



TABLE OF CONTENTS

Unit 2

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

PREVIEW

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

Unit Objectives

Upon completing this unit, learners should be able to:

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

Intended Learning Outcomes

Upon completing this unit, learners should be able to

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

2A. SOCIAL MEDIA SECURITY

1. GETTING STARTED



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

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

2. VOCABULARY

a. Check the following vocabulary items with your teacher

Unpredictable

Memorable

Randomly

Update

Allow

Synchronize

Vulnerable

Database

Retrieve

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



.....



.....



.....



.....

LinkedIn

Snapchat

Facebook

Instagram

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

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

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

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

3. READING

Before you read:

a. Answer the following questions

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

As you read:

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

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



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

4. PRONUNCIATION

Stress

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

/sə 'spekt/!

/'sʌs.pekt/

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

suspect /sə 'spekt/	suspect /'sʌs.pekt/
permit /pə'mɪt/	permit /'pɜ:.mɪt/

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

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

access (v) _____	access (n) _____
import (v) _____	import (n) _____
export (v) _____	export (n) _____
permit (v) _____	permit (n) _____
progress (v) _____	progress(n) _____

5. Get it right

More about conditional sentences:

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

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

- b. Select the appropriate answer.

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

Internet and Technology

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

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

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

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

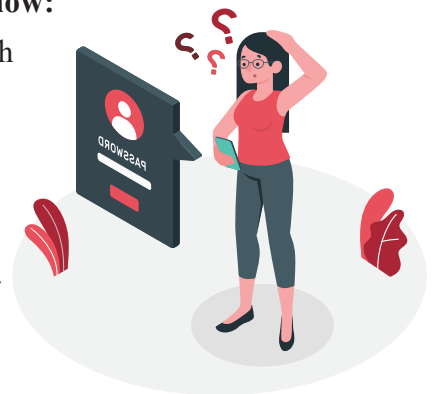
The longer and more random the password, the harder it is for both computers and humans to guess.

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

Here are some examples:

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

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



7. LANGUAGE USE

Prediction

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

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

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



Flipped Classroom Activity:



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

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

8. LISTENING

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

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

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



Speaking:

Think: Why is having strong passwords important these days?

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

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

B. USE OF INTERNET APPLICATIONS

1. GETTING STARTED

Speaking:

a. Work in pairs to discuss the following points.

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



2. VOCABULARY

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

Undermine

Intimidate

Complaints

Harassment

Blackmail

Suicide

Ransom

Reputation

Recruiting

Trigger

Requiting

LISTENING

Before you listen:

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

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

3. Get it right

Present continuous for future arrangements

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

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

Choose the appropriate answer.

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

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

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

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

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

4. SPEAKING

Peer Feedback:

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

Inquiry based learning

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

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

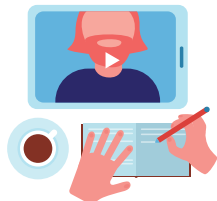


C. MOBILE LEARNING

1. GETTING STARTED

a. Work with your partner to answer these questions.

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



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

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

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

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

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

2. VOCABULARY

a. Check the following vocabulary items with your teacher.

Permeate

Autonomy

Envision

Personalized

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

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

Internet and Technology

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

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

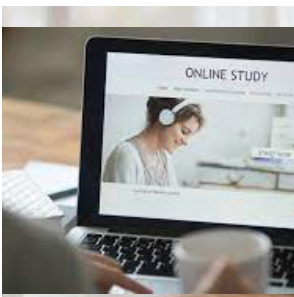
Words	Synonyms
self-directed	
involved	
reachable	
promptly	
visualizes	
simplifies	
setting	
plentiful	
out-of-date	

3. READING

Before You Read:

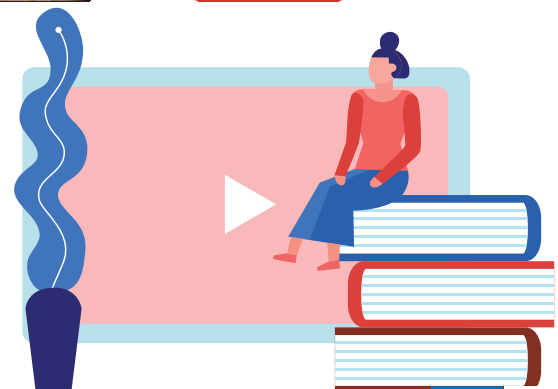
a. Work with your partner to answer these questions.

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



While You Read:

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



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

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

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



After You Read

a. Answer the following questions

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

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

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

4. GET IT RIGHT

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

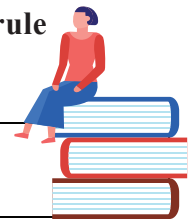
- Students use their mobile phones and laptops so that they can join their virtual classes.
- In order to achieve significant progress in subject matters, learners are allowed to repeat the task several times.

b. Fill in the blanks with the correct answer

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

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

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



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

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

5. LISTENING

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

Gap Filling

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

T/F

Online training can take place on the road.

Wh. Questions

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

Multiple choices

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

6. SPEAKING

- a. **Work in groups of three students. Each member should investigate one of the following duties:**
 - Student 1:** Interview ten peers to ask them about the *advantages* of using mobile phones in the process of teaching and learning.
 - Student 2:** Interview ten peers to ask them about the *disadvantages* of using mobile phones in the process of teaching and learning.
 - Student 3:** Interview ten peers to ask them about the differences between *M-learning* and *face to face learning*.
- b. **Share the data collected with other members from different groups.**
- c. **Each group should prepare a report on the data collected and give a presentation in class.**

7. Writing

Write about one of the following topics:

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

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