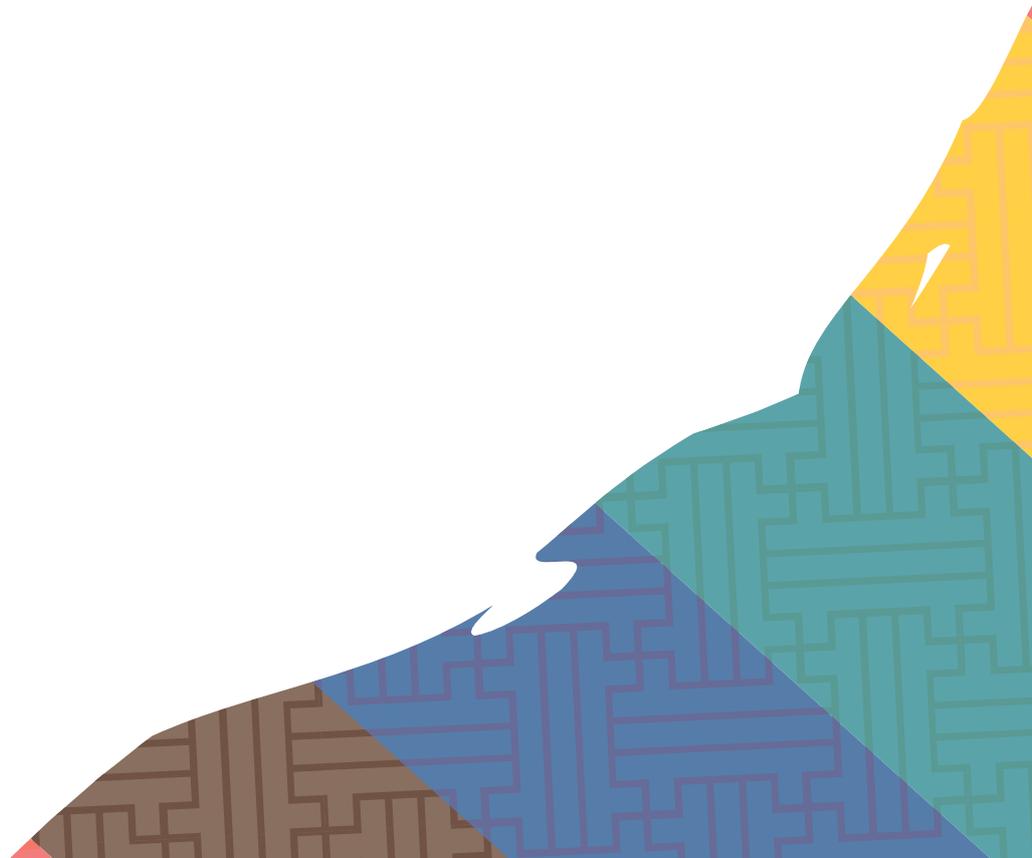
## ***Unit Three: Traditions***

*3.1 Cultures & Traditions*

*3.2 Traditional Weddings*

*3.3 Palestinian Social Customs and Traditions*

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# UNIT THREE TRADITIONS

## Preview

*This unit consists of the following parts: listening, reading, grammar, language use and writing. In the beginning, students will listen to materials connected with traditions all over the world, marriage traditions, and Palestinian wedding traditions.*

## Unit Objectives

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

- 1. apply the skills and strategies of a successful reader about international traditions,*
- 2. apply the skills and strategies of a good listener and speaker,*
- 3. use quantifiers (few/ a few, little/ a little),*
- 4. express denying and refusing Politely, expressing disappointment,*
- 5. write a comparative essay on the traditions.*

## Intended Learning Outcomes

**By the end of this unit, learners will be able to:**

- understand a short listening text about an introduction at a wedding and the Palestinian wedding ceremonies,*
- understand a reading text about traditions around the world, traditional marriage ceremonies all over the world, and some Palestinian wedding ceremonies,*
- use key terms in an informative context,*
- use quantifiers (few / a few, little / a little),*
- express denying and refusing politely, expressing disappointment,*
- write a comparative essay about traditions around the world and a Palestinian one, and write a comparative paragraph on wedding ceremonies in the past and the present in Palestine.*





# LESSON ONE

## CULTURES & TRADITIONS

### 3.1.1 Listening

#### ★ 1.1 Before you listen

*How old are you? Is your age legal for getting married?  
How long does the wedding party last in your area?*

#### ★ 1.2 While you listen

*Listen to the following conversation, and answer the questions below.*

**Activity (1)** Listen to the following conversation at a wedding. Tick the CORRECT sentences.

1. \_\_\_\_\_ Sara and David are relatives.
2. \_\_\_\_\_ Sara and David enjoyed the ceremonies.
3. \_\_\_\_\_ David is a businessperson.
4. \_\_\_\_\_ David is an online teacher
5. \_\_\_\_\_ Sara and David met at a New Year's party.

**Activity (2)** Listen again, then circle the suitable options in the following sentences:

1. Sara knows the bride from work/study.
2. David knows the bride/groom since basic/high school.
3. David teaches English/French.
4. Sara and David are acquaintances/strangers.
5. Sara and David agree/disagree that the wedding is beautiful.

#### ★ 1.3 After you listen

**Activity (3)** After completing the above activities, form groups and discuss five main preparations for marriage ceremonies where you live.

### 3.1.2 Reading

#### ★ 2.1. Before you read

**Activity (1)** Discuss these questions with your classmates.

- *Have you been to another country?*
- *Have you ever looked strange in a foreign country due to your clothes or behavior?*
- *Mention some cultural incidents that you faced there.*

**Activity (2)** Read the text quickly. Work with your partner and try to match the following themes (1-4) with the paragraphs (A-D).

1. *Colors play a cultural role in presenting gifts.*
2. *Body gesture is a type of greeting.*
3. *The way of drinking is a cultural behavior.*
4. *Accepting the food served at your host's house to avoid misunderstanding.*



## ★ 2.2. While you read

### *Unique Cultural Traditions around the World*



*In order not to be considered disrespectful or rude when you're visiting another country, learn some of the unique cultural traditions and customs around the world.*

A. \_\_\_\_\_ *Choose the flowers you give to a Russian*

*If you have Russian business associates or friends, be careful of the flowers you give them. Avoid flowers with yellow colors, as they represent a break-up of a relationship or deceit. Red carnations are taboo as well, because these are flowers presented to veterans who survived the war and on the graves of those who have left this earth.*

B. \_\_\_\_\_ *Don't ask for salt when dining in Egypt*

*In many cultures, like the United States, it is all right to ask for salt to add to your food. But if you are dining with friends and colleagues in Egypt, keep in mind to avoid asking for salt. It is taken as an insult to the host, as Egyptians take it to mean that you are repulsed by the taste of the meal served to you.*

C. \_\_\_\_\_ *Greeting people in Japan and Germany*

*When you're in Germany and invited to a gathering, it is a tradition to shake hands with everyone in the room. Greeting and thanking someone in Japan involves bowing. The depth of the bow depends on the social status or age of the person you are greeting. Kissing a person on the cheek is a customary greeting in Argentina. It is customary for friends in Brazil to exchange around three cheek kisses. In France, the cultural tradition of giving a kiss on the cheek depends on the region. In Brest, it is acceptable to kiss a person on one cheek. In Toulouse, you can kiss both cheeks. In Nantes, however, it's all right to give four kisses on the cheeks.*

D. \_\_\_\_\_ *Say cheers but don't clink glasses in Hungary*

*It's almost customary when sharing a drink, especially when there is a celebration, to say cheers and clink your glasses. But the traditional practice is not done in Hungary. You see, Hungarian forces were severely and savagely defeated during their war with Austria in 1849, and they witnessed Austrian generals celebrating the occasion by drinking beer and clinking their glasses. Hungarians swore not to clink their glasses when having a drink for 150 years. The vow ended in 1999, but a majority of Hungarians continue the cultural tradition.*



## ★ 2.3. After you read

**Activity (3)** Read the text above carefully, and find answers to each of the following questions:

1. Why is presenting red flowers a taboo in Russia?
2. How is Egypt different from the United States?
3. How is kissing on the cheeks different according to the geographical area?
4. How long did the Hungarians avoid clinking glasses when they wanted to drink?

**Activity (4)** Decide whether the following statements are True or False and justify your answer:

1. Yellow flowers represent strong relationships. T/ F
2. Shaking hands is a tradition in Germany and equals bowing in Japan. T/ F
3. Clinking glasses and saying cheers in Hungary was revived in 1999. T/ F
4. Asking for salt is highly appreciated in Egypt. T/ F

**Activity (5)** Read the text carefully, and cross out the WRONG option in the following sentences:

1. The color of flowers plays a **traditional/emotional** role.
2. It is **acceptable/unacceptable** to ask for salt if you are dining in the United States.
3. After 1999, the **majority/minority** of Hungarians continue the cultural tradition.
4. In France, all the regions are **similar/different** in giving kisses on the cheeks.

**Activity (6)** Find words in the passage that mean the same as the words in the box below:

#	Word	Meaning
1		prohibition
2		aggressively
3		oath
4		it's OK
5		the activity of eating a meal
6		reject
7		gathering
8		fraud
9		died
10		Distinctive

**Activity (7)** Vocabulary Formation

Fill the spaces in the sentences using the base word in brackets.

The required word may be a *noun, adverb, adjective or verb*.

1. Giving a person a kiss on the cheek is a \_\_\_\_\_ greeting in Argentina. (**Custom**)
2. In order to enjoy travelling, you should learn some \_\_\_\_\_ traditions around the world. (**Culture**)
3. It is \_\_\_\_\_ in some Arab countries to give a kiss on the cheeks of people of the same sex. (**Accept**)
4. If you were not so \_\_\_\_\_ your manager would not nominate you for promotion. (**Practice**)
5. When there is a \_\_\_\_\_ on the independence day, the people raise the national flags. (**Celebrate**)



**Activity (8)** Fill the following table with the suitable form of the words from the text:

The country	The adjective
<i>Russia</i>	
	<i>Hungarian</i>
	<i>German</i>
<i>Egypt</i>	
	<i>French</i>
<i>Brazil</i>	
<i>Austria</i>	
<i>Palestine</i>	

**Activity (9)**  **Assignment** 

Click on the link below to watch the video. Then follow the instructions.

[https://www.youtube.com/results?search\\_query=cultural+differences](https://www.youtube.com/results?search_query=cultural+differences)

**Project-based learning:**

*working in groups, each group surfs the net on traditional marriage ceremonies in different countries in one continent. Investigate the age allowed to marry, the dowry, the duration of the ceremonies, and the cultural traditions done in marriage ceremonies. Then, exchange your knowledge with other groups. Therefore, the whole class is expected to recognize different traditions all over the world.*

### 3.1.3 Grammar:

 **Grammar: quantifiers (few / a few vs. little / a little).**

Study the following examples, then tick the correct choice.

- *We are having a small wedding. Just a few friends. (I am happy with this number.)*
- *Would you like any more cola? No thanks, I still have a little.*
- *I am starving! The reception dinner was awful! There were few things that I could eat.*
- *I did not enjoy the engagement party. There was little opportunity to talk because the music was too loud.*

***A few and a little talk about a small number of something. However, the number:***

*is enough*

*is not enough*

***A few / few are used with:***

*singular nouns*

*plural nouns*

***A little / little is used with:***

*uncountable nouns*

*countable nouns*



## Activity (1) Complete the following sentences with little / few, a little / a few

1. Our art teacher is disappointed: very \_\_\_\_\_ parents came to see our exhibition.
2. I have \_\_\_\_\_ money, at least enough to buy you a popcorn.
3. You have worked too \_\_\_\_\_ and have completed very \_\_\_\_\_ exercises;  
I would like you to do some more.
4. Although I am a new student, I have \_\_\_\_\_ friends whom I can rely on.
5. Hurry up! We have very \_\_\_\_\_ time left.
6. Rania knows \_\_\_\_\_ Spanish; it is not enough to get around Spain.
7. I managed to get \_\_\_\_\_ information on coronavirus; now I know a bit more.
8. Sami is always on his own; he has very \_\_\_\_\_ friends.
9. I usually have \_\_\_\_\_ Omega 3 after my lunch; the doctor told me it is good for my health!
10. I do not like Mrs. Azzam, our new math teacher; she has very \_\_\_\_\_ patience.
11. They have watched that film \_\_\_\_\_ times; they said it is good.
12. Are you sure you can drive?  
Yes, I have had \_\_\_\_\_ drinks, but do not worry, I am not drunk!

## Activity (2) Assignment

Watch the following video, and then finish the activity on Moodle.

<http://www.youtube.com/watch?v=tYsZ1cZzwwg>

### 3.1.4 Language Use:

#### Denying and refusing in a polite way

*"Most men would rather deny a hard truth than face it."*

- George R.R. Martin, *A Game of Thrones*

- ▶ Do you agree with the quote?
- ▶ Can you give an example of a situation that reflects the meaning of the quote?

**i** 1<sup>st</sup> meaning: **TO DENY = to say that something is not true**  
+ **THAT**  
+ **ING SOMETHING**

**For example:** Neil **denies that** he broke the window, but I'm sure he did.

Neil **denies breaking** the window

**i** 2<sup>nd</sup> meaning: **TO DENY = to not allow someone to have or do something, to refuse**  
**For example:** Her request for time off work was **denied**.



#### TIPS FOR POLITE AND DIPLOMATIC LANGUAGE WHEN SAYING "NO".

1. Make a statement of regret  
(I'm sorry! I'd really like to, but... / I appreciate the offer, but... / etc.)
2. Explain why the answer is "No"  
(I'm really busy right now / We aren't available that weekend / etc.)
3. Offer an alternative, if possible.  
(I might be able to do it next week / John might be able to help you with that / etc.)



**Activity (1)** Practice the expressions for polite denying and refusing by using the phrases from the videos and exercises above, in the following situations.

- ▶ *Your friend has invited you to a birthday party. You have to stay with your sister/brother at the hospital. Refuse the invitation politely and say the reason.*
- ▶ *Your boss has asked you to interview the last 10 applicants instead of him. You have an important presentation for the executive manager, so you cannot do that.*
- ▶ *Your brother has asked you to help him with his math exam. You are going on a business trip.*
- ▶ *Your colleague has asked you to go shopping after work. You already have an appointment with the dentist.*
- ▶ *Your colleague has asked you to help him with his project. You are too busy with your own work.*

**Activity (2)** Watch the video and learn the polite phrases for denying and refusing:

<https://youtu.be/tmoQxR-t0CQ>

1. Describe the situation that Niharika talks about in the case of denying a request.
2. Describe the situation that Niharika talks about in the case of declining an invitation.
3. What phrases can you use to deny an offer?
4. Give examples of phrases with the words: *but, and, however*.
5. Why is it useful to add a reason for your denial?

### 3.1.5 Writing:

Choose one cultural tradition mentioned in the text above and write a comparative paragraph(s) to compare it with a similar tradition in Palestine. Try to use the words from the exercises above.

**Check and reflect**  **Think about the unit sections and activities.**

Complete the self-assessment checklist

Self-assessment		
Yes	No	
		<i>I can read texts on traditions from all over the world.</i>
		<i>I differentiate between little/ a little, few/ a few</i>
		<i>I could express denying and refusing in a polite way.</i>
		<i>I can use new words to talk about traditions</i>
		<i>I can write a paragraph on a tradition.</i>



## LESSON TWO

### TRADITIONAL WEDDINGS

#### 3.2.1 Listening

**Activity (1)** Listen to the following short report and decide whether the following sentences are *True* or *False*:

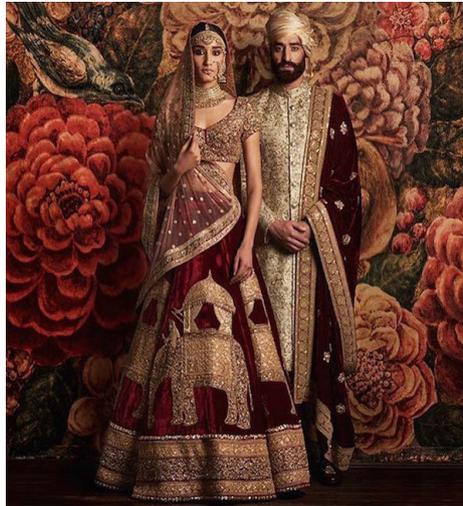
- |  |   |   |
|--|---|---|
| 1. The wedding ceremony starts with a henna party.       | T | F |
| 2. The bride has dinner and celebrates with her family.  | T | F |
| 3. The bride and the groom go to palaces to take photos. | T | F |

#### 3.2.1 Reading

##### ★ 2.1. Before you read

**Activity (1)** Discuss these questions with your classmates.

1. What are the following photos about?



2. Which countries do they belong to?  
3. Are they the same? What are the differences?



## ★ 2.2. While you read

**Activity (2)** Quickly read the text about traditional weddings. With your partner, try to match the following themes (1-4) with the paragraphs (A-D).

1. Rescuing the kidnapped bride by her groom deserves completing marriage.
2. Marriage is a lasting bond.
3. The bride's sisters play a main role in deceiving the groom.
4. The bride changes dresses several times.

### *Interesting Traditional Marriage Customs around the World*



A. \_\_\_\_\_ Marriage is a recognized union between two people; a male and a female, called spouses, which establishes rights and obligations between them. It is also known as matrimony or wedlock. This union can be recognized through social norms and laws or a ritual, and it also accepts the indisputable rights that any children born or adopted within that union have. People around the world have been performing marriage ceremonies for a long time, with each culture adding something special and unique.

B. \_\_\_\_\_ The wedding starts with pre-wedding ceremonies, such as the engagement ceremony, where the bride and the groom exchange rings.

Then there is the Mehendi Ceremony held at the bride's house, where her palms, wrists and feet are decorated for the wedding.

On the wedding day, the husband and wife put flower garlands around each other's necks, which symbolizes the bride's acceptance of her husband.

The traditional wedding is followed by many other traditions, such as, for example, stealing the groom's shoes. The bride's sisters play a trick by stealing the shoes once the groom has entered the wedding tent, so the groom must bribe them in order to get his shoes back.

C. \_\_\_\_\_ In Japan, wedding ceremonies are traditionally held in Shinto shrines. Painted white from head to toe, the bride also wears a white kimono (Japanese clothing).

During the ceremony, the bride puts on a white hood to hide her "horns of jealousy" that she feels towards her mother-in-law. She declares herself a maiden, and promises to become a gentle and obedient wife.

Throughout the celebration, Japanese brides change their costumes several times, so they also wear a red kimono, and a more modern dress.

As a symbol of the newly established union, the happy couple drinks sake, a Japanese alcoholic drink made from rice. In this tradition, known as san-san-kudo, the bride and groom each take three sips from three different sake cups. Their parents do the same, which bonds their families together.

D. \_\_\_\_\_ According to Welsh wedding tradition, a man should carve a wooden spoon and give it to the woman he loves. If she wears it, that means they are engaged.

Another wedding custom in Wales suggests that brides should be kidnapped by their families shortly before their wedding day, so if the groom comes and rescues her, that means they will be married.

Welsh brides also put myrtles (a flower) in their bouquet, because it symbolizes love. The bridesmaids receive a cutting of the myrtle and, if they plant it and see it bloom, they will also marry soon.



## ★ 2.3. After you read

**Activity (3)** Read and find out. Now read the text carefully, and find answers to each of the following questions:

1. **What** will happen to the Welsh bridesmaid if her myrtle cutting blooms?
2. **Where** is the Mehendi ceremony in India held?
3. **How** is the bride's jealousy hidden in Japan?

**Activity (4)** Circle the correct answer to each question.

1. The word "bribe" means \_\_\_\_\_.  
 A. giving someone money to try to make them do something  
 B. performing a traditional ritual  
 C. being made to do something
2. In India, the bride's sisters \_\_\_\_\_ a trick on the groom.  
 A. act                      B. make                      C. play
3. Drinking sake is a symbol of the \_\_\_\_\_ established union.  
 A. freshly                  B. recently                  C. newly
4. Welsh men \_\_\_\_\_ a wooden spoon for their engagement.  
 A. carve                      B. cut                              C. sculpt

**Activity (5)** Scan the text again. Indicate whether the following statements are True or False and justify your answer:

1. "During a traditional Japanese wedding, the bride wears both a white and a red kimono."  
 A. True                              B. False
2. "Welsh brides also put myrtles (a flower) in their bouquet, because it symbolizes love."  
 A. True                              B. False
3. Based on the information in this lesson, which statement is false?  
 A. In Wales, the bride is kidnapped by her own family before the wedding.  
 B. In Wales, the bride is kidnapped by the groom's family before the wedding.

**Activity (6)** Find words in the passage that mean the same as the words in the box below:

#	Word	Meaning
1		abduct
2		stands for
3		tie
4		cheat
5		Incontrovertible

**Activity (7)** Complete the following sentences with the suitable words from the above table:

1. On Halloween, children wander and play a game called " \_\_\_\_\_ or Treat"
2. A fifteen-year old was \_\_\_\_\_ as a revenge for a murder happened two years ago.
3. The \_\_\_\_\_ between husband and wife is a sacred in all religions.
4. The flag of any country \_\_\_\_\_ the identity of that country.
5. Freedom of individuals is an \_\_\_\_\_ issue.



## Activity (8) Vocabulary Formation

The following text is about wedding traditions. Use the words in brackets to form a word that fits into each gap.

Most Muslim couples do not recite vows, but rather heed the words of the imam, who speaks about the meaning of \_\_\_\_\_ (**marry**) and the couple's responsibilities to each other and to Allah during the nikah, or marriage contract.

Bride: "I, \_\_\_\_\_, offer you myself in marriage in accordance with the \_\_\_\_\_ (**instruct**) of the Holy Quran and the Holy Prophet, peace and blessing be upon him. I pledge, in \_\_\_\_\_ (**honest**) and with \_\_\_\_\_ (**sincere**), to be for you an obedient and faithful wife." Groom: "I pledge, in \_\_\_\_\_ (**honest**) and \_\_\_\_\_ (**sincere**), to be for you a \_\_\_\_\_ (**faith**) and \_\_\_\_\_ (**help**) husband."

**Activity (9) Jigsaw: In groups, students search for four things in the countries mentioned in the passage above.**

- ▶ **Student 1** from each group looks for the dowry, the customs, and what the couple and their relatives wear.
- ▶ **Student 2** from each group looks for the food and the drinks presented during the wedding ceremony, as well as the gifts presented to the new couple.
- ▶ **Student 3** from each group looks for the arrangements before and after the wedding ceremony.
- ▶ **Student 4** from each group looks for the procedures and steps following the engagement, and the length of the engagement period.
- ▶ Finally, the student shares his / her new knowledge with the rest of the students in the group and discusses it.

## 3.2.3 Grammar:

### ✔ Grammar: Many vs Much

Study the following examples carefully.

- Is there much rice left?
- We do not have much rice left.
- Has he got many books?
- He does not have many books.

- |                           |  |  |
|---------------------------|--|--|
| ▶ We use <b>much</b> with | <input type="checkbox"/> countable nouns | <input type="checkbox"/> uncountable nouns |
| ▶ We use <b>many</b> with | <input type="checkbox"/> countable nouns | <input type="checkbox"/> uncountable nouns |

- Take as much milk as you want.
- I've got so many jobs to do today.
- We enjoy the party very much.
- We've got too much milk.

#### 💡 Note:

We often use much and many in affirmative sentences after too, as, so and very.

There are some letters for you.

- I've got some money.
- You can come and see me any day.
- Could I have some sugar, please?
- I don't need any help from you.

- |                                 |  |  |
|---------------------------------|--|--|
| ▶ <b>Some</b> is used before    | <input type="checkbox"/> singular nouns    | <input type="checkbox"/> plural nouns    |
|                                 | <input type="checkbox"/> uncountable nouns | <input type="checkbox"/> countable nouns |
|                                 | <input type="checkbox"/> positive          | <input type="checkbox"/> negative        |
| ▶ and <b>any</b> is used before | <input type="checkbox"/> singular nouns    | <input type="checkbox"/> plural nouns    |
|                                 | <input type="checkbox"/> uncountable nouns | <input type="checkbox"/> countable nouns |
|                                 | <input type="checkbox"/> positive          | <input type="checkbox"/> negative        |



## Activity (1) Fill in the blanks with (some / any / much / many) :

1. We have \_\_\_\_\_ problems with issuing the visa.
2. My parents plan to save \_\_\_\_\_ money for the new car.
3. Jehad doesn't work \_\_\_\_\_ hours every day.
4. Sonia hasn't got \_\_\_\_\_ sisters, but she's got a good Mum.
5. I think there is too \_\_\_\_\_ salt in the soup.
6. Laila doesn't eat \_\_\_\_\_ spices for dinner.
7. Some students hate doing \_\_\_\_\_ exercises.
8. Citizens watched \_\_\_\_\_ interesting news on the TV.
9. Nasser and Diana got married \_\_\_\_\_ weeks ago.
10. The applicant didn't bring \_\_\_\_\_ documents or photos.

## 3.2.4 Language Use:

### Expressing Disappointment and Frustration with Yourself

#### ▶ **I wish I + Past Simple = Present Disappointments**

The use of "I wish" with the past simple to express something you are disappointed with at the present time.

This is similar to the use of the unreal conditional to express something imaginary.

- I wish I had a better job.
- I wish I had more time for my family.
- I wish I spoke Italian.

#### ▶ **I wish I + Past Perfect = Regrets about the Past**

The use of "I wish" with the past perfect is used to express regret over something that happened in the past.

This is similar to the use of the unreal past conditional to express a different result in the past.

- I wish I had been hired for that job.
- I wish I had worked harder in school.
- I wish I had saved more money when I was young.

#### ▶ **If only I + Past Simple = Present Disappointments**

This form is used to express things we aren't happy about at the present. It is similar to the form above.

- If only I played soccer well.
- If only I understood math.
- If only I had a faster car.

#### ▶ **If only I + Past Perfect = Regrets about the Past**

This form is used to express things you regret about past experiences. It is similar to "wish + past perfect."

- If only I had moved to this city earlier.
- If only I had asked her to marry me.
- If only I had known about that last year!

#### ▶ **These forms can also be used to express disappointment with others:**

- I wish she had paid better attention in class.
- I wish they asked me more questions. I'm sure I could be of more help.
- If only they worked with us! We would give them a better deal than Smith and Co.
- If only Peter had hired Tom. He was much better qualified for the job.



**Activity (1)** Read the following situations, and then use one of the expressions above to express your disappointment.

1. You drove from Jenin to Hebron. You didn't fill the car's tank with enough gas. Therefore, it stopped working in the middle of the trip and you missed a lot.
2. There was an exam. The questions were easy, but you failed them. You discovered you had not studied hard enough.
3. Your friend always has a daydream in class. She/he failed all the subjects.
4. Majed is a highly qualified person, but our boss didn't appoint him.
5. Prices have increased recently in the city. He should have moved to the city earlier.

**Task** Personalized-based approach:

Think about five situations you have experienced and express your disappointment for that. Share the answer with the other students seek for their advice.

### 3.2.5 Writing:

Choose one of the traditions mentioned in the reading passage above. Do you like or dislike it? If it belongs to the Palestinian culture, will you change it? Why? If not, why not? Think about its social impact on individuals.

**Check and reflect**  Think about the unit sections and activities.

Complete the self-assessment checklist

Self-assessment		
Yes	No	
		<i>I am able to speak easily and fluently about the traditional weddings.</i>
		<i>I use vocabulary from the reading passage in meaningful sentences.</i>
		<i>I differentiate between some, any, many and much.</i>
		<i>I can express frustration and disappointment.</i>
		<i>I can write critical essay on a tradition or a custom.</i>



## LESSON THREE

### PALESTINIAN SOCIAL CUSTOMS AND TRADITIONS

#### 3.3.1 Listening

##### ★ 1.1 Before you listen

Look at the photos, discuss what the photos are about, and then arrange them in order of what happens first.



##### ★ 1.2 While you listen

**Activity (1)** Listen to the following report on traditional Palestinian weddings. Decide whether the following sentences are *TRUE* or *FALSE*.

1. The traditional Palestinian wedding helps the elder generation keep their heritage alive.
2. The wedding party occurs in a Palestinian camp in Lebanon.
3. Shafiq, the groom's mother, dislikes the traditional wedding because it is expensive.
4. Wedding traditions last seven hours before the wedding.
5. Food and music are also traditional in the Palestinian wedding.
6. All the young Palestinian couples opt for a modern wedding.



## Activity (2) Listen again, and as you listen, complete the following text:

Celebrating a wedding with the \_\_\_\_\_ a traditional dance performed throughout the region. This Palestinian version dates back \_\_\_\_\_ years. It's one of several customs being practiced at a Palestinian wedding in \_\_\_\_\_ in Lebanon. The entire \_\_\_\_\_ and \_\_\_\_\_ are also traditionally \_\_\_\_\_ while many young Palestinian couples opt for \_\_\_\_\_ weddings. Having a traditional wedding honors their \_\_\_\_\_ and keeps the Palestinian \_\_\_\_\_ alive.

### ★ 1.3 After you listen

**Activity (3)** Now, in groups based on the above lesson, discuss the marriage ceremonies and compare them with the other groups from other areas.

## 3.3.2 Reading

### ★ 2.1. Before you read

**Activity (1)** Discuss these questions with your classmates.

- ▶ Do all the Palestinian areas have the same marriage ceremonies?
- ▶ Have the Palestinians had the same marriage customs from the past until now?
- ▶ If not, what are the reasons for the change?

### ★ 2.2. While you read

**Activity (2)** Read the text quickly. With your partner, try to match the following themes (1-4) with the paragraphs (A-D).

1. The nature of Palestinian society.
2. Marriage arrangements and procedures in rural areas.
3. The factors affecting social life.
4. Wedding ceremonies in urban areas.

### *Palestinian Social Customs and Traditions*



A. \_\_\_\_\_ Palestine was originally an agricultural society where life centered on the village and farming, and it is similar to other Arab countries in its social customs and traditions. However, there were a few small-industrialized cities, like Jerusalem, Nablus, Hebron and Gaza, that specialized in producing shoes, soap, and glass.

B. \_\_\_\_\_ Modernization and increased education levels caused social customs to change. Cities and the working class grew, somewhat weakening the traditional strength of clans, or extended families that lived and worked the village land together. The eventual dispossession and displacement of the Palestinian people had an enormous effect on Palestinian social customs and traditions as well. The loss of land, the creation of refugee camps, the search for wage labor in the Gulf States, in Europe and America, all posed serious challenges to the maintenance of traditional values and customs, especially marriage arrangements and ceremonies.



C. \_\_\_\_\_ In rural areas, marriages are arranged by the fathers of the bride and groom. The women of the family play a key role in introducing the couple, and daughters are often asked if they accept a potential groom before the arrangements are made. This is true for both Muslim and Christian Palestinians. Courtship differs somewhat in larger towns and cities, where young men and women are more likely to be introduced by family, but then spend time getting to know one another, usually with a family chaperone, before deciding whether to marry. Though a minority, some middle and upper-class Palestinians enjoy the type of courtship most common in the West, meeting and choosing a spouse on their own, based on love. It has also become common for Palestinians living in exile to marry people from other nations and cultures.

D. \_\_\_\_\_ Palestinian wedding ceremonies are elaborate affairs and typically last three days. The entire village may attend weddings in villages. The bride is carried in a parade to the groom's home, where the celebration takes place with food, sweets, music and dancing. The family may slaughter one or more lambs to feed the guests, and members of the extended family often pitch in to prepare other dishes. Weddings in urban areas may be smaller, but are no less elaborate. It is common for a newly married couple to move in with the groom's parents. Because of the economic devastation of Palestine, most young couples cannot afford to live on their own. This also allows Palestinian women to work outside of the home without having to be solely responsible for childcare and household chores.

### ★ 2.3. After you read

**Activity (3)** Read and find out. Now read the text carefully, and find answers to each of the following questions:

- 1- How do women play a key role in the Palestinian wedding?
- 2- List the reasons that have affected Palestinian traditions.

**Activity (4)** Decide whether the following statements are *True* or *False* and justify your answer:

- 1- The Palestinian society is partially similar to other Arab customs.
- 2- The majority of middle and upper-class Palestinians enjoy a type of courtship based on love.
- 3- The Palestinians living in the diaspora are open-minded and marry from other nations and cultures.
- 4- The wedding in urban areas is smaller than in rural areas but with the same elaborations.

**Activity (5)** Find words in the passage that mean the same as the words in the box below:

#	Word	Meaning
1		long or longer than usual
2		a series of people or things that appear one after the other
3		a large family, or a group of people who share the same interest
4		huge
5		the work needed to keep a road, building, machine, etc., in good condition
6		usual



### Activity (6) Complete the following sentences with one of the above words.

1. It is the responsibility of every Palestinian to preserve traditions' \_\_\_\_\_
2. Living in exile has an \_\_\_\_\_ effect on Palestinian culture.
3. The president is welcome in the military \_\_\_\_\_ from the airport to the presidential palace.
4. The Palestinian society is based on \_\_\_\_\_ structure.
5. There is a \_\_\_\_\_ demand for oil due to technological development.

### Activity (7) Vocabulary Formation. Fill the spaces in the sentences using the base word in brackets. The required word may be a noun, adverb, adjective or verb.

1. Man is created to live in a \_\_\_\_\_ (**social**).
2. Many families in northern Palestine depend on \_\_\_\_\_ (**agricultural**).
3. Education and work are considered points of \_\_\_\_\_ (**strong**).
4. With \_\_\_\_\_ and increased education levels, social customs began to change as well (**modern**).
5. Exchange experience, working hard and patience are the main requirements of \_\_\_\_\_ growth (**profession**).

### Activity (8) Assignment

Click on the link below to watch the video. Follow the instructions.

## 3.3.3 Grammar:

### ✓ Grammar: No one, nobody, nothing, nowhere

📌 This part of the unit focuses on using the terms **No one, nobody, nothing, nowhere**, which are used to refer to an absence of people, things or places.

*First, consider the following examples, and then use your observations to select the correct answers below.*

- Nobody ever visits the old woman. She is very lonely.
- One normally has to wait for a long time. Nothing happens in a hurry here.
- There was nowhere we could have gone last Sunday.

▶ No one, nobody, nothing, and nowhere are  definite  indefinite pronouns.

▶ No one, nobody, nothing, and nowhere are used with a  singular  plural verb.

-No one remembers the names of the places they have visited.

▶ The pronoun 'they' is often used to refer back to (singular) no one or nobody when it is not known whether the person is male or female.

#### No one or nobody?

- We knew nobody at the ballroom competition.
- No one moved, no one said anything.
- ▶ 'No one' and 'nobody' have the same meaning: "not one person." Nobody is a little less formal than no one.
- ▶ 'No one' is used more than nobody in writing.
- We did nothing (stronger than we didn't do anything).
- My friend told no one, not even his best friends. (stronger than he didn't tell anyone).
- ▶ Nobody, no one, nothing, nowhere are stronger and more definite than not ... anybody/anyone/anything/anywhere.

-Nothing will make me change the way I work.  
Not: Not anything will make me change the way I work.



▶ *Not + anyone/anything/anywhere is not used as the subject of a clause.*

-They can't do anything to improve the current situation.

Not: They can't do nothing.

-The new student hardly talks to anyone.

Not: She hardly talks to no one.

▶ *Nobody, no one, nothing, nowhere are not used after no, not, never or other words which have a negative meaning (hardly, seldom). Instead, anyone, anybody, anything, anywhere are used.*

### Activity (1) Choose the most suitable option to complete the sentence.

1. **No one/Nowhere** knows when scientists will find the cure for COVID-19.
2. **Nobody/Nothing** will ever deny that his own dog is annoying.
3. She is **nothing/nobody** like her mother in looks or manners.
4. The conversation is going **nothing/nowhere** if you don't want it to go.
5. **Nobody/Nothing** knew where he had traveled, or how he had paid for that.
6. Is there **nowhere/nothing** that is decent to eat in this place?
7. **No one/Nowhere** can say I don't like presents.
8. She came out of **nothing/nowhere** and destroyed my desktop.
9. They had been there and **nothing/nobody** could stop them from leaving.
10. I need Ali, but he's **nowhere/nothing** to be found this morning.

## 3.3.4 Language Use:

### Expressing Disappointment with Others

#### ▶ Why didn't + Subject + Verb?

- Why didn't you tell me that?
- Why didn't he inform me of the situation?
- Why didn't they finish on time?

#### ▶ How am/was I supposed to + Verb

- How am I supposed to complete the project?
- How was I supposed to know that?
- How am I supposed to work with this?

#### ▶ Formal Expressions For Disappointment

- What a shame!
- That's too bad.
- That's so disappointing!
- I was so looking forward to ...
- I / We had high hopes for ...
- What we had been led to expect was ...

#### ▶ Informal Expressions For Disappointment

- What a bummer!
- What a let-down!
- That stinks.



**Activity (1)** Use the expressions above to express your disappointment about the following situations.

1. Your friend broke your favorite vase.
2. Your English teacher has been in the hospital for five days. Your classmates visited her without telling you.
3. Your father rented a car; he drove fast and caused an accident.
4. An interview is scheduled for you, but you missed it because your mother did not wake up early.
5. You applied for a tender, but you lost it because your friends didn't tell you about it.

### 3.3.5 Writing:

#### Personalized-learning approach:

Make an interview with an older person, such as your grandparents. Ask him/her about his/her own wedding party, like who the bride was, the duration of the engagement, the dowry, the place of living, and the number of children they have. Then, interview your parents or friends and ask the same questions. Compare the results and share your writing.

**Check and reflect**  **Think about the unit sections and activities.**

Complete the self-assessment checklist

Self-assessment		
Yes	No	
		<i>I am able to comprehend a passage on the Palestinian marriage traditions.</i>
		<i>I can use vocabulary from the reading passage in meaningful sentences.</i>
		<i>I use no one, nobody, nothing and nowhere correctly.</i>
		<i>I express disappointment correctly.</i>
		<i>I write a descriptive essay on the Palestinian marriage traditions.</i>



# UNIT FOUR

# REVISION





# UNIT FOUR REVISION

## 4.1 Reading

*There are so many ways to discover, buy and listen to music. What's the best way? Read more to find out about the exciting music culture in the UK!*

*Do you download music? Do you buy CDs? Do you listen to music on your phone? Do you prefer to watch music or just to listen? What about the old-fashioned radio? Have you ever seen your favourite band or singer perform live? There are so many ways to discover, buy and listen to music!*



### **Music videos**

*British teenagers like to watch their music online. Watching music on video streaming sites on the internet is now more popular than listening to the radio with young British people. Popular videos can quickly become extremely popular internationally. Justin Bieber's song 'Baby' was the most-watched music video on YouTube until 2012. Then, PSY's 'Gangnam Style' became the first video to get a billion views. Now, it's quite common for videos to pass the billion mark. Things can change quickly on YouTube!*

### **Downloading music**

*Downloading music is a popular choice for young Brits. The BPI (an organisation that promotes the interests of British music) says that people in the UK prefer downloading singles rather than albums. In the UK you can download a single for about £1 and an album for around £10. Using file-sharing websites to download music is often illegal of course but some people continue to get their music this way. Record companies and many musicians are very unhappy that people can listen to their music without paying for it.*

### **Live music**

*The O2 in London is the second largest live music arena in Europe. There you can see world-famous bands such as One Direction, Justin Bieber, Scissor Sisters, Prince, The Rolling Stones, Elton John, and Take That. This massive stadium has space for 20,000 people. It also has 548 toilets! Tickets are not cheap. You can pay more than £50 to see a concert at The O2.*

*What about free live music? There are music festivals across Britain every year that are completely free of charge. Last year more than 150,000 people went to the Tramlines free music festival in Sheffield in the north of England. The two-day festival is held every July. Last year there were 900 performances in total including local bands as well as music from all over the world.*



## Music on TV

The *X Factor* is a British television music competition to find new talented singers. The 'X Factor' of the title refers to the difficult-to-define quality that makes a star. The show began in 2004 and is still popular. *X Factor* singers perform on a stage in front of the judges and a live audience. After the performance the audience at home can vote by phone for their favourite acts. Many winners then go on to get a UK number-one single. But you don't have to win *The X Factor* to become famous: One Direction, the massively popular British boy band competed in 2010 but they didn't win, they came third!

### What kind of music?

What are you and your friends listening to these days? Hip hop, dance, rock, heavy metal, rap, urban, reggae ... individual tastes are very varied amongst British teenagers. If a type of music exists then there's somebody who likes it. But a shopping centre in Birmingham, central England, recently discovered what kind of music some local teenagers don't like. This is what happened: shoppers and shop owners complained to the police about teenagers behaving badly in the shopping centre. When a new sound system started playing Bach, Mozart and Beethoven, the antisocial behaviour stopped. The young people causing problems had gone! Classical music was clearly not popular with these particular teenagers. Are you listening to music as you read this?

### Activity (1) Are the following sentences True or False.

1. British teenagers prefer the radio to YouTube videos.
2. Lots of people in the UK download music.
3. The O2 is the largest live music venue in the world.
4. There are free music festivals in the UK every year.
5. One Direction didn't win a television music competition.
6. Classical music helped to solve a problem in a British shopping centre.

## 4.2 Listening

### Activity (1) While listening, fill in the blanks below:

When I'm dancing I feel as if I'm part of something bigger. Just going up on that stage and just dancing. I think that's just the best part. It's just \_\_\_\_\_ people and just being part of it. Being part of it, as you can see behind me, my brothers are just there and we just feel like it's something we can do together and show to the world. It's difficult to do it with someone you haven't worked with before, you need to be able to build that sort of \_\_\_\_\_ them to know exactly how they're doing it and to try and incorporate their moves into your moves and vice versa. Really working with each other for a long time is the only way to be able to do this . We usually train for around three hours a session, at least one session a week. I think the most difficult part is trying to stay in sync and staying \_\_\_\_\_ throughout an event and when the communication is right and the synchronisation is right, the only thing left is to try and keep it up for the rest of the session. When the Palestinian's would be building and while they would be putting down the \_\_\_\_\_ they would be stopping on the ground to I think \_\_\_\_\_ and this is the origin of these heavy set dance moves. Our aim is to educate people about where we come from and how we do things where we come from. We do many types of events, we do charity \_\_\_\_\_, we do weddings, we even did this event in Piccadilly Circus where we just went out and showed people what we can do. This clothing is part of \_\_\_\_\_ and it's just trying to show people that we, as a people, are still out there and our culture is still alive. The Palestinian people feel that their culture isn't very valid anymore, isn't really important anymore, and the fact that I'm taking part in this, in a country that is far away from Palestine is really important for it. I feel like I'm doing, sort of doing a service for some people. It feels \_\_\_\_\_ to be part of something which is amazing, as culturally driven, as Palestinian folk dancing.



## Activity (2) Listen and fill the gaps with the best term or phrase that you hear from the report.

The graph helps us to distinguish between variations in the climate due to \_\_\_\_\_ causes and those variations that are induced by human \_\_\_\_\_.

The climate is naturally variable. Occasionally, there is a downward trend that is associated with a volcano going off. Then, we get to a period, from about 1910, where you can start to see an upward trend, a warming of the climate: \_\_\_\_\_.

Up to this point, you could argue that climate variation can be explained by natural \_\_\_\_\_. That is no longer the case as you get to the latter part of the 20th century. From about 1970 onwards, you can see the red curve and the green curve beginning to diverge. The yellow curve includes human factors: in particular, the \_\_\_\_\_ effect, which is mostly caused by carbon dioxide from \_\_\_\_\_ fuel burning.

There seems little doubt that this steep rise in temperature is due to human activity. Without the action of \_\_\_\_\_, there would have been far less \_\_\_\_\_ change since the 1970s.

## 4.3 Grammar

### Activity (1) Decide if the following sentences are true (T) or false (F).

1. People usually use the passive voice when they don't want to specify who did the action.  
 True       False
2. People usually use the verb 'has' and the past participle to create the passive voice.  
 True       False
3. We are unable to say who did the action when we are using the passive voice.  
 True       False
4. The passive voice is not always used in formal situations.  
 True       False
5. People also use 'get' instead of 'be' to form the passive voice sometimes.  
 True       False

### Activity (2) Change the following sentences into passive voice.

1. The PM has cancelled the parties.  
\_\_\_\_\_
2. Did someone tell the family about the outing?  
\_\_\_\_\_
3. The family members haven't announced the wedding date yet.  
\_\_\_\_\_
4. A car hit my bicycle.  
\_\_\_\_\_
5. Someone had moved my car.  
\_\_\_\_\_
6. The children will organise the birthday themselves.  
\_\_\_\_\_
7. Ahmad didn't write that essay.  
\_\_\_\_\_
8. Someone is cleaning our street.  
\_\_\_\_\_
9. People saw a strange bird on the mountain.  
\_\_\_\_\_
10. The parents will divide the money between the two children.  
\_\_\_\_\_



### Activity (3) Correct the verbs between brackets.

1. I \_\_\_\_\_ (**practice**) English lately; consequently, I \_\_\_\_\_ (**forget**) more and more of it more of it.
2. Environmental pollution \_\_\_\_\_ (**exist**) ever since people \_\_\_\_\_ (**start**) to congregate in towns and cities.
3. The \_\_\_\_\_ (**not/understand**) the topic until the teacher \_\_\_\_\_ (**explain**) it twice.
4. The neighbours \_\_\_\_\_ (**play**) music so loudly last night that they \_\_\_\_\_ (**keep**) us all awake until after midnight.
5. Somebody \_\_\_\_\_ (**phone**) three times this morning asking for Hassan, but nobody called Hassan \_\_\_\_\_ (**stay**) here.
6. Asia \_\_\_\_\_ (**have**) the world's largest land mass and \_\_\_\_\_ (**hold**) just over half of the world's people.
7. My friend \_\_\_\_\_ (**give**) up smoking four years ago and he \_\_\_\_\_ (**smoke**) a cigarette since.
8. When I \_\_\_\_\_ (**get**) home, I realized that I \_\_\_\_\_ (**forget**) my keys in the office.
9. I \_\_\_\_\_ (**talk**) to my old colleague that I \_\_\_\_\_ (**keep**) in touch with when he mentioned another colleague called Ameer.
10. When I \_\_\_\_\_ (**get**) to the session, half an hour late, participants \_\_\_\_\_ (**begin**) the first activity.

### Activity (4) Circle the choice that best completes these questions.

1. Because of Jerusalem's religious importance, it \_\_\_\_\_ a place of worship since civilization \_\_\_\_\_.  
a. is/ was being      b. was/has begun      c. will be/had begun      d. has been/begun
2. After Sami \_\_\_\_\_ to turn up for our appointment for the fourth time, I \_\_\_\_\_ to meet him again.  
a. had failed/refused      b. has failed/had refused      c. is failing/am refusing      d. failed/refused
3. I feel confident that Hiba will succeed in her new post because she \_\_\_\_\_ so hard all the time.  
a. is working      b. works      c. was working      d. has been working
4. Hani has taken his driving test five times so far without success, but he \_\_\_\_\_ yet.  
a. is not giving up      b. was not giving up      c. has not given up      d. has given up
5. The fact that more people \_\_\_\_\_ ozone-friendly products nowadays shows that the media can positively increase public awareness.  
a. have used      b. are using      c. use      d. were using

### Activity (5) Fill the following sentences with few/ a few vs little/ a little to complete the meaning.

*ecclesiastical, contemplations, significance, fabulous, longed to*

1. I waited for \_\_\_\_\_ minutes and then tried to call him again.
2. We have very \_\_\_\_\_ chance of reaching London before lunchtime; it's still another 100 miles away.
3. Unfortunately, he has \_\_\_\_\_ money to live on, as his salary is quite low.
4. Unfortunately, \_\_\_\_\_ of the companies which we sent offers to showed interest in our products.
5. Last month was a good month for the company. We found \_\_\_\_\_ new customers and also increased our profit.
6. The taxi driver spoke \_\_\_\_\_ English. I couldn't understand him.
7. We have to speed up - there is very \_\_\_\_\_ time to finish the project. The deadline is next Friday.
8. There were \_\_\_\_\_ people than usual in the supermarket.
9. It will take me \_\_\_\_\_ time, but I'm sure everyone will learn how to use the new software eventually.
10. There were too many applicants for too \_\_\_\_\_ jobs.



## Activity (6) Fill the blanks with “no one, nobody, nothing, nowhere”

1. We went \_\_\_\_\_ this weekend. We stayed at home.
2. What's wrong? B \_\_\_\_\_ I'm fine.
3. \_\_\_\_\_ lives in that house. It's empty.
4. I know \_\_\_\_\_ in this company. It's my first day.
5. \_\_\_\_\_ in the UK has hot weather today. It's cold all over the country.

## Activity (7) Choose either 'much' or 'many' to complete the following sentences

1. I waited for \_\_\_\_\_ hours.
2. She was won \_\_\_\_\_ awards.
3. How \_\_\_\_\_ do you need?
4. There aren't \_\_\_\_\_ houses in this area.
5. She has got \_\_\_\_\_ friends.
6. You didn't eat \_\_\_\_\_ breakfast.
7. She can speak \_\_\_\_\_ languages.
8. I don't know \_\_\_\_\_ about computers.
9. \_\_\_\_\_ has been written about the causes of poverty and unemployment.
10. You have made too \_\_\_\_\_ mistakes in this essay.
11. I like him very \_\_\_\_\_.

## 4.4 Vocabulary

### Activity (1) Fill in the blanks with the appropriate word to complete these sentences:

**fluctuation, drought, emitted, rainforests, precipitation, global, deforestation**

1. It has been found that there is a direct link between global warming and soot particles \_\_\_\_\_ by vehicles.
2. It is quite vivid \_\_\_\_\_ had ruined the crops year after year.
3. You should remember buying the best materials that can handle the weather, wind and amount of \_\_\_\_\_ in your area.
4. The climate was equatorial, with little annual \_\_\_\_\_ in day length or temperature.
5. Tropical \_\_\_\_\_ are the Earth's oldest living ecosystems.

### Activity (2) Circle the best choice to complete the meaning of these sentences:

1. Palestinian rich \_\_\_\_\_ offers scientists a remarkable resource and the opportunity to understand local environments and document wildlife.  
a. resources      b. ecosystems      c. biodiversity      d. extinction
2. Constant \_\_\_\_\_ of olive trees threatens to reduce olive oil in Palestine.  
a. logging      b. deforestation      c. overharvesting      d. plantation
3. People must be aware of the importance of clean hands and social distancing to stop the \_\_\_\_\_ spread of coronavirus.  
a. adverse      b. degrade      c. sewage      d. rampant
4. Governments must encourage people to plant trees on the side of mountains to prevent serious soil \_\_\_\_\_ in those areas.  
a. change      b. eruption      c. erosion      d. pollution
5. It is noticed that some animal species are moving from one \_\_\_\_\_ to another to adapt to warmer temperatures caused by global warming.  
a. planet      b. habitat      c. strident      d. unprecedented



### Activity (3) Complete the gaps with a phrase from the box.

*Ecclesiastical, Contemplations, Significance, Fabulous, longed to*

1. Naguib Mahfouz is considered as the master of both detailed realism and \_\_\_\_\_ storytelling.
2. His own satirical, pithy and moving \_\_\_\_\_ appear in *Echoes of An Autobiography* (1994).
3. Most of writings are \_\_\_\_\_.
4. Mozart \_\_\_\_\_ compose operas.
5. Although Dabka is performed across the Levant, it has special \_\_\_\_\_ in Palestine.

### Activity (4) Choose one word to complete the following sentences:

*deceit, repulse, taboo, kidnapped, indisputable*

1. Extremists \_\_\_\_\_ the president's wife.
2. His patriotism is as \_\_\_\_\_ as his genius.
3. When playing card games, many people use \_\_\_\_\_ to trick their opponents.
4. She was surprised to find the idea of tasting him didn't \_\_\_\_\_ her, as if the intimate bond with him was natural.
5. The system of \_\_\_\_\_ was connected with their religious rites.

### Activity (5) Fill the following sentences with the suitable form of the words between brackets:

1. All concern for the victim vanished as he \_\_\_\_\_ (**savage**) consumed the life from her.
2. Brides \_\_\_\_\_ (**tradition**) wear white to symbolize purity, although variations, including ivory, cream or pastels are sometimes used.
3. The bouquet ribbons are tied at the ends into knots to \_\_\_\_\_ (**symbol**) unity.
4. Distributed computing makes \_\_\_\_\_ (**enormously**) computational problems affordable to solve.
5. The police are responsible for the \_\_\_\_\_ (**maintain**) of law and order.

## 4.5 Language Use

### Activity (6) What would you say in these situations?

1. You want your teacher to check the report you handled to him in the previous lecture.
2. You discovered that you had no balance on your mobile to call your family. You need to use your friend's mobile to make an urgent call.
3. You need money from your father to buy the new iPhone brand.
4. You have an exam tomorrow and you can't concentrate because your neighbor is playing loud music.
5. You want someone to show you the way to the post office.



## 4.6 Writing

**Activity (1)** Write an opinion essay about the following topic:

▶ *Do you agree that community service is better than prison for some crimes?*

### 💡 Tips:

1. Introduce your essay by restating the question in your own words.
2. If the essay asks you to what extent do you agree? Make your opinion clear throughout. You can either agree, partially agree or disagree with the statement, explaining and justifying your opinion.
3. The structure should be:

### ▶ Introduction

- The first reason why you agree/disagree
- The second reason why you agree/disagree
- The third reason why you agree/disagree (if you have one)

### ▶ Conclusion

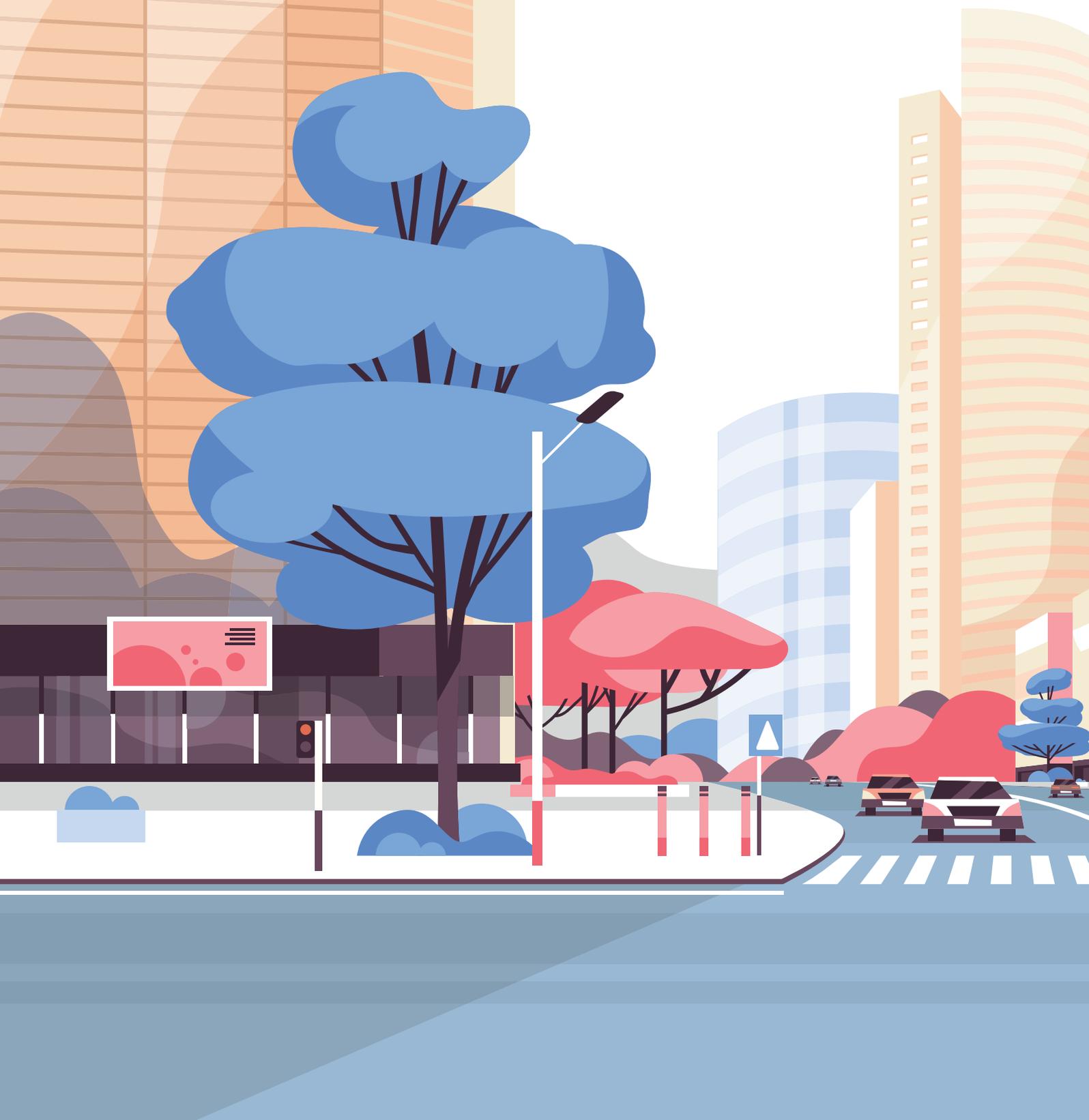
1. Use phrases to organise and link your ideas, e.g. *Owing to ...* , *One justification for ...* , *The first thing to consider is ...* , *A further reason ...* , *In conclusion ...* .
2. If you do not have solid evidence for your ideas, use modal verbs such as *might*, *may* or *could* (e.g. *they could develop more empathy and care*) or other tentative phrases (e.g. *it does not appear to be an effective punishment*).
3. Conclude by restating your opinion and summarising your two or three main arguments.





# UNIT FIVE

# TRANSPORTATION



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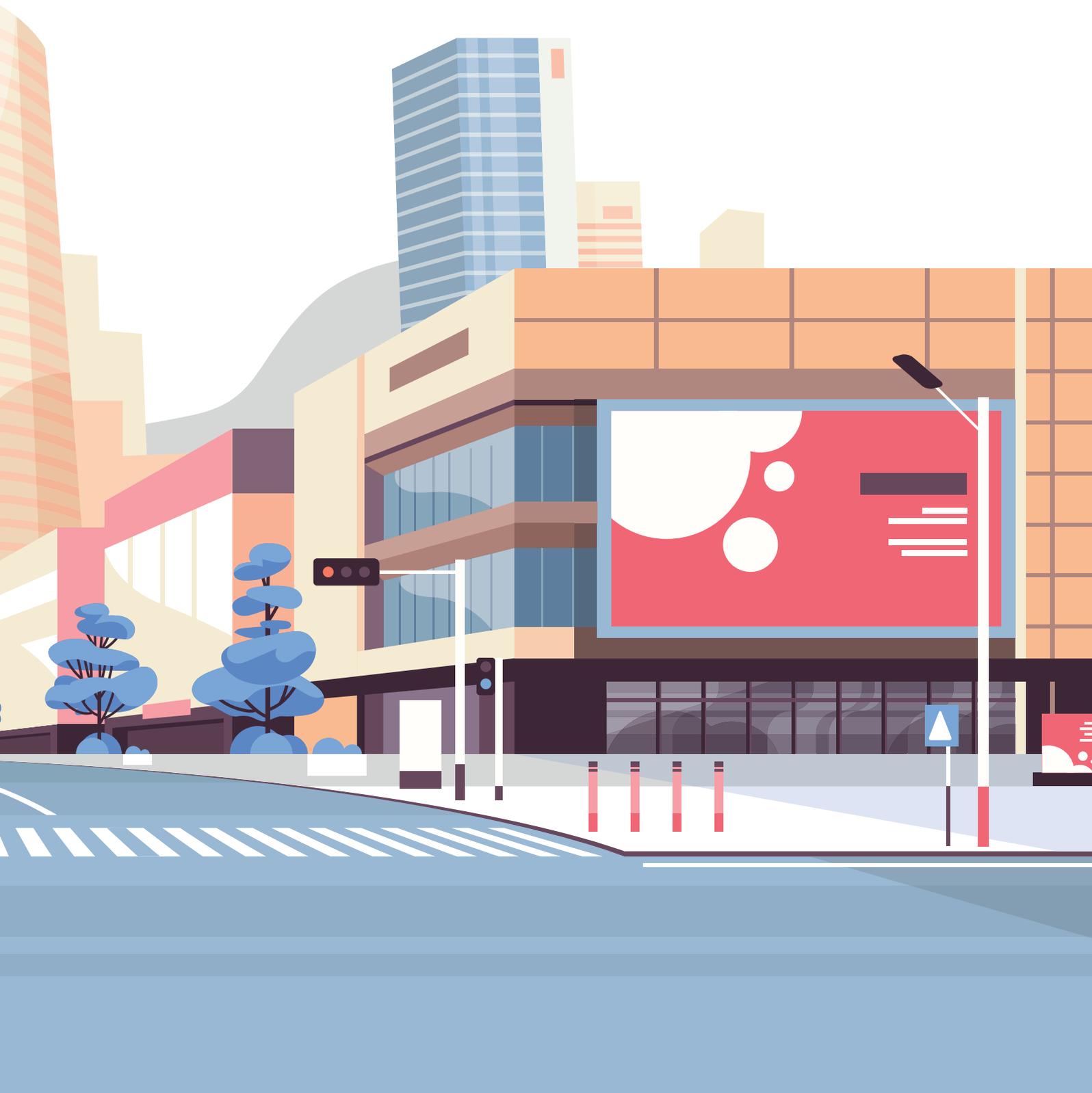
## *Unit Five: Transportation*

*5.1 Hyperloop*

*5.2 The New Age of Transport Design*

*5.3 Hybrid Vehicles*

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# UNIT FIVE TRANSPORTATION

## Preview

*This unit consists of the following parts: listening, reading, grammar, language use and writing. In the beginning, you will listen to materials connected to the future of modern transportation technology. You will also have texts related to the history of transport. You will write an essay about modern means of transport.*

## Unit Objectives

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

- 1. apply the skills and strategies of a successful reader about transportation,*
- 2. apply the skills and strategies of a good listener and speaker,*
- 3. use the conditionals properly,*
- 4. summarize a text.*

## Intended Learning Outcomes

**By the end of this unit, learners will be able to:**

- understand a short listening text about the future of transport,*
- understand a reading text about the history of transportation,*
- use key terms in a scientific context,*
- use conditionals correctly,*
- write a summary about the Hyperloop.*



# UNIT FIVE TRANSPORTATION

## Getting Started

Look at the pictures. Then discuss the questions below in pairs or small groups.

1. ....



2. ....



3. ....



1. What does each picture show?
2. What do you think is the connection between the three pictures?



# LESSON ONE HYPERLOOP



## 5.1.1 Listening

**Activity (1)** Listen to the following narration about the Hyperloop.  
Tick the main ideas.

1. \_\_\_\_\_ *Invention of high speed travel.*
2. \_\_\_\_\_ *space travel and the expected speed compared to the airplane.*
3. \_\_\_\_\_ *different modes of the Hyperloop capsules and stations.*
4. \_\_\_\_\_ *accidents caused by the invention of new means of travel.*

**Activity (2)** Listen again and write short answers to the following questions.

1. *What are the problems that can be solved with the use of the Hyperloop?*
2. *How does the Hyperloop work?*
3. *How will the Hyperloop change the future of travel?*
4. *What are the main challenges of the Hyperloop?*
5. *What is the reaction to high speed?*
6. *Why will the Hyperloop be safe to travel in?*
7. *How will the Hyperloop stations be designed?*

**Activity (2)** Put the following words in the box in the context below.

*capsule altitudes thrust dropped off unconventional drafted up blueprints encounter  
in the blink of an eye hovers dropped off*

*\*Some words will not be used*

One of our dreams as humans is being able to travel (1) \_\_\_\_\_ The Hyperloop will travel inside a tube which doesn't touch anywhere, so it (2) \_\_\_\_\_ Because of the low pressure in the tube, the capsule doesn't (3) \_\_\_\_\_ a lot of resistance. It's described as similar to an airplane at high (4) \_\_\_\_\_ because of the low pressure inside the tube. In 2013, Elon Musk (5) \_\_\_\_\_ (6) \_\_\_\_\_ of the Hyperloop project. The most challenging part of the project has been designing and engineering such an (7) \_\_\_\_\_ system of transport. As the Hyperloop accelerates, you'll feel a (8) \_\_\_\_\_ like a fast Tesla car.



## 5.1.2 Reading

### ★ 2.1. Before you read

**Activity (1)** In groups of four, discuss these questions.

1. Do you often use public transport?
2. How could the transportation system be improved in Palestine?
3. What means of transportation would you recommend for a visitor to Palestine? Why?
4. Look at the photo. Guess the location of the railway station. What does it contribute to the history of transportation in Palestine?

### ★ 2.2. While you read

**Activity (2)** Quickly read the text. With your partner, try to match the following themes (1-4) with the paragraphs (A-D).

1. Public transport began to be a popular form of transportation.
2. Using public transport started to decline in some American cities.
3. Two of the most commonly addressed areas of public transport are cost and the environment.
4. Some public transportation systems are superior to travel by private automobile.

#### Worldwide transport

A. \_\_\_\_\_ Although there are 600 million cars on the Earth, there are also 7.8 billion people. This means that the majority of people use various kinds of transportation. Traveling to work, school or the market means being a straphanger, that is, one who depends on public transport rather than having a private car.

Half the population of New York, Toronto and London do not own cars. Public transport is used by most people in Asia and Africa. Everyday underground trains carry 155 million passengers. The global public transport market is worth \$428 million every year. A century and a half after the invention of the internal combustion engine, private car ownership is not the norm.

B. \_\_\_\_\_ However, public transportation, according to many, is the opposite of fame. It is used by people who face difficulty. In much of North America, taking public transport is a sad experience. Those who use public transportation face many problems, and using a car gets you to your intended place more quickly.

C. \_\_\_\_\_ This should not be the case. If it is done right, public transportation can be faster, more comfortable and cheaper than the private car. In Shanghai, magnetic levitation trains take people quickly to the airport at a third of the speed of sound. In French towns, electric-powered streetcars run silently. From Spain to Sweden, Wi-Fi equipped high-speed trains are connected to metro networks, allowing travelers to work on laptops as they prepare for meetings. In Latin America, China and India, working people ride fast-loading buses that move like subway trains. And some cities have changed their streets into cycle-path freeways, making great advances in public health and safety and making their neighborhoods better places to live in.

D. \_\_\_\_\_ If you believe the scientists of demography, this transit trend is powerful. People who reached adulthood around the end of the century, who now outnumber baby boomers, tend to favor cities over suburbs, and they are more willing than their parents to ride buses and subways. Part of the reason is their ease with their iPods and MP3 players. Even though there are more teenagers in the country than ever, only ten million have a driver's license. Baby boomers may have been raised in the suburbs, but as they retire, an important number is favoring older cities and compact towns where they have the choice of walking and riding bicycles. Older people also are more likely to use transit, and by 2025, there will be 64 million Americans over the age of sixty-five. Dwellings in older neighborhoods in Washington D.C., Atlanta and Denver are already getting huge price benefits over suburban homes. The experience of European and Asian cities shows that if you make buses, subways and trains suitable, comfortable, fast and safe, an astonishingly large percentage of citizens will choose to ride rather than drive.



## ★ 2.3. After you read

### Activity (3) Read and find out answers to each of the following questions.

1. What is the impact of using public transport in Asia and Africa?
2. Which choice does the author directly give as an advantage of car travel in North America?
3. Mention some of the advantages of using trains.
4. Explain how the science of demography affects the use of various types of transport.

### Activity (4) Scan the text again and indicate whether the following statements are true or false, then justify your answer.

1. Public transport began to be a popular form of transportation \_\_\_\_\_.
2. Using public transport started to decline in some American cities \_\_\_\_\_.
3. European countries are the best in the field of public transportation \_\_\_\_\_.
4. People without a job use public transportation less than people with jobs outside their homes \_\_\_\_\_.

### Activity (5) Find words or phrases in the text that have these meanings.

#	Word	Meaning
1		Arranged within a relatively small place
2		The science of social statistics, as of the births, death of population
3		Migratory worker
4		Raising something in the air by extreme power
5		Exerting a strong attractive power or chain
6		Process of burning fuel
7		One who uses public transportation
8		Places of shelter to stay in

### Activity (6) Fill in the blanks with the correct word from the list below.

*subways, glamor, shuttles, decrepit, contingent, millennial, demographers, depressing, destination, whisking*

1. The bus \_\_\_\_\_ to and from neighborhoods of the city.
2. A large group of persons is called a \_\_\_\_\_.
3. Another word for fame and glory is \_\_\_\_\_.
4. The old man is \_\_\_\_\_ and he is unable to walk quickly.
5. Trains that travel underground are called \_\_\_\_\_.
6. An adjective meaning one thousand years is \_\_\_\_\_.
7. Scientists who study population are called \_\_\_\_\_.
8. Death is a very \_\_\_\_\_ experience.
9. To move quickly is to \_\_\_\_\_.
10. The place you intend to reach is your \_\_\_\_\_.

### Activity (7) With your partner, discuss what the following statement means.

“The biggest addiction a person can have is discovering the unknown. Once it takes hold, there is no getting out, and the only way to get your fix is by pushing yourself out of your comfort zone and exploring new horizons, cultures, and places.”



## 5.1.3 Grammar

**Activity (1)** Look at the two groups of examples, then complete the grammar rules.

 **Examples**

1. *If you don't brush your teeth, you get cavities.*
2. *When people smoke cigarettes, their health suffers.*
3. *If you set your mind to a goal, you'll eventually achieve it.*
4. *If you rest, you will feel better.*

**Complete the grammar rules**

1. When using the \_\_\_\_\_ conditional, the correct tense to use in both clauses is \_\_\_\_\_ tense.
2. The words \_\_\_\_\_ and \_\_\_\_\_ can be used interchangeably in these zero conditional sentences.
3. We use the simple \_\_\_\_\_ tense in the if-clause and simple \_\_\_\_\_ tense in the main clause.
4. Statements that talk about general truth are in \_\_\_\_\_ tense.

**Activity (1)** Complete these sentences with the correct forms of the verbs in brackets:

1. Next year, when you \_\_\_\_\_ (work) here for three years, I'll ask for a raise.
2. As soon as I hear from Ameer, I \_\_\_\_\_ (let) you know.
3. If my father gets proper medical care, he \_\_\_\_\_ (survive).
4. I'll be ready as soon as you \_\_\_\_\_ (be).
5. I won't stop asking you to be my wife until you \_\_\_\_\_ (be) my wife.
6. Once the summer \_\_\_\_\_ (be) here, the garden will look so beautiful!
7. If Rami \_\_\_\_\_ (have) a meeting when you \_\_\_\_\_ (arrive), wait outside.
8. A: I'm sorry, but Allen is at a meeting. B: No problem, I \_\_\_\_\_ (wait) here until the meeting \_\_\_\_\_ (be) over.
9. You shouldn't eat this cake if you \_\_\_\_\_ (try) to lose weight.
10. I'm sure your brother \_\_\_\_\_ (understand) if you don't go to the session.

**Activity (2)** Complete the following sentences with your own ideas, choosing the correct conditional.

1. If you go to the market, \_\_\_\_\_
2. If it snows tomorrow, \_\_\_\_\_
3. If I live by the river, \_\_\_\_\_
4. If you drink too much \_\_\_\_\_
5. If you feed pigeons rice, \_\_\_\_\_
6. If we do business with the Chinese, \_\_\_\_\_
7. If people drink too much, \_\_\_\_\_
8. If I study for one hour every night, \_\_\_\_\_



**Activity (3)** Complete the following sentences with your own ideas, choosing the correct conditional.

1. We will miss our flight \_\_\_\_\_.
2. People get sunburnt \_\_\_\_\_.
3. No one will go to the party \_\_\_\_\_.
4. We will get soaked \_\_\_\_\_.
5. Our neighbours will call the police \_\_\_\_\_.
6. We will visit the beach of Gaza \_\_\_\_\_.

### 5.1.4 Language use

#### ▶ Asking for direction:

These are some common expressions to ask for directions in English. Discuss these expressions in a group.

1. How do I get to the city hospital?
2. What's the best way to get to the railway station?
3. Where is the mosque?
4. Could you tell me where Sabastia is?
5. Do you know where the post office is?
6. Where can I find the nearest bakery?
7. Is there a mechanic around here?



#### ▶ Giving Directions:

These are some common expressions for giving directions in English. Discuss these expressions in a group.

1. The bank is on the main street.
2. The hospital is around the corner.
3. Go south for two blocks.
4. The supermarket is on the main avenue.
5. Walk straight for two kilometers.
6. Drive for three kilometers.
7. The university is between the park and the bank.
8. Cross the street.
9. Get to the supermarket.
10. The hotel is in front of the college.



## Activity (1) Choose the appropriate responses from the following.

1. **Foreigner:** Pardon me, can you tell me how to get to the Police station?

**Passer-by:** I'm sorry. \_\_\_\_\_

**That policeman will be able to help you.**

- a. You'd better read traffic signs.
- b. I'm a stranger around here.
- c. Get on a number ten bus at the bus stop.
- d. About fifteen minutes.

2. **A:** \_\_\_\_\_?

**B:** No, you're going in the opposite direction. Go back straight down this road for about five minutes, and you'll see the Mall.

**A:** Thank you.

- a. Can you tell me how to get to the Mall?
- b. Pardon me, but can you direct me to the Mall?
- c. Is this the right way to the Mall?
- d. Where is the nearest way to the Mall?

3. **A:** Excuse me. Is this the Video Room?

**B:** \_\_\_\_\_

- a. The Video Room?
- b. Yes, that's right.
- c. It is about ten baht for each.
- d. No, it's easy to go there.

4. **A:** Excuse me. \_\_\_\_\_

**B:** It's over there.

**A:** OK, thanks.

- a. Can you tell me where the hairdresser's shop is?
- b. Where are you going?
- c. What are you going to do there?
- d. I think I can't find my way.

### ▶ At Queen Alia International Airport

5. **A:** Excuse me. Is this the way to the entertainment complex?

**B:** \_\_\_\_\_

**A:** Thanks, anyway.

- a. Sure. I'm afraid that's not suitable.
- b. I'm sorry, I don't know.
- c. That's very clear.
- d. Oh, no. It's on Level 3 Transit West intersection.

6. **A:** Excuse me. \_\_\_\_\_

**B:** Duty free? I think that's on Level 2 Domestic and Transfer Area.

**A:** Which way is this?

**B:** Just go straight for two meters, then turn right.

- a. I'm looking for Duty free.
- b. Do you know "Duty free"?
- c. Which level do I come around "Duty free"?
- d. How many boots are around "Duty free"?



7a. A: Excuse me, but I'm trying to find the Town Hall?

B: Take the third on the right and go straight on.

A: \_\_\_\_\_

B: No, you can walk it in under five minutes.

- a. Should I give you a ride?
- b. Should I take a bus?
- c. Should I walk in five minutes?
- d. Should I take a bus or a taxi?

7b. A: Thank you very much indeed.

B: \_\_\_\_\_

- a. Never mind.
- b. Very much indeed.
- c. That's quite all right.
- d. Thanks, just the same.

## 5.1.4 Language use

**Activity (1)** Write a summary about the Hyperloop. In your summary, include...

Vocabulary items	Grammar
<i>capsule</i>	One case of the conditional in type zero and one
<i>altitude</i>	One case of the passive in type zero and one
<i>hover</i>	
<i>encounter</i>	
<i>blueprints</i>	
<i>thrust</i>	
<i>accelerate</i>	
<i>unconventional</i>	

**Activity (2)** 📺 Assignment 📺

Click on the link below to watch the video. Then follow the instructions.

<https://edpuzzle.com/media/5e734baa16f3953e7c83bee7>

**Check and reflect**  Think about the unit sections and activities.

Complete the self-assessment checklist

Self-assessment		
Yes	No	
		<i>I am able to speak easily and fluently about the topics related to transportation.</i>
		<i>I used vocabulary from the reading passage in meaningful sentences.</i>
		<i>I am able to write sentences about the conditionals.</i>
		<i>I criticize doing things.</i>
		<i>I write an essay about the future of transport.</i>



## LESSON TWO

# THE NEW AGE OF TRANSPORT DESIGN



### 5.2.1 Listening

**Activity (1)** Listen to the following dialogue about the new age of transport design. Tick the main ideas.

1. \_\_\_\_\_ Aviation manufacturing development.
2. \_\_\_\_\_ Artificial intelligence in designing megacities.
3. \_\_\_\_\_ Beijing Daxing International Airport was designed by Zaha Hadid.
4. \_\_\_\_\_ The expected increased capacity of Kuwaiti New Airport is thirteen million passengers each year.
5. \_\_\_\_\_ Long Thanh International Airport is designed in the shape of a lotus flower.

**Activity (2)** Listen again and answer the following questions.

1. What is the role of technology in manufacturing aviation?
2. Why is there a pressure to design mega airports?
3. What is the capacity of Beijing Daxing upon the completion of the three runways?
4. What facilities are provided to passengers in Incheon International Airport?
5. When will the new Kuwaiti Airport be opened?
6. How is the new Kuwaiti Airport designed?

**Activity (3)** Based on the listening material, work with your partner and discuss the impact of constructing an airport in Palestine.

### 5.2.2 Reading

#### ★ 2.1. Before you read

**Activity (1)** Discuss these questions with your classmates.

- a. What is the stunning scenery that travellers to Palestine can enjoy?
- b. How do travellers get to Palestine?
- c. What are the challenges that tourists to Palestine face?
- d. Look at the following picture and provide a brief description of the site and the route of travel.



## ★ 2.2. While you read

**Activity (2)** Read the text quickly. Then, with your partner, try to match the following themes (1-6) with paragraphs (A-F).

1. Distinguished places and products.
2. The only marine outlet and bird habitat.
3. A destination that is known for its healing power.
4. Beautiful natural beauty and religious delight.
5. Beauty mixed with the fragrant history and spirituality of faith.
6. A destination for religious tourism and the amalgamation of the place.

### *Experience of travel in Palestine*

A. \_\_\_\_\_ With its rich cultural heritage, profound history and natural beauty, Palestine could be a captivating destination for tourists from all walks of life. Palestine is renowned for its religious sites that are immensely important for followers of Islam, Christianity, and Judaism alike. Christian pilgrims can trace Jesus' life on earth—from his birth at the Nativity Church in Bethlehem, to where (as the Bible states) he was crucified, buried, and resurrected at the Church of the Holy Sepulcher in Jerusalem. Also among Jerusalem's 220 historic religious monuments is the Al-Aqsa Mosque, the third holiest site in Islam. Alongside Al-Aqsa is the stunning Dome of the Rock, an intricate work of Islamic architecture, also with religious significance for Muslims. Additionally, Jerusalem's Western Wall is the holiest place of prayer in Judaism.



B. \_\_\_\_\_ Palestine's religious relics are in the middle of fascinating historic sites. Dating back quite 10,000 years and sitting at 258m below water level, Tel As-Sultan (the ancient city of Jericho) is both the oldest and lowest town on earth. The town of Hebron could be a historic site in itself; its striking arched roofs and labyrinthine alleyways are characteristic of Hebron's well-preserved Mamluk-style architecture.

C. \_\_\_\_\_ Palestine also boasts serene landscapes and areas rich in biodiversity. The Abraham Path (Masar Ibrahim Al Khalil) follows the footsteps of Abraham to explore Palestine's dramatic scenery, flora and fauna, profound history, and diverse culture. The National Geographic Traveller named the Abraham Path the world's best new walking trail in 2014.

D. \_\_\_\_\_ Lying 417m below sea level, the Dead Sea is both the lowest point on earth and also the world's saltiest large body of water. The water and mud of the Dead Sea have therapeutic properties that are drawn on for medical and cosmetic purposes. Despite the almost complete lack of life in the water, the surrounding valleys are home to caracal lynxes, ibex, leopards and many species of migratory birds.

E. \_\_\_\_\_ Gaza is likewise an important resting place for migratory birds—including herons, cranes, and flamingos. Gaza city's seaside restaurants are a good place to enjoy fresh seafood while looking out over the tranquil Mediterranean. The city is known for its hand-woven rugs, wicker furniture, and pottery, which you can find at a neighborhood market (souq). Also, the Gaza War Cemetery is the final resting place for ANZAC soldiers who died fighting in Gaza during the First and Second World Wars.

F. \_\_\_\_\_ The city of Nablus is known for its olive oil soap, talented goldsmiths, and traditional sweets. The city centre features a bustling souq, Turkish baths, impressive mosques, and traditional soap factories. In contrast, cosmopolitan Ramallah's lively city centre is packed full of art galleries, museums, theatres, parks, restaurants and bars. The nearby picturesque town of Taybeh is home to Palestine's only brewery. The Taybeh brewery hosts an annual Oktoberfest-style Beer festival, which complements the wide range of traditional festivals that are held annually in Palestine.



## ★ 2.3. After you read

**Activity (3)** Read the text carefully, and provide answers to each of the following questions:

1. What are the main factors that encourage tourists to visit Palestine?
2. What is the most important place for the monotheistic religions?
3. How does Tel Al-Sultan contribute to the history of the human race?
4. In what sense does the Abraham Path depict the beauty of the place?
5. What are the contradictions that can be drawn from the living species in the area of the Dead Sea?
6. Illustrate the remarkable aspects of Nablus and Ramallah and in what sense both cities provide different interests for travellers.

**Activity (4)** Do the following statements agree with the information given in the reading passage? Answer YES if the statement agrees with the writer's claims, and NO if the statement contradicts the writer's claims.

1. Palestine is developing a reputation for attracting tourists to enjoy its extreme buildings.
2. The lowest point in the world is to be found in Palestine.
3. The natural scenery of Palestinian areas is captivating, especially its religious significance.
4. The mud of the Dead Sea possesses great spiritual healing power.
5. Visiting Gaza is a great experience for travellers who culminate their tour by making a visit to its ancient market.
6. A visit to Nablus is incomplete if travellers don't enjoy the delicious taste of the city's sweets.

**Activity (5)** Fill in the spaces with an appropriate word from the box.

*heritage, monument, intricate, relics, labyrinthine, serene, biodiversity, therapeutic, tranquil, cosmopolitan*

1. Understanding these interrelationships will reshape our understanding of the workings of these two identities in a \_\_\_\_\_ town.
2. The hotel is in a \_\_\_\_\_ rural setting.
3. Some old regulations exist for disposable devices, clinical implants, and corrective and \_\_\_\_\_ medical instruments.
4. He approached the job with the \_\_\_\_\_ confidence that he could succeed where others had failed.
5. Palestinians consider the Dome of the Rock to be an important part of the region's \_\_\_\_\_.
6. The pyramids are a living \_\_\_\_\_ to the skill of their builders.
7. While the care of the historically built environment expanded vastly after 1917, the interest for archaeological \_\_\_\_\_ remained, however, limited.
8. It is also possible to envisage, on the basis of the \_\_\_\_\_ architecture, multiple pathways through which this could occur.
9. It was a beautiful ornament, antique brass with an \_\_\_\_\_ design.
10. Gaza illustrates the extent to which the value of \_\_\_\_\_ conservation in a geographical area is reflected in the old market for tourism.



## 5.2.3 Grammar

### ✓ Grammar: Conditionals

i Look at the examples. Then answer the questions below.

💡 **Examples**

1. *If I were you, I'd take an aspirin.*
2. *If she met a person infected with coronavirus, she'd be terrified.*
3. *If they had booked earlier, they could have found better seats.*
4. *What would you have studied if you hadn't done accountancy?*

#### Activity (1) Which of the above examples (A-D) talks about:

- a. Impossible situations? \_\_\_\_\_
- b. Giving advice? \_\_\_\_\_
- c. Improbable or impossible situations in the present or future? \_\_\_\_\_
- d. Describing regrets? \_\_\_\_\_

#### Activity (2) Look at these mixed conditional sentences. For each question, choose a letter (A-H) for the correct sentence ending. Write ONLY the correct letter for each question.

<i>a. I wouldn't be married to her now</i>	<i>1. If we'd left the house earlier,</i>
<i>b. my eyes wouldn't be so red and tired today</i>	<i>2. If I'd gone to bed at my normal time,</i>
<i>c. we wouldn't be so late</i>	<i>3. If I had more money,</i>
<i>d. my sister might have been able to go to that party</i>	<i>4. If Sheila studied more,</i>
<i>e. I would have considered coming to visit you</i>	<i>5. If the pitch were in better condition,</i>
<i>f. I wouldn't have asked the bank for a loan</i>	<i>6. If my parents weren't so strict,</i>
<i>g. she could've gone to a better college</i>	<i>7. If the plane tickets were a little cheaper,</i>
<i>h. the match could have taken place last night</i>	<i>8. If I hadn't gone into Alvin's store to buy a coat,</i>

#### Activity (3) Write ONE word in each space in these mixed conditional sentences. The word may be a negative contraction.

1. If \_\_\_\_\_ watched the late movie on TV, I'd be feeling so much better today.
2. Our world \_\_\_\_\_ be a better place if people were a little nicer to each other.
3. I wouldn't be so unfriendly to Jake if he \_\_\_\_\_ ignored me in the past.
4. If you \_\_\_\_\_ locked your car, you wouldn't be calling the police to report it stolen!
5. We wouldn't \_\_\_\_\_ so late if the plane had taken off on time.
6. If the climate here weren't so cold, I would \_\_\_\_\_ moved here a long time ago.
7. The river wouldn't have flooded if the banks \_\_\_\_\_ so low.
8. \_\_\_\_\_ the walls have needed to be so high if you weren't so obsessed with privacy?



## 5.2.4 Language Use

### Talking About Holidays in a More Visual Way

**Activity (1)** Look at the photos of different holiday destinations. Which one would you choose? What makes a holiday fun and interesting for you? Use the following link: <https://spark.adobe.com/page/Cd28fsWqECV00/>

**Activity (2)** Try to use the following vocabulary: hiking trails, natural landscapes, unspoilt, tourist attractions, accommodation, to be on a tight budget, wander around, bargains, go sightseeing.

## 5.2.5 Writing

Some people prefer to use energy-saving modes of transportation like hybrid cars and bicycles. Others prefer the usual mode of transportation like buses and trains because it is fast and efficient. Which mode of transportation do you prefer and why? Use specific reasons and details to support your answer.

- ✓ You can use the following structure to build your report:  
*Some people think it is more important to spend money on roads and motorways than on public transport systems. To what extent do you agree or disagree?*
- ✓ Introduction:  
*I agree that spending on public transport is better than spending on the road system.*  
*Body 1: Benefits of allocating the public purse to public transport.*  
*Body 2: Drawbacks of widening the road system. 1: This merely encourages the use of private vehicles.*  
*2: In some cities, land is scarce, so building more roads is far-fetched.*

### Activity (1) Assignment

Click on the link below to watch the video. Then follow the instructions.

<https://edpuzzle.com/media/5e789d17830ce33f939d083a>

**Check and reflect**  **Think about the unit sections and activities.**

*Complete the self-assessment checklist*

<i>Self-assessment</i>		
<i>Yes</i>	<i>No</i>	
		<i>I read well about the Hyperloop.</i>
		<i>I use words in meaningful context connected with transportation.</i>
		<i>I write sentences using conditional clauses</i>
		<i>I use language for giving directions.</i>
		<i>I write a composition on modern means of transportation</i>



## LESSON THREE HYBRID VEHICLES

### 5.3.1 Listening

**Activity (1)** Listen to the following report about hybrid vehicles, then tick the main ideas.

1. \_\_\_\_\_ the conventional internal combustion engine propulsion system
2. \_\_\_\_\_ types of hybrid electric vehicles
3. \_\_\_\_\_ the use of efficiency-improving technologies
4. \_\_\_\_\_ the United States leads the world in selling fully hybrid vehicles

**Activity (2)** Listen again and try to answer the following questions.

1. How does the hybrid electric vehicle operate?
2. What is the main reason for developing electric engines?
3. How are efficiency-improving technologies utilized?
4. Who invented the first gasoline-electric hybrid automobile?
5. List four best-selling countries of hybrid vehicles.
6. What was the best-selling hybrid car in 2016?

**Activity (3)** Listen again to the report, then write ONE word used in the report that best matches each definition. The definitions are given in the same order as they appear in the conversation.

1. The process of burning: \_\_\_\_\_
2. The force produced by a system for moving a vehicle: \_\_\_\_\_
3. Change the operation of a system: \_\_\_\_\_
4. Producing movement: \_\_\_\_\_
5. An amount of gas, heat, light, etc., that is sent out: \_\_\_\_\_
6. A part into which something, such as the economy or a company's work, can be divided: \_\_\_\_\_
7. The beginning of an organization or business activity: \_\_\_\_\_
8. Increasing by one addition after another, and including all the amounts that have been added before: \_\_\_\_\_
9. A level of sales of a product or service in a particular area: \_\_\_\_\_
10. An important event in the development of something \_\_\_\_\_

### 5.3.2 Reading

#### ★ 2.1. Before you read

**Activity (1)** In groups of four, discuss these questions.

- a. What is the cheapest way to travel in Palestine?
- b. What is the fastest way to travel in your place?
- c. How can transportation in Palestine be improved?
- d. What are some of the advantages of travelling by railway?



## ★ 2.2. While you read

**Activity (2)** In the following text, the headings of six sections have been removed. Choose the best heading (A-F) for each of the six sections (1-6).

1. Facilities and services
2. Slashing journey times over long distances
3. Mixture of tradition and technology in shaping development
4. Captivating sight-seeing journey mingled with speed
5. Internationally recognized byword for speed travel
6. Overall benefits

### **Bullet train: High-speed Rail**

A. \_\_\_\_\_ It is ironic that Japan, which is a nation dedicated to preserving peace in its constitution, has one of the most wonderful means of transport and tourist attractions, named after weapons. Of course the name indicates speed, but the “bullet train” in Japan is also the most quiet, effective, pleasing and least expensive way to travel around the country.

B. \_\_\_\_\_ To be fair, it is English speakers who have called these high-speed trains “bullet trains,” as they travel at speeds of up to 240-320 km. per hour. The Japanese word is *shinkansen*, which means “New Trunk Line,” although it is not so new anymore, because the first line in this network opened up between Tokyo and Osaka in 1964, the year of the Tokyo Olympics. At that time, the trip took four hours. Today, it takes just two hours and 20 minutes.

C. \_\_\_\_\_ The Shinkansen network now runs through the length of Japan. On a map, it creates the image of a vital artery pumping energy from north to south and vice versa, with one beautiful vein extending west through the central Hida Mountain Range, also known as the Japanese Alps. This takes one directly to the heart of traditional, rustic Japan. On this route, like so much of Japan, you travel in charming, perfectly designed technology into a world such as Nagano City, which contains the famous Zenko-Ji Buddhist temple, or Joshin’etsukogen National Park, where traditional villages, ryokan inns and unique artisans still prosper.

D. \_\_\_\_\_ In fact, it is the tradition of fine design that has informed the much-admired look of Japan’s Shinkansen trains over time. The most recent Hokuriku Shinkansen extension, which goes all the way to the west coast at Kanazawa in two hours from Tokyo, was designed by the Japanese Kiyoyuki Okuyama, also famously the first non-Italian to design for Ferrari. Beautifully designed for environmentally friendly purposes, the body of the train is sky blue in color to represent the blue skies of the mountains and coast, mixed with a copper color, which represents the fine Japanese tradition of inlaid copper art. This mixture of futuristic technology and recognition of both cultural and natural heritage is what most people are searching for when they travel to Japan.

E. \_\_\_\_\_ You can walk on the long-distance, old Nakasendo Walking Trail as far as Magome, for example, and then travel by bullet train and be taken quickly to another world of Kyoto. Or go on a family trip, beginning with the bustling activity of Tokyo, with landmarks such as the Senso-ji temple, the manga studio, a sumo practice arena or the famous Ghibli animation studio, followed by a bullet train to Hakone National Park for a volcanic scene of hot springs, sulphur pools and astonishing landscapes. And children just love



these amazing machines. The fact that nearly all holidays in Japan, whether a self-guided walking tour or small-group adventure, will take you on the train is a testament to their greatness. We cannot think of any country in the world where trains are so important to holidays, and this is due to their effectiveness, speed and price. Just get your Japanese Rail Pass (around 200 pounds sterling for 7 days of unlimited travel in Japan) before you go—your tour manager should be able to help or organize it for you, as you cannot get it once you are there. When you arrive, you can forget highways and rental cars. Just get into train mode and go in peace.

F \_\_\_\_\_ Wheelchair travel is available in Japan’s bullet trains, which have specific spaces in each carriage for wheelchair users, and private “multipurpose” rooms as well as wheelchair-accessible bathrooms. Help with boarding the train is available at every station. Simply get the attention of a staff member and they will go with you to your platform with a ramp, then call ahead to your destination to make sure that there is someone to help you on your arrival. Most stations also have priority elevators for wheelchair users.

★ **2.3. After you read**

**Activity (3)** Read the text carefully, and give the best answers to each of the following questions.

1. What is the contradiction in naming the high-speed train in Japan?
2. How does the Shinkansen shorten distance and time?
3. Provide a description of the Shinkansen.
4. What is the impact of nature on the design of the train?
5. In what sense is Shinkansen a perfect choice for travelling on a holiday?

**Activity (4)** Find out whether the following statements are true or false, and correct the false statements.

1. The name of the bullet train indicates the attraction of Japanese people to war \_\_\_\_\_
2. The train’s journey from all regions of the country highlights the beauty of nature \_\_\_\_\_
3. The impact of Italian technology can be witnessed in the design of the Shinkansen \_\_\_\_\_
4. Japanese people prefer to use the bullet train due to its cheaply priced tickets \_\_\_\_\_
5. Caring about passengers with special needs is a priority of staff members \_\_\_\_\_

**Activity (5)** Find words from the text that mean the same as the following.

1. believing that an activity or idea is important and giving a lot of energy and time to it: \_\_\_\_\_
2. A long shaped tube: \_\_\_\_\_
3. An important transportation route: \_\_\_\_\_
4. An attractive countryside: \_\_\_\_\_
5. Having a decorative pattern put into a surface: \_\_\_\_\_
6. Wrestling practice: \_\_\_\_\_
7. A surface connecting a higher and a lower level: \_\_\_\_\_

**Activity (6)** Discuss the statement in pairs or small groups.

There should be a speed limit on super-fast trains.



### 5.3.3 Grammar

**Activity (1)** Look at the examples, then answer the questions below.

#### Examples

- If I hadn't prepared hard for IELTS, I wouldn't pass the exam.*
- If I were smarter, I'd have gone to Al-Najah University.*
- If I weren't going on holiday next week, I could have attended the job interview.*

- Which example shows a past hypothetical situation with a present hypothetical result? \_\_\_\_\_
- Which example shows a present hypothetical situation with a past hypothetical result? \_\_\_\_\_
- Which example shows a future hypothetical situation with a past hypothetical result? \_\_\_\_\_

**Activity (2)** Use conditional type three to talk about these situations.

- I studied hard, and now I have a great job.*
- We didn't read the instructions of the exercise, so we failed to provide the correct answer.*
- My elder brother drove the car at a high speed and caused an accident.*
- He contacted a man infected with coronavirus, and he suffered from breathing difficulties and high fever.*
- The passenger arrived late to the airport, and he missed the flight.*

### 5.3.4 Language Use

#### Making predictions and expressing probability

**Activity (1)** Click on the link of the video, then create five predictions about the future of space exploration. Discuss in pairs or groups how likely you think these predictions are.

<https://youtu.be/I7LJJuB2CHE>

#### Example

*We predict that humans will have a permanent colony on Mars around 2030.*

### 5.3.5 Writing

*In a number of countries, some people think it is necessary to spend large sums of money on constructing new railway lines for very fast trains between cities. Others believe the money should be spent on improving existing public transport.*

**Activity (1)** Discuss both of these views and give your own opinion.

**Activity (2)**  Assignment 

Click on the link below to watch the video, then follow the instructions.

<https://edpuzzle.com/media/5e7358ae05a7863dbb75d7ff>



**Check and reflect**  **Think about the unit sections and activities.**

*Complete the self-assessment checklist*

<i>Self-assessment</i>		
<i>Yes</i>	<i>No</i>	
		<i>I am able to read about the experience of travel in Palestine.</i>
		<i>I used vocabulary from the reading passage in meaningful sentences.</i>
		<i>I am able to talk about situations using conditional clauses type three.</i>
		<i>I am able to talk about holidays in a virtual way</i>
		<i>I write an essay about the use energy-saving modes of transportation</i>

# UNIT SIX

## MODERN EDUCATION



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## ***Unit Six: Modern Education***

*6.1 AI, Ethics and Classrooms of the Future*

*6.2 Learning outside the Classroom*

*6.3 Systems of Education*

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# UNIT SIX

## MODERN EDUCATION

### Preview

*This unit consists of the following parts: Listening, reading, grammar, language use and writing. You will have lessons about Artificial Intelligence for education, learning outside the classroom and two systems of education. The grammar part will be about reported speech. The section on language use includes persuading other people, expressing regret and showing importance and recommendations. You will be writing essays about different topics in technology and education.*

### Unit Objectives

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

- *apply the skills and strategies of a successful listener;*
- *apply the skills and strategies of a successful reader;*
- *apply the skills and strategies of a successful speaker;*
- *understand and apply the conventions of academic writing in English;*
- *demonstrate positive behaviour and attitudes.*

### Intended Learning Outcomes

**By the end of this unit, learners will be able to:**

1. *take notes and make use of them in answering questions about the listening or a video.*
2. *distinguish relevant from irrelevant information.*
3. *comprehend relationships between concepts.*
4. *make inferences and predictions about spoken discourse.*
5. *produce a well-organized academic essay.*
6. *use a variety of reported speech structures.*
7. *make inferences and predictions based on information in the text.*
8. *summarize or paraphrase information in a text.*



# UNIT SIX MODERN EDUCATION

## Getting Started

Work with a partner and match the descriptions below (A-C) with their pictures (1-3).

1. ....



2. ....



3. ....



- A. Technology plays an important role in helping students navigate through their university or college experience successfully.
- B. Artificial Intelligence and future classrooms.
- C. Distance learning vs. online learning.



# LESSON ONE

## AI, ETHICS AND CLASSROOMS OF THE FUTURE

### 6.1.1 Listening

#### ★ 1.1 Before you listen

*I am increasingly finding my way into your lives. More and more, you wonder how your future is going to change with me becoming smarter every day. What am I?*



#### ★ 1.2 While you listen

**Activity (1) Listening for Main Ideas.** You are going to listen to Dr. Susan talking about Artificial Intelligence for Education. Decide if the sentences are true or false. You can work with a partner.

1. \_\_\_\_\_ Students learn at different rates based on their diverse abilities, learning preferences and academic backgrounds.
2. \_\_\_\_\_ Using the latest technologies, cost-effective virtual solutions empower students of all ages to master and retain difficult concepts in their own way.
3. \_\_\_\_\_ VLA (virtual learning assistant) has two objectives: to help students feel more successful and educators more productive.
4. \_\_\_\_\_ VLA uses advanced artificial intelligence proven to be a strategy for promoting active learning and deeper engagement.
5. \_\_\_\_\_ Computer-generated instruction is automatically and progressively customized to ensure that each student achieves mastery regardless of the learner's response.
6. \_\_\_\_\_ The virtual learning assistant is not effective to grade a large number of short essays in a short time.
7. \_\_\_\_\_ Colleges and universities using VLA report student satisfaction rates upwards of 95%.

**Activity (2) Listening for Details.** Listen to the explanation about the different types of technologies which will change future classrooms. While listening, complete the following text:

School is not what it used to be. Today's high school learners are learning how to fly \_\_\_\_\_ and printing their artwork. It's really cool, but also kind of \_\_\_\_\_. So, what crazy new technologies will replace #2 pencils and good old graph paper in the classrooms of the future? \_\_\_\_\_ has been around since the '90s, but now Facebook and Google are no longer in your face. Google's \_\_\_\_\_ program turns smartphones into virtual reality viewers using simple inexpensive cardboard, and now that Facebook's bought Oculus \_\_\_\_\_, they're planning on getting into classroom gaming as early as next year. This is the first kind of headgear that might get you into the popular crowd. 3D printing in schools is \_\_\_\_\_ the art of show-and-tell. These printers can make machine parts, jewellery and even guns.



Yesterday's arts and crafts is now modern-day \_\_\_\_\_. Elementary age children are already using 3D printing to design prosthetic hands. Remember how you had to \_\_\_\_\_ around heavy books and then swap them out for other heavy books from your locker? Well, now, there's the \_\_\_\_\_ saving students from back problems everywhere. Still, the cloud could also give teachers direct access to data on student study habits. By doing all their homework online, students provide engagement data on how long they spent on their assignments and whether or not they're taking notes. There's a bonus, though: major publishers could use that data to judge how effective and engaging certain textbooks, are so you could be recycling that boring algebra book. With \_\_\_\_\_ technology, we've got fingerprint scanning to borrow library books and iris scanning instead of ID cards. Teachers will even be able to tell if you're concentrating or not during online courses using \_\_\_\_\_ technology.

**Activity (3) Sit in small groups. Watch the video, discuss and answer the questions below.**

1. What new technologies will replace pencils and paper in the classrooms of the future?
2. Why is hologram technology in classrooms still just a dream for now?
3. What will happen if students do all their homework online?
4. What are the advantages of using biometrics technology?

### ★ 1.3 After you listen

**Activity (4) After listening to Activity (2) above again, sit in small groups or pairs. Write a paragraph of no more than 50 words and reflect on the five technologies that might change the future classroom. Then assess your classmates' work.**



## 6.1.2 Reading

### ★ 2.1. Before you read

**Activity (1) Work with a partner and discuss the questions below.**

1. How would you define Artificial Intelligence?
2. What particular areas are going to be tremendously influenced by the introduction of AI?
3. How can we best use AI to improve the educational system?
4. Look at the photos. Describe the educational system in each picture. Which one do you prefer?

**Activity (2) Before you read, watch the following video. You can read the passage while watching.**



## ★ 2.2. While you read

This is a reading text about Artificial Intelligence. It has found its place in the education sector as many schools wake up to embrace the technology. This text enables you to be familiar with some basic information about this advancement.

### Activity (3) Jigsaw activity: Follow the instructions below very carefully.

1. Sit in groups of 4 persons.
2. One student from each group should be the leader.
3. Look at the reading passage.
4. You will be given 10 minutes to read over your reading part at least twice and become familiar with it.
5. Time for “expert groups”: one student from each group joins other students assigned to the same reading part and same colours in step 3. You will have 10 minutes to discuss and explain the reading part with your expert members and to rehearse the presentations you will make to your original group.
6. After you finish the 10 minutes, go back into your original jigsaw groups and present your reading part to your group.
7. Finish with the jigsaw: you should work together to produce a presentation using the reading parts from each of the experts.

 **Roles**

*Student 1 should take paragraph A  
Student 2 should take paragraph B  
Student 3 should take paragraph C  
Student 4 should take paragraph D*

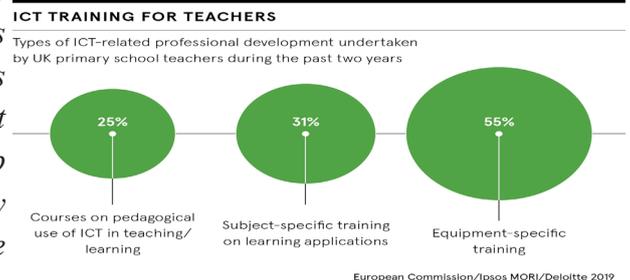
### Activity (4) Read the text quickly. With your partner, try to match the following headings (1-4) with the paragraphs (A-D).

1. Scientists are optimistic about AI.
2. The future classroom must be student centred.
3. Digital education is designed to teach future skills.
4. Screen time versus digitally-focused education.

### AI, ethics and classrooms of the future

A. \_\_\_\_\_ Experts chime in on the increasing role of artificial intelligence in education, which is set to transform learning as we know it. Pearson, the world’s largest textbook publisher, is phasing out print publications for higher education to adopt a resolutely digital-first policy that may signal a final full stop for traditional book learning. But the wealth of technology coming on stream heralds an exciting new chapter for the future classroom.

In the view of Mike Buchanan, executive director of HMC, which represents independent school headteachers, digital education will unlock a less rigid approach to classroom-based learning, as well as enable closer collaboration with pupils’ families. In a growing number of schools, the use of new management information and recording systems to harvest details of classroom activities and pupil progress is already allowing parents to access and aggregate their child’s attainment



**Figure 1**



records. In the future, this will no doubt see the traditional termly report being replaced by daily digital updates. Technology has both advantages and disadvantages in education, as it does in every field, he says. The exam boards probably won't like it. Still, in my view, AI's potential role in automated assessment and reporting will prove to be a game-changer.

B. \_\_\_\_\_ Professor Rose Luckin helps steer developments in educational technology in a firmly ethical direction. She believes that while individual tools such as virtual reality (VR), augmented reality (AR) or MOOCs (massive open online courses) will each play a role in the future classroom, close attention should be paid to the “over-arching intelligence infrastructure” as digital education develops. When looking at the future of classroom AI, we can see that as long as there is an ethical purpose to what is done, individuals and society will benefit from a global education technology infrastructure which deploys a whole range of digital tools. But Professor Luckin issues a warning to those who believe the future classroom needs to concentrate on computer coding alone.

As society's educational needs continue to change, people may well decide not to engage with some of the breakthrough things that they know AI can deliver. People need advanced thinking around what they want to deliver in terms of lifelong learning for each citizen, rather than an obsession with clever algorithms and coding.

C. \_\_\_\_\_ At Caterham School, an independent co-ed in Surrey, where all pupils are equipped with iPads, headmaster Ceri Jones takes the view that for today's 24/7 learners, there should be no final frontier in the digital world.

Yet, while tools such as VR and AR are routinely used to bring history lessons or language learning to life, and to foster collaboration with other students around the world, Mr Jones has no intention of allowing the tail to wag the dog.

“It's people who transform education, not technology, and that isn't about to change,” he says. “All the tech we use here is underpinned by a clear educational philosophy and purpose that actively supports our day-to-day teaching. There's no question of introducing it into the classroom simply because it's new and shiny.” Although Mr Jones notes that the majority of teachers starting in the profession are comfortable with using devices, less technologically minded colleagues are not forgotten.

Each new piece of kit needs to demonstrate its value to the teaching relationship, and if it doesn't do that, it has no place in Caterham's future classroom.

Mr Jones believes post-18 learners must be prepared for a future in which entrepreneurship and apprenticeships take their place alongside the university option. Still, he is firmly opposed to the suggestion that preparing young people for the world of work should become the key priority. “We need creative thinkers, collaborators and problem-solvers, and as long as we ensure people remain at the heart of education, good teachers will continue to change lives for the better,” he says.

D. \_\_\_\_\_ While there is an inherent contradiction between yet more digitally focused education and concern over young people and excessive screen use, Mr Buchanan believes there is a balance to be struck. He says: “We are talking about sensible use of technology in the future classroom rather than the wholesale abandonment of all books, and yes, I agree there are potential pitfalls in the move to online learning which we will need to tackle head-on.” Although Mr Buchanan foresees AI will inevitably free up more time for human interaction in the classroom, he has no fear that robot teachers will one day lead the class. “The key skills of my profession are related to subject knowledge, an understanding of how young people learn and the ability to facilitate tailored learning for each pupil,” he says. “When it comes to curating online content, so only the most helpful and reliable resources are put in front of pupils, I would argue that the core skills of teachers can only become more critical as we develop the future classroom.”



## ★ 2.3. After you read

**Activity (5)** Read the text carefully. Find the answers of these questions:

1. How will digital education enable closer collaboration with pupils' families?
2. What is the main concern that Professor Luckin mentions?
3. What can be inferred from figure 1 above?
4. What does Mr. Buchanan predict about the future classroom?
5. List what you learned from this text about AI.

**Activity (6)** Scan the text again. Indicate whether the following statements are true or false and justify your answers:

1. Mike Buchanan foresees that new massive technology will open the doors between parents and educational institutions. \_\_\_\_\_
2. AI will play an important role in automated assessment. \_\_\_\_\_
3. Mike Buchanan feels that technology has great advantages. \_\_\_\_\_
4. People always use technology, such as the VR, to bring the world to the classroom. \_\_\_\_\_
5. Teachers' skills become more critical when compiling online content for the future classroom. \_\_\_\_\_

**Activity (7)** Here are some words from the reading passage. Read their definitions, then complete each sentence.

1. Ethical (adj.) connected with beliefs and principles about what is right and wrong.
2. Chime (v) to show the time by making a ringing sound.
3. Entrepreneurship (n) the activity of making money by starting or running businesses, especially when this involves taking financial risks; the ability to do this.
4. Wagged/wags (v) move, swing.
5. Herald (v) to be a sign that something is going to happen.
6. Curated (v) collected, selected and presented information or items such as pictures, video, music, etc.
7. Apprenticeship (n) a job as an apprentice.
8. Executive director (n) the most senior person in an organization or department with responsibility for making daily business decisions.
9. Artificial Intelligence (n) the study and development of computer systems that can copy intelligent human behaviour.

1. I heard the clock \_\_\_\_\_.
2. The \_\_\_\_\_ problems of human embryo research.
3. Language is crucial to the development of \_\_\_\_\_.
4. These talks could \_\_\_\_\_ a new era of peace.
5. Mason Joshua, the \_\_\_\_\_, said his group helps new immigrants adjust to life in the EU.
6. The reforms are designed to encourage \_\_\_\_\_ and promote business and investment.
7. He \_\_\_\_\_ his head from side to side.
8. I would definitely read a blog that was all \_\_\_\_\_ content.
9. He had served his \_\_\_\_\_ as a plumber.



## Activity (8) Vocabulary Game.

1. Students sit in two groups with two chairs positioned so that they can't see the board.
2. One student sits in the seat.
3. The teacher writes a word on the board.
4. The others try to explain the word to the student who has their back to the board.
5. The first student to get the word wins a point for their team.
6. The students swap places after each word the teacher writes on the board.

## Activity (9) Vocabulary Formation

Use the words given in brackets at the end of sentences and the suffixes below to make new words and fill in the gaps.

*We can change the form of a word (e.g., from a verb to a noun) by adding suffixes.*

**-ment      -ion      -ive      -y      -ity      -ous      -able      -ed**

1. Many times, researchers work hard to satisfy their \_\_\_\_\_, but as a result, new things are invented. **(CURIOUS)**
2. Recent \_\_\_\_\_ in modern education have allowed us to create machines that can win against humans in some areas. **(DEVELOP)**
3. Engineers can now apply \_\_\_\_\_ technological solutions to the learning environment. **(ADVANCE)**
4. Computers are not always \_\_\_\_\_ and sometimes break down, so we should limit how much we depend on them in our learning systems. **(RELY)**
5. There are \_\_\_\_\_ human capacities that enable us to create artificial intelligence. **(NUMBER)**
6. AI is such a \_\_\_\_\_ technology that it will change the future of classrooms. **(TRANSFORM)**
7. The \_\_\_\_\_ of email was one of the most significant achievements in the correspondence among people and companies. **(INVENT)**
8. The \_\_\_\_\_ of nanotechnology is revolutionary in our age. **(DISCOVER)**

## Activity (10) Discuss this statement in a group or pairs. Then write about it in your own words:

*“Experts chime in on the increasing role of artificial intelligence in education, which is set to transform learning as we know it.”*

## Activity (11) 🎥 Assignment 1 🎥

Click on the link below to watch the video. Follow the instructions.

<https://edpuzzle.com/media/5e6bfc8dc8fb3240bc6b07af>



## 6.1.3 Grammar

### ✔ Grammar: Reported speech – statements

▶ Look at the examples below to learn how we can tell someone what another person said.

**Direct speech:** “I like thriller movies,” he said.

**Indirect speech:** He said he liked thriller movies.

**Direct speech:** “I worked as a teacher before becoming a lecturer,” he said.

**Indirect speech:** He said he 'd worked as a teacher before becoming a lecturer.

**Direct speech:** “I ll call you tomorrow,” he said.

**Indirect speech:** He said he 'd call me the next day.

💡 **N.B:** For more grammatical explanations, see the grammar appendix page.

### Activity (1) Change the direct speech into reported speech.

1. “He works in a school.”

She said \_\_\_\_\_

2. “We went out last night.”

He told me \_\_\_\_\_

3. “I’m coming!”

She said \_\_\_\_\_

4. “I was waiting for my friend when she arrived.”

He told me \_\_\_\_\_

5. “I’d never been there before.”

He said \_\_\_\_\_

6. “I didn’t go to the party.”

He told me \_\_\_\_\_

7. “Leila will come later”

He said \_\_\_\_\_

8. “He hasn’t eaten his dinner.”

He told me \_\_\_\_\_

9. “I can help you tomorrow.”

He said \_\_\_\_\_

10. “You should go to bed early.”

He told me \_\_\_\_\_

## 6.1.4 Language use

### ▶ Expressing regret

Expressing regret using the third conditional. Third conditional is sometimes used to express regret, e.g., ‘If I hadn’t spent so much time hanging around with friends, I would have passed a few more exams’.

### Activity (1) With a partner, express your regret for the following situations:

1. You did not keep your hands clean, so you caught coronavirus.
2. You did not stop at the traffic lights, so you had a fine.





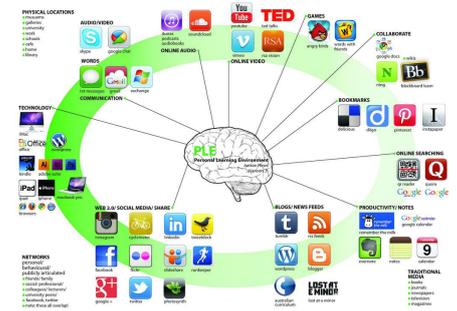
# LESSON TWO

## LEARNING OUTSIDE THE CLASSROOM

### 6.2.1 Listening

#### ★ 1.1 Before you listen

They have already transformed many aspects of traditional classrooms, and are not only vital for students' future lives and careers but can also enhance learning outcomes and engagement. What are they?



#### ★ 1.2 While you listen

**Activity (1) Listening for Main Ideas.** You are going to listen to Candace Figg, Professor of Educational Studies, talking about digital technology tools. Decide if the sentences are True or False. You can work with a partner.

1. Digital technology tools support some ways of learning better than others. \_\_\_\_\_
2. Digital technology tools work well only for research projects. \_\_\_\_\_
3. According to Figg, when implementing digital technologies, students become more interactive. \_\_\_\_\_
4. There are digital tools that a student needs to be able to use for educational purposes. \_\_\_\_\_
5. Research indicates that for students to use different tools for learning purposes, they have to be taught how to learn with tools. \_\_\_\_\_
6. According to Figg, by the time students get to high school, it's not recommended to have a kit of digital tools. \_\_\_\_\_
7. Students need some creativity tools that allow them to create slideshows and videos and podcasts, as well as drawing tools. \_\_\_\_\_
8. Digital technologies do a beautiful job of supporting the art of storytelling. \_\_\_\_\_

**Activity (2) Listening for Details.** Listen to how technologies are transforming the classrooms. While listening, complete the following text:

**Speaker one:** The experience of becoming a GI school has just been astounding. I have seen a massive increase in student engagement and a marked rise in academic \_\_\_\_\_ that I never expected.

**Speaker two:** When students were journaling on paper, the students who switched to journaling with technology have tended to write a lot more and more frequently. It allows them to explore and edit their ideas more efficiently, so it allows for more flowing \_\_\_\_\_ as opposed to paper and pencil.

**Speaker three:** I notice students wanting to tackle a question or research something on their own rather than ask the teacher, so just seeing the students taking ownership of their learning is \_\_\_\_\_.

**Speaker four:** The teachers go online, and they can correct your grammar, or they make you correct your grammar.

**Speaker five:** We'll have a quick write, and usually we can see our classmates' \_\_\_\_\_, and when we think they're good, we can reply to them.



**Speaker six:** For those students who don't have computers at home, I think having consistent access to technology is critical for them to be able to be \_\_\_\_\_, if we're thinking about being college, career and community ready.

**Speaker three:** A lot of students enjoy being able to check out a book at any time of day and night and check it out from home digitally, so they're able to read ebooks. We have a huge collection via Overdrive, so I'm seeing a lot of reading as well. \_\_\_\_\_ is also embedded within their ELA classes and social studies classes; it's real-time authentic learning as well. I did notice that teachers were very \_\_\_\_\_ when we learned that we would become a G1 school. Still, as the years progressed and as we're nearing springtime, I'm noticing that all of us, all of our teachers are very comfortable with using the technology in their classrooms and using it to become more successful teachers.

**Speaker two:** Using technology is the norm now.

**Speaker one:** This has transformed not just student engagement, but I also see that my staff is engaged in professional development and individual learning around lesson planning and around curriculum development in a much more rigorous and much more \_\_\_\_\_ way just through the use of these tools. Now we have this type of digital learning, collaboration and extension of thought 24/7 in our classrooms.

**Activity (3)** You will watch a video conversation between Tim Anderson and Kyle Brumbaugh. They are discussing an episode about student tool apps. After watching, answer the questions below.

1. According to Kyle, how is technology affecting learning for students and teachers in the classroom?
2. Why is it so important that apps can be used in a variety of places, circumstances and times?
3. According to Kyle, why are Quizlet, Papyrus and StudyBlue such important tools?

### ★ 1.3 After you listen

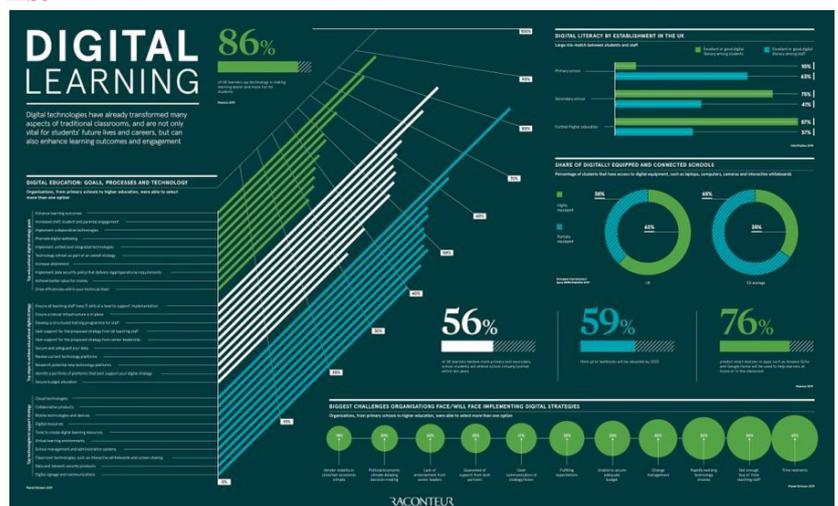
**Activity (4)** After listening to activity (2) above again, sit in groups. Reflect on how technologies are transforming the classrooms. Write notes about how you think such technologies may impact students. Discuss, and then assess each other's work.

**Activity (5)** Follow the instructions.

1. After reading the infographic carefully, sit in groups of 4-5 and talk about digital learning.

2. Together with your peers, comment on the most helpful technologies that may influence students' learning outside the classroom.

3. You can visit the following website:  
[raconteur.net/infographics/digital-learning](http://raconteur.net/infographics/digital-learning)

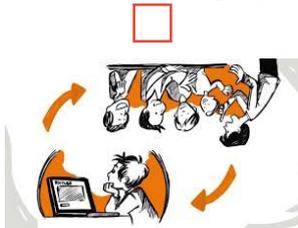


## 6.2.2 Reading

### ★ 2.1. Before you read

**Activity (1)** Work with a partner and discuss the questions below.

1. Do you use different technologies to learn outside the classroom?
2. How will classrooms be greatly influenced by different technological tools in the future?
3. Do you think that technologies such as AI will replace future classrooms?
4. Look at the photos and paintings below. Describe each educational system in the pictures.  
Which one do you prefer?



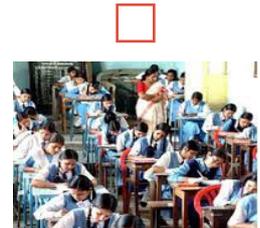
(a) Non-formal.



(b) Formal.



(c) Flipped learning.



(d) Informal.

**Activity (2)** Before you read, watch or listen to the following video. You can read the passage while watching.

### ★ 2.2. While you read

This is a reading text about learning outside the classroom. This text enables you to be familiar with some new digital tools that you can implement in your daily life.

**Activity (3)** Jigsaw activity: Please follow the instructions below very carefully.

1. Sit in groups of 4 persons.
2. One student from each group should be the leader.
3. Look at the reading passage.
4. You will given 10 minutes to read over your reading part at least twice and become familiar with it.
5. Time for “expert groups”: one student from each group joins other students assigned to the same reading part and same colours in step 3. You will have 10 minutes to discuss and explain the reading part with your expert members and to rehearse the presentations you will make to your original group.
6. After you finish the 10 minutes, go back into your original jigsaw groups and present your reading part to your group.
7. Finish with the jigsaw: you should work together to produce a presentation using the reading parts from each of the experts.

#### 💡 Roles:

Student 1 should take paragraph A  
Student 2 should take paragraph B  
Student 3 should take paragraph C  
Student 4 should take paragraph D



**Activity (4)** Read the text quickly. With your partner, try to match the following themes (1-4) with the paragraphs (A-D).

1. Teachers now have big chances to share.
2. Technologies may replace the traditional classroom altogether.
3. Cutting-edge innovative technologies are in use.
4. You can't use technologies all the time because of their cost.

**Learning outside the classroom**

A. \_\_\_\_\_ From cloud computing to virtual reality, technology is transforming the traditional learning path. New technologies such as the cloud, tablets and virtual reality (VR) have the potential to transform education, putting students in charge of their learning. Already some teachers have adopted the “flipped classroom”, in which students direct their own learning at home, while class time is used for answering questions. Could these technologies replace the traditional classroom altogether? Students learning outside classrooms



B. \_\_\_\_\_ Free cloud offerings such as Google’s G Suite for Education have made it easy to share information. Teachers can store resources – newspaper articles, instructional videos, podcasts – on the cloud, enabling students to access that information from home, in a café or even on the bus. Additionally, students can file assignments that teachers can instantly access and mark. Mobile technology, particularly in the form of tablets, is also helping to displace the idea that learning has to take place in the classroom. A 2014 report on learning technologies in further education from the Association of Colleges and the Association for Learning Technology found that tablets were “an excellent technology for enriched pedagogy”, citing their benefits in “interactive lectures, field trips and wet labs”. Equipped with cameras and audio recorders, tablets are also ideal vehicles for the increasingly popular e-portfolio: a method of recording and showcasing a student’s work, whether it’s a video of the student carrying out a practical task, such as cutting hair, or observations from their placement employer.

C. \_\_\_\_\_ Widespread adoption of mobile technology is hampered by cost, however. As John Traxler, Professor of Digital Learning at the University of Wolverhampton, points out: “Once you get past compulsory education, you’ve got to address the question of equity: tablets are expensive, so either you ask students to bring their own, with the result that only the rich students do, or the institution buys them, and it can’t afford to.” But the broader trend is away from traditional classroom-based teaching. In essence, online distance learning has mushroomed in recent years, enabling students to gain both work-based qualifications and full degrees without attending a physical institution. While that’s harder to achieve in areas where students need to acquire practical skills, technology can still add value. Prospects College of Advanced Technology in Essex, for example, has installed a virtual reality suite that will enable its construction students to practise new skills, such as carrying out an electrical installation in a virtual setting before moving on to trying them in a real-world setting. Although the classroom-based model has lasted for hundreds of years, web-based, mobile and virtual technologies are taking learning in a new direction. We could finally be about to see the end of classroom-based teaching and the dawn of an era of independent learning.



Virtual reality, ‘the suit of life’.

D. \_\_\_\_\_ Here are some examples of technology in use. Cloud computing includes free educational suites from Google and Microsoft that enable schools to store other files on the web so that students and teachers can collaborate inside the classroom and out. A tablet’s versatility means students can learn anywhere at any time, whether it’s taking photos on a field trip, videoing themselves practising a talk or using a language app to hone their speaking skills. These are called tablet computers. Game simulations enable students to learn practical skills by doing them, but without risk: this is particularly useful in higher education for students of medicine, dentistry or optometry. Wearable headsets work with virtual reality to immerse students in an



experience. In contrast, wearable cameras can capture learning and headbands that measure brain signals to let teachers know if students are distracted. Wearable laboratories allow students to run experiments online and repeat them if they get them wrong – useful for students who are home-taught or who want to revise what they've learnt in college. In VR, students can immerse themselves in a learning experience, whether it's putting themselves in the place of an Apollo astronaut as he lands on the moon or walking around a virtual building site identifying safety issues. Augmented reality software enables students to point their mobile camera at an object and see a video or animation superimposed on the screen, bringing alive everything from history to car maintenance. 3D printers enable students to create prototypes for their design ideas, objects for use in science experiments, or solid geometric shapes to help them understand mathematical concepts. Tools such as Skype and FaceTime expand students' horizons by enabling them to talk to students and teachers in other countries, or have face-to-face consultations with an expert. This technology is called video conferencing. Another area is the telepresence robot teacher, which has been piloted in the US. It is a 1.2-metre stand with a screen and a camera: the remote teacher can see, hear and talk to their students.

### ★ 2.3. After you read

**Activity (5) Read and find out. Now read the text carefully, and find answers to each of the following questions:**

1. Do you think that new technologies will transform education? How?
2. What can be inferred from the speech of Professor John Traxler?
3. What is the impact of the spread of online distance learning?
4. What can you understand from the College of Advanced Technology in Essex?
5. What did you learn from the reading passage about the tools that learners can use to learn outside and inside the classroom?
6. Why is a private company giving away a service for free that requires constant upkeep and maintenance?

**Activity (6) Scan the text again. Indicate whether the following statements are True or False, and justify your answers:**

1. Technology has the essentials to step up education. \_\_\_\_\_
2. Google G Suite offers educators enough storage space. \_\_\_\_\_
3. Tablets did not reinforce methodology. \_\_\_\_\_
4. Some technologies are changing the way people are learning. \_\_\_\_\_

**Activity (7) Choose and match the innovative technologies in the box with their uses below.**

**Cloud computing, Tablet computers, Simulations, Wearables, Virtual laboratories, Virtual reality, Augmented reality, 3D printing, Video-conferencing, Robots.**

1. \_\_\_\_\_: enables schools to store other files on the web.
2. \_\_\_\_\_: Students video themselves practising a talk or using a language.
3. \_\_\_\_\_: enable students to learn practical skills by doing them.
4. \_\_\_\_\_: work with virtual reality to immerse students in an experience.
5. \_\_\_\_\_: allow students to run experiments online.
6. \_\_\_\_\_: Students can immerse themselves in a learning experience.
7. \_\_\_\_\_: enables students to point their mobile camera at an object and see a video or animation superimposed on the screen.
8. \_\_\_\_\_: enables students to create prototypes for their design ideas.
9. \_\_\_\_\_: enabling learners to talk to students and teachers in other countries.
10. \_\_\_\_\_: Teachers can see, hear and talk to their students.



**Activity (8)** Here are some words from the reading passage. Read their definitions, then complete each sentence.

**Simulations (n)** imitation of a situation or process.

**Potential (adj.)** having or showing the capacity to develop into something in the future.

**Flipped learning (n)** a pedagogical approach in which the conventional notion of classroom-based learning is inverted.

**Mobile technology (n)** electronic equipment such as mobile phones or small computers that you can use in different places.

**Pedagogy (n)** the method and practice of teaching, especially as an academic subject or theoretical concept.

**Hampered (v)** hinder or impede the movement or progress of.

**Mushroomed (v)** increase, spread, or develop rapidly.

**Immerse (v)** involve oneself deeply in a particular activity.

1. Technicians can create \_\_\_\_\_ of blood flowing through arteries and veins.
2. A young broadcaster with great \_\_\_\_\_.
3. \_\_\_\_\_ is one approach to teaching.
4. \_\_\_\_\_ is any device with internet capability that is accessible from anywhere the user is.
5. There is a relationship between applied linguistics and language \_\_\_\_\_.
6. Their work is \_\_\_\_\_ by lack of funds.
7. Environmental concern \_\_\_\_\_ in the 1960.
8. \_\_\_\_\_ the paper in water for twenty minutes.

**Activity (9) Vocabulary Formation**

Put the correct form of the word in brackets into the blank.

1. In the future people will have a wider \_\_\_\_\_ of AI. (**CHOOSE**)
2. Administering 600 workers is a heavy \_\_\_\_\_. (**RESPONSIBLE**)
3. The municipality spent more money on \_\_\_\_\_ and health than ever before. (**HOUSE**)
4. Do you have any particular \_\_\_\_\_ where we sit? (**PREFER**)
5. There's a \_\_\_\_\_ contrast between what he does and what he says. (**STRIKE**)
6. The wedding turned out to be a huge \_\_\_\_\_. (**DISAPPOINT**)
7. He was \_\_\_\_\_ for reckless driving. (**QUALIFY**)
8. Is it impossible to remove the cans from the store that have been in \_\_\_\_\_ for such a long time? (**STORE**)
9. Job \_\_\_\_\_ is the main concern of researchers these days. (**SATISFY**)
10. I did not confirm my \_\_\_\_\_ online, so I booked on arrival. (**RESERVE**)

**Activity (10) Discussion.**

With your partner, discuss what Professor Taxler means when he said:

“... tablets are expensive, so either you ask students to bring their own, with the result that only the rich students do, or the institution buys them, and it can't afford to.”

**Activity (11)**  **Assignment 1** 

Click on the link below to watch the video. Follow the instructions.

<https://edpuzzle.com/media/5e74f8d7872d3e3f0f0f6e12>



## 6.2.3 Grammar

### ✔ Grammar: Reported speech - Reporting questions that others ask:

▶ Look at the examples to examine how the questions are reported.

**Direct speech:** 'Do you work online?' he asked.

**Indirect speech:** He asked me if I worked online.

**Direct speech:** 'Who did you see?' she asked.

**Indirect speech:** She asked me who I'd seen.

**Direct speech:** 'Could you write that down for me?' she asked.

**Indirect speech:** He asked me to write it down.

💡 **NB:** For more grammatical explanations, see the grammar appendix page.

### Activity (1) Change the direct speech into reported speech.

1. "What do you want for working online?"  
She wondered \_\_\_\_\_ for working online.
2. "Do you need your laptop?"  
My friend asked me \_\_\_\_\_.
3. "Where did you study?"  
He wanted to know \_\_\_\_\_.
4. "Where are you working?"  
My mother asked me \_\_\_\_\_.
5. "Are you coming to the party?"  
He asked me \_\_\_\_\_.
6. "Will you help me?"  
The old man wanted to know \_\_\_\_\_.
7. "Have you bought a new phone?"  
She asked me \_\_\_\_\_.
8. "How long have they been learning English at school?"  
The professor wanted to know \_\_\_\_\_ at school.

## 6.2.4 Language Use

### ▶ Persuading other people.

**Typical expressions that are used to persuade others:**

1. Make sure you (go to see your teacher).
2. The sooner you (go to see your teacher), the better.
3. Whatever you do, you should (go to see your teacher).
4. You have no choice but to (go to see your teacher).
5. (Going to see your teacher) is worth a try.
6. I can't recommend (going to see your teacher) strongly enough.
7. You should (go to see your teacher), no doubt about it.

### Activity (1) Practice these examples with a partner.



## 6.2.5 Writing

### An essay about technology in education

You are going to write an essay that suggests reasons for and solutions to a problem of integrating technology in education.



### **PBL Activity** **Assignment 2**

**You are given three topics; follow the instructions below to do the assignment.**

- a. Technologies help you with learning outside the classroom
- b. Future changes in classrooms
- c. Smartphones in school: Ban, restrict or allow?

1. Work in groups of no more than 3. All students should be involved and take on different responsibilities. You are going to prepare a presentation of facts about one of the topics mentioned above, which were published in international magazines and news.
2. You can use Google search. You can surf the web to find information.
3. You can use any digital tool that fits you.
4. References must be identified and included, and their inclusion should be explained and justified.
5. Your language of the presentation should be formal and include worked examples of reported speech use connectors.
6. Assessing you: Were you able to answer the prompt / question / topic assigned to you?
7. Self-assessment: How did I practice some of the skills outlined in the unit?

**Check and reflect**  **Think about the unit sections and activities. Complete the self-assessment checklist.**

Self-assessment	
Yes	No
	<i>I was able to speak easily and fluently.</i>
	<i>I used vocabulary from the reading passage in meaningful sentences.</i>
	<i>My partners, classmates, or groups understood me when speaking.</i>
	<i>I used reported speech correctly.</i>
	<i>I understood a listening text about technology tools and education.</i>
	<i>I can express my opinion.</i>
	<i>I am able to write an essay about technology in education.</i>
	<i>I can connect ideas across readings.</i>
	<i>I express and think critically about the text, videos, listening, writing, language functions and the assignment in my group.</i>



# LESSON THREE

## SYSTEMS OF EDUCATION

### 6.3.1 Listening

#### ★ 1.1 Before you listen

This option means you're physically attending / present in classes at a particular location. It's a more traditional route. You get to see and interact with the lecturer, and often other classmates too. The other option is quite broad in that it provides different ways in which one can complete one's studies. Guess What?



#### ★ 1.2 While you listen

##### Activity (1) Listening for Details.

You are going to listen to Chris Burton discussing the benefits of both online and face-to-face learning and how to leverage learning with both. Decide if the sentences are true or false. You can work with a partner.

1. Emotional contact points, the personal connections and the relationships are things we may not always get through a virtual class. \_\_\_\_\_
2. Technology is increasingly cost effective. \_\_\_\_\_
3. Learning has to be a process; it's not just an event. \_\_\_\_\_
4. Chris says "we should engage our learners as much as possible". \_\_\_\_\_
5. Sometimes it's an awkward situation to share a webcam. \_\_\_\_\_
6. Chris thinks that both systems are incredibly important methods for delivering learning, and each has its own benefit. \_\_\_\_\_

##### Activity (2) Listening for Details. Listen to Dr Bernard Bull, Assistant Vice President of Academics at Concordia University, as he takes on the question "Is online learning as effective as traditional learning?" His answer may surprise you! While listening, complete the following text:

The question about comparing online and traditional or face-to-face learning is an interesting one, because in some ways, it's kind of like asking, "Is face-to-face teaching and learning effective?" Well, it kind of depends, right? It depends upon the teacher; it depends upon the class. There are so many factors that go into whether a class is effective or not, and not all face-to-face classes are the same. You could be in a \_\_\_\_\_ lecture hall with 300 students and a \_\_\_\_\_ You could be in a small, \_\_\_\_\_ workshop with maybe ten other students and a professor who's really engaged in \_\_\_\_\_ you. And those other factors are really what make the difference between an effective learning experience and a less-effective one. Do we have \_\_\_\_\_ teachers who know how to use the tools and the context and the \_\_\_\_\_ to help people learn and grow? Do we have students who are coming in, and they're all in, and they're ready and committed to learn and grow? When you put those things together, you're \_\_\_\_\_ have a really gre at \_\_\_\_\_, and that can happen online, or it can happen face-to-face.



**Activity (3)** You will watch a video about Online Education vs. Traditional Education. After watching, answer the questions below.

1. What do face-to-face courses allow students to do?
2. Based on the video, list the disadvantages of face-to-face classes.
3. What is one advantage of online courses?
4. Identify one disadvantage of online learning.
5. What was the result of a study comparing a group of online and face-to-face students?

★ **1.3 After you listen**

**Activity (4)** After listening to Activity (2) above again, sit in small groups.

1. Reflect on how technologies are transforming the classroom.
2. Write notes about how you think such technologies may affect students' lives.
3. Discuss and peer-assess each other's work.

## 6.3.2 Reading

★ **2.1. Before you read**

**Activity (1)** Work with a partner and discuss the questions below.

1. What kind of study or training would you like to do in the future?
2. Should universities be free for students? Why / why not?
3. Do you think face-to-face learning is better than distance learning?
4. Match the photos with their descriptions below.



- (a) Online distance education classes for every age and grade.
- (b) Online distance education matches your life.
- (c) Face-to-face instruction must take place in real-time and in one location.
- (d) One advantage of online learning is having a job while studying.

**Activity (2)** Before you read, watch or listen to the following video. You can read the passage while watching.



## ★ 2.2. While you read

This is a reading text about different systems of learning. This text enables you to be familiar with different educational systems.

### Activity (3) Jigsaw activity: Follow the instructions below very carefully.

1. Sit in groups of 4 persons.
2. One student from each group should be the leader.
3. Look at the reading passage.
4. You will be given 10 minutes to read over your reading part at least twice and become familiar with it.
5. Time for “expert groups”: one student from each group joins other students assigned to the same reading part and same colours in step 3. You will have 10 minutes to discuss and explain the reading part with your expert members and to rehearse the presentations you will make to your original group.
6. After you finish the 10 minutes, go back into your original jigsaw groups and present your reading part to your group.
7. Finish with the jigsaw: you should work together to produce a presentation using the reading parts from each of the experts.

#### Roles:

Student 1 should take paragraph A  
Student 2 should take paragraph B  
Student 3 should take paragraph C  
Student 4 should take paragraph D

### Activity (4) Quickly read the text. With your partner, try to match the following descriptions (1-4) with the paragraphs (A-D).

1. What distance and face-to-face learning are.
2. Different roles for teachers and learners.
3. To use or not to use virtual online distance learning.
4. General summary and conclusions.

#### Face -to- face or distance learning

Distance learning and teaching systems have been around for at least 200 years in one form or another, although many people think it is an up-to-date system of learning. Historically, distance learning involved sending students a series of weekly lessons by mail. The technological advancements of the past 20 or so years, however, have meant that this form of education is now a credible alternative to face-to-face learning. Indeed, 1996 saw the founding of the first “virtual university” in the United States, which indicates that distance learning has developed in a relatively short span of time. While it is now possible to obtain a large variety of online degrees, which is the best type of education to pursue? A closer check of this topic indicates that distance, online and traditional educational systems have significant differences as well as some similarities.



A. \_\_\_\_\_ *When the systems are compared, the clear difference dwells in the way that instruction is delivered. Online distance learning is an instructional system in which learners connect with educational resources. Students work on their own at home, at work, or school and communicate with faculty and other students via e-mail, electronic forums, videoconferencing, chat rooms, bulletin boards, instant messaging and other forms of computer-based communication. In a face-to-face course, students may only require a computer for writing an essay. In comparison, when learning remotely, technology is the principal means of communication, as mentioned. Face-to-face instruction must take place in real-time and in one location.*

*Conversely, a distance learning system can happen at any time and in any location, because the learning is not restricted by geography. Thanks to the flexibility that this provides, students may be better able to learn at their own pace, but it may also mean that learners have to be well organized and self-disciplined. In other words, they must be more highly motivated to do well in distance-learning courses. Finally, with face-to-face learning, the teacher and student have the opportunity to develop a personal relationship. In a virtual classroom, by contrast, the teacher may seldom or never actually meet the student. This may make it hard for teachers to understand their students' specific learning needs.*

B. \_\_\_\_\_ *Although the nature of teacher-student relationships may vary in the two methods, they share the same core principles. Just as a teacher is the "source of knowledge" in a classroom, he or she is the one who is responsible for helping students comprehend the online course. The teacher needs to decide how to present the learning material best and in which sequence the topics should be introduced. He or she must also create the assignments for the course and help the students to know what resources (textbooks, websites, and so on) will best support their learning. Additionally, a teacher needs to provide student feedback in some way. For example, a language teacher in a classroom may be able to correct a student's grammar or pronunciation in the moment. In contrast, a distance-learning teacher may need to provide written or recorded feedback to be delivered later. In any case, all the common elements of the teacher's role are necessary, no matter what kind of instruction is being used. Online distance learning systems have advantages and disadvantages.*

C. \_\_\_\_\_ *There are many advantages of using distance learning environments. The online education system is available all the time and anywhere. Nevertheless, there are drawbacks for some learners. The written text is available for online students, and no other face-to-face cues. This may confuse the learner and cause misconception. While distance learning allows for impartiality, it is also inconvenient because it is done by e-mail messages and writing, and therefore, it may take more time than face-to-face learning. The sheer bulk of messages can sometimes be overwhelming for many online students. Several types of educational institutions such as universities, colleges and schools use online distance learning environments. These are crucial for students who may be unable to attend meetings for a variety of reasons such as sicknesses or busy everyday lives. Some students just want to advance their studies at home. They enjoy the comfort of learning from home as they register in regular programs or enrichment classes. Online or distance courses will keep learners very engaged at all hours. There are a lot of messages and other online resources to read and respond to. Most learners have regular jobs or attend regular school classes on the ground as well. However, the benefits are clear. Online distance learning is becoming very popular. Some virtual online classes have become a profitable business as they replace conventional traditional means of learning.*

D. \_\_\_\_\_ *It is not easy to declare whether one way of learning is better than another, because they are pointing towards different learning situations. They are absolutely different experiences. Nevertheless, there are strong similarities between the two systems, which can both produce positive results. A student who has the choice should consider the pros and cons of each method before deciding to take a course.*



## ★ 2.3. After you read

### ▶ Reading for details

**Activity (5)** Read the text carefully, and decide if the statements are about distance learning, face-to-face learning or both.

	Distance	Face-to-face	Both
1. improves a strong relationship between students and teachers			
2. relies heavily on technology			
3. flexible with time			
4. students can interact with each other in person			
5. can be an effective way of teaching			
6. requires a high level of motivation			
7. not limited by geography			
8. can suit many types of students			

**Activity (6)** Work with a partner. Based on scanning the article, answer the questions below:

1. What was distance learning like 200 years ago?
2. Why can online learning be slightly impersonal?
3. What makes online education a credible alternative to face-to-face learning now?
4. Do you think the author favours distance learning over face-to-face learning? Why?
5. What did you learn about face-to-face learning and distance learning?

**Activity (7)** Scan the text again. Do you think the following sentences are True or False? Correct the false sentences.

1. Distance learning is considered a new idea. \_\_\_\_\_
2. It has been possible to get a university degree online in America since the 1980s. \_\_\_\_\_
3. Face-to-face learning is better than online learning. \_\_\_\_\_
4. Students generally enjoy meeting face-to-face with other people on their courses. \_\_\_\_\_

**Activity (8)** Here are some words from the reading passage. Read their definitions, then complete each sentence.

**Foundation (n)** The establishment or starting of an organization.

**Sheer (adj.)** used to emphasize the size, degree or amount of something.

**Virtual (adj.)** existing in a technological environment.

**Significant (adj.)** essential or noticeable.

**Core (adj.)** basic idea or rule.

**Alternative (Adj.)** different from something else.

**The bulk (n)** central part.

**Bulletin (n)** a short news report on the radio or television.

**Principle (n)** an essential part of something.

1. Many students prefer studying a vocational subject as an \_\_\_\_\_ to an academic subject.
2. She is now running a small government research \_\_\_\_\_.



- 1996 saw the establishment of the world's first \_\_\_\_\_ university, which operated only on the internet.
- There are no \_\_\_\_\_ differences between the two groups of students.
- The story led the television news \_\_\_\_\_ that evening.
- This report goes to the \_\_\_\_\_ of the argument.
- He has high moral \_\_\_\_\_.
- We were impressed by the \_\_\_\_\_ size of the cathedral.
- The \_\_\_\_\_ of the population lives in cities.

### Activity (9) Vocabulary Formation

Put the correct form of the word in brackets into the blank.

- The world is facing a technological \_\_\_\_\_. (**EXPLODE**)
- It is \_\_\_\_\_ to take online courses instead of face-to-face. (**ADVISE**)
- She claimed \_\_\_\_\_ benefit for over six months. (**EMPLOY**)
- The \_\_\_\_\_ course begins in September. (**MANAGE**)
- It's a \_\_\_\_\_ shame that this man didn't have a better chance in his life. (**CRY**)
- The students' hostel we stayed in last night was close to the \_\_\_\_\_ track. (**BEAT**)
- You should visit your portal \_\_\_\_\_. (**SYSTEM**)
- Experts have tried to find alternatives to \_\_\_\_\_ using AI. (**TEACH**)

**Activity (10)** How do you think teaching and learning will change in the future? Discuss this question in pairs or groups of 4-5 students.

### Activity (11) 🎥 Assignment 1 🎥

Click on the link below to watch the video. Follow the instructions.

## 6.3.3 Grammar

### ✔ Grammar: Reported speech – Reporting verbs

▶ Look at the examples. Discuss with your teacher how these sentences are reported.

**Direct speech:** 'You should visit her,' she maintained.

**Indirect speech:** She convinced me to visit her.

**Direct speech:** 'Stay here,' he boasted.

**Indirect speech:** He told us to stay there.

**Direct speech:** 'It wasn't me who broke the window,' he said.

**Indirect speech:** He denied breaking the window.

💡 **N.B.:** For more grammatical explanations, see the grammar appendix page.



## Activity (1) Change the direct speech into reported speech.

1. "Don't forget to buy bread!" said Ahmad to Sami. (remind, using infinitive)
2. "You shouldn't go into the water," said the coast guard. (advise against)
3. "I'll go to Italy on holiday," said Peter. (decide, using infinitive)
4. "I think you should go to the police station," Anna said to Sadeq. (advise, using infinitive)
5. "Watch out for the steps," he said. (warn, using 'about')
6. "You should apply for the job," said Hannah to Salvia. (encourage)
7. "Okay, Romeo can go to the housewarming," said Romeo's mother. (agree, using clause)
8. "The class will start later on Tuesdays," the teacher said to us. (explain + clause)
9. "It's a great idea to go to the moors," said Abdullah. (recommend + verb-ing)
10. "Don't cross the road there," she said to the children. (warn, using infinitive)

## 6.3.4 Language Use

### ▶ Expressing importance politely.

There are verbs of suggestion and adjectives of importance with the subjunctive in that-clauses. These verbs and expressions are used to give strong recommendations, often at work or at university. These recommendations often come from a person who is superior to you, such as a manager, professor, teacher, officer, principal or doctor. You can use the verbs of suggestion to show the importance of making a recommendation without showing you are giving a direct order.

A direct order would look like this: "Bring the files from my office immediately." Giving a direct order may sound too offensive, which means your listener might not receive your recommendation well. Instead, you need to show flexibility in the way you speak.

### ▶ How to Express Power, Urgency, and Importance Politely:

#### ① How to Use the Subjunctive in That-Clauses

Suggestion verb (or adjective phrase) + (that) + noun + base form of the verb

**Here are some examples:**

- I ask that you **write** what I am about to read.
- She recommended that he **go to the doctor** immediately.
- We insist you **come** earlier to work.
- It is **crucial** that you **be** told ASAP.
- I suggest you **exercise** everyday!

#### ② Verbs of Suggestion and Recommendation

**There are familiar verbs of suggestion to help you sound more natural!**

- to advise (that)
- to ask (that)
- to demand (that)
- to forbid (that)
- to insist (that)
- to propose (that)



## 6.3.5 Writing

### ▶ An essay about the future classroom

How do you think the future classroom might change? What education skills do you think will be necessary for the teacher of the future to be successful?

### **PBL Activity** 🎁 **Assignment 2** 🎁

**You are given 3 topics; follow the instructions below to do the assignment.**

- a. Digital technologies have already transformed many aspects of traditional classrooms.
- b. Can online courses with large-scale interactive participation and open access via the web replace face-to-face teaching in a traditional university setting?
- c. The difference between emergency remote teaching and online learning.
  1. Work in groups of no more than 3. All students should be involved and take on different responsibilities. You are going to prepare a presentation of facts about one of the topics mentioned above, which were published in international magazines and news.
  2. You can use Google search. You can surf the web to find information.
  3. You can use any digital tool that fits you.
  4. References must be identified and included, and their inclusion should be explained and justified.
  5. Your language of the presentation should be formal and include worked examples of reported speech.
  6. Assessing you: Were you able to answer the prompt / question / topic assigned to you?
  7. Self-assessment: How did I practice some of the skills outlined in the unit?

**Check and reflect** ✅ **Think about the unit sections and activities. Complete the self-assessment checklist.**

Self-assessment	
Yes	No
	<i>I was able to speak quickly and fluently about face-to-face and distance learning.</i>
	<i>I used vocabulary from the reading passage in meaningful sentences.</i>
	<i>My partners, classmates, or groups understood me when speaking.</i>
	<i>I used reported speech correctly.</i>
	<i>I understood listening texts and videos about modern education.</i>
	<i>I can express my opinion.</i>
	<i>I wrote an essay about education and technology.</i>
	<i>I can connect ideas across readings.</i>
	<i>I express and think critically about the text, videos, listening, writing, language functions and the assignment in my group.</i>



# UNIT SEVEN

## NOBEL PRIZE WINNERS



## ***Unit Seven: Nobel Prize Winners***

*7.1 The Nobel Prize Medal*

*7.2 Nobel Prize Winners*

*7.3 Winners of Nobel Prize for Peace*



# UNIT SEVEN

## NOBEL PRIZE WINNERS

### Preview

*This unit consists of the following parts: listening, reading, grammar, language use and writing. You will have a lesson about the Nobel Prize Foundation, the types of the Prize, and Nobel Prize winners. The grammar part will deal with the embedded questions and future tenses. Language use includes obligation, asking for clarification, and criticizing. In this unit, you will be writing essays about different topics.*

### Unit Objectives

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

- 1. apply the skills and strategies of a successful reader about international Prizes,*
- 2. apply the skills and strategies of a good listener and speaker,*
- 3. use future tenses and embedded questions,*
- 4. express obligation, criticizing, asking for clarification,*
- 5. write a well-organized essay.*

### Intended Learning Outcomes

**By the end of this unit, learners will be able to:**

- understand a short listening text about the Nobel Prize,*
- understand a reading text about the Nobel Prize Foundation, the types of the Prize, and some winners of the Nobel Prize for Peace,*
- use key terms in an informative context,*
- use future tenses and embedded questions,*
- express obligation, criticizing, and asking for clarification,*
- write a summary about the Nobel Prize Foundation, describe the process of selecting a winner, and write an essay on Yasser Arafat as a Nobel Prize winner.*

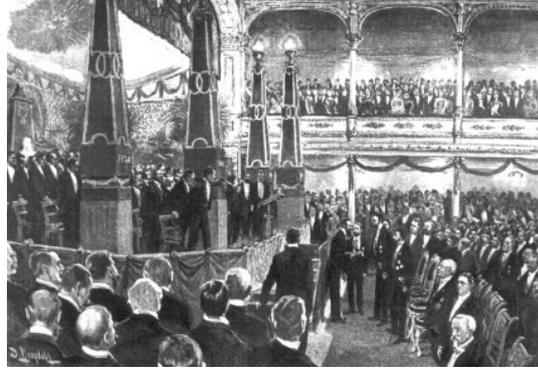


# UNIT SEVEN

## NOBEL PRIZE WINNERS

### Getting Started

Look at the pictures. Then discuss the questions below in pairs.



1. Who is the man in the first picture?
2. What kind of gathering is the one in the second picture?
3. Where is the location of the Nobel Prize Foundation?



# LESSON ONE

## THE NOBEL PRIZE MEDAL

### 7.1.1 Listening

#### ★ 1.1 Before you listen

**Activity (1)** Look at the photo of the Nobel Prize medal. Read the information below to guess with a partner the expected winner of the Prize in the Arab World in 2021.



*Between 1901 and 2018, the Nobel Prizes (and the Prizes in Economic Sciences, from 1969 on) were awarded 590 times to 935 people and organizations.*

#### ★ 1.2 While you listen

**Activity (2)** Listen and write short answers to the following questions.

1. Who invented dynamite?
2. What did Alfred sell?
3. What is the best answer to the crucial political and moral questions of man's time?
4. What is the commercial benefit of chemical products?

**Activity (3)** Listen again and complete the following paragraph with the missing words.

Alfred \_\_\_\_\_ hoped that the destructive power of dynamite would put an end to all wars. \_\_\_\_\_ he sold off all his factories, and he wrote his will. He left several thousand \_\_\_\_\_ to his family. But with the bulk of his fortune, he set up a fund, the \_\_\_\_\_ from which shall be annually distributed to those who, during the \_\_\_\_\_ year, have conferred the greatest benefit on \_\_\_\_\_.

#### ★ 1.3 After you listen

**Activity (4)** After listening again to Activity (2) above, sit in small groups. Write a paragraph of no less than 50 words and reflect on the Nobel Prize.

### 7.1.2 Reading

#### ★ 2.1. Before you read

**Activity (1)** Discuss these questions with your classmates.

1. Have you ever watched or heard about the Nobel Prize?
2. Who is the Nobel Prize awarded to?
3. How many types of the Nobel Prize are there? What are they?



## ★ 2.2. While you read

### Activity (2) Follow the instructions below carefully.

1. Sit in groups of four persons.
2. One student from each group should be the leader.
3. Look at the reading passage.
4. You will be given 10 minutes to read over your reading part at least twice and become familiar with it.
5. Time for “expert groups”: one student from each group joins other students assigned to the same reading part and same colours in step 3. You will have 10 minutes to discuss and explain the reading part with your expert members and to rehearse the presentations you will make to your original group.
6. After you finish the 10 minutes, go back into your original jigsaw groups and present your reading part to your group.
7. Finish with the jigsaw: you should work together to produce a presentation using the reading parts from each of the experts.

#### 💡 Roles:

*Student 1 should take paragraph A  
Student 2 should take paragraph B  
Student 3 should take paragraph C  
Student 4 should take paragraph D*

### Activity (3) Quickly read the text. With your partner, try to match the following descriptions (1-4) with the paragraphs (A-D).

1. The management structure of the Foundation.
2. A will turned into a reality.
3. The fields of the Prize.
4. Tasks of the Nobel Foundation.

#### ***The Nobel Foundation: a mission towards prosperity of humanity***

A. \_\_\_\_ The Nobel Foundation was founded as a private organisation on 29 June 1900, specifically to manage the finances and administration of the Nobel Prizes. It is based on Nobel’s last will and testament. At the time Nobel’s will led to much skepticism and criticism, and thus it was not until 26 April 1897 that his will was approved by the Storting ( The Storting is the supreme legislature of Norway, established in 1814 by the Constitution of Norway. It is located in Oslo. Soon thereafter they appointed the members of the Norwegian Nobel Committee that was to award the Peace Prize. Shortly after, the other prize-awarding organizations followed; Karolinska Institutet on 7 June, the Swedish Academy on 9 June and the Royal Swedish Academy of Sciences on 11 June. The next thing the Nobel Foundation did was to try to agree on guidelines for how the Nobel Prize should be awarded. In 1900 the Nobel Foundation’s newly created statutes were promulgated by King Oscar II.

B. \_\_\_\_ The Nobel Prizes (Swedish: Nobelpriset, Norwegian: Nobelprisen) are prizes awarded annually by the Royal Swedish Academy of Sciences, the Swedish Academy, the Karolinska Institutet, and the Norwegian Nobel Committee to individuals and organizations who make outstanding contributions in the fields of chemistry, physics, literature, peace, and physiology or medicine. The Nobel Memorial Prize in Economic Sciences was established in 1968 by the Sveriges Riksbank, the central bank of Sweden, for contributions to the field of



economics. Each recipient, or “laureate”, receives a gold medal, a diploma, and a sum of money, which is decided annually by the Nobel Foundation.

C. \_\_\_\_\_ In 1905 the Union between Sweden and Norway was dissolved, which meant the responsibility for awarding Nobel Prizes was split between the two countries. Norway’s Nobel Committee became the awarder of the Peace Prize, while Sweden became the awarder of the other prizes.

D. \_\_\_\_\_ In accordance with Nobel’s will, the primary task of the Nobel Foundation is to manage the fortune Nobel left after him in a fund. Another important task of the Nobel Foundation is to represent the Nobel Prize to the outside world and to take charge of informal activities and issues related to the awarding of the Nobel Prizes. The Nobel Foundation is not involved in any way in the process of selecting the Nobel laureates. In many ways the Nobel Foundation is similar to an investment company in that it invests money in various ways to create a solid funding base for the prize and the administrative activities. The Nobel Foundation is exempt from all taxes in Sweden (since 1946) and from investment taxes in the United States (since 1953). Since the 1980s, the Foundation’s investments began to earn more money than previously. At the beginning of the 1980s, the award money was 1 million SEK. However, in 2008, the award money had increased to 10 million SEK.

### ★ 2.3. After you read

#### **Activity (4)** Read and find out answers to each of the following questions.

1. Identify the main reason behind setting up the Nobel Foundation.
2. Who is responsible for awarding the Nobel Prizes annually?
3. In what fields is the prize awarded?
4. Describe how the Nobel Foundation is similar to an investment company.

#### **Activity (5)** Scan the text again and indicate whether the following statements are TRUE or FALSE, then justify your answers.

1. The Nobel Prize Foundation is a private organization in the 19<sup>th</sup> century. \_\_\_\_\_
2. The Foundation has twenty important tasks. \_\_\_\_\_
3. The Nobel Foundation was established before the Karolinska Institute. \_\_\_\_\_
4. Norway’s Nobel Committee awards the Nobel Prize for Peace. \_\_\_\_\_

#### **Activity (6)** Fill the table either with the number / date or with the event.

#	Number / Date	The event
1		The amount of the money awarded to the laureates in the 1980s
2	1905	
3	1968	
4	10 million SEK	
5	1995	



**Activity (7)** Find out what these words and phrases mean from the text.

#	Word	Meaning
1		<i>a person who is given the power to do something instead of another person</i>
2		<i>a person who has been given a very high honor because of their ability in a subject of study</i>
3		<i>basic</i>
4		<i>division</i>
5		<i>excepted</i>
6		<i>to announce something publicly, especially a new law</i>
7		<i>a will that someone makes, saying what should be done with their money and property after they die</i>

**Activity (8)** Vocabulary

Fill in the blanks with the correct word from the list below.

*split    primary    deputy    laureate    testament    exempt    promulgated*

1. The student is \_\_\_\_\_ from all absences this semester.
2. The new policy has caused a \_\_\_\_\_ in the organization.
3. The guardian read the \_\_\_\_\_ after the deceased's burial.
4. The UN Resolutions were \_\_\_\_\_ by the majority.
5. The \_\_\_\_\_ function of the new committee is to assign the tasks of the organization.
6. It is not only a poet \_\_\_\_\_ who talks of exceptionality, transcendence, genius and the like
7. She has been promoted from \_\_\_\_\_ manager to senior manager.

**Activity (9)** Project-based learning: Divide the students into three groups. Each group will visit one of the following foundations in Ramallah (Mahmoud Darwish Museum, Yasser Arafat, and Dalia Association). Investigate the aim of its foundation, its parts, the source of its fund, and its activities. Then share your work with others.

**Activity (10)** Discussion: Watch the following video, then discuss what the following quotation means.

<http://youtube.com/watch?v=pOO1X69RcT4>

*"Curiosity is an important motivation."*

**Activity (11)** 🎁 Assignment 🎁

Click on the link below to watch the video. Follow the instructions.

<https://edpuzzle.com/media/5e88a22c541a543ed342b6be>



## 7.1.3 Grammar

### ✓ Grammar: Embedded Questions

**Activity (1)** Look at the examples. Then complete the grammar rules.

<i>Direct Question</i>	<i>What time did she arrive?</i>
<i>Embedded Question</i>	<i>I wonder what time she arrived.</i>
<i>Direct Question</i>	<i>Why did they come?</i>
<i>Embedded Question</i>	<i>Could you tell me why they came?</i>
<i>Direct Question</i>	<i>Can you help him?</i>
<i>Embedded Question</i>	<i>I wonder if you could help him.</i>
<i>Direct Question</i>	<i>Is she a teacher?</i>
<i>Embedded Question</i>	<i>Do you know if she is a teacher?</i>
<i>Rule Three:</i>	
<i>Do not use a verbal contraction at the end of the sentence.</i>	
<i>Direct Question</i>	<i>Where is she?</i>
<i>Correct Embedded Question</i>	<i>Do you know where he is?</i>
<i>Incorrect Embedded Question</i>	<i>Do you know where he's?</i>
<i>Will you be starting work earlier with your new job?</i>	
<i>Unfortunately, sea levels will still be rising in 2</i>	

1. If the embedded question is a part of the statement, we use a \_\_\_\_\_ instead of the question mark.
2. If the embedded question includes an auxiliary verb or the verb “to be”, reverse the position of the \_\_\_\_\_ and the \_\_\_\_\_.
3. If the question is in the present or past simple verb tense, omit the auxiliary verbs \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ and change the verb to its appropriate form.

**Activity (2)** Choose the correct sentence.

**Cross the incorrect sentence.**

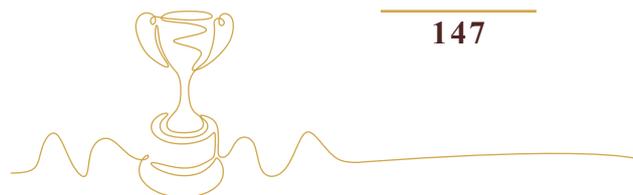
- 1) a. Do you know whether or not they are going to have a large wedding during the quarantine?  
b. Do you know where are they going to stay while they are visiting Al-Aqsa Mosque?  
c. I wonder why the Nativity Church is so crowded today.
- 2) a. Does anyone know what colour is the Dome of the Rock?  
b. Does anyone know why today's meeting was postponed until next week?  
c. I wish I knew where I left my keys.



- 3) a. Please tell me what he said about my graduation project.  
 b. I was wondering if they are going to get married during the Covid-19 crisis.  
 c. Do you know what is the weather supposed to be like on the weekend?
- 4) a. I wish I knew what the news is now.  
 b. Does anyone know why was Sana absent from the party last night?  
 c. Have you decided whether or not you are going to buy a house in Ramallah?
- 5) a. Can you remember what the name of the author who wrote "Rita" was?  
 b. Have they decided how long are they going to stay in Nazareth?  
 c. Does anyone know if the Translation exam tomorrow is going to be very difficult?
- 6) a. Have you decided what you are going to order from the menu?  
 b. Please tell me what are your plans after you graduate from Al-Istiqlal University.  
 c. I was wondering if you knew what location it is.
- 7) a. Does anyone know what is the topic of today's seminar?  
 b. Can anyone remember what we learned about tag questions in class yesterday?  
 c. Have you decided if you will accept the offer or not?
- 8) a. Have you decided when are you leaving Germany?  
 b. Do you know if many people are coming to the wedding party?  
 c. I wonder what I should buy my brother for his engagement.
- 9) a. Do you know how long it takes to get to the city center from here?  
 b. I wonder how long it takes to get to Hebron.  
 c. I have no idea how long does it take to get to Rafah.
- 10) a. Could you tell me when the next bus is supposed to leave?  
 b. Are you aware of the reason why he is not in the meeting today?  
 c. I wish I knew where is the best place in Jenin to buy Shawarmah.

### **Activity (3)** Change the following questions to embedded questions.

1. Where is the Arab Bank?  
 Can you tell me \_\_\_\_\_
2. When will we arrive at the City of Jericho?  
 Do you know \_\_\_\_\_
3. What time does the King Hussein Bridge open?  
 Could you let me know \_\_\_\_\_
4. How much money does he need to arrive at the airport?  
 Can you tell me \_\_\_\_\_
5. What does he do to survive against the coronavirus?  
 He told me \_\_\_\_\_



## 7.1.4 Language use

### ► Criticism

**Criticism** – comments that show that you think something is wrong or bad

**to criticize someone/something for (doing) something:**

*The new proposals have been criticized for not going far enough to change the system.*

**be strongly/severely/widely/sharply/heavily criticized:**

*Social services were widely criticized for not taking more action to protect children at risk.*

**criticism of:** *He finds criticism of his team's performance hard to take.*

**to attract criticism:** *It's not unusual for politicians to attract criticism.*

**fierce/strong criticism:** *Plans for the new road have drawn fierce criticism from local people.*

**constructive criticism (=criticism that is intended to be helpful):**

*We always welcome constructive criticism.*

**Praise** – to express strong approval or admiration for someone or something, especially in public: *Mayor Dixon praised the efforts of those involved in the rescue.*

**to highly praise:** *The painting of St Basil's Cathedral was highly praised.*

**to praise someone for (doing) something:** *He praised the staff for encouraging the artistic talents of the prisoners.*

**Activity (1)** Express the fact of criticizing or praising, using the structures described above.

1. *They criticized me for breaking the quarantine procedures. (to be criticized for \_\_\_\_).*

*I was \_\_\_\_\_*

2. *The Prime Minister, Mohammad Shtayah, was angry because many drivers didn't follow the safety regulations. (to be criticized for not having done something).*

*The drivers \_\_\_\_\_*

3. *The local community was criticized for not supporting the poor families in Ramadan. (to draw strong criticism).*

*The local government \_\_\_\_\_*

**Activity (2)** Listen to the following video, then answer the questions below:

<https://youtu.be/7dYgb12DIII>

1. Complete the Golden Rule: PRAISE in \_\_\_\_, criticize in \_\_\_\_

2. Explain NancyJane's thought and elaborate on it.



### Activity (3) Read the dialogues below.

#### Situation 1

*Alia: Waleed, I have to talk to you now!*

*Waleed: Sure.*

*Alia: I've just read your report about the current position at the public hospitals. It is really very worrying and has to be improved at once.*

*Waleed: OK.*

*Alia: I can't find the estimated needed drugs on the report.*

*Waleed: Yes, I can explain what happened. We still haven't finished them yet. I'm really sorry. I'll make sure they are completed, and they'll be in the report by the end of the day.*

*Alia: Thank you. The things on the report are not explained in a clear way. How are you going to improve them?*

*Waleed: It seems fine to me.*

*Alia: It is not! It has to be re-written. It's not very easy to read. There are a few grammatical errors, and some parts of the text are confusing to understand.*

*Waleed: Really? I don't know what else I could have done. It makes perfect sense to me.*

*Alia: Just look at this paragraph.*

*Waleed: You have a point.*

*Alia: It's just that the report is going to the Minister, so everything needs to be perfect. I understand that you're busy, but you mustn't forget that the people who'll read the report have a better technical knowledge than yourself.*

*Waleed: Sorry, what would you like me to do?*

*Alia: Add the exact needed quantities to the report and then re-write the report.*

*Waleed: All right.*

*Alia: And make sure you don't do it in the future!*



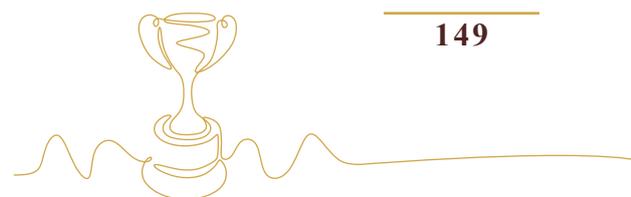
**NOW. Think: What expressions from the dialogues should be removed, and how could you change them in order to make the conversations sound more polite, gentle and diplomatic?**



## 7.1.5 Writing

**Activity (1)** Based on your knowledge of the Nobel Foundation from the above text, write a summary about the Nobel Prize Foundation. In your summary, include...

- The idea of its foundation
- The countries responsible for its management
- The fields it covers, the awards, etc.



**Check and reflect**  **Think about the unit sections and activities.**

*Complete the self-assessment checklist*

<i>Self-assessment</i>		
<i>Yes</i>	<i>No</i>	
		<i>I am able to speak easily and fluently about the Nobel Prize Foundation.</i>
		<i>I used vocabulary from the reading passage in meaningful sentences.</i>
		<i>I am able to use the embedded wh. questions easily.</i>
		<i>I criticize doing things.</i>
		<i>I write a summary on the Nobel Prize.</i>



## LESSON TWO

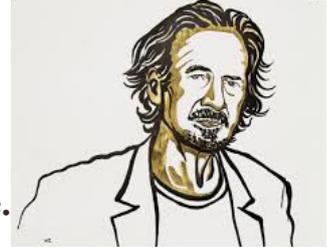
### NOBEL PRIZE WINNERS

#### 7.2.1 Listening

##### ★ 1.1 Before you listen

**Activity (1)** Read the following introduction about Peter Handke.

*Peter Handke is an Austrian Nobel laureate novelist, playwright, translator, poet, film director and screenwriter. In 2019, Handke was awarded the Nobel Prize in Literature “for an influential work that with linguistic ingenuity has explored the periphery and the specificity of human experience.”*



##### ★ 1.2 While you listen

**Activity (2)** Listen to the following telephone interview with a Nobel Prize winner, and then decide whether the following statements are **TRUE** or **FALSE**.

1. Peter Handke had a sensation of freedom of expressing his feeling. \_\_\_\_\_
2. The effect of happiness and excitement will last forever. \_\_\_\_\_
3. Peter presented a new ideology to the periphery. \_\_\_\_\_

**Activity (3)** Listen again and answer the following questions.

1. In what field did the interviewee receive the prize?
2. What is the motivation behind the work and success of the laureate?
3. Why does the writer sometimes feel astonished?

##### ★ 1.3 After you listen

**Activity (4)** Based on the listening material, work with your partner, and discuss the feeling of winning the prize as well as the writer’s feeling during the process of writing.

#### 7.2.2 Reading

##### ★ 2.1. Before you read

**Activity (1)** Work with a partner and discuss the questions below.

- a. For what are the above medals used?
- b. To whom are these medals given?
- c. Do you know of a Palestinian who has one of these medals?



## ★ 2.2. While you read

*This is a reading text about Nobel Prize winners.*

*This text enables you to be familiar with the winners of the Nobel Prize in different fields.*

**Activity (2)** Read the text quickly. Then, with your partner, try to match each of the following quotations (1-6) with the paragraph they relate to (A-F).

1. "Voices of survivors must be heard." Nadia Murad
2. "Beautiful places and the role trout fishing can play in problem-solving." Angus Deaton
3. Arthur Ashkin, "for the optical tweezers and their application to biological systems."
4. Frances H. Arnold, "for the directed evolution of enzymes."
5. "Ishiguro's writing style as a mix of Jane Austen and Franz Kafka," Sara Danius said.
6. "We can cure cancer with it." Klas Kärre



### *Nobel Prizes and Winners*

#### **(A) \_\_\_ The Nobel Prize in Physics**

Physics was the prize area which Alfred Nobel mentioned first in his will from 1895. At the end of the nineteenth century, many people considered physics as the foremost of the sciences, and perhaps Nobel saw it this way as well. His own research was also closely tied to physics.

113 Nobel Prizes in Physics have been awarded since 1901. It was not awarded on six occasions: in 1916, 1931, 1934, 1940, 1941, and 1942.

Why were the Nobel Prizes not awarded in those years? In the statutes of the Nobel Foundation, it says: "If none of the works under consideration is found to be of the importance indicated in the first paragraph, the prize money shall be reserved until the following year. If, even then, the prize cannot be awarded, the amount shall be added to the Foundation's restricted funds." During World War I and II, fewer Nobel Prizes were awarded.

#### **(B) \_\_\_ The Nobel Prize in Chemistry**

Chemistry was the most important science for Alfred Nobel's own work. The development of his inventions as well as the industrial processes he employed were based upon chemical knowledge. Chemistry was the second prize area that Nobel mentioned in his will.

On 27 November 1895, Alfred Nobel signed his last will and testament, giving the largest share of his fortune to a series of prizes, the Nobel Prizes. As described in Nobel's will, one part was dedicated to "the person who shall have made the most important chemical discovery or improvement."

#### **(C) \_\_\_ The Nobel Prize in Physiology or Medicine**

Alfred Nobel had an active interest in medical research. Through Karolinska Institutet, he came into contact with Swedish physiologist Jöns Johansson around 1890. Johansson worked in Nobel's laboratory in Sevrans, France, during a brief period the same year. Physiology or medicine was the third prize area Nobel mentioned in his will.

The Nobel Prize in Physiology or Medicine has been awarded 110 times to 219 Nobel Laureates between 1901 and 2019.



A prize amount may be equally divided between two works, each of which is considered to merit a prize. If a work that is being rewarded has been produced by two or three persons, the prize shall be awarded to them jointly. In no case may a prize amount be divided between more than three persons.

**(D) \_\_\_ The Nobel Prizes in Literature**

Alfred Nobel had broad cultural interests. During his early youth, he developed his literary interests which lasted throughout his life. His library consisted of a rich and broad selection of literature in different languages. During the last years of his life, he tried his hand as an author and began writing fiction. Literature was the fourth prize area Nobel mentioned in his will.

The Literature Prize is so seldom divided; the last time was in 1974. This can probably be attributed to the nature of literature as an individual pursuit. The science prizes are often awarded jointly, as the achievement is made jointly, or for doing things that are very close to each other.

**(E) \_\_\_ The Nobel Peace Prize**

Alfred Nobel showed a big interest in social issues and was engaged in the peace movement. His acquaintance with Bertha von Suttner, who was a driving force in the international peace movement in Europe and later awarded the Peace Prize, influenced his views on peace. Peace was the fifth and final prize area that Nobel mentioned in his will. The Nobel Peace Prize is awarded by a committee elected by the Norwegian Parliament (Stortinget).

**(F) \_\_\_ The Prize in Economic Sciences**

In 1968, Sveriges Riksbank (Sweden's central bank) established the Prize in Economic Sciences in Memory of Alfred Nobel, founder of the Nobel Prize. The Prize is based on a donation received by the Nobel Foundation in 1968 from Sveriges Riksbank on the occasion of the Bank's 300th anniversary. The first Prize in Economic Sciences was awarded to Ragnar Frisch and Jan Tinbergen in 1969.

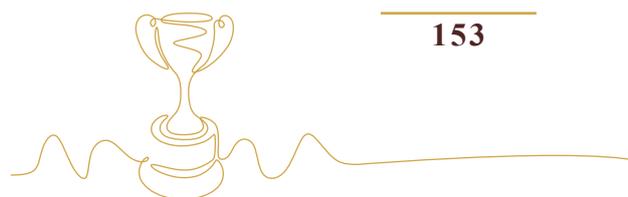
**★ 2.3. After you read**

**Activity (3)** Read and find out. Now read the text carefully, and find answers to each of the following questions:

1. Why did people pay a lot of attention to physics?
2. What is the relation between chemistry and Nobel's work?
3. Why was the Nobel Prize in physics not awarded on six occasions?
4. How long did Johansson work in Servan in France?
5. How did Nobel show his concern for literature?
6. Who awards the Nobel Prize for Peace to the laureates?
7. What does the Nobel Prize in Economic Science depend on?

**Activity (4)** Do the following statements agree with the information given in the reading passage? Answer YES if the statement agrees with the writer's claims, or NO if the statement contradicts the writer's claims.

1. The Nobel Prize in Physics was established after 1895. \_\_\_\_\_
2. There is no relation between physics and chemistry. \_\_\_\_\_
3. The Nobel Prize in Medicine is mostly a shared award. \_\_\_\_\_
4. Alfred Nobel was a writer in the last period of his life. \_\_\_\_\_
5. Nobel was himself the inventor of the Nobel Prize for Peace. \_\_\_\_\_
6. The prize in Economic Sciences was included in Nobel's will. \_\_\_\_\_



**Activity (5)** Find words from the text with the same meanings in the following table.

Word	Meaning
	<i>used only for one particular purpose or job</i>
	<i>an amount of money saved, collected, or provided for a specific purpose</i>
	<i>a large amount of money, goods, property, etc.</i>
	<i>the act of keeping something or a supply of something until it is needed, or a supply that you keep</i>
	<i>lasting only a short time or containing few words</i>
	<i>the quality of being good and deserving praise</i>
	<i>a person that you have met but do not know well</i>
	<i>the making of a gift, especially to a charity or public institution</i>

**Activity (6)** Fill in the spaces with the word from the list to complete the meaning.

*dedicated funds fortune reserved brief merit acquaintance donation*

1. \_\_\_\_\_ of food and clothing are gratefully accepted.
2. Proposals will be judged strictly on \_\_\_\_\_ by an external committee.
3. We still have a \_\_\_\_\_ food in case of an emergency.
4. The European Union offers annual \_\_\_\_\_ to develop academic programs in many countries.
5. The company issued a \_\_\_\_\_ statement about yesterday's accident.
6. He lost his \_\_\_\_\_ in the stock market.
7. His \_\_\_\_\_ was a driving force in the international peace movement.
8. This monument is \_\_\_\_\_ to the soldiers who gave their lives to their country.

**Activity (7)** Jigsaw: Divide the class into groups of five, number students of each group from 1 to 5, corresponding to the grammar tasks below. One student from each group joins other students assigned to the same part (holding the same number). After you finish with the expert group discussion, go back into your original jigsaw groups and present your part to your group.

1. Find 10 words and provide their opposites.
2. Extract 10 prepositions (verb+ prep, adj+ prep).
3. Write six Wh. Questions & six Yes/No questions.
4. Find 6 Passive sentences (mixed).
5. Classify words into five adjectives and five abstract nouns, and write five sentences containing object pronoun.



## 7.2.3 Grammar

### ✔ Grammar: Embedded Questions (Yes/No questions)

**Activity (1)** Look at the examples, then answer the questions below.

<i>Direct Yes/No Question</i>	<i>Will the chief be there?</i>
<i>Embedded Question</i>	<i>Do you know if the chief will be there?</i>
	<i>Do you know whether or not the chief will be there?</i>
	<i>Do you know whether the chief will be there or not?</i>
<i>Direct Question</i>	<i>Where is the station?</i>
<i>Correct Embedded Question</i>	<i>Do you know where the station is?</i>
<i>Incorrect Embedded Question</i>	<i>Do you know where the station's?</i>
<i>Direct Question</i>	<i>Is he a doctor?</i>
<i>Embedded Question</i>	<i>Do you know if he is a doctor?</i>

**Activity (2)** Based on the above examples, complete the following rules:

1. In Yes/No questions, we use the word \_\_\_\_\_ or \_\_\_\_\_ after the statement.
2. Do not use a verbal \_\_\_\_\_ at the end of the sentence.

**Activity (3)** Change the following questions into more polite and indirect questions.

1. Excuse me. Is there a mosque near here?

Sorry, I don't know \_\_\_\_\_

2. Did Yasser buy his cell phone online?

I'm not sure \_\_\_\_\_

3. Are the vegetables at City Mall expensive?

I have no idea \_\_\_\_\_

4. Does this printer work?

I can't say \_\_\_\_\_

5. Do the teachers have a meeting every week?

I can't tell you \_\_\_\_\_

6. Is the language lab open on Fridays?

You should ask the teacher \_\_\_\_\_

7. Did your friend Jasmin play Ode at the party?

I'm not sure \_\_\_\_\_ or not \_\_\_\_\_

8. Is the new Painting Exhibition very good?

I didn't see it, so I don't know \_\_\_\_\_

9. Has the plane to Dubai left yet?

I'm going to Amman, so I don't know \_\_\_\_\_ or not \_\_\_\_\_

10. Is Muna going to be my guide?

They didn't say \_\_\_\_\_



## Activity (4) Quiz: embedded questions

**Activity (5) Personalized-learning approach:** Which type of embedded questions do students like: Wh. questions or Yes/No questions? Divide the students into groups based on their answer. Ask them to write as many questions as they can on the above texts, change them into embedded ones, and then share their work with the other group.

## 7.2.4 Language use

### ▶ Asking for Clarification

#### How to express a lack of understanding

When you fail to understand what has been said to you, you can use these expressions:

*I beg your pardon?*

*I beg your pardon, but I don't quite understand.*

*I'm not quite sure I know what you mean.*

*I'm not quite sure I follow you.*

*I don't quite see what you mean.*

*I'm not sure I got your point.*

*Sorry, I didn't quite hear what you said.*

*Sorry, I didn't get your point.*

*I don't quite see what you're getting at.*

How to ask for clarification	How to clarify
<ul style="list-style-type: none"><li>• <i>What do you mean by...?</i></li><li>• <i>Do you mean...?</i></li><li>• <i>Could you say that again, please?</i></li><li>• <i>Could you repeat, please?</i></li><li>• <i>Could you clarify that, please?</i></li><li>• <i>Would you elaborate on that, please?</i></li><li>• <i>Could you be more explicit?</i></li><li>• <i>Could you explain what you mean by...?</i></li><li>• <i>Could you give us an example?</i></li><li>• <i>I wonder if you could say that in a different way.</i></li><li>• <i>Could you put it differently, please?</i></li><li>• <i>Could you be more specific, please?</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Let me explain that...</i></li><li>• <i>Let me explain that in more detail...</i></li><li>• <i>Let me put it in another way...</i></li><li>• <i>Sorry, let me explain...</i><ul style="list-style-type: none"><li>• <i>In other words...</i></li></ul></li><li>• <i>To say this differently...</i></li><li>• <i>To put it differently...</i></li></ul>

### Activity (1) Practice the following situations:

Now, you try it! Practice what you have learned. Create three groups on your Facebook account, distribute the situations below to these groups, and elicit answers from your friends through the comments section.

#### Situation 1

*You missed your flight. The agency representative is telling you about things you can do to avoid losing the fare compensation. However, she is not giving a lot of detail and hasn't said how much each thing will help to refund the ticket. Ask her for more information.*

#### Situation 2

*You are in a bank and you want to open a new account. The bank representative is describing the different types of accounts and telling you about online banking. You are not sure you understand his explanation of online banking. Express your lack of understanding and ask for clarification.*



**Situation 3**

You are at the German Embassy. The secretary asks you to submit the documents needed for a Schengen visa. You think you understand, but you want to make sure. Check that you've understood what the secretary has said.

## 7.2.5 Writing

**Activity (1)** Look at the diagram, and then describe the Nobel Prize selection process.



**You can use the following structure to build your report:**

Some people think it is very easy to apply for the Nobel Prize.

Use the stages included in the above picture and build your essay as follows.

**Introduction:** the value of the Nobel Prize as an honorable award.

**Body 1:** types of the prize and its fields.

**Body 2:** give examples of the prizewinners and the impact of their achievements on the universe and humanity.

**Check and reflect**  **Think about the unit sections and activities.**

Complete the self-assessment checklist

Self-assessment		
Yes	No	
		I read well about the Nobel Prize Foundation.
		I increased my knowledge on the types of Nobel Prizes.
		I use embedded Yes/ No questions correctly
		I ask for clarification easily.
		I write a composition on the Nobel Prize selection process.



# LESSON THREE

## WINNERS OF NOBEL PRIZE FOR PEACE

### 7.3.1 Listening

#### ★ 1.1 Before you listen

##### **Activity (1)** Read the introduction

*Yasser Arafat (1929-2004), Palestinian leader. He was awarded the Nobel Peace Prize in 1994 for his efforts to create peace.*



#### ★ 1.2 While you listen

##### **Activity (2)** Listen to the following report about the Palestinian leader Yasser Arafat receiving the Nobel Peace Prize. Answer the questions below.

1. *What was the Nobel Prize for Peace given for in 1994?*
2. *Why did Arafat call on his Israeli partners?*
3. *How did the Israelis of Jerusalem describe the Nobel Prize given to Arafat?*
4. *Did all the Palestinians in Gaza protest against awarding the Prize to Arafat?*

##### **Activity (3)** Listen again and decide whether the following sentences are TRUE or FALSE.

1. *Eighteen people are attending the ceremony for awarding Yasser Arafat the Nobel Prize.* \_\_\_\_\_
2. *Arafat received a shared prize in 1994.* \_\_\_\_\_
3. *The prize is mainly given for the agreement on Palestinian self-rule in the West Bank.* \_\_\_\_\_
4. *Both the Israelis and the Palestinians protested against Arafat's award.* \_\_\_\_\_
5. *All parties in Gaza were against awarding the prize to Arafat.* \_\_\_\_\_

#### ★ 1.3 After you listen

##### **Activity (4)** After listening to Activity (2) above again, sit in small groups and do the following tasks.

1. *Reflect on how you feel about this award.*
2. *Write notes about what you think such an award may mean to the Palestinian people .*



## 7.3.2 Reading

### ★ 2.1. Before you read

**Activity (1)** Discuss the following quotation with your classmates.

*“There have been many controversial winners in Nobel history, but Yasser Arafat’s 1994 award is right up there.”*

1. Why do you think that the prize for Yasser Arafat is a controversial one?
2. What is the benefit for the Palestinian people?

### ★ 2.2. While you read

**Activity (2)** Match each of the following ideas (1-4) with the suitable paragraphs (A-D).

1. The youngest person to win the Nobel Peace Prize.
2. Life imprisonment could not be a barrier in front of principles and critical thinking.
3. Diplomacy is the key to success.
4. The long route of struggle with the occupation to gain freedom for his people.

#### **Winners of the Nobel Prize for Peace**

**A.** \_\_\_\_ One man’s terrorist is another man’s freedom fighter. Whatever your views may be on Yasser Arafat, he is in fact a Nobel Peace Prize winner. Arafat scooped the gong in 1994 for his work on the Oslo accords, which created “opportunities for a new development toward fraternity in the Middle East.” While his critics condemned the award, calling Arafat an “unrepentant terrorist with a long legacy of promoting violence,” his supporters offered praise and compared the Palestinian leader to Nelson Mandela. As for his efforts toward fraternity in the Middle East: an uneasy relationship with Hamas, allegations of corruption and an aversion to compromise mean the ambitions of the Oslo accords were never fully realized.



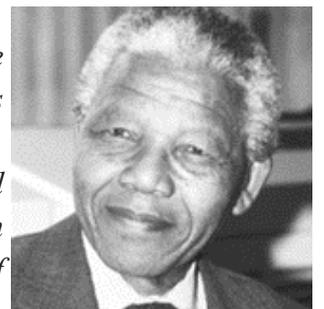
Late President Yasser Arafat

**B.** \_\_\_\_ Malala Yousafzai is a Pakistani education advocate who, at the age of 17 in 2014, became the youngest person to win the Nobel Peace Prize after surviving an assassination attempt by the Taliban. Yousafzai became an advocate for girls’ education when she herself was still a child, which resulted in the Taliban issuing a death threat against her. On October 9, 2012, a gunman shot Yousafzai when she was traveling home from school. She survived and has continued to speak out on the importance of education. In 2013, she gave a speech to the United Nations and published her first book, *I Am Malala*.



**C.** \_\_\_\_ Nelson Mandela, one of the most recognizable human rights symbols of the twentieth century, is a man whose dedication to the liberties of his people inspires human rights advocates throughout the world.

Born in Transkei, South Africa, Mandela was the son of a tribal chief, and educated himself with a university degree and law degree. In 1944, he joined the African National Congress (ANC) and actively worked to abolish the apartheid policies of



*the ruling National Party. On trial for his actions, Mandela declared, "I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if need be, it is an ideal for which I am prepared to die."*

*Sentenced to life imprisonment, Mandela became a powerful symbol of resistance for the rising anti-apartheid movement, repeatedly refusing to compromise his political position to obtain his freedom. Finally released in February 1990, he intensified the battle against oppression to attain the goals he and others had set out to accomplish almost four decades earlier.*

*In May 1994, Mandela was inaugurated as South Africa's first black president, a position he held until 1999. He presided over the transition from minority rule and apartheid, winning international respect for his advocacy of national and international reconciliation.*

**D. \_\_\_\_** *The Norwegian Nobel Committee has decided that the Nobel Peace Prize for 2009 is to be awarded to President Barack Obama for his extraordinary efforts to strengthen international diplomacy and cooperation between peoples. The Committee has attached special importance to Obama's vision of and work for a world without nuclear weapons.*



*Obama has as President created a new climate in international politics. Multilateral diplomacy has regained a central position, with emphasis on the role that the United Nations and other international institutions can play. Dialogue and negotiations are preferred as instruments for resolving even the most difficult international conflicts. The vision of a world free from nuclear arms has powerfully stimulated disarmament and arms control negotiations.*

*Only very rarely has a person to the same extent as Obama captured the world's attention and given its people hope for a better future. His diplomacy is founded in the concept that those who are to lead the world must do so on the basis of values and attitudes that are shared by the majority of the world's population.*

### ★ 2.3. After you read

**Activity (3)** Now read the text carefully, and give the best answers to each of the following questions.

1. What was the reason behind Arafat's winning the Nobel Prize for Peace?
2. Why were the ambitions of the Oslo Accord never fully realized?
3. How old was Malala when she received the Prize?
4. What did Mandela do after his release from prison in 1990?
5. What were the motivations behind selecting Obama for the Nobel Prize?

**Activity (4)** Find out whether the following statements are TRUE or FALSE: CORRECT the false statements.

1. According to his supporters, Arafat won a shared prize with Nelson Mandela \_\_\_\_\_
2. Malala died by a shot in the head in 2012 \_\_\_\_\_
3. Mandela became a symbol of resistance because he fought for equality between white and black South Africans \_\_\_\_\_
4. The world will be clean from nuclear power due to US President Obama \_\_\_\_\_



### Activity (5) Find words from the text that mean the same as the following.

1. A feeling of friendship and support: \_\_\_\_\_.
2. To criticize something or someone strongly, usually for moral reasons: \_\_\_\_\_.
3. Abuse of legal power: \_\_\_\_\_.
4. The murder of someone famous or essential: \_\_\_\_\_.
5. To publicly support or suggest an idea, development, or way of doing something: \_\_\_\_\_.
6. A group of people, often of related families, who live together, sharing the same language, culture, and history: \_\_\_\_\_.
7. To have control over a place or person: \_\_\_\_\_.
8. (especially in the past in South Africa), a political system in which people of different races are separated: \_\_\_\_\_.
9. The act of disarming: \_\_\_\_\_.

### Activity (6) Complete the following sentences with a suitable form of the word between parentheses.

1. He has a reputation for being straight as an arrow. He'd never get involved in \_\_\_\_\_ (**corrupt**).
2. Despite the government's protection, he was the victim of an \_\_\_\_\_ (**assassinate**) attempt which killed him.
3. Marwan isn't very good at playing the devil's \_\_\_\_\_ (**advocacy**).
4. Almost all trace of \_\_\_\_\_ (**tribe**) custom has already disappeared from the law of the Code.
5. It would be said anarchism is the attempt to eradicate all forms of \_\_\_\_\_ (**dominate**).
6. As humans age, their physical \_\_\_\_\_ (**strong**) declines.
7. He always provides us with \_\_\_\_\_ (**construct**) criticism.

### Activity (7) Find the opposite of the following words from the text.

The word	The opposite
<i>Majority</i>	
<i>Weaken</i>	
<i>Imprisoned</i>	
<i>Stopped</i>	
<i>Follower</i>	
<i>Oldest</i>	

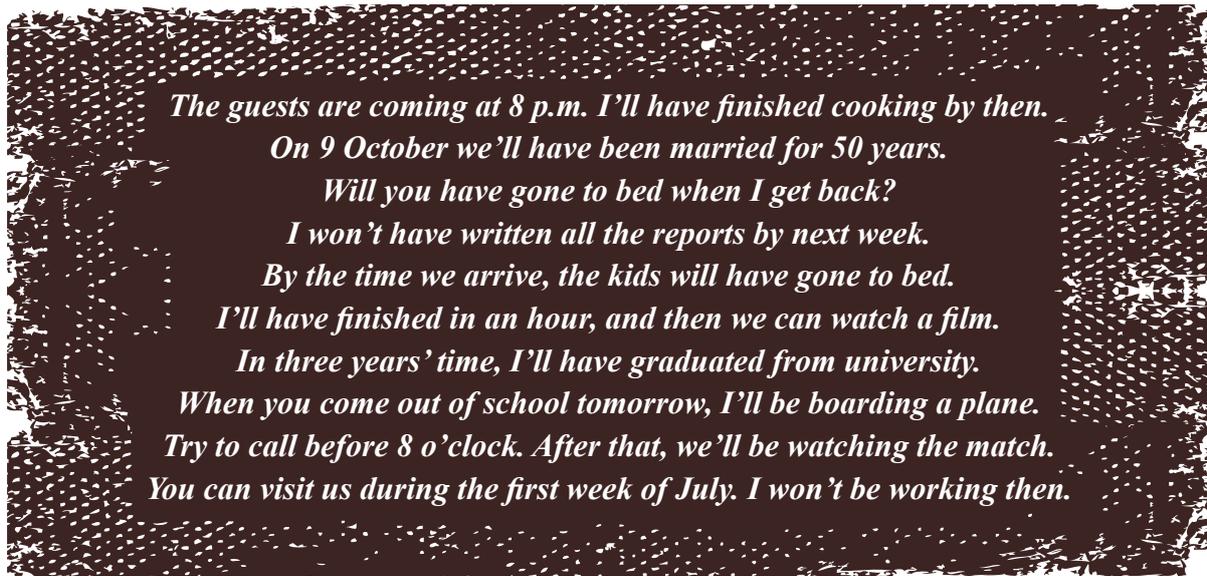
### Activity (8) Discuss and express what you think about the following quotation.

*“Although there is a Peace Prize winner annually, wars all over the world never stop.”*



## 7.3.3 Grammar

**Activity (1)** Look at the examples. Then do the exercise below.



1. The form of the verb *will + be + verb -ing* is called \_\_\_\_\_.
2. The form of the verb *will + have + past participle* is called \_\_\_\_\_.
3. "by + adv. of time" is an indicator of \_\_\_\_\_ tense.

**Activity (2)** Complete the following sentences with a suitable form of the verb in the future tense

1. By the time we get to Jerusalem this evening, we (**drive**) more than four hundred miles. We are going to be exhausted.
2. When Samah goes on vacation next month, she (**study**) German for over two years. She should be able to communicate fairly well while she is in Austria.
3. I have not traveled much yet; however, I (**visit**) Jordan and Saudi Arabia by the time I leave the United Arab Emirates.
4. By the time you finish studying the verb tense tutorial, you (**master**) all twelve tenses, including their passive forms.
5. Drive faster! If you don't hurry up, she (**have**) the baby by the time we get to the hospital.
6. I came to England six months ago. I started my economics course three months ago. When I return to Palestine, I (**study**) for nine months and I (**be**) in England for exactly one year.
7. Muna just called and said she would be here at 8 o'clock. By the time she gets here, we (**wait**) for her for two hours.
8. Mohammad just changed jobs again. If he keeps this up, he (**change**) jobs at least four or five times by the end of the year.
9. Come over to my house around 9 o'clock. By then, I (**complete**) my Arabic essay and we can visit our uncle.
10. In June, my grandmother and grandfather (**be**) married for fifty years.



## 7.3.4 Language Use:

### ► Obligation

USE	MODAL VERB	EXAMPLES	NOTES
<b>Obligation</b>	<i>have to</i>	<i>María has to go to Rome</i>	
	<b>Must</b>	<i>You must see a doctor</i>	<i>Must expresses more urgency than have to</i>
		<i>She had to see a doctor</i>	<i>Must is only used in the present simple. It has no past form. Instead, we use had to to express past obligations:  When I was at primary school, I had to wear a uniform. We had to start all over again.</i>
<b>no obligation</b>	<i>don't have to</i>	<i>He doesn't have to go</i>	<i>"It's your choice"</i>
<b>Prohibition</b>	<i>mustn't</i>	<i>You mustn't insult people</i>	
<b>Recommendation</b>	<b>Should</b>	<i>You shouldn't eat so quickly</i>	
	<b>ought to</b>	<i>You ought to phone her</i>	<i>Ought to is not used in the negative</i>

*As the world is facing an unknown killer, coronavirus, express what people must do to keep safe and avoid infection. Here are some preventive procedures to achieve that.*

*Wash your hands often with soap and water for at least 20 seconds, especially after you have been in a public place.*

*If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol.*

*Avoid touching your eyes, nose, and mouth with unwashed hands.*

*Avoid close contact with people who are sick*

*Put distance between yourself and other people if COVID-19 is spreading in your community.*

*Stay home if you are sick, except to get medical care.*

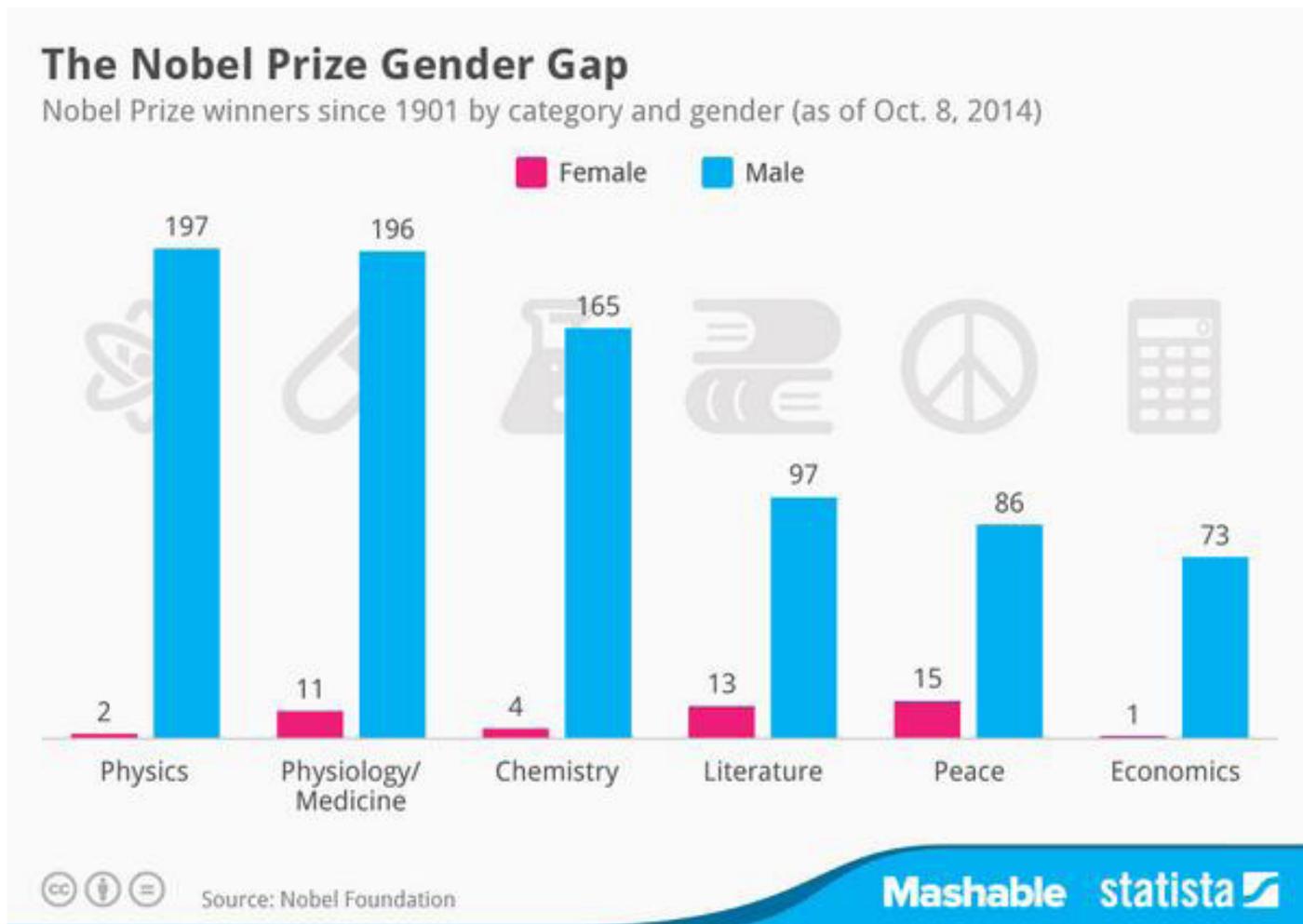
*Cover your mouth and nose with a tissue when you cough or sneeze, or use the inside of your elbow.*

**Activity (1)** Now within the Palestinian context, tell people what they must/must not do as preventive procedures. Consider the following activities:

1. Travel to work inside the 1948 occupied land.
2. Work inside the Israeli colonies.
3. Cross the borders with Jordan.
4. Hold marriage parties and participate in funeral gatherings.
5. Travel to Bethlehem and Hebron.



**Activity (2)** Read the following graph and compare the numbers of the Prize winners based on gender. Give the reasons that could be behind this gap.



**Activity (3)** Project-based approach: Divide the students into five groups. Each group will be titled by one type of Nobel Prize (peace, physics, chemistry....). Ask the students to surf the internet and investigate the reasons behind the limited number of the Nobel Laureates from the Arab world in general and Palestine in particular during the last twenty years.

### 7.3.5 Writing:

**Activity (4)** Write a well-organized essay on Yasser Arafat, one of the Peace Prize winners in 1994. Include the achievement, the type of award, the people who shared the prize with him, and its impact on the local and regional community.



**Activity (5)**  **Assignment** 

watch the interview, and then follow the instructions.

<https://www.youtube.com/watch?v=sa8FE6OQO1g>

**Check and reflect**  **Think about the unit sections and activities.**

*Complete the self-assessment checklist*

<i>Self-assessment</i>		
<i>Yes</i>	<i>No</i>	
		<i>I am able to read about Nobel Prize winners.</i>
		<i>I used vocabulary from the reading passage in meaningful sentences.</i>
		<i>I used the future tenses correctly.</i>
		<i>I am able to express obligations in daily life.</i>
		<i>I write an essay about the prize winners- Yasser Arrafat</i>



# UNIT EIGHT

## REVISION





## UNIT EIGHT REVISION

### 8.1 Reading

*A new app will allow you to experience swimming in the ocean with fish, sharks, underwater plants and sunken boats – in virtual reality.*



*Dr Llyr ap Cenydd is a computer scientist but he draws his inspiration from the natural sciences. 'I've always been fascinated how animation works in a game, how to bring characters to life. I couldn't decide whether to be a biologist or a computer scientist.'*

*His latest app is called Ocean Rift and it is the latest in a long line of animations which have been influenced by science. Disney animators, for instance, were encouraged to visit zoos or even bring animals into the studio, to help make their animations more lifelike. But Llyr believes his app takes realism to a new level. 'It's about making virtual life,' he explains. 'For example, in Ocean Rift the animals are not animated like in a Disney movie – it actually swims, it flicks its tail, opens its mouth, blinks.'*

#### **Challenges**

*Modelling the unique behaviour of each animal was no easy task. Small animals like eels swim past you, but larger ones such as dolphins look at you and you can see their eyes move around. For Llyr, the dolphin was the most challenging creature to recreate because when you enter their habitat, they swim right up to you. He says, 'you feel like they are invading your personal space as they are more than your arm's width close to you. What happens then? Do they stay back? How often do they come up to you? It depends on how friendly it is.'* The mobile format also presented a challenge. *Ocean Rift has been released for Samsung's Gear VR, a virtual reality headset for smartphones. 'I am used to working with £2,000-£3,000 machines that drive everything,' he explains. 'The Gear VR runs off a smartphone and not only are they tiny computers, there's nowhere for the heat to go. You can't put a fan on one'. Without the processing power and cooling systems of powerful desktop computers, the app needed optimisation to make a mobile version possible.*



### New habitats

Samsung are releasing the Gear VR Innovator Edition in December and Llyr is already working on the next edition. 'It is divided into habitats, the dolphin habitat, whale one and so on and I will be adding more habitats.' And because he has done the hard work of making it work on a smartphone, when he transfers it back for bigger devices it can be more elaborate. 'It means I can have tens of thousands of fish all swimming around on the computer or on a PlayStation or whatever.'

### Animation and artificial intelligence

#### Activity (1) Match the words with the definitions.

*a device, an app, a habitat, a headset, a smartphone, a fan, virtual reality (VR), 3D*

- \_\_\_\_\_ a program, especially on a phone or tablet
- \_\_\_\_\_ a mobile phone which can do many things that a computer can do
- \_\_\_\_\_ in three dimensions
- \_\_\_\_\_ an object, machine or piece of equipment
- \_\_\_\_\_ a piece of equipment that you wear on your eyes, ears or head
- \_\_\_\_\_ a computer simulation that makes you feel you are physically inside a game world and can walk around in it
- \_\_\_\_\_ a machine which cools things by blowing cold air
- \_\_\_\_\_ the natural home of an animal or plant

## 8.2 Listening

#### Activity (1) Match the ideas to the speakers and write a–h next to the numbers 1–8.

1. _____ Speaker 1	a. Has recently learned about some of the negative effects of excessive online communication.
2. _____ Speaker 2	b. Is suffering from the fear of missing out.
3. _____ Speaker 3	c. Has witnessed great changes in the way we communicate over recent years.
4. _____ Speaker 4	d. Thinks that the amount of time teens spend online is alarming.
5. _____ Speaker 5	e. Is quite happy for any photos of themselves to be posted online.
6. _____ Not said	f. Thinks limiting teenagers' access to technology is unfair.
7. _____ Not said	g. Wishes people would talk more in person.
8. _____ Not said	h. Enjoys being able to contact all friends with the same message at once.

#### Activity (2) Listen to the audio and answer the questions.

- How does the speaker describe the city of Jerusalem?
- According to the speaker, what makes Jerusalem the strongest city?
- What is the importance of Mount Al-Mukaber?
- How does the speaker describe her entrance to Al-Aqsa Mosque?
- Mention names of the gates that the speaker talks about.
- What is the name of the church, which is considered a church for all nations?
- What are the things that can't be found other than the old city of Jerusalem?
- Why do you think the spices are indescribable?
- What can be bought from the old market of Jerusalem?



10. Complete the following:

- a. Gold is bought from \_\_\_\_\_ market.
- b. Tourists would like to buy \_\_\_\_\_ from the old market of Jerusalem.
- c. A moment of silence and meditation can be found in \_\_\_\_\_ .
- d. The Khalifa who opened Jerusalem was \_\_\_\_\_ .
- e. One can get to modern streets in the city of Jerusalem by \_\_\_\_\_ .

## 8.3 Grammar

### Activity (1) Choose the correct form to complete the sentence.

1. 'I told Dom to email you three days ago.' → She said that she had told Dom to email me three days \_\_\_\_, but it's been a week now and I still haven't heard.

- a. then
- b. ago
- c. before

2. 'I love this restaurant!' → We could go back to Bella Roma? Chloe said she loved \_\_\_\_ restaurant!

- a. that
- b. this
- c. there

3. 'We've seen four elephants already and it's only our first day.' → He said that they \_\_\_\_ four elephants on their first day. Imagine what animals they've seen by now!

- a. were seeing
- b. have seen
- c. had seen

4. 'Oh, hi, Ethan! I'm just leaving, unfortunately.' → When I got there I saw him, but he said he \_\_\_\_.

- a. is just leaving
- b. was just leaving
- c. had just left

5. 'We were hoping to have our wedding in June.' → She told me that they \_\_\_\_ to have their wedding in June. In the end, though, they got married in September.

- a. had been hoping
- b. are hoping
- c. have been hoping

6. 'I commute 45 minutes to work.' → She told me that she \_\_\_\_ 45 minutes to work, but I bet it takes longer now with the roadworks.

- a. has commuted
- b. commuted
- c. had commuted



7. 'I had lived in four countries by the age of ten.' → She said that she \_\_\_\_\_ in four countries by the age of ten.
- lived
  - was living
  - had lived
8. 'My best friend at school became a nurse first, then a paramedic.' → He told me that his best friend at school \_\_\_\_\_ a nurse first, then a paramedic.
- was becoming
  - had become
  - has become

### Activity (2) Correct the verbs between brackets.

- If Hashim \_\_\_\_\_ (**not/come**) with us to the party, everyone would be disappointed.
- If the teacher wasn't creative, he \_\_\_\_\_ (**not/tutor**) you in English.
- If the patient \_\_\_\_\_ (**maintain**) social distance, he wouldn't have been infected by coronavirus.
- If he \_\_\_\_\_ (**born**) in the UAE, he wouldn't need a visa to work here.
- If she improves her spoken English, she \_\_\_\_\_ (**have**) many job opportunities.
- You can leave home early if you \_\_\_\_\_ (**finish**) your duty.
- He'd study languages at university if he \_\_\_\_\_ (**pass**) the entrance exam. But he didn't.
- I'd call her if I \_\_\_\_\_ (**know**) her mobile number.
- If it doesn't snow, we \_\_\_\_\_ (**go**) skiing.
- If the flight had been cancelled, how \_\_\_\_\_ (**we/get**) to Cairo?.

### Activity (3) For each question, read the situation and choose the best sentence using the third conditional.

- It didn't rain. The trees dried.
  - If it rained, the trees wouldn't have dried.
  - If it had rained, the trees wouldn't have dried.
  - If it has rained, the trees wouldn't have dried.
- I didn't realize how good the new mobiles were. I didn't buy one.
  - If I had realized how good the new mobiles were, I would have bought one.
  - If I realize how good the mobiles are, I would have bought one.
  - If I had realized how good the new mobiles are, I would buy one.
- The press conference was on Aljazeera. I wanted to attend it.
  - If I had known the press conference was on Aljazeera, I would have attended it.
  - If I know the press conference was on Aljazeera, I would have attended it.
  - If I had known the press conference was on Aljazeera, I have attended it.
- My brother didn't make a revision. He didn't pass the test.
  - If my brother made a revision, he passed the test.
  - If my brother had made a revision, he will pass the test.
  - If my brother had made a revision, he would have passed the test.
- I went to bed early. My friend called up.
  - If I had known my friend was going to call, I wouldn't have went to bed so early.
  - If I knew my friend was going to call, I wouldn't have went to bed so early.
  - If I had known my friend was going to call, I wouldn't have gone to bed so early.



6. *I wasn't careful. I spilled the milk.*  
 a- *If I was more careful, I didn't spill the milk.*  
 b- *If I had been more careful, I wouldn't have spilled the milk.*  
 c- *If I were more careful, I wouldn't have spilled the milk.*
7. *Ameer was driving the car too fast. It ran off the road.*  
 a- *If Ameer wouldn't drive the car so fast, it won't run off the road.*  
 b- *If Ameer hadn't been driving the car so fast, it wouldn't have run off the road.*  
 c- *If Ameer didn't drive the car so fast, it wouldn't have run off the road.*
8. *He couldn't unlock the car. He needed to ask for help.*  
 a- *If he could have unlocked the car, he wouldn't have needed to ask for help.*  
 b- *If he could unlock the car, he haven't needed to ask for help.*  
 c- *If he could have unlocked the car, he didn't need to ask for help.*
9. *They arrives home late. They were tired in the morning.*  
 a- *They wouldn't have been tired in the morning if they hadn't arrived home so late.*  
 b- *They weren't so tired in the morning if they didn't arrive home so late.*  
 c- *They wouldn't have been tired in the morning if they don't arrive home so late.*
10. *She didn't read the news. She didn't know about new cases of coronavirus.*  
 a- *She would have known about new cases of coronavirus if she will read the news.*  
 b- *She would have knew about new cases of coronavirus if she had read the news.*  
 c- *She would have known about new cases of coronavirus if she had read the news.*

**Activity (4) Respond to the following situations. Use the first, second, or third conditional sentences.**

1. *I don't have a driving license. I can't drive you there.*
2. *Try this food. You will like it.*
3. *I'll give you this map. You won't get lost.*
4. *You did not know what to do because you had not listened to me.*
5. *I could not go with you because I had a lecture.*

**Activity (5) Form the following questions into indirect ones.**

1. *When will Tony be back?*  
Do you happen to know \_\_\_\_\_?
2. *Is this the train to Oxford?*  
I don't suppose you know \_\_\_\_\_?
3. *Do you need me?*  
Call me \_\_\_\_\_
4. *Will it take long?*  
Do you know \_\_\_\_\_?
5. *How much longer will I have to wait?*  
Have you any idea \_\_\_\_\_?
6. *Can you come to my party?*  
Let me know \_\_\_\_\_
7. *What does he look like?*  
I've no idea \_\_\_\_\_
8. *How do you get to the station from here?*  
Could you tell me \_\_\_\_\_?



9. Would you like to join us for dinner?

I was wondering \_\_\_\_\_

10. How long have we been waiting?

Have you any idea \_\_\_\_\_ ?

## 8.4 Vocabulary

### Activity (1) Complete the gaps with a phrase from the box.

**Immerse, demonstrate, equity, pedagogy, chime**

1. Experts \_\_\_\_\_ in on the increasing role of artificial intelligence in education.
2. Each new piece of kit needs to \_\_\_\_\_ its value to the teaching relationship.
3. Association for Learning Technology found that tablets were “an excellent technology for enriched \_\_\_\_\_.
4. Once you get past compulsory education, you’ve got to address the question of \_\_\_\_\_
5. Wearable headsets work with virtual reality to \_\_\_\_\_ students in an experience.

### Activity (2) Fill in the blanks with the appropriate word to complete these sentences:

**combustion, demography, straphanger, compact, levitation, subway, fast-loading**

1. The Ferrari designers clearly succeeded in their intention to offer big car comfort in a competitively \_\_\_\_\_ package.
2. Due to the arrival of immigrants to European cities, the \_\_\_\_\_ of those areas is changing.
3. A modern car doesn’t have to contain all the elements of an internal \_\_\_\_\_ engine in order to work as an airplane.
4. A \_\_\_\_\_ is the one who doesn’t own a private car and prefers using public transport.
5. High-speed trains operating on magnetic \_\_\_\_\_ exist in experimental form only.

### Activity (3) Circle the best choice to complete the meaning of these sentences:

1. Palestine is stuffed with museums and monuments, making it a natural tourist \_\_\_\_\_.  
a. monument      b. destination      c. alleyways      d. heritage
2. Bethlehem \_\_\_\_\_ streets and alleys are dotted with ancient churches and neat rows of elegant 16th-century mansions.  
a. intricate      b. arched      c. renowned      d. labyrinthine
3. Lake Tiberius, in the north of Palestine, affords rich \_\_\_\_\_ and is a wetland of national importance.  
a. stunning      b. scenery      c. biodiversity      d. landscapes
4. My father knows a great deal about using the mud of the Dead Sea as a \_\_\_\_\_ agent to treat illnesses.  
a. natural      b. therapeutic      c. profound      d. impressive
5. Palestine is a \_\_\_\_\_ and serene place for holidays.  
a. dramatic      b. picturesque      c. fascinating      d. tranquil



**Activity (4) Match each word in the box with its definition below.**

*split   deputy   laureate   testament   promulgated*

- \_\_\_\_\_ : a person who is given the power to do something instead of another person
- \_\_\_\_\_ : a person who has been given a very high honor because of their ability in a subject of study
- \_\_\_\_\_ : division
- \_\_\_\_\_ : to announce something publicly, especially a new law
- \_\_\_\_\_ : a will that someone makes, saying what should be done with their money and property after they die.

**Activity (5) Complete the following sentences with the suitable words from the box.**

*Dedicated, funds, fortune, reserve, merit*

- He was accused of squandering public \_\_\_\_\_.
- Despite his \_\_\_\_\_ he could tell Dusty liked her.
- The \_\_\_\_\_ and glory of that singular affair belong to Elizabeth alone.
- The governor \_\_\_\_\_ the memorial to the soldiers who died in the war.
- He accumulated his \_\_\_\_\_ by hard work.

**Activity (6) Find the opposite of the following words from the text.**

The word	The opposite
<i>Majority</i>	
<i>Weaken</i>	
<i>Imprisoned</i>	
<i>Stopped</i>	
<i>Follower</i>	
<i>Oldest</i>	

## 8.5 Language Use

**Activity (1) Choose the appropriate response for the following situations.**

1. **A :** How do I get to Al-Najah National University , please?

**B :** \_\_\_\_\_

- Far two Kilometers.
- It's expensive.
- It's easy to get on walk.
- Walk along Rafedia Street for ten minutes , then turn right.

2. **A :** Do you know where the KFC is?

**B :** \_\_\_\_\_

- No , it is a ten minute ride.
- No , you'd better a taxi.
- It's comfortable.
- Yes , it's on Rafedia Road.



3. **A : Excuse me , Is Bank of Palestine on Abu-Baker Street , please?**

**B :** \_\_\_\_\_

- a. No , I think it's on Gandhi Street.
- b. Yes , it's on Abu-Baker Street.
- c. Yes , It's on Haifa Street.
- d. It's on Nazareth Street , opposite Al-Aqsa restaurant.

4. **A : Where's the City Inn?**

**B :** \_\_\_\_\_

- a. You can go by bus.
- b. I'm afraid , it is near Palestine Red Crescent Society.
- c. Sorry. I do know where it is.
- d. I don't know how much it costs.

5. **A :** \_\_\_\_\_

**B : It's in front of the municipality.**

- a. I'm sorry , I don't know to get there.
- b. Could you tell me where Nablus Mall is?
- c. Excuse me , Is this the municipality?
- d. Pardon me , I don't know where I am.

6. **Visitor : \_\_\_\_\_?**

**Host : Sure. You go along this street. Turn right at the second light and the fish market will be on your left.**

- a. Can I get to the company?
- b. Is the fish market on the left side?
- c. How long does it take from here to the fish market?
- d. Could you tell me the way to the fish market?

7. **A :** \_\_\_\_\_

**B : Let me think. It's near Al-Istiqlal University.**

- a. Excuse me , What is it?
- b. Could you tell me the time , please?
- c. Do you know where Hisham Palace is?
- d. Could you tell me how far Al-Istiqlal University is?

8. **A : Excuse me. Can you tell me where the nearest petrol station is , please?**

**B :** \_\_\_\_\_

- a. You will miss it if you don't pass the petrol station.
- b. I'm sorry , the railway station is a long distance.
- c. About one hour by rail.
- d. Sorry , I'm a stranger here.

9. **A : \_\_\_\_\_ Where's the tourist agent please?**

**B : It's over there. Just in front of the Barber's.**

- a. By the way.
- b. Pardon me.
- c. Listen please.
- d. Hey you.



10. A : *Excuse me. How can I get to Jericho?*

B : \_\_\_\_\_

- a. *You can get train.*
- b. *It takes about 30 minutes.*
- c. *I'm sorry. I've no idea.*
- d. *I've seldom been there, I guess you can walk.*

**Activity (1)** Make predictions about future attacks of deadly viruses and the impact on human beings.

## 8.6 Writing

**Activity (1)** Write an email to your friend inviting him /her to visit Palestine.

### Tips:

1. *It's common to start with a reason for writing and refer to how long it's been since you saw or wrote to each other.*
2. *Use phrasal verbs (e.g. going on, been up to) and informal expressions (e.g. drop you a line, same old, same old) to give it a friendly, informal tone.*
3. *Use emoticons or multiple exclamation marks (!!!) or question marks (???) to add extra excitement and feeling. You can also use capital letters for emphasis (How ARE you? GREAT news!).*
4. *Before signing off you can finish with closing phrases like Hope all's well! / Looking forward to seeing you! / Best of luck with ... !*
5. *Sign off with Lots of love for close friends or family or Take care if you are not so close.*





# APPENDICES





# Unit Two Appendices:

## Appendix A Grammar

### ► When should we use the passive?

1. **When we want to change the focus of the sentence:**
  - *Hamlet was written by William Shakespeare. (We are more interested in the play than the writer in this sentence.)*
2. **When who or what causes the action is unknown, unimportant, obvious or 'people in general':**
  - *He was arrested (obvious agent, the police).*
  - *My car has been stolen (unknown agent).*
  - *The road is being repaired (unimportant agent).*
  - *The letters can be obtained from the post office (people in general).*
3. **In factual or scientific writing:**
  - *The chemical is placed in a test tube and the data entered into the computer.*
4. **In formal writing instead of using 'someone' / 'people' / 'they' (these can be used in speaking or informal writing):**
  - *The book will be finished next month.*
5. **In order to put the new information at the end of the sentence to improve style:**
  - *Three books are used regularly in the class. The books were written by Dr. Bell. ('Dr. Bell wrote the books' sounds clumsy.)*
6. **When the subject is very long:**
  - *I was surprised by how well the students did on the test. (More natural than 'How well the students did in the test surprised me'.)*

### ► Here is a list of fifty of the most common irregular verbs in the English language.

Infinitive	Past Simple	Past Participle
be	was / were	been
become	became	become
begin	began	begun
bring	brought	brought
buy	bought	bought
choose	chose	chosen
come	came	come
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got (gotten in USA)
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
keep	kept	kept
know	knew	known
leave	left	left



<i>lend</i>	<i>lent</i>	<i>lent</i>
<i>let</i>	<i>let</i>	<i>let</i>
<i>lose</i>	<i>lost</i>	<i>lost</i>
<i>make</i>	<i>made</i>	<i>made</i>
<i>meet</i>	<i>met</i>	<i>met</i>
<i>pay</i>	<i>paid</i>	<i>paid</i>
<i>put</i>	<i>put</i>	<i>put</i>
<i>read</i>	<i>read (pronounced /red/)</i>	<i>read (pronounced /red/)</i>
<i>run</i>	<i>ran</i>	<i>run</i>
<i>say</i>	<i>said</i>	<i>said</i>
<i>see</i>	<i>saw</i>	<i>seen</i>
<i>sell</i>	<i>sold</i>	<i>sold</i>
<i>send</i>	<i>sent</i>	<i>sent</i>
<i>sing</i>	<i>sang</i>	<i>sung</i>
<i>sit</i>	<i>sat</i>	<i>sat</i>
<i>sleep</i>	<i>slept</i>	<i>slept</i>
<i>speak</i>	<i>spoke</i>	<i>spoken</i>
<i>stand</i>	<i>stood</i>	<i>stood</i>
<i>swim</i>	<i>swam</i>	<i>swum</i>
<i>take</i>	<i>took</i>	<i>taken</i>
<i>teach</i>	<i>taught</i>	<i>taught</i>
<i>tell</i>	<i>told</i>	<i>told</i>
<i>think</i>	<i>thought</i>	<i>thought</i>
<i>understand</i>	<i>understood</i>	<i>understood</i>
<i>wear</i>	<i>wore</i>	<i>worn</i>
<i>write</i>	<i>wrote</i>	<i>written</i>

### ▶ Verbs with two objects

Some verbs that have two objects can make two different active sentences, so they can also make two different passive sentences:

#### **Give**

**Active:** *He gave me the book / He gave the book to me.*

You can choose either of the two objects to be the subject of the passive sentence.

**Passive:** *I was given the book (by him) / The book was given to me (by him).*

Other verbs like this are: *ask, offer, teach, tell, lend, promise, sell, throw.*



## Appendix B Writing

### ▶ When writing a letter to a friend, we should take into consideration the following tips:

1. It's common to start with a reason for writing and refer to how long it's been since you last saw or wrote to each other.
2. Use phrasal verbs (e.g., going on, been up to) and informal expressions (e.g., drop you a line, same old, same old) to give it a friendly, informal tone.
3. Use emoticons or multiple exclamation marks (!!!) or question marks (???) to add extra excitement and feeling. You can also use capital letters for emphasis (How ARE you? GREAT news!!).
4. Before signing off, you can finish with closing phrases like Hope all's well! / Looking forward to seeing you! / Best of luck with ... !
5. Sign off with Lots of love for close friends or family, or Take care if you are not so close.

### ▶ Study the following example:

**Hi Robert,**

*How ARE you?! It's been ages!! I thought I'd drop you a line seeing as I'm stuck in the airport with nothing to do but make use of the free Wi-Fi.*

*Not that writing to you isn't at the top of my list of things to do, of course ;) but I've been totally snowed under at work, plus all the family stuff that's been going on ... Anyway, I'm just about to go on a much-needed holiday, so I really can't complain!*

*Anyhoo ... what have you been up to? I saw John a couple of months ago – don't know if you heard what happened with his job, but it made me feel grateful I only slightly hate mine – and he was saying your book is going to be published?! GREAT news!!! Send me a link and I'll definitely buy it and leave a five-star review :)*

*As for me, same old, same old re: job. Ma and I broke up a while ago, as you know, but we're getting on much better now, and it's working out far better for the kids. No-one new on the horizon, but I'm off to Canada travelling for a month (if this plane ever leaves!), so who knows?!*

*Actually, I'll be flying over your house in a few hours. I'll wave! Let's make a plan to see each other when I get back, OK?*

*Hope life's treating you well!*

**Lots of love,**

**Rebecca**



# Unit Six:

## Appendix A Grammar

### 1 Reporting statements.

#### ▶ Grammar explanation

Reported speech is when we tell someone what another person said. To do this, we can use direct speech or indirect speech.

**direct speech:** *'I work in a bank,' said Daniel.*

**indirect speech:** *Daniel said that he worked in a bank.*

In indirect speech, we often use a tense which is 'further back' in the past (e.g., worked) than the tense originally used (e.g., work). This is called 'backshift'. We may also need to change other words that were used, such as pronouns.

#### ▶ Present simple, present continuous and present perfect

When we backshift, present simple changes to past simple, present continuous changes to past continuous and present perfect changes to past perfect.

*'I travel a lot in my job.'* — *Jamila said that she travelled a lot in her job.*

*'The baby's sleeping!'* — *He told me the baby was sleeping.*

*'I've hurt my leg.'* — *She said she'd hurt her leg.*

#### ▶ Past simple and past continuous

When we backshift, past simple usually changes to past perfect simple, and past continuous usually changes to past perfect continuous.

*'We lived in China for five years.'* — *She told me they'd lived in China for five years.*

*'It was raining all day.'* — *He told me it had been raining all day.*

#### ▶ Past perfect

The past perfect doesn't change in indirect speech.

*'I'd tried everything without success, but this new medicine is great.'* — *He said he'd tried everything without success, but the new medicine was great.*

#### ▶ No backshift

If what the speaker has said is still true or relevant, it's not always necessary to change the tense. This might happen when the speaker has used a present tense.

*'I go to the gym next to your house.'* — *Jenny told me that she goes to the gym next to my house. I'm thinking about going with her.*

*'I'm working in Italy for the next six months.'* — *He told me he's working in Italy for the next six months. Maybe I should visit him!*

*'I've broken my arm!'* — *She said she's broken her arm, so she won't be at work this week.*

#### ▶ Pronouns, demonstratives and adverbs of time and place

Pronouns also usually change in indirect speech.

*'I enjoy working in my garden,' said Bob.* — *Bob said that he enjoyed working in his garden.*

*'We played tennis for our school,' said Alina.* — *Alina told me they'd played tennis for their school.*

However, if you are the person or one of the people who spoke, then the pronouns don't change.

*'I'm working on my thesis,' I said.* — *I told her that I was working on my thesis.*

*'We want our jobs back!' we said.* — *We said that we wanted our jobs back.*

We also change demonstratives and adverbs of time and place if they are no longer accurate.

*'This is my house.'*



□ *He said this was his house. [You are currently in front of the house.]*

□ *He said that was his house. [You are not currently in front of the house.]*

*'We like it here.'*

□ *She told me they like it here. [You are currently in the place they like.]*

□ *She told me they like it there. [You are not in the place they like.]*

*'I'm planning to do it today.'*

□ *She told me she's planning to do it today. [It is currently still the same day.]*

□ *She told me she was planning to do it that day. [It is not the same day anymore.]*

*In the same way, these changes to those, now changes to then, yesterday changes to the day before, tomorrow changes to the next/following day and ago changes to before.*

▶ **Do this exercise to test your grammar again.**

## 2 Reporting questions.

### ▶ Grammar explanation

*A reported question is when we tell someone what another person asked. To do this, we can use direct speech or indirect speech.*

**direct speech:** *'Do you like working in sales?' he asked.*

**indirect speech:** *He asked me if I liked working in sales.*

*In indirect speech, we change the question structure (e.g., Do you like) to a statement structure (e.g., I like).*

*We also often make changes to the tenses and other words in the same way as for reported statements (e.g., have done → had done, today → that day). You can learn about these changes on the Reported speech – statements section.*

### ▶ Yes/no questions

*In yes/no questions, we use if or whether to report the question. If is more common.*

*'Are you going to the Helsinki conference?' — He asked me if I was going to the Helsinki conference.*

*'Have you finished the project yet?' — She asked us whether we'd finished the project yet.*

### ▶ Questions with a question word

*In what, where, why, who, when or how questions, we use the question word to report the question.*

*'What time does the train leave?' — He asked me what time the train left.*

*'Where did he go?' — She asked where he went.*

### ▶ Reporting verbs

*The most common reporting verb for questions is ask, but we can also use verbs like enquire, want to know or wonder.*

*'Did you bring your passports?' — She wanted to know if they'd brought their passports.*

*'When could you get this done by?' — He wondered when we could get it done by.*

### ▶ Offers, requests and suggestions

*If the question is making an offer, request or suggestion, we can use a specific verb pattern instead, for example: offer + infinitive, ask + infinitive or suggest + ing.*

*'Would you like me to help you?' — He offered to help me.*

*'Can you hold this for me, please?' — She asked me to hold it.*

*'Why don't we check with Joel?' — She suggested checking with Joel.*

## 3 Reporting verbs.

### ▶ Grammar explanation

*When we tell someone what another person said, we often use the verbs say, tell or ask. These are called*



'reporting verbs'. However, we can also use other reporting verbs. Many reporting verbs can be followed by another verb in either an infinitive or an -ing form.

▶ **Reporting verb + infinitive**

Verbs like *advise, agree, challenge, claim, decide, demand, encourage, invite, offer, persuade, promise, refuse* and *remind* can follow an infinitive pattern.

*'Let's see. I'll have the risotto, please.'* — He decided to have the risotto.

*'I'll do the report by Friday, for sure.'* — She promised to do the report by Friday.

*'It's not a good idea to write your passwords down.'* — They advised us not to write our passwords down.

We can also use an infinitive to report imperatives, with a reporting verb like *tell, order, instruct, direct* or *warn*.

*'Please wait for me in reception.'* — The guide told us to wait for her in reception.

*'Don't go in there!'* — The police officer warned us not to go in there.

▶ **Reporting verb + -ing form**

Verbs like *admit, apologise for, complain about, deny, insist on, mention* and *suggest* can follow an -ing form pattern.

*'I broke the window.'* — She admitted breaking the window.

*'I'm really sorry I didn't get back to you sooner.'* — He apologised for not getting back to me sooner.

*'Let's take a break.'* — She suggested taking a break.



### A proposal for a digital version of the police magazine.

#### ▶ Introduction

*This proposal intends to outline how a digital version of the police magazine, Local Security, could function and aims to show that an online paper is viable for the future of the police magazine. It draws on the views of 10,000 security personnel surveyed in January.*

#### ▶ Background

*Local Security is printed monthly and distributed free in all security agencies, with a readership of approximately 50,000 security servicemen. It is written and produced by the working officers. The survey shows that the magazine is highly valued by the security servicemen for being updated, featuring security puzzles and reporting on other nations' work experience.*

#### ▶ Current problems

*The cost of printing magazines is high. Furthermore, some servicemen do not have easy access to the paper, since the only way to obtain a copy is to physically go to the PRs. An additional environmental issue is that a large number of copies end up as litter at the departments.*

#### ▶ Proposed solution

*It is proposed that the magazine could shift to an online format. An overwhelming majority (93%) of survey respondents were 'keen' or 'very keen' on this.*

*The key benefits would be:*

- **Lower costs.** *Electronic publication is much cheaper than printing, and the website would require minimal maintenance. Although there are considerable initial costs of developing a website, these would be offset over time.*
- **Improved accessibility.** *Servicemen unable to collect a copy and those with visual impairments would be able to read the paper online.*
- **Eco-friendliness.** *A website would reduce paper usage and produce no litter.*

#### ▶ Drawbacks

*One issue is information management. The site would have to comply with data protection and privacy laws. Advice should be sought from the IT department who work for the MIS and cyber security centers in different agencies.*

#### ▶ Conclusion

*The results of the consultation suggest that moving the paper online is the best option given that it would reduce costs, be more environmentally friendly and reach a larger audience. A change to a digital format is therefore recommended to maintain the benefits of the magazine while addressing its current difficulties.*



