**Global activity for the sixth unit-interjection**

**The support**

In watching Al-Jazeera TV channel, a heated political debate occurred. Its scenario was scripted as follows:

---

Jake: “Wow! Did you hear what the candidate just said? Unbelievable! He thinks cutting education funding is a good idea?”

Tom: “Oh no! That’s going to upset a lot of people. How could anyone think that’s a solution?”

Jake: “Exactly! I mean, seriously, how can they ignore the needs of students and teachers?”

Tom: “Ugh! It’s frustrating to see politicians making such short-sighted decisions. They don’t seem to care about the future.”

Jake: “Well, at least some of the other candidates have better plans. Phew, this debate is intense!”

Tom: “Ah, I just hope voters are paying attention. This election is so important!”

**Instruction**

Based on the given support and based on the insights elaborated in the cyclic procession of your learning, you are invited to manage the following tasks:

**Tasks for Interjections:**

Task01. Identify the Interjections

Underline or highlight all the interjections in the conversation Ugh!).

**Task2**. **Classify the Interjections**

Classify the interjections based on their function:

Expressions of surprise

Expressions of frustration

Expressions of relief

**Task03. Replace the Interjections**

Rewrite the conversation, replacing the interjections with new ones. Discuss how changing the interjections affects the tone of the conversation.

**Task04. Create New Sentences with Interjections**

Write three new sentences about a political issue, using different interjections to express surprise, excitement, or frustration. (e.g., Oh no!, Great!).

**Task05. Interjections in Real-Life Speech**

Watch or listen to a political discussion (e.g., a debate or interview) and note any interjections used. Discuss how they contribute to the speaker's emotions and the intensity of the discussion.

.