



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **12**

Learning Modules

2024

Blended Learning Module Outcomes

Unit	Outcomes	Page
Unit 1 A new start	<ol style="list-style-type: none"> 1. Learn new vocabulary related to doing new and different things and time management. 2. Read and answer comprehension questions. 3. Use present simple and continuous tenses (revision). 4. Use present meanings of the present perfect tense. 5. Use present perfect simple and continuous tenses. 	2
Reading plus: unit 2 Making changes	<ol style="list-style-type: none"> 1. Learn new vocabulary related to New Year customs in different countries and making and keeping resolutions. 2. Write an essay about the theme of the unit. 3. Learn about the author (William Shakespeare) and about the play (Romeo and Juliet). 4. Read literature a. and answer comprehension questions. 	10
Unit 3 A funny thing happened	<ol style="list-style-type: none"> 1. Learn new vocabulary related to telling personal stories and communications technology. 2. Learn new vocabulary related to jobs and work and Business and commerce. 3. Use three past tenses together in narratives. 4. Use prefixes (co- and mis-). 5. Use time phrases and pronouns to make stories cohesive. 6. Write personal stories or anecdotes. 	19
Unit4 The world of work	<ol style="list-style-type: none"> 1. Use going to and the present continuous tense for future events. 2. Use phrases made with job + noun. 3. Use reported questions. 4. Use question tags (form and meaning / pronunciation). 5. Write general enquiry letters. 	27

Unit	Outcomes	Page
Reading Plus: unit	<ol style="list-style-type: none"> 1. the history and effects of globalization. 2. Write an essay about the theme of the units. 3. the meaning and history of money. 	
Unit5 In business	<ol style="list-style-type: none"> 1- Learn new vocabulary related to jobs and work and Business and commerce. 2- Use phrases made with job + noun. 3- Use reported questions. 4- Use question tags (form and meaning / pronunciation). 5- Use words and phrases made from the word market. 6- Use reporting orders / instructions, advice and warnings. 7- Use noun phrases made from phrasal verbs. 8- Use causatives (have / get something done). 	<p style="text-align: center;">38</p>
Unit6 Only a game?	<ol style="list-style-type: none"> 1. Use fixed phrases with in or on + noun. 2. Write business letters and emails. 3. Learn new vocabulary related to sports and other cultures. 4. Use Past wishes and regrets. 5. Use should(n't) + have + past participle. 6. Use Prefixes (under- and over-). 7. Write personal emails. 	<p style="text-align: center;">46</p>
Reading Plus: Unit 7 Past History	<ol style="list-style-type: none"> 1. the meaning and history of money. 2. write an essay about the theme of the unit. 3. Different views of history. 4. The Palestinian Nakba and Diaspora. 5. Write an essay about the theme of the unit. 6. Literature B: Extracts 5,6,7,8. 	<p style="text-align: center;">52</p>

A new start

لجميع الفروع

1 Look at the picture. Then discuss the question in pairs or small groups.

The picture was taken at a college 'Societies Fair'.
What do you think is happening?

2 Read the email quickly. Then answer the questions.

- 1 Where do you think Mahmoud is and what is he doing there?
- 2 What words in the email helped you to decide? Make a list.
- 3 Who do you think Mahmoud is writing to?

SEND ↗

Hi everyone,

Well, the first week has nearly passed, with no real problems to tell you about so far. It hasn't been easy though. So many things are different from what I'm used to. There's the language, for one thing. As you know, I've been studying English for many years, but this is like being a beginner all over again. It seems as if everyone is speaking a different language from the one I studied at school! Still, I'm beginning to get used to hearing English all around me.

Lectures don't start till next week, so this week has been a time of settling in: finding my way around, meeting people on the same course, joining clubs and societies and so on. There's actually a Palestine Society (which I've joined of course). They have guest speakers and discussion groups, organise cultural events and even food evenings, so at least I'll have some connection with home. I've joined two other clubs as well.

I hope you're all well. I'll write again soon.

Love,
Mahmoud

3 Read the email again. Then answer the questions.

- 1 Has Mahmoud had any problems in his new situation?
-

- 2 What surprised him about the language at first?
-

- 3 Why is this better now?
-

- 4 What has he been doing so far?
-

- 5 Why has he joined the Palestine Society?
-

4 Read the notice. Then complete the tasks below.

FRESHERS'* WEEK ACTIVITIES

Clubs and societies are more than just an optional extra – they're a vital part of college life. They're a great way to meet like-minded people and expand your interests or participate more fully in a field you already know. So come along to the Clubs and Societies Fair in the Milton Building this Wednesday. Up to a hundred societies will be on show, from sports and outdoor activities to volunteer organisations and cultural or political groups. You're sure to find something to suit you. See you there!

* **freshers** = new students at a university or college

1 Find words or phrases in the notice that have these meanings. (They are in the same order as in the text.)

- 1 not compulsory _____
- 2 with similar attitudes _____
- 3 take part (in) _____
- 4 area of interest _____
- 5 able to be seen _____

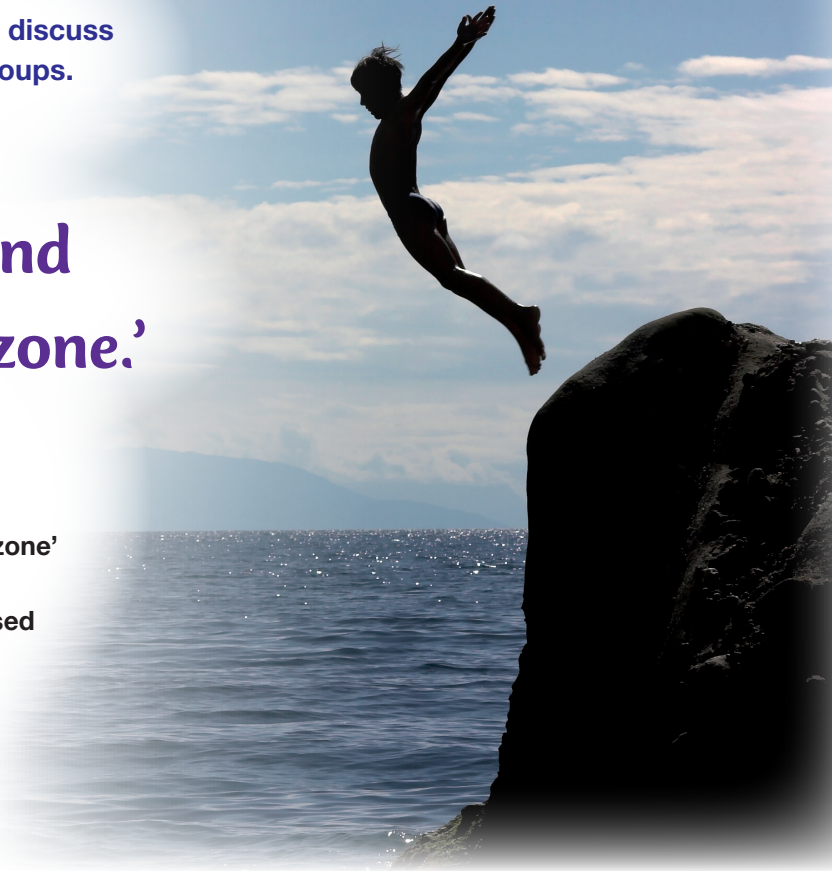
2 Use the words and phrases in Part 1 to complete the sentences below.

- 1 There are lots of good paintings _____ at the museum this week.
- 2 I don't know much about biology. It's not really my _____.
- 3 This part of the form is _____. You don't have to fill it in.
- 4 Luckily, I live in a shared house with _____ people.
- 5 Unfortunately, his English isn't good enough to _____ in academic discussions.

- 1 Look at the picture and quotation. Then discuss the questions below in pairs or small groups.

‘Life begins at the end of your comfort zone.’

- 1 What do you think the phrase ‘comfort zone’ might mean?
- 2 Why do you think people are often advised to move outside their comfort zones?



- 2 Read the first paragraph of the text and see how close your ideas were to the writer’s definition of ‘comfort zone’.

Stepping outside the comfort zone

Your comfort zone is, as the name suggests, the area where you feel comfortable. We all have **one**, whether we know it or not: it’s the set of routines and known abilities that make us feel safe because we’re confident that we can manage and are unlikely to be challenged by anything unexpected or worrying. Obviously, staying inside your comfort zone has many benefits, especially at times when

5 you’re feeling under stress.

On the other hand, we’re often told in ‘self-help’ books that it’s a good idea to do things that are outside our comfort zones. In fact, many studies have shown that an important factor in helping people feel positive about themselves is the feeling that **they** are developing and making progress in their lives. You won’t reach your full potential if you only do what you know you are able to do. We all want to

10 improve ourselves, for example by learning something new, becoming more creative or getting fit.

Unfortunately, people often get stuck in their comfort zones and don’t feel able to try different things. There are various possible reasons for **this**. They may be afraid of failing or unsure how to begin. Many people think ‘This is the way I am and I’ll never change’, using **this** as an excuse for not trying something new. Whatever the reason may be, it’s sometimes necessary to force yourself to do something you’d

15 rather not do. Once you’ve made the effort, though, the door to new experiences will be open and you’ll probably wonder why you thought **it** was a problem.

3 Read the rest of the text. Then complete the tasks below.

1 Replace the underlined parts of the sentences with words or phrases from the text. (The sentences are in the same order as the words in the text.)

- 1 I only need one more card to make a complete group. _____
- 2 We often get bored with the same everyday things we do regularly. _____
- 3 I know a lot about the subject, so I'm quite sure that I'll succeed. _____
- 4 I'm not sure why she feels tired, but I think stress may be a part of the reason. _____
- 5 She isn't a great singer yet, but she has great possibilities for the future. _____
- 6 He's very good at making artistic things. Apart from writing poetry and songs, he paints wonderful pictures. _____
- 7 With its wheels in the soft ground, the car was completely unable to move. _____
- 8 I'm sure he isn't really ill. I think it's just an untrue reason for not working hard. _____

2 Match the pronouns (highlighted in the text) with the nouns or noun phrases that they refer to.

Pronoun	Refers to ...
1 <i>one</i> (line 1)	a doing something new
2 <i>they</i> (line 8)	b the idea that you can't change yourself
3 <i>this</i> (line 12)	c getting stuck
4 <i>this</i> (line 13)	d a comfort zone
5 <i>it</i> (line 16)	e people

3 Complete the sentences with phrases from the text (3 words maximum).

- 1 Staying in your comfort zone is a way of avoiding _____ events.
- 2 People often prefer to stay in their comfort zones, particularly if they are _____.
- 3 _____ often recommend leaving your comfort zone.
- 4 Knowing that you are developing helps you feel _____ yourself.
- 5 Sometimes people don't do something different because they don't know _____.
- 6 You may have to _____ to do something new, but you won't be sorry.

1 Look at the two groups of examples. Then complete the grammar rules.

Examples

People often **get** stuck in their comfort zones.

Clubs and societies **are** a vital part of college life.

It **seems** as if everyone is speaking a different language.



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*.

Examples

We all want to feel we **are making** progress in our lives.

Mahmoud's English **is getting** better quickly.

Freshers **are gathering** in the hall right now.

Please be quiet. **I'm thinking**.

Many people **think** they can't change their lives.

Complete the grammar rules

- 3 We use the present _____ tense to describe actions that are in progress at or around the time of speaking, or to talk about continuous change that isn't finished yet.
- 4 Some state verbs, for example _____, can be used in both tenses (_____ and _____) but with a different meaning, according to whether or not the verb is an action.

Reminder

Many verbs (sometimes called 'stative' verbs) can't usually be used in a continuous tense because they describe states, not actions. These include:

like, love, hate, prefer, etc.

want

seem

know

believe

remember

suppose

agree

mean

realise

recognise

understand

think (= have an opinion)

have (= own)

look (= seem, appear)

Notice that the last three (in red) can be used in continuous tenses when they have a different meaning from the one shown in brackets.

We **have** three bedrooms in our new house.

Sorry, you can't speak to him now. He's **having** a shower.

He's **looking** in the mirror and he **looks** very smart.

I **think** this bike is cool. I'm really **thinking** about buying one.

2 Circle the correct option to complete the sentences.

- 1 I'm sorry, but I'm **not agreeing / don't agree** with what you're saying.
- 2 What **happens / is happening** outside?
- 3 I'm **not enjoying / don't enjoy** parties normally, but **I enjoy / am enjoying** this one.
- 4 She might be able to see you, but she **talks / is talking** to a customer and it sometimes **takes / is taking** a long time.
- 5 He **works / is working** in the afternoons, but today he **takes / is taking** his son to the doctor.
- 6 That man **looks / is looking** rather strange.
- 7 Everyone **looks / is looking** out of the window.
- 8 What **do you think / are you thinking** the reason for her success is?
- 9 You're very quiet. What **do you think / are you thinking** about?
- 10 He **has / is having** a shower because he **has / is having** an important appointment.

Period 4 / Language and vocabulary study

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

Examples

I've joined the Palestine Society. (present perfect simple)

I've participated in three events so far.

I've been studying English for five years. (present perfect continuous)

She's under stress because she's **been studying** so much.

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 actions that began in the past and have continued up to present? _____
- 4 unfinished actions that have been in progress throughout the period? _____

2 Complete the sentences with the correct tense of the verbs in brackets: present perfect simple or continuous.

- 1 You should go to bed. You've _____ on the computer for over two hours. (play)
- 2 How many times has he _____ to his family this month? (write)
- 3 He's _____ with friends for too long. He needs to find a house of his own. (stay)
- 4 I can't find my pen. Where have you _____ it? (put)
- 5 I think someone has _____ my phone. The battery is nearly dead. (use)
- 6 What has he _____ all this time? We've _____ for more than an hour. (do / wait)
- 7 I have _____ him for nearly ten years. (know)
- 8 They have _____ away for three nights. (be)
- 9 You were away a long time. What have you _____? (do)
- 10 I've talked to him on the phone, but we have never _____. (meet)

3 Write the full questions. Then ask and answer them with a partner.

- 1 What kind of music / you / prefer? _____
- 2 How often / you / go to the cinema? _____
- 3 you / enjoy / playing computer games? _____
- 4 you / enjoy / this lesson? _____
- 5 you / ever / speak in public? _____
- 6 How many text or SMS messages / you / send today? _____
- 7 How long you / study English? _____
- 8 What / you / do / on Sundays? _____

How many English books have you read?

I've read a few at school, but I've only read one at home.

Reading Plus: Making changes

- 1 Read the beginning of an article about New Year traditions in different cultures. Then complete the tasks below.

There are many different customs connected with the New Year, varying from country to country, or from culture to culture.

For Chinese people all over the world, New Year is the most important event in the calendar. It begins on the first day of the month, which has the darkest night, and continues till the full moon 15 days later. There are many traditions, most of them involving the colour red. During the celebrations, people wear red clothes and children are given red envelopes containing 'lucky money'. Red is the symbol of fire, which is believed to drive away bad luck. This also explains the popularity of fireworks, which are supposed to frighten away bad spirits with their combination of noise, fire and brightness.

New Year is a time for families to get together and people often travel long distances to be with their families. Food also plays an important part, especially the big family meal on the evening before the New Year begins (New Year's Eve).

- 1 'Red is the symbol of fire.' What do you think a *symbol* is?
A a small piece of something larger **B** something that stands for an idea
C a thing which is the same as something else
- 2 Work in pairs or small groups. Discuss what symbols 1–4 stand for. What do they symbolise?
- 1 The dove carrying an olive branch symbolises _____.
- 2 The balanced scales symbolise _____.
- 3 For Muslims, the crescent symbolises _____.
- 4 For Palestinians, the kuffiyeh symbolises _____.
- 3 Compare your ideas with other pairs or groups.



1 Read the rest of the article . Then complete the tasks below.

A lot of the New Year 'traditions' in countries like England, Australia and the USA are actually Scottish in origin. **These** include joining hands and singing the Scottish song *Auld Lang Syne* (which means something like 'for the old times').

5 Another custom, which is less popular now, is 'first-footing'. To bring good luck to a house, the first person to visit **it** (entering by the front door and leaving by the back door) should be a tall, dark-haired man carrying a piece of coal for the fire, some salt, some bread and something to drink. These symbolise warmth, flavour and of course food. More generally, it is usual, as in China, to clean the whole house on the day before New Year, and to make sure you have paid back any money you owe to others before midnight.

10 Like other Muslim countries, Egypt uses the Islamic calendar and the New Year marks the migration (*Hijra*) of Prophet Mohammad (ﷺ) from Mecca to Medina. The New *Hijra* Year can't begin until the appearance of the new moon of Muharram is officially announced. Although modern technology now makes it possible to find **this** out well in advance, the new year moon should be observed with the naked eye.

15 New Year is widely celebrated with visits to family and friends. In many different parts of the country, special religious chanting troupes organise performances in praise of Prophet Mohammad and in commemoration of his *Hijra*. For many, though, this period is a time for prayer and quiet thought, concentrating on what you have done wrong in the past year and how you need to change in the next.

20 Whatever culture you look at, there seems to be one idea that underlies many of the New Year customs: the idea of a new beginning, of leaving one period behind and looking forward to the coming **one**.

1 Replace the underlined parts of the sentences with words or phrases from the text. (The sentences are in the same order as the words in the text.)

1 I'm not sure how much I have borrowed and need to pay back to my parents.

2 At this time of year, performing groups of dancers, etc. visit the town. _____

3 He wrote several poems expressing admiration for God. _____

4 This event takes place in order to remember the life of a national hero. _____

2 'A lot of the New Year "traditions" in countries like England, Australia and the USA are actually Scottish in origin.'

1 The phrase *Scottish in origin* means that

- A the traditions first started in Scotland.
- B the traditions came to Scotland from other countries.

2 The writer puts inverted commas round the word 'traditions' to show that

- A the word is a quotation from somewhere else.
- B the customs don't really come from the countries mentioned.

1 Read the introduction to an article about doing something new. Then complete the tasks below.

MODERN LIVING | LIFESTYLE



New Year, New You!

► Around this time of year, lots of people make resolutions to change their lives. Of course, it's natural to associate a new year with new beginnings, but doing something new brings benefits to your life whenever you choose to do it. In fact, New Year is possibly one of the worst times of the year to make life-changing decisions if you want to stick to them: in Europe and North America, it coincides with the middle of winter. With its long hours of darkness and cold wet weather, this is definitely not a season to be optimistic. This may well be why, as many studies have shown, most people who make New Year's resolutions usually break them after five weeks.

So, whatever time of year it is, you might decide to learn to speak Chinese, take up long-distance running, become a poet, or whatever. How do you make sure you don't start with great enthusiasm, but then give up soon afterwards? We're sure following the five steps in this article will make success a lot more likely.

1 Replace the underlined parts of the sentences with words and phrases from the text.

(The sentences are in the same order as the words and phrases in the text.)

1 I always connect this song with the holiday we had two years ago. _____

2 It's easy to make resolutions, but harder to not change your mind about them. _____

3 Unfortunately, my birthday is at the same time as the end of the holidays. _____

4 When I started, I felt that everything would be fine. _____

5 She wants to start a new hobby, but she isn't sure what to choose. _____

6 He's just started playing the guitar and is full of a strong positive feeling. _____

2 Answer the questions.

1 What two things, according to the article, are wrong with the idea of 'New Year's resolutions'?

2 What do you think the rest of the article is going to do?

A explain more about the points in the first paragraph

B give some helpful advice to readers

C make some new points about doing new things

2 Read the rest of the article. Then put the titles below into the correct position (1–5).

One step at a time
Share it

Enjoy yourself
Set clear goals

Think negative

1 _____

▶ When you're thinking about aims, there's one rule you should follow above all others: don't be too general. Just thinking that you 'want to be a bit healthier' is very unlikely to get you anywhere. Instead, you need to express your aim as something exact and practical that can be measured.

2 _____

▶ Don't spend all your time worrying about how successful you're going to be. Remember to enjoy the new experience for what it is. That way there's a far better chance that you'll keep going. If you're learning something, you'll make much better progress if you enjoy the learning rather than thinking about what score you might get at the end.

3 _____

▶ Including other people can have various benefits. Firstly, the more people you tell about what you're doing, the less likely you are to give up, simply because you don't want to have to admit it to them. Secondly, if you do something with other people, it will be more fun (see above) and you won't want to let them down.

4 _____

▶ Yes, you did read that correctly. Of course, the usual advice is to stay positive. But there will almost certainly be a time when everything seems to be going wrong and you start thinking it's all too hard. Studies show that it's better to think about what could go wrong so that you can have a plan in place when it happens.

5 _____

▶ Don't try to do everything at once. Divide your final aim into smaller parts so that getting to the end of each part is one small success, and one step nearer to the goal.

..... ■

P08

3 Discuss the questions in pairs or small groups.

- 1 When you decide to take up something new, are you the kind of person that sticks to it, or the kind of person that might give up after a time?
- 2 Which of the pieces of advice in the article do you think might be helpful when learning a language?

I'd like to say I stick to resolutions, but I think I might be a bit lazy.

I like the idea of including other people. I think that would probably help a lot.

Module One worksheet

A: Complete the following sentences with the correct form of the verb in brackets:

1. The floor is clean now. I _____ (**just/ wash**) it.
2. How often _____ you _____ (**go**) on a holiday?
3. I _____ (**know**) Sana' and Rania since we were at school.
4. The children are in the living room. They _____ (**watch**) TV.
5. Rami and Laila _____ (**be**) married for ten years.
6. We _____ (**finish**) our history project yet. The deadline is set for Monday.
7. I am exhausted. I _____ (**clean**) my room all morning.
8. Look! Your mum is in the garden. She _____ (**water**) the flowers.
9. How long _____ (**you/ live**) here? Five years.
10. Maria _____ (**believe**) that teaching online is not good for her.
11. How many tests _____ you _____ (**have**) so far this week?
12. Why _____ you _____ (**look**) at her like that? Has she done something wrong?
13. I _____ (**not /think**) blue is the right colour for her.
14. Samya _____ (**look**) amazing in that red dress.
15. Mum _____ (**have**) her breakfast. We have to wait for her.

B: Complete the sentences with to infinitive or -ing form of the verbs in brackets:

1. You should stop _____ (**smoke**), it's not good for your health.
2. We stopped _____ (**have**) a rest because we were really sleepy.
3. Please remember _____ (**bring**) your homework tomorrow.
4. I remember _____ (**go**) to the beach as a child.
5. You promised _____ (**take**) the children to the cinema.
6. Would you like _____ (**pay**) now or later?
7. Hasan always keeps _____ (**talk**) about his mother.
8. You should give up _____ (**use**) these kinds of dangerous tools.
9. My brother is thinking of _____ (**write**) a book.
10. Have the men finished _____ (**repair**) the roof?

C: Choose the correct answer:

1. I was very upset and started (**to cry/to crying**)
2. My friend has a lot of books. He enjoys (**reading / to read**)
3. They'd hate (**to start/ starting**) eating before their father come.
4. **A:** Do you usually get up early? **B:** Yes, I like (**to get / getting up**) early.
5. I decided (**to get/getting**) something new for you.

The End

Module One Progress Test

Part One: Vocabulary: (16 points)

1- Match the words and phrases in the box with their meanings below: (6 points)

persevere revision field reward optional on show

1. able to be seen: _____
2. not compulsory: _____
3. studying before the exam: _____
4. area of interest: _____
5. don't give up: _____
6. give something good: _____

2- Complete the following sentences with words from the box: (6 points)

on the market routine fees convinced stuck excuse

1. Hiba hasn't prepared well for the exam. I'm not really _____ she will pass it.
2. Doing the same _____ is not always an advantage. It can make you get bored.
3. The manager didn't accept my _____ for being late.
4. The driver was _____ in his car after the accident and he couldn't get out.
5. Many students are complaining about rising university _____
6. There are many Chinese products _____ nowadays.

3- Choose the correct answer: (4 points)

1. More details will be sent _____ (on demand / on request)
2. Please remind me to buy some sugar _____ home (on the way/on time)
3. Ali has travelled to Turkey for two weeks _____ (on arrival/on business)
4. We are late and the train always arrives _____ (on duty / on time)

Part Two: Language: (29 points)

1: Complete the sentences with the correct tense of the verbs in brackets: (14 points)

1. I _____ (play) football for two years. My team _____ (win) 5 matches so far.
2. I _____ (not/like) Rami. He always _____ (complain) about his work.
3. We _____ (know) Ali for 15 years, but we _____ never _____ him at home. (visit)
4. We _____ (walk) for hours, but we _____ yet. (arrive)
5. _____ you _____ (remember) the name of that girl?
6. We all _____ (want) to feel we _____ (make) progress in our lives.
7. Mahmoud's English _____ (get) better quickly.
8. He _____ (have) this car for 20 years.
9. You're very quiet. What _____ you _____ about? (think)

10. Everyone _____ (**look**) out of the window to the man that _____ (**look**) strange.
11. How long _____ you _____ (**learn**) English?
12. I _____ (**suppose**) I must go now. My wife _____ (**wait**) for me at home.
13. The train _____ still _____ (**stand**) in the station. I _____ (**think**) we can catch it
14. I _____ (**work**) since 3 o'clock. I _____ (**finish/just**) my homework.

2: Form Questions from the given words: (5 points)

1. What /your parents/ do / at the moment?

2. What time /you /usually/ go to bed?

3. You/ever/play/golf?

4. How many times/Brazil/win/ the World Cup?

5. How long/ you/ work/ in this company?

3: Complete the sentences with the correct form of the verbs in brackets (to- infinitive or -ing form): (5 points)

1. He advised me _____ a second - hand refrigerator. (**not/buy**)

2. Did you remember _____ Anan my message? (**give**)

3. He stopped _____ a month ago. (**smoke**)

4. She finished _____ at about four and went for a walk. (**cook**)

5. I don't feel like _____ this problem with them. (**discuss**)

4: Circle the correct tense to complete the sentences. (5 points)

1. Finally I managed (**to finish/finishing**) the work.

2. She hates (**washing / to wash**) the dishes.

3. I can remember (**visiting/ to visit**) them when I was a child.

4. On the way to Edinburgh, we stopped (**looking / to look**) at an old castle.

5. We've stopped (**using/ to use**) plastic bags in supermarkets.

The End

Reading Plus Progress Test

Literary stream only

Part One: Comprehension.

Read the passage and then answer the questions that follow:

For Chinese people all over the world, New Year is the most important event in the calendar. **It** begins on the first day of the month, which has the darkest night, and continues till the full moon 15 days later. There are many traditions, most of them involving the colour red. During the celebrations, people wear red clothes and children are given red envelopes containing 'lucky money'. Red is the symbol of fire, which is believed to drive away bad luck. This also explains the popularity of fireworks, which are supposed to frighten away bad spirits with their combination of noise, fire and brightness.

A lot of the New Year 'traditions' in countries like England, Australia and the USA are actually Scottish in origin. These include joining hands and singing the Scottish song Auld Lang Syne (which means something like 'for the old times').

Another custom, which is less popular now, is 'first-footing'. To bring good luck to a house, the first person to visit it (entering by the front door and leaving by the back door) should be a tall, dark-haired man carrying a piece of coal for the fire, some salt, some bread and something to drink. **These** symbolise warmth, flavour and of course food. More generally, it is usual, as in China, to clean the whole house on the day before New Year, and to make sure you have paid back any money you owe to others before midnight.

A: Answer these questions:

1. Why do the Chinese use fireworks on the New Year's Day?

2. Where are Scottish New Year traditions popular?

3. Why do you think the New Year traditions are popular in these countries?

4. What is the first footing?

B: Complete the sentences from the text.:

1. Many of the new year's traditions in china contains the _____

2. The first footing person carries _____

3. First footing traditions symbolizes _____

C: Decide if these sentences are True or False.

1. Auld Lang Syne song is English, but it is sung in Scotland. _____

2. In china you should pay all the money you borrowed before midnight. _____

D: Choose the correct answer.

1. In China red symbolizes _____

a. fireworks

b. fire

c. luck

E: What do the following pronouns refer to:

1. **it** (line1): _____ 2. **These** (line13): _____

Part Two: Literature:

A: Answer the following questions:

1. When did they act plays at the time of Shakespeare?

2. Why is the play of Romeo and Juliet famous?

3. How does Tybalt recognize Romeo at the party?

4. How does Romeo describe Juliet?

5. Why are the Capulet's and Montague's families enemies?

B: Decide if these sentences are True or False:

1. Romeo and Juliet is a tragedy play. _____
2. The prince is angry because this is the first time he has a fight, _____
3. Romeo predicts his early death, _____
4. Old Capulet prevents Tybalt from fighting Romeo at the party. _____
5. Romeo learns from the nurse that the young lady is Juliet. _____

C: Part Three: Writing

Write an essay about the decisions you might make about the new scholastic year.

These ideas might help you:

What resolutions you might make? What are your aims? What steps you might take? What problems you might face? How you overcome them?

The End

A funny thing happened

- 1 Look at the pictures on the web page below. Then discuss in pairs what you think might be happening.

funny stories
X

FunnyStories.com

If you're looking for funny stories, this is the site for you, full of true, real-life stories posted by readers. You can search under these headings

- Coincidences (stories about strange, unexpected events and connections)
- Misunderstandings (stories about people getting the wrong idea)
- Unintended meanings (stories about saying things that aren't quite what you mean)

To give you a quick taste, here are three of our recent favourites.

A One day, I noticed that some bananas, which I had bought about a week before, were going brown. 'Let's make some banana cakes,' I said to my six-year-old daughter, Fatima. It took quite a long time, but it kept Fatima busy and we had fun making them. When they were done, we tried one and it was actually delicious, so I suggested taking one to Mr Aziz, the old man who lives next door. When Mr Aziz opened the door, before I could say a word, Fatima told him: 'We had some old bananas that were going bad, so instead of throwing them away we made them into a cake for you. I hope you like it.'



B A couple of years ago, I was talking to an old school friend that I'd kept in touch with when she mentioned another person called Jan, who had been in the same class as us. Neither of us had heard from her, or even thought about her, for over ten years. I didn't give the conversation another thought until three days later, when I was working in London for two days. As I was travelling to the office, I saw a woman on the train. Our eyes met and we seemed to recognise each other. 'Excuse me,' she said, 'but are you Susan?' It was, of course, Jan. As it turned out, she was only visiting London for a few days and was about to return to Italy, where she had lived for over five years.



C About three or four times a year, a company that I do some work for organises a day of meetings for those of us that work from home. They put us up in a hotel and it's a good chance for colleagues who don't meet that often to catch up with each other. The last time this happened, I arrived at the hotel quite late and went straight to bed. The next morning, I walked into the breakfast room and saw my old colleague Dan, a short man with a bald head, standing with his back to me. 'Good morning, Dan,' I said, patting him on the head in a friendly way. Unfortunately, the man who turned to face me wasn't Dan at all, but a complete stranger. To make things worse, he was a rather formal man who didn't see the funny side of the situation. 'I'm sorry to say that you may have made an error,' he said.



You can post your own story by clicking the button below.

POST YOUR OWN STORY BY CLICKING HERE 

READ MORE
STORIES

2 Read the three stories on the web page. Then decide which heading each one should go under.

- 1 coincidence _____
- 2 misunderstanding _____
- 3 unintended meaning _____

3 Match the words and phrases from the stories with their meanings.

WORDS AND PHRASES FROM STORIES	MEANINGS
1 kept in touch	a without hair
2 mentioned	b immediately
3 patting	c said something about
4 error	d stayed in contact
5 straight	e someone you don't know
6 colleague	f hitting gently
7 bald	g mistake
8 stranger	h someone you work with

4 Use the words and phrases in Activity 3 to complete the sentences below.

- 1 While he was away, he _____ with his family by email.
- 2 Instead of stopping for a coffee, I went _____ home.
- 3 I remember she _____ the name of a book yesterday, but I can't remember the title.
- 4 He looks older than he is because he's almost completely _____.
- 5 I've no idea who he was. He was just a _____.
- 6 While I was _____ my friend's cat, it bit me.
- 7 I see him every day, but he isn't a friend of mine. He's just a _____.
- 8 It's hard to speak another language without making a single _____.

5 Rewrite the sentences using the phrasal verbs in the box. Change the form of the verb if needed.

catch up put up turn out

- 1 I didn't realise who she was at first, but we discovered that we'd been at school together.
I didn't realise who she was at first, but it _____ that we'd been at school together.
- 2 He was visiting the town for a few days, so I let him stay in my flat.
He was visiting the town for a few days, so I _____ him _____ in my flat.
- 3 We hadn't seen each other for years, so having a meal together was a good chance to talk about news and events.
We hadn't seen each other for years, so having a meal together was a good chance to _____ with each other.

6 Discuss the questions in pairs or small groups.

Which story do you think is the funniest? Which do you think is the strangest?

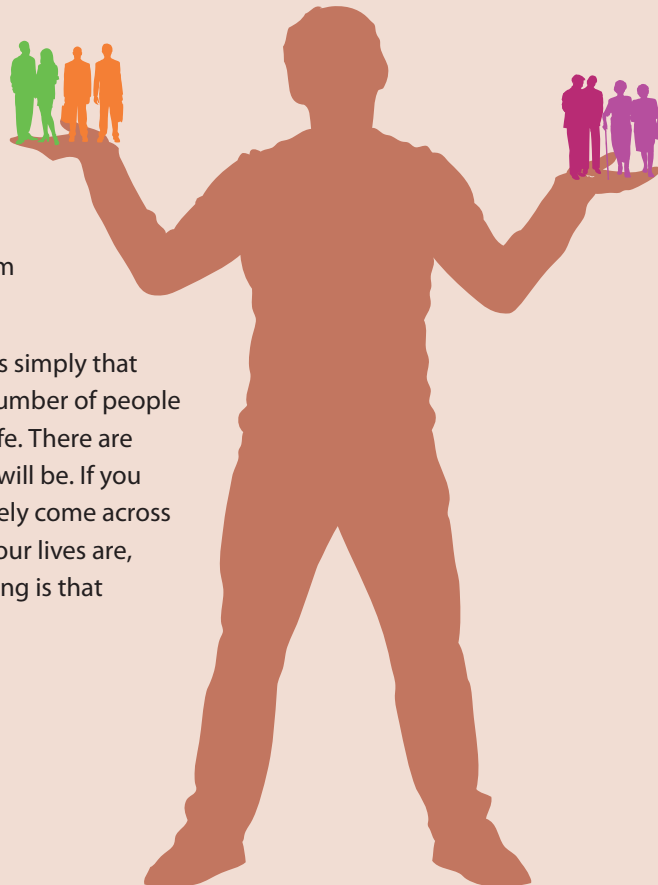
1 Read the text. Then complete the tasks next.

We often hear people say, 'It's a small world, isn't it?' It's usually when they've just experienced one of those strange coincidences that seem to happen in nearly everyone's lives. You know the kind of thing: you're on holiday in another country and you run into a person you know from home, even though neither of you knew that the other was going there too.

- 5 People often think experiences like this are evidence of something mysterious happening, some kind of hidden plan outside our knowledge. The scientific explanation is less exciting, and perhaps that's why some people are reluctant to accept it. Coincidences are events that unexpectedly happen at the same time for no clear reason, or finding an unexpected connection between seemingly random things or people. A very common example of the latter is talking to a complete stranger and finding that you have the same birthday. What are
10 the chances of that happening?

- Actually, the chances are better than you might think, and there's a mathematical way to prove it. It has been calculated that the number of people you need to have a 50% chance of two of them sharing a birthday is 23. And
15 when there are 48 people in a room, the probability goes up to 95%. To put it another way, if there are only 50 people reading these words (and I hope there are more!), one of them will almost certainly have the same birthday as me.

- The other part of the scientific explanation for coincidences is simply that
20 there are so many events in people's lives. Just think of the number of people that you have had any kind of connection with during your life. There are probably over 10,000, and the older you get, the more there will be. If you are the kind of person who talks to strangers, you will definitely come across coincidences. Basically, when you think about how complex our lives are,
25 especially nowadays with the Internet, the only surprising thing is that coincidences don't happen more often.



1 Replace the underlined parts of the sentences with words or phrases from the text. (The sentences are in the same order as the words and phrases in the text.)

1 I was surprised to meet him by chance so far away from his home town.

2 She has a lot of things that she knows about this subject because she's studied it for years.

3 Most people are not willing to answer questions about their age.

4 Of the two pieces of advice I've just given, the last one I mentioned is more important.

5 He didn't expect to find his friend's name by chance in the newspaper.

2 Choose the best answer to the questions. Circle A, B or C.

1 According to the writer what do people mean when they say 'It's a small world.'?

- A We can communicate easily with people who are far away.
- B Strange events happen more often than you might expect.
- C People's lives are more connected than they used to be.

2 Why does the writer think some people don't want to believe scientific explanations for strange coincidences?

- A They prefer a more exciting explanation.
- B They don't trust what scientists say.
- C They misunderstand scientific ideas.

3 If there are 30 people in a room, what is the probability that two of them have the same birthday?

- A 55% or more
- B 80% or more
- C 50% or less

4 What is the writer's conclusion about coincidences?

- A They probably have some meaning.
- B They don't happen as often as we think.
- C They are not really surprising at all.

5 What does the phrase *the latter* (line 9) refer to?

- A finding unexpected connections
- B events that happen unexpectedly
- C seemingly random things

3 Do an experiment to test the writer's idea about shared birthdays.

- ▶ How many people are there in your class?
- ▶ Were any two (or more) people born on the same day?

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

Examples

- A I **arrived** at the hotel quite late and **went** straight to bed.
- B I **was talking** to an old school friend when she **mentioned** another person called Jan.
- C **He fell** while he **was climbing** the wall.

- 1 Which example shows two completed actions in the past? _____
- 2 Which examples show one action that happened while another action was in progress? _____
- 3 Which tense do we use for a) completed actions? _____
b) uncompleted actions? _____

2 Complete the sentences with the correct tense of the verbs in brackets: past simple or past continuous.

- 1 I _____ him to come back later because I _____. (ask / work)
- 2 He _____ the right answer, but the teacher _____ him. (give / not hear)
- 3 Her mother _____ her why she _____. (ask / cry)
- 4 It _____ while I _____ to work. (rain / walk)
- 5 She _____ a taxi to the station and _____ just in time. (take / arrive)
- 6 While he _____ around the room, he _____ someone come in. (look / hear)

3 Work in pairs. Tell your partner about what you did after school yesterday. Include details, for example:

- ▶ where you went
- ▶ what the weather was like
- ▶ what time you got home
- ▶ who was there when you arrived and what they were doing
- ▶ anyone who wasn't there, and why not
- ▶ what you did in the evening

4 Look at the examples. Then complete the rules.

Examples

Coincidences are strange, unexpected connections.
The two men are **co-founders** of the university.
Misunderstandings happen when people get the wrong idea.
Error has the same meaning as **mistake**.

Complete the rules

- 1 We use the prefix _____ to add the meaning of *wrong(ly)* or *bad(ly)*.
- 2 We use the prefix _____ to add the meaning of *with, together* or *at the same time*.

5 Complete the sentences using the words in the box with either *co-* or *mis-* as prefixes.

worker	use	behave	operation	pilot	lead
		heard	writer		

- 1 She only gets angry when students _____ in class.
- 2 Please keep phone conversations quiet to avoid disturbing your _____s.
- 3 Students sometimes _____ words that look the same as a word in their own language but have a different meaning.
- 4 Both their names are on the front of the book because they are the _____s.
- 5 I thought he said he was from Australia, but I think I _____ because he's actually Austrian.
- 6 _____ often gets better results than everyone working alone to solve a problem.
- 7 He flew the plane alone, without a _____.
- 8 Information in adverts isn't usually untrue, but it can _____ people and give them the wrong idea.

1 Rewrite the sentences as single sentences, changing the tense of one verb and the order of the events if necessary. Use the word or phrase in brackets to join the two events.

- 1 I left the key inside the house. I got home in the evening and realised the problem. (*when*)

- 2 The bell rang. Everyone stopped working and left the building. (*as soon as*)

- 3 He rang me. It was in the middle of watching my favourite TV programme. (*while*)

- 4 His colleagues came to collect him. He was in the middle of eating his breakfast. (*when*)

- 5 I spent a long time studying this subject. I passed the exam easily. (*because*)

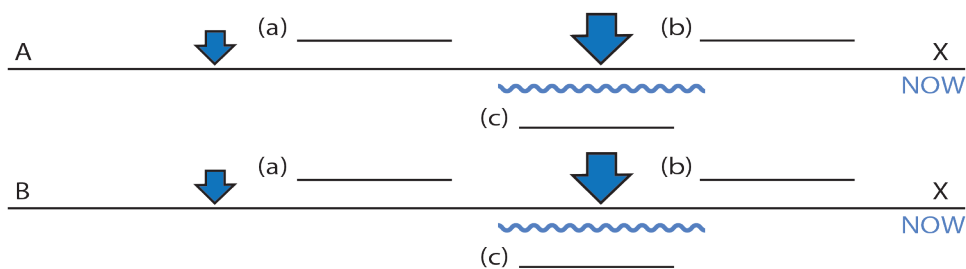
2 Look at the way the three past tenses work together in the examples. Then answer the question below.

Examples

A One day I **noticed** that the bananas I **had bought** about a week before **were going** brown.

B I **was talking** to an old school friend that I **'d kept** in touch with when she **mentioned** another person.

- 1 Which verb in each sentence does the main job of telling the story, and which two verbs give background information? _____
- 2 What is the tense of the main verb? _____
- 3 Which parts of the timelines below relate to which verbs? Label them.



3 Complete the sentences with the correct tense of the verbs in brackets: past simple, past continuous or past perfect.

- 1 While we _____, she _____ someone who had been in our class when we were at school. (talk / mention)
- 2 He got wet during his walk because it _____ and he _____ to take an umbrella. (rain / forget)
- 3 The day before, I _____ to phone him, so I gave him a quick call while I _____ my breakfast. (promised / have)
- 4 When I went in, everyone _____, probably because someone _____ a joke. (laugh / just tell)
- 5 I thought the dog _____ because it _____ someone outside, but there was nobody there. (bark / hear)

1 Choose the correct meaning for these words from the text. Circle A or B.

- | | |
|---------------------------|--|
| 1 revealed (line 1) | A repeated |
| | B shown |
| 2 fantasy (line 3) | A unreality |
| | B excellence |
| 3 job security (line 12) | A having a job that isn't dangerous |
| | B being sure that you won't lose your job |
| 4 outweighs (line 22) | A is heavier than |
| | B is more important than |
| 5 stage fright (line 25) | A feeling nervous before appearing in public |
| | B gradually becoming more afraid |
| 6 make a living (line 32) | A feel more alive than before |
| | B earn enough money to survive |
| 7 charity (line 51) | A non-profit organisation |
| | B taking great care |

2 Decide whether the statements are TRUE or FALSE. Write the phrase or sentence from the text that helped you decide.

- 1 James is surprised that so many people want to be pilots.
TRUE FALSE
-

- 2 Jane feels that her job is special.
TRUE FALSE
-

- 3 If you are a good enough singer, you will probably succeed in the end.
TRUE FALSE
-

- 4 Many musicians are also full-time teachers.
TRUE FALSE
-

- 5 Some people who work for charities are not paid.
TRUE FALSE
-

3 Discuss the questions in pairs or small groups.

- Which of the ten jobs would you prefer to have? Why?
- If your own dream job is not included in the list, what is it?
- How do you think the list of dream jobs would be different if you asked people in Palestine the same question?

1 Discuss the questions in pairs or small groups.

- 1 How important is it for schools to prepare students for working life?
- 2 How early in their school years should students begin thinking about their future career?
- 3 At what age do students begin choosing subjects in Palestine?
- 4 When choosing your subjects for future study, which is more important: subjects you are interested in or those that could be useful in getting a job in the future?

2 Read the two texts quickly. Then complete these sentences.

- 1 Text _____ is probably a news story.
- 2 Text _____ is probably a newspaper or magazine article.
- 3 Both texts are about the connection between _____ and _____.

TEXT
A

EDUCATION TODAY

CASE STUDY: MILTON SECONDARY SCHOOL

- 1 Most schools claim to prepare students for the world of work, but Milton Secondary School takes the claim very seriously. Before they even join the school, future pupils get an informal interview at their primary school to discuss their hopes and preferences for the future.
- 2 The emphasis on employment continues during the first two years at Milton, and then in the third year all pupils spend a day doing work experience at a local company. Two years later, this becomes a whole week spent with a company, usually arranged by the students themselves.
- 3 Throughout their secondary education, students have professional careers advice, which costs the school over £30,000 a year. Head teacher Harriet Downs believes it's worth it, though: 'Teachers aren't trained as careers advisers,' she says, 'so we bring in professional help. It's part of a co-ordinated programme that aims to make students aware of the employment options available, and how to make the most of them. It's too late to start talking about work in their final year.'

TEXT B

THE DAILY NEWS

Wednesday 27 Feb 20—

The Education Minister talks job prospects

- 1 In a speech yesterday, the Education Minister advised students to avoid arts subjects and choose science or maths if they want to improve their job prospects. In the past, he said, arts subjects like languages and history were chosen by students who didn't have a clear idea of what they wanted to do in the future. He explained that this was because of a feeling that they involved skills that were useful for many different jobs, but he questioned whether this was still true: 'Nowadays, we know differently,
- 2 don't we? The best subjects for keeping your options open are ones like science, technology and engineering.'
- 3 It quickly became clear that the Minister's words were controversial, with teachers and university heads reacting strongly to his advice. 'Of course science and technology are important,' said one, 'but it would be completely wrong to neglect the arts. They provide important skills and an understanding of the world and people in general. Also, the economy depends as much on creativity as on technical knowledge.'

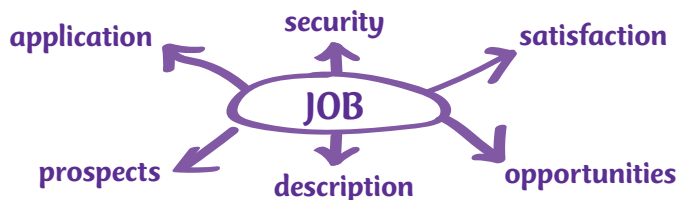
3 Find words in the text that have these meanings.

- 1 having or getting a job (Text A, paragraph 2) _____
- 2 from beginning to end of (Text A, paragraph 3) _____
- 3 giving good value (Text A, paragraph 3) _____
- 4 different parts working together (Text A, paragraph 3) _____
- 5 possibilities for the future (Text B, paragraph 1) _____
- 6 causing a lot of argument (Text B, paragraph 2) _____
- 7 ignore, not pay attention to (Text B, paragraph 2) _____

4 Use the words in Activity 3 to complete the sentences below.

- 1 It's good to have an interesting hobby, but don't _____ your studies.
- 2 Learning is something that should continue _____ your life.
- 3 He has lots of different ideas about what to do, but no _____ plan.
- 4 A lot of students and teachers disagreed with the school's _____ decision to have a longer working day.
- 5 It's not _____ spending money on a new computer if the old one still works.
- 6 The Minister said the _____ for future economic recovery were good.
- 7 Graduates are more likely than non-graduates to find _____ in the future.

5 Look at the phrases made with the word *job* and use them to replace the underlined parts of the sentences.



- 1 Your possibility of getting a job in future will be better if you choose technical subjects.

- 2 The problem is that I have no guarantee that my work will continue. _____
- 3 He refused to do it because it wasn't part of his list of duties involved in his job. _____
- 4 It's important to know how to write a good letter or form to try and get a job. _____
- 5 For her, feeling happy about what she does is more important than a high salary. _____
- 6 Because of economic problems, there aren't as many chances to get work. _____

1 Look at the examples of direct questions and reported or indirect questions. Then circle the correct words to complete the grammar rules.

Examples

Direct questions

'What is your job really like?'

'Have you enjoyed working for a charity?'

'What subjects are you studying?'

'Is this still true?'

Complete the grammar rules

- 1 In these direct questions, the subject comes **before / after** the verb.
- 2 The questions on the left ask for **information / a yes or no answer**.
- 3 The questions on the right ask for **information / a yes or no answer**.

Examples

Reported / Indirect questions

We asked a professional what **his job was** really like.

I asked him what **subjects he was studying**.

They asked him **if / whether** he **had enjoyed** working for a charity.

He questioned **if / whether** this **was** still true.

Complete the grammar rules

- 1 When reporting questions, the subject comes **before / after** the verb, as in normal sentences.
- 2 Changes like moving tenses into the past and changing pronouns are **the same as / different from** normal reported speech.
- 3 When reporting **Wh- questions / Yes/No questions**, we use either *if* or *whether*
- 4 We **use / don't use** question marks with reported questions.

2 Report the questions.

- 1 'Where is the nearest police station?'

He asked _____.

- 2 'Was that the best way to do the job?'

I asked her _____.

- 3 'How did you manage to do the work so quickly?'

They asked him _____.

- 4 'Who do you want to speak to?'

She asked me _____.

- 5 'Can you speak any foreign languages?'

He asked her _____.

- 6 'Do Palestinian students usually choose technical subjects?'

I asked _____.

1 Look at the examples of question tags. Then complete the rules.

Examples

*It's the job satisfaction, **isn't it?***

*I **shouldn't** really do this, **should I?***

You've made** a mistake, **haven't you?

*Nowadays, **we know** differently, **don't we?***

Complete the grammar rules

- When the main sentence is positive, the tag is usually _____; when the main sentence is negative, the tag is usually _____.
- When the main verb is *be*, an auxiliary verb (e.g. _____) or a _____ verb (e.g. *should*), we repeat this in the tag.
- With all other verbs, we use the auxiliary verb _____ in the tag.

2 Add question tags to the sentences.

- | | |
|--|---|
| 1 You aren't sure about it, _____? | 2 It can't be as easy as it looks, _____? |
| 3 You won't forget the number, _____? | 4 He's never usually late, _____? |
| 5 She lived in your town, _____? | 6 She doesn't know the answer, _____? |
| 7 The letter hasn't arrived yet, _____? | 8 You two went to the same university, _____? |
| 9 We're studying the same subjects, _____? | 10 They didn't answer the question, _____? |

3 Look at the example. Then complete the sentences with a word and preposition from the boxes.

Nouns / verbs / adjectives

protect expert ~~aware~~ satisfied
choose suitable

Prepositions

in for from with between ~~of~~

- The careers adviser can make students aware of job opportunities.
- This job isn't really _____ older people.
- They have to wear special clothes to _____ them _____ injury.
- You may have to _____ job satisfaction and a high salary.
- He isn't _____ his present job so he wants to apply for another.
- The school brought in an _____ careers advice.

period5/Writing

1 Look at the student's letter and show the purposes of the sentences by putting the correct letter in each box.

- | | |
|--|--|
| A Introduce yourself | B Say that you might accept any kind of work |
| C Explain why you are writing | D Give the dates you are interested in |
| E Offer to provide more details if necessary | F Say what you are studying |

Dear Sir / Madam,

I am writing to ask if it would be possible for me to do work experience with your company.

I am a 16-year-old student at Milton Secondary School and I am trying to arrange a week of work experience at a local company for the week beginning Monday April 20th.

My main subjects next year will be geography, biology and information technology, so it would be perfect if I could spend a week doing something connected with one of these subjects. However, I would be grateful for any experience you are able to offer.

If you need any further information, please contact me at the above address or by email.

I look forward to hearing from you.

Yours faithfully,

2 Read the sentences. Then divide them into two groups: a personal email and a formal enquiry letter.

I'm leaving school at the end of June and I need to find some work.

Could you ask around and see if there's anything suitable?

I have good language and IT skills, which I hope would make me suitable for various jobs.

Basically, though, I don't mind what I do.

I am writing to enquire about possible vacancies with your company.

Thanks a lot.

I've attached my CV in case that would be useful.

If you need any further information, please contact me.

I am currently looking for employment as I am due to leave school at the end of June.

This is just a quick message to ask if you could do me a favour.

I enclose my CV and would be grateful if you could keep it on file in case of any future opportunities.

Thank you very much for your help.

I was just wondering if there were any vacancies at your place.

I'm good at languages and IT, so anything using those skills would be great.

3 Write a general enquiry letter to a local company with your own information.

In this Unit you have learnt about:

- ▶ jobs and work
- ▶ phrases made with *job* + noun
- ▶ reported questions
- ▶ subject / object questions
- ▶ negative questions
- ▶ question tags (form and meaning / pronunciation)
- ▶ writing general enquiry letters

Module Two worksheet

A: Complete the sentences with correct form of the verbs in brackets:

1. We _____ (study) for the history exam when the lights _____ (go) off.
2. Yesterday at this time, Jana _____ (write) a letter of complaint for the manager.
3. As my sister _____ (clean) the furniture, she _____ (break) my mom's vase.
4. Where _____ you _____ (spend) your last winter holiday.
5. She _____ (not take) the bus to work this morning, she _____ (go) on foot.
6. I couldn't get into the house because I _____ (lose) my keys.
7. Helen _____ (go) to bed after she _____ (watch) her favourite programme.

B: Choose the correct answer:

1. We have bought the tickets and reserved the rooms in a hotel. We (**are going to travel/ are travelling**) to France.
2. You are invited to you a big party. I am sure you (**will have / are going to have**) great fun.
3. **A:** Oh. I have cut my finger. **B:** Don't worry, I (**will bring/am going to bring**) you a plaster.
4. Look! The plane is coming close and closer. It (**is landing/ is going to land**)
5. There _____ a cure for cancer somewhere. Who knows? (**will be/ may be**)
6. He has all the right qualifications, so he (**may well / may not**) get the job.
7. I'm not sure yet, but I (**'ll probably/ will**) catch the 9.30 train.
8. Obviously, Rana _____ go to the party. She is still wearing her pajamas. (**will/won't**)

C: Report the following questions:

1. At what time does the film start? (**My father asked me**)

2. Are you happy in your new school? (**The teacher asked Sameera**)

3. What was Jamila doing over there? (**The boss questioned**)

4. Do male and female teachers in Palestine get the same wages? (**Wendy asked**)

D: Add tag questions:

1. We know differently nowadays, _____?
2. It's quite hot today, _____?
3. She's never been on time, _____?

Module Two Progress Test

Part One: Vocabulary: (22 points)

1: Replace the underlined parts in the sentences with words from the box: (6 points)

controversial neglect shrinking motivated vary citizens

1. They are people who live in Turkey, Ukraine and Russia. _____
2. Palestinians never stop fighting because they are encouraged by love of land. _____
3. Thanks to modern technology, the world is getting smaller. _____
4. Don't ignore writing to your mother.
5. The numbers of people using the internet are different in different countries. _____
6. The speech of the Prime Minister yesterday caused a lot of argument. _____

2: Complete the sentences with words or phrases from the box: (6 points)

fear patted fantasy remote revealed strangers

1. The teacher _____ the boy on his back to encourage him.
2. She lives in a _____ village, far away from our town.
3. Rania feels shy when she meets _____.
4. The young man lives in a world of _____. He dreams of being a king.
5. Although she prepared well for the exam, she still has a _____ of failing.
6. The survey _____ that top earners in the country tended to be men.

3: Complete the sentences using phrasal verbs from the box below: (5 points)

come across catch up put up turned out run into

1. Mr. Ali made a big dinner so that his grandsons might _____ with each other.
2. The house they promised us _____ to be a tiny flat.
3. I was surprised to _____ one of my old teachers when I was in the park.
4. We _____ our cousin in our flat when he came to visit Nablus.
5. I _____ this book in our school library. It's wonderful.

4: Match the prefixes (co- / mis-) with the words in the box, then use the new words to complete the sentences below: (5 points)

operation understood leading behave writer

1. Schools work in close _____ with parents to improve standards.
2. It annoys me when my children _____ in front of others.
3. There are many _____ advertisements on TV.
4. He wrote the book alone, without _____.
5. I _____ the instructions and answered three questions instead of four.

Part Two: Language: (23 points)

1: Complete the sentences with the correct tense of the verbs in brackets: (7 points)

1. I _____ (**burn**) my finger while I _____ breakfast. (**cook**)
2. He _____ (**wait**) for his bus at the bus stop when the robbers _____ him. (**attack**)
3. I _____ (**want**) to ask my son for help, but I _____ that he was busy. (**see**)
4. By the time I got there, the concert _____ already _____. (**begin**)
5. He _____ (**wash**) his car before he _____ the garage. (**clean**)
6. Yesterday I watched a good old movie that I _____ before. (**not/see**)
7. We _____ (**recognize**) him because we _____ several time before. (**see**)

2: Circle the correct form of the verbs to complete the sentences: (8 points)

1. I am not very good in chess. I _____ lose the game. (**may/may well**)
2. I am sure they _____ finish it in a minute. They are very fast. (**will/won't**)
3. He doesn't speak English fluently. He _____ face problems in communication. (**may well/ may not**)
4. Mr. Bakri is very famous. He _____ win the election. (**will probably/probably won't**)
5. According to my diary, we _____ the buyers at 7p.m. tomorrow. (**will meet/are meeting**)
6. Look, that car over there it _____ crash. (**will/is going to**).
7. Don't you have any money on you? Don't worry, I _____ for the taxi. (**will pay/am paying**)
8. **A:** What does your son want to do in future? **B:** He _____ a dentist. (**become**)

3: Change the direct questions into reported/indirect questions: (4 points)

1. Why didn't you come to the party yesterday?
They asked him _____
2. Have you ever worked as an assistant manager?
The reporter asked Bilal _____
3. Where are you planning to spend your summer holiday?
I asked my uncle _____
4. Were you at the party when your father called you?
My friend asked me _____

4: Add question tag: (4 points)

1. She's finished her project, _____?
2. They'd prefer to come early, _____?
3. They usually shut the door tightly, _____?
4. You and your brother worked for the same company, _____?

The End

Reading Plus Progress Test

Literary stream only

Part One: Comprehension:

Read the text and then answer the questions below:

There are some who question whether globalization is really something new. After all, they argue, if you look at what was happening in the 18th and 19th centuries, or even earlier, doesn't it seem very similar? Companies in Europe and North America, supported by their governments, were opening up the rest of the world, searching for cheap raw materials. They transported these back to their own factories and produced manufactured goods, then sold them at a huge profit. The world became linked by trade and business.

In a sense, this view is correct, but what it underestimates is the scale and speed of the changes that have taken place in the last thirty years or so. And the key role in these changes is that of computer technology, because it underlies all of them. Thanks to developments in digital technology, for example, it is now possible to move vast amounts of money around the world in seconds. Currency trading now goes on almost 24 hours a day, and it has been estimated that the amount of money traded has gone up by several thousand per cent in the last forty years. Decisions taken in a stock market in one country can have a disastrous effect on countries on the other side of the world, and entire national economies can be destroyed almost overnight.

A: Decide if these sentences are True or false:

1. According to the writer globalization is something old. _____
2. Governments in Europe and North America pushed their companies to look for raw materials. _____
3. Computer technology has greatly affected the changes of globalization. _____

B: Answer these questions:

1. Why is technology important to the changes that has happened lately?

2. What are the positive effects of digital technology on currency trading?

3. What disadvantages of instant currency movement does the text mention?

C: What do these underlined words refer to:

1. **their** (line3): _____
2. **these** (line 4): _____
3. **it** (line 9): _____

Part two: Literature

A: Answer the questions:

1. How does Romeo get to the balcony?

2. Why doesn't Juliet want Romeo to swear by the moon?

3. What will the messenger carry for Juliet?

B: Decide if these sentences are True or False:

1. Juliet is talking to herself at the balcony. _____

2. Romeo wants to give up his mane for Juliet's love. _____

3. Juliet doesn't't want Romeo to swear by the moon. _____

C: Choose the correct answer.

1. Romeo wants to give up his _____ because he hates it. (**name / sword**)

2. She will send _____ to Romeo to get married (**Tybalt/ a messenger**)

Part Three: Writing:

Write an essay about the positive and negative effects of globalization on Palestine.

These ideas might help you:

Introduce the topic of globalization, effects on trade, economy, business, culture, personal aspects.

The End

1 Discuss the questions in pairs or small groups.

- 1 What problems might you face when starting a new business?
- 2 Are there any particular problems a new business might have in Palestine?
- 3 In Palestine, why might an Internet-based company be easier to start than, for example, a company that makes things?

2 Read the article. Then complete the tasks on page 73.

GRAPHIC DESIGN

Information and Communications Technology businesses could be the best hope for the economic future of Palestine, according to experts inside and outside the country. A recent report said that the ICT **sector** makes up over 5% of the Palestinian economy.

- 5 Why ICT? For Mustafa Jawad, the 23-year-old head of an online **graphic** design company, the answer is simple: 'For an ICT start-up, all you need is a computer and a connection. You can **distribute** your final product by exporting it to the Internet cloud.' There are still problems, though. The main one is a **lack** of 3G networks in Palestine, because access to the necessary
- 10 wavebands is not available yet.

Mustafa was always good at art and languages, and when he finished school everyone advised him to study English at university. Instead, he taught himself how to programme and started making his own software programmes. His first **attempt** was a game, which was so popular with his fellow students that

15 he decided starting his own company might be a real possibility.

His big **breakthrough** came when he attended a 'start-up weekend' in Ramallah. He managed to get a small amount of financial support, which gave him the time to develop more ideas. Perhaps more importantly, he met other business people, both Palestinian and from other countries. He learnt

20 a lot about the practical side of **running** a business and about how to get his products noticed.

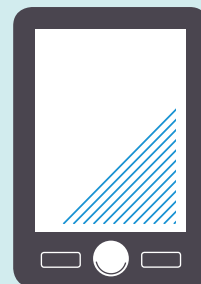
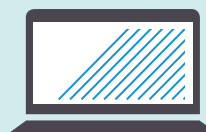
Mustafa is **currently** working on a programme that makes the teaching of chemistry in schools more fun. He has already had interest from within Palestine and from other countries in the Arab world. Like a lot of other

25 young Palestinian business people, he wants to do something positive to help his country, but he stresses that his company isn't a **humanitarian** operation. 'It's a business,' he says, 'and the aim is to get good **returns** on the investment.'

One way he believes he can help is to pass on what he's learnt to others even younger than he is. 'I learnt a lot from that start-up weekend. When I go to

30 the next one, I hope I'll learn more, but I'll also be able to advise others.'

BUSINESS START-UPS



- 1 Find words highlighted in the text that have these meanings.
- | | |
|-------------------------------------|--|
| 1 send to other places _____ | 6 event that made a big difference _____ |
| 2 try _____ | 7 profits _____ |
| 3 relating to pictures _____ | 8 not having (enough) _____ |
| 4 part of a country's economy _____ | 9 concerned with helping people _____ |
| 5 at the moment _____ | 10 managing _____ |

- 2 Use the words in Part 1 to complete the sentences below.
- After months of trying to find a solution, they finally made a _____.
 - A good transport system is needed to _____ products around the country.
 - He made a lot of mistakes because of his _____ of experience.
 - Several _____ organisations have sent medical supplies to the area.
 - The country's financial _____ has done better than other areas of the economy.
 - _____ explanations are easier to understand than written words.
 - ICT start-ups are _____ growing faster than any other kind of company.
 - The _____ on this kind of investment are quite low at the moment.
 - Don't forget that _____ your own company is hard work.
 - It was a good _____, but it didn't quite succeed.

- 3 Answer the questions.
- Who says that ICT companies are important for the future of Palestine?

 - What is the biggest problem for ICT companies in Palestine?

 - How did Mustafa learn to make computer software?

 - What did Mustafa find most useful about the start-up weekend in Ramallah?

 - What are Mustafa's two aims in business?
_____ and _____
 - What does Mustafa hope to do at the next start-up weekend?
_____ and _____

3 Work In pairs or small groups. Put the steps in starting a business into the correct order.

7

SEVEN STEPS TO STARTING YOUR OWN BUSINESS

Market the product	1	_____
Take advice	2	_____
Look to the future	3	_____
Get financial support	4	_____
Do your research	5	_____
Have an idea	6	_____
Develop your product	7	_____



1 Read the article. Then complete the tasks.

MODERN LIVING | YOUNG BUSINESS PEOPLE

We asked three young business people about their experience of starting up in business. Here is what they said.

► **Three years ago, when he was just fourteen, Pete Finn developed an app that was so popular that he sold it to a major IT company, giving him the money to spend on developing new ideas. His advice:**

'I never had any training. I just jumped straight into things. After all, you don't want to spend a long time getting everything perfect and then find the market has disappeared. But my lack of experience meant that I made some expensive mistakes at first. In the end, someone warned me against putting all my profits into developing new ideas instead of keeping some back to pay tax. But before that I'd had some unpleasant moments.'

► **Seventeen-year-old Anita Simons started out making jewellery for friends and now sells it to top fashion shops and direct to the public via her online company. She says:**

'One of the most important things I've had to learn to do is decide the most effective way of spending money. You need to work out the financial figures and have them checked by someone who understands money. Luckily my parents are both in business themselves, so they advised me to spend more on marketing, less on product development, or whatever. Wherever it comes from, getting good advice is very important.'

► **Hashem Ali is the nineteen-year-old owner of a company that makes online music videos. His top tips:**

'I think initially the key thing is to understand the market. Work out who your potential customers are, who your competitors are, what they offer and how you could do it better. It's easy these days to get professional help with this kind of market research. After that, just be determined and don't give up if things get difficult (which they almost certainly will at some point). Starting and running a business is hard work. If you think it's only going to be a nine-to-five job, you should go and do something else.'

- 1 Answer the questions. Which person ...
- | | |
|---|--|
| 1 had help from family members? | 4 advises people not to wait too long? |
| 2 warns that success doesn't come easily? | 5 talks about spending priorities? |
| 3 learnt from his/her mistakes? | |

2 What advice do all three people give? (It is one of the seven steps in the table.)

3 Look at the different uses of the word *market* and complete the definitions.



- 1 You need to do _____ to find out if people will buy your product.
- 2 _____ is a way of letting people know about your product.
- 3 People buy and sell national currencies on the _____.
- 4 Your _____ tells you how much of the market you have compared with your competitors.
- 5 The _____ of a product is how much you can sell it for.
- 6 A product described as _____ is a more expensive luxury item.

3 Discuss the questions in pairs or small groups.

- 1 What qualifications and personal qualities do you think are needed to be a successful business person?
- 2 Do you think you have the right character and attitudes to succeed in business?

Anyone can do it if they have a good idea, get good advice and have enough determination.

I've got ideas, but I don't know enough about financial matters.

1 Look at the examples. Then complete the grammar rules.

Examples

'We think you should spend more on marketing.'	They told / advised me to spend more on marketing.
'You shouldn't spend all your money.'	A lot of people told / advised / warned him not to spend all his money.
'Don't forget that business start-ups are really hard work.'	A friend told / advised / warned me that business start-ups were really hard work.
'Don't put all your profits into developing new ideas.'	Someone advised / warned me against putting all my profits into developing new ideas.

Complete the grammar rules

- We use the verbs _____ to report orders / instructions, and _____ to report negative advice.
- Tell, advise* and *warn* are all followed by an object and the _____ form of the verb.
- When we use the word *not*, we put it _____ the object and the infinitive.
- After all three verbs, we can use *that* + a clause with a verb in a _____ tense.
- After *advise* and *warn*, we can use *against* + the _____ form of the verb.

2 Report the pieces of advice in two different ways.

- 'You'd better not invest money in that company.'
A financial expert told _____.
A financial expert warned _____.
- 'It would be better to spend more money on developing your new products.'
My father advised _____.
My father told _____.
- 'Remember that the value of investments can go down as well as up.'
The article warned that _____.
The article told readers _____.
- 'You should do a lot of market research before setting up a company.'
Everyone advised _____.
Everyone told me that _____.
- 'Don't spend money on things that you can't really afford.'
My friend warned _____.
My friend advised _____.
- 'It's not a good idea to give up control just to get financial support.'
His advisor warned _____.
His advisor told him that _____.

3 Look at the examples. Then answer the question.

Examples

The prisoners **broke through** the fence and escaped.

His big **breakthrough** came when he attended a 'start-up weekend'.

What is the connection in meaning between the phrasal verb *break through* and the noun *a breakthrough*?

4 Match the phrasal verbs with their meanings. Then join them into one-word nouns and use them to complete the sentences below.

PHRASAL VERBS	MEANINGS
1 take over	a leave the ground
2 cut back	b stop working properly
3 break down	c be ready if needed
4 take off	d reduce spending
5 hand over	e get control
6 stand by	f give responsibility to someone else

- We were spending too much so we've had to introduce some *cutbacks*.
- The _____ period between the old manager and the new one was a difficult time.
- There was a misunderstanding because of a _____ in communications.
- Please fasten your seat belt during _____ and landing.
- If this printer doesn't work, there's another one on _____.
- We need to stop this _____ of our business by a larger company.

1 Look at the examples. Then complete the grammar rules.

Examples

If it's a physical product, you'll need to find a way to **have it made** for you.

Have the figures checked by someone who understands money.

He learnt a lot about how to **get his products noticed**.

Complete the grammar rules

- We make the 'causative' structure *to have / get something done* with the verbs _____ or _____, followed by an object and a past _____.
- We use the structure to talk about actions we don't do ourselves, but ask / tell / pay someone else to do _____ us.

2 Make sentences using *have / get* + the object in brackets + the past participle of a verb in the box.

sign ~~service~~ redecorate cut repair check

Example: You'd better (the car). The engine is starting to make some strange noises.

You'd better have the car serviced. The engine is starting to make some strange noises.

1 He needs to (his watch) because it's stopped working.

2 They had to (the kitchen) because of water damage.

3 You should (your hair) before you go for the interview.

4 I must (these letters) by the manager before he leaves.

5 I'm going to (this application) before I send it in case there are any mistakes.

3 Look at the examples. Then match the phrases 1–4 with their meanings.

Examples

She has been **in business** since she left school.

He's away all next week **on business**.

Luckily, the bus was late leaving, so we were **in time** to catch it.

You have to be **on time**. We can't wait for you.

PREPOSITION + NOUN PHRASE	MEANING
1 in business	a for business reasons
2 on business	b with enough time, not missing something
3 in time	c at the right time
4 on time	d working in the business field

4 Replace the underlined parts of the sentences with a phrase made from *in* or *on* + a word in the box.

sale advance writing danger receipt debt

1 You can pay for the goods when you get them. You don't need to pay before.

2 Borrowing can be a problem. You don't want to find yourself owing people money.

3 The company is in the risky situation of having to close.

4 The new product will be available to buy from next month.

5 You have to apply for this job with a letter, not by phone or email.

1. Business Letters

Look at these different letters then write your own business letter for a local com-

Dear Sir / Madam

I would be grateful if you could send us a list of your products, including prices, as we are interested in making a purchase.

I look forward to hearing from you.

Yours faithfully,

C. Andretti

Mr Carlo Andretti
Purchasing Manager
Kino Machine Tools

This is the normal opening when you are writing to someone for the first time and don't know their name. If you know the person is male, use *Dear Sir* and if you know the person is female, use *Dear Madam*.

This is the ending that goes with *Dear Sir / Madam*.

Dear Mr Andretti

Thank you for your enquiry. I have pleasure in enclosing a full list of our products, as requested.

If you need any other information, please contact me.

Yours sincerely,

R. Allen

Ralph Allen
General Manager
Bestelec Ltd

This is the normal opening when you know the name of the person you are writing to. If writing to a woman, use *Mrs -----* for married women, *Miss -----* for unmarried women or *Ms -----* if you aren't sure.

This is the ending that goes with the *Dear Mr/Mrs/Miss/ Ms -----* opening.

Our ref: ES/001

Re: electronic switches enquiry

Dear Mr Allen

Thank you for the product list you sent recently. We are interested in purchasing quite a large number of your electronic switches (item reference number 154/056).

Before placing an order, we would need to know if there is a guarantee on these parts, and how long it is. We would also require delivery within four weeks of placing the order. Could you confirm that this is possible?

We would be grateful if you could send details of methods of payment and whether the prices can be reduced for a large order.

Yours sincerely,

C. Andretti

Mr Carlo Andretti
Purchasing Manager
Kino Machine Tools

It is common for companies to add a reference number (Ref) to their letters below the address and date, to help keep a record of communications.

It is common in business letters to show at the top what the letter is about. *Re* is the abbreviation that introduces this.

Only a game?

1 Look at the pictures.

Then answer the questions.

- 1 Do you know who these people are?
- 2 What teams do they play for?
- 3 How much do you think they earn?
- 4 What kind of life do you think they have?



2 Discuss the question in pairs or small groups.

Do you think the salaries of top sports players are too high nowadays?

Think about:

- ▶ how much they earn
- ▶ what they have to do in their job
- ▶ how they behave
- ▶ how long their careers last
- ▶ how their salaries compare with other workers, like doctors or teachers

3 Read the article. Then complete the tasks .

Are today's young sports stars overpaid? It's an opinion you'll often hear repeated, especially in the world of football. The figures are astonishing. When the Welsh player Gareth Bale joined Real Madrid in 2013, his reported salary was around £250,000 a week or, if you prefer, £13 million a year. So every week he earns as much as the average Real supporter makes in ten years. This may be an extreme example, but there are a lot more footballers around the world earning almost as much.

It's a situation that makes some people very angry, but those who are infuriated by it often forget what players have to do to get to the top, and the risks involved. A new book by Wayne Barton tells the story of some of those who fell on the way up. These are young men who achieved the dream of playing for the famous club Manchester United, but only had short careers, often because of injuries. Take young Tony Gill, for example, who was on his way to becoming a regular first team player when he hurt his leg and was never able to recover, or the young forward Deiniol Graham, who broke his arm and never played professionally again.

The list of these tragedies goes on, but the story that stands out is that of Giuliano Maiorana. At the age of 19, he was playing for an amateur team in Cambridgeshire, England when he was noticed by one of Manchester United's many scouts, who was searching the lower levels of football for promising



Manchester United manager Alex Ferguson (left) and captain Bryan Robson (right) welcome new signing Giuliano Maiorana at the Cliff training ground in Manchester, 8th December 1988.

young players. At first Giuliano thought the offer of a trial for the world-famous Manchester club was a joke. It wasn't – only months later, he played his first match at United's home ground, Old Trafford. He still remembers the mixture of excitement and terror he felt.

Unfortunately, he didn't get on well with the manager, and was soon playing in the reserve team. It was in a reserve match two years later that his knee was badly damaged. Soon, at the age of 24, his career was finished. For seven years after that, he couldn't even watch football. He now works for his family's business back in Cambridge, moving furniture, and says that he now wishes he hadn't been so good at football when he was young.

1 Find words or phrases in the text that have these meanings.

- 1 very surprising (paragraph 1) _____
- 2 made very angry (paragraph 2) _____
- 3 sad stories (paragraph 3) _____
- 4 not professional (paragraph 3) _____
- 5 having future possibilities (paragraph 3) _____
- 6 test (paragraph 3) _____
- 7 great fear (paragraph 3) _____
- 8 have a good relationship (paragraph 4) _____
- 9 second choice (paragraph 4) _____

2 Use the words and phrases in Part 1 to complete the sentences below.

- 1 This plan isn't perfect yet, but it's a very _____ start.
- 2 The idea of speaking in front of hundreds of people fills me with _____.
- 3 That player is really _____. I can't believe how good he is.
- 4 We _____ quite well, but we're not really close friends.
- 5 They agreed to employ him for a _____ period to see if he was suitable.
- 6 What happened was quite sad, but it wasn't really a _____.
- 7 He may only be an _____ player now, but he has a bright future.
- 8 It's a good idea to have a _____ plan in case the first one doesn't work.
- 9 I was _____ by the rude comments in his article.

3 Answer the questions.

- 1 What nationality is Gareth Bale?

- 2 What is a common reason why young players stop playing?

- 3 What did Giuliano Maiorana think when he was first asked to play for Manchester United?

- 4 How did he feel the first time he played for Manchester United?

- 5 How does he feel now when he looks back on his football career?
 - A He is sorry that he was ever successful.
 - B He is happier now, working for his family.
 - C He feels proud of what he achieved.
- 6 Does the writer feel angry about football stars' salaries?
 - A He is a little bit angry that they are paid so much.
 - B He realises that being a professional footballer is not an easy life.
 - C He thinks other professions should be paid as much.

1 Discuss the question in pairs or small groups.

Which of these sports are included in the Olympic Games?



synchronised swimming



speed walking



baseball



golf



rugby



squash

2 Read the text quickly to find the answers to the question in Activity 1.

There are limits to how many sports can be included in the Olympic Games. In the 2012 Summer Games, there were 26, and the International Olympic Committee (IOC) have added two more for 2016 (golf and rugby sevens). There are various criteria that the IOC bases its decisions on, but the most important is probably international popularity. Sports tend to get included if **they** have a tradition and are played and watched by enough people in enough countries.

This leads to some interesting questions. Why, for example, was baseball included from 1984, but then dropped for 2012? Although some think **it** is only popular in the USA, it actually has a large following in South America and Asia too. The main reason for leaving it out, according to some, is a combination of geography and politics: there is little interest in the sport in Europe, and European members are in a majority on the IOC.

Of the other sports not (yet) included, one that stands out is squash. **It** has a long tradition and is played all over the world. It's also more obviously a real sport than some other Olympic 'sports'. In fact, it's more mysterious why certain sports *are* included. Take speed walking, for example, a long-standing Olympic regular. The rules say that the athletes have to have both feet in contact with the ground at all times, and must keep their legs straight. The result, to me at least, looks very silly.

More importantly, **it** breaks one of my two personal rules for judging serious sports because it puts artificial limits on what can be done. This is why I can't take any sport seriously if it involves doing something in water that is more naturally done out of water. My other rule is that the scoring has to be objective and measurable, not a matter of opinion. And of course both of these criteria would rule out everyone's favourite example of an Olympic non-sport: synchronised swimming.

3 Replace the underlined parts of the sentences with words from the text.

(The sentences are in the same order as the words in the text.)

- 1 What are the reasons or qualifications for being accepted on the course? _____
- 2 When he read the team list, he saw that he had been left out. _____
- 3 It's an unusual mixture of flavours, but it tastes good. _____
- 4 I can't choose between them. There's no way of deciding which is acceptable. _____
- 5 We need to look at the facts and reach a decision that is not based on personal opinions. _____
- 6 He's not a clear choice, but I wouldn't say it's impossible to include the young player. _____

4 Read the text again and choose the best title for each paragraph.

(There is one title that you don't need.)

- | | |
|--|-----------------|
| A Two examples of strange decisions | paragraph _____ |
| B What makes an Olympic sport? | paragraph _____ |
| C How the IOC works | paragraph _____ |
| D My own criteria | paragraph _____ |
| E A change of mind | paragraph _____ |

5 Decide if the statements are TRUE or FALSE according to the text.

- 1 Golf was not included in the 2012 Olympic Games.
TRUE FALSE
- 2 Baseball is popular in some European countries.
TRUE FALSE
- 3 The writer suggests speed walking should not be included in the Olympics.
TRUE FALSE
- 4 The writer gives clear reasons why some activities are not serious sports.
TRUE FALSE

6 What do the pronouns highlighted in the text refer to?

- 1 *they* (line 4) _____
- 2 *it* (line 7) _____
- 3 *It* (line 11) _____
- 4 *it* (line 16) _____

1 Look at the examples. Then complete the grammar rules.

Examples

The manager told me not to try and reach impossible balls, but I didn't listen and got injured. I wish I'd **listened** to his advice.

We lost the match because we were overconfident. I wish we **hadn't been** so confident.

The player was very expensive, but he's only scored one goal in twenty matches. They regret **paying** so much for him.

He didn't work very hard at school and failed his exams. He regrets **not working** harder.



Complete the grammar rules

- 1 To talk about things we did wrong in the past, we can use the verb *wish* + the _____ tense.
- 2 We can use the verb *regret* + the _____ form to express the same idea.
- 3 To make negative sentences with *wish* and *regret*, we add the word *not* _____ the second verb.

2 Match what the people say 1–6 with the responses a–f.

- | | |
|---|---|
| 1 I thought it was the right thing to do at the time. | a I know. I wish we'd brought our coats. |
| 2 I wish you hadn't told him what I said. | b Don't worry. I'm sure it'll be worth it in the end. |
| 3 It's colder than I expected. | c Not if he makes a lot of money as a football star. |
| 4 I think he'll regret not going to university. | d Oh dear. I wish we'd checked before we came. |
| 5 I wish I hadn't spent so much time on this work. | e Why? I didn't know it was a secret. |
| 6 The post office is closed. We've walked all this way for nothing. | f Maybe, but you regret doing it now, don't you? |

3 Look at the situations below. Then write a sentence for each, using *wish* or *regret*.

Examples: He had a chance to pass the ball, but didn't do it.

He wishes he'd passed / He regrets not passing the ball when he had the chance.

- 1 He didn't listen to his father's advice.
He wishes _____.
- 2 I ate a lot of food before going to bed.
I regret _____ so much _____.
- 3 I was very lazy when I was younger.
I wish _____.
- 4 They didn't buy a new defender last season.
They regret _____.
- 5 She bought a lot of expensive clothes.
She wishes _____.

4 Look at the examples. Then answer the questions.

Examples

I think football players are **overpaid**.

A nurse's work is hard and useful, but their salaries are low. I think they're **underpaid**.

- What meaning does the prefix *over* add to the word *paid* in the first sentence?
A above **B** too much **C** very well
- What meaning does *under* add as a prefix in the second sentence?
A badly **B** below **C** not enough

5 Complete the sentences using the words in the box to make other words beginning with *over*.

charge work confident rated cook

- Don't buy tickets from strangers outside the stadium. They often _____ you.
- Don't be _____. You never know when something might go wrong.
- I don't think they're as good as people say. They're _____.
- If you _____ the meat, it will be hard to eat.
- When people _____, they may get very tired.

6 Now write new sentences with the same words, but this time using *under* to give the opposite meanings.

1 Look at the example. Then complete the grammar rule.

Example: *He's angry because he thinks he's **underpaid** for the work he does.*

Example

*The referee made two mistakes: he **should have sent** the City captain off in the first half, but he **shouldn't have sent** the United defender off in the second half.*

Complete the grammar rule

To criticise someone's (or your own) past actions or decisions, we use *should (not) + the infinitive form of the verb _____ + the _____ of the main verb.*

2 Complete the sentences using *should / shouldn't have + the past participle of the verbs in brackets.*

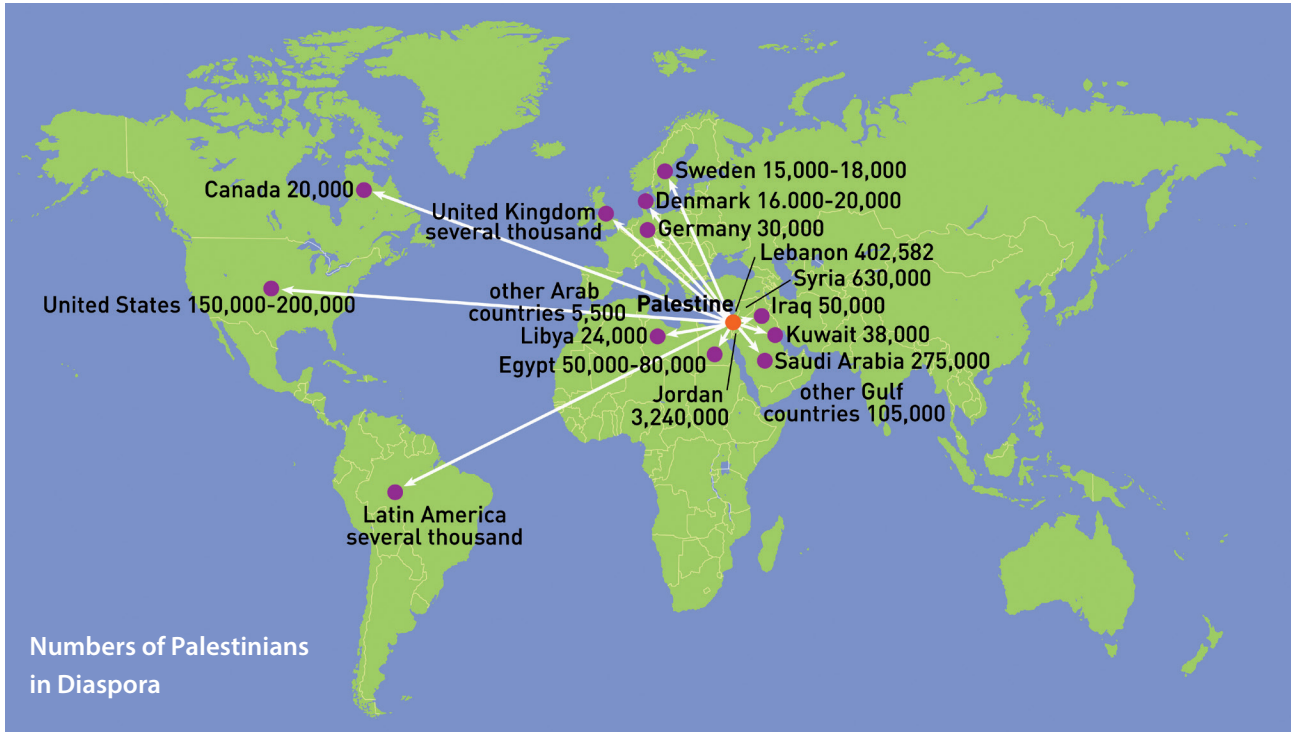
- I knew he'd forget about the meeting. I _____ him. (remind)
- I _____ so long. Now I've missed the last bus. (stay)
- You _____ me for the money instead of borrowing it from the bank. (ask)
- I know she was angry, but she still _____ at me. (shout)
- Look at all this traffic. I knew we _____ this way. (come)
- It's getting dark. We _____ half an hour ago. (leave)

Past History

(للفرع الأدبي فقط)

Reading Plus

1 Look at the map and discuss the questions in pairs or small groups.



- 1 What does the map show?
- 2 Do you have relatives who live outside Palestine? Where do they live, and where are their families originally from?

2 Read the text quickly. Then answer the questions.

- 1 What period is the text about? _____
- 2 Where was the writer living? _____

It's estimated that, as a result of the *Nakba*, over 700,000 Palestinians were forced to leave their homes in 1948 and 1949 (about 80% of the original population), with more to follow. Today, there are more Palestinians living abroad than in Palestine itself, mostly in Jordan or other Arab states but also in the USA, Europe and other non-Arab countries.

At the time, I don't think we completely realised the full scale of this Diaspora, but I do remember our home in New York became a meeting place for many displaced Palestinians, mostly young men. My aunt would cook them Palestinian food and it became a 'home from home' for them. In return, they would have to suffer her insistent questioning about their backgrounds. What town or village were they from? Who were their relatives?

These kinds of questions have always been part of normal conversation among Palestinians, but I now realise the deeper importance that they had after 1948. It was a way to reassure ourselves that these places had not disappeared, as if simply by naming them they could be preserved in reality. The constant discussions about people's origins and backgrounds were a way of returning to their homeland, at least in imagination.

What people sometimes forget is that for us, the idea of return was a very real one. 'It's our home,' people would say, 'so how is it possible that we won't be going back soon? Surely the rest of the world can see how unfairly we've been treated, and won't allow it to continue.'

3 Answer the questions.

1 ‘... over 700,000 Palestinians were forced to leave their home ... with more to follow.’

What does *more* refer to?

2 ‘... it became a “home from home” for them.’

What does the writer mean by *home from home*?

3 ‘... about people’s origins and backgrounds ...’

What is the difference between the meaning of *origin* and *background*?

4 ‘... the deeper importance that they had after 1948.’

What does *they* refer to?

4 Discuss the questions in pairs or small groups.

1 Why does the writer begin by giving facts and numbers?

2 Roughly what period in history does the text look back to?

3 Why didn’t the writer and his family realise at the time how large the Diaspora was?

4 Why are names and backgrounds especially important at this time?

5 ‘Surely the rest of the world can see how unfairly we’ve been treated, and won’t allow it to continue.’

1 Looking back and knowing what happened later in the 1950s, 60s and 70s, how does this view of the situation now sound?

A sad?

B foolish?

C moving?

1 Look at the title of the article and the picture. Then discuss these questions in pairs or small groups.

- 1 What do you know about the famous event shown in the picture?
- 2 **1** What do real bridges do?
2 What kind of bridges is the title referring to?
- 3 How do you think the title and the photo are connected?

2 Read the first part of the article (the second part is in Period 4). Then complete the tasks on page 65.

Building bridges to the world

After the 1948 disaster, over 700,000 Palestinians lost everything and were forced into a Diaspora that spread round the planet. For many years afterwards, the Palestinian cause received little attention or understanding from the world.

That changed dramatically in 1974, when the late national leader, President Yassir Arafat, stepped onto the world's political stage to speak to the United Nations. His famous words rang out: 'Today, I have come bearing an olive branch and a freedom fighter's gun. Do not let the olive branch fall from my hand.'



This landmark speech showed the world two things: first that the Palestinian cause could not be forgotten, and secondly that there really could be a peaceful way forward. Arafat's words also affected Palestinians deeply. **They** made many realise that it was necessary to build bridges between Palestine and the West. **This** was the way to create international understanding and, one day, a free and independent Palestine.

- 10** The years since the national leader President Arafat's speech to the UN have not been easy, and there have been many setbacks. Yet there are also reasons for optimism. In recent years, as a result of the continuous diplomatic struggle of the present Palestinian leadership, under their representative President Mahmoud Abbas, more and more countries have officially recognised Palestine as an independent state, and in 2012 the United Nations General Assembly voted to upgrade the status of the Palestinians to that of a 'non-member observer state'. There is hope
- 15** that at last, thanks to the efforts of Palestinians around the world, the tide has finally turned.

1 What do these words, highlighted in the text, refer to?

1 *That* (line 3)

2 *They* (line 7)

3 *This* (line 8)

2 Answer the questions.

1 What is the symbolic meaning of the olive branch and gun that President Arafat said he was holding?

2 What choice was he offering to the world?

3 What did he mean when he said 'Do not let the olive branch fall from my hand'?

4 How did the speech change the way many Palestinians thought about their relationship with the rest of the world?

ROMEO AND JULIET

Extract 4 (Act 3, Scene 1)

¹ **Damn both your families** I hope both your families go to hell.

Benvolio: Oh no, here come the Capulets.

[Tries to pull Mercutio away]

Mercutio: I don't care! I'm not going anywhere!

Tybalt: Good afternoon, gentlemen. May I speak with one of you for a moment?

Mercutio: Are you sure you only want to speak? How about fighting, too?

Tybalt: If you give me a reason for that, you will find that I am quite ready, sir.

[Enter Romeo]

Ah, here's the man I want to talk to. Romeo, you are a villain.

Romeo: Tybalt, it is only because I have a reason to love you that I can control my anger at that greeting. I am not a villain. So goodbye. You do not know me. *[Turns to go]*

Tybalt: Nothing can right the wrong you have done me. Turn and take out your sword!

Romeo: I tell you that I have never wronged you. I have more reasons to love you than you could know. So, forget all this, good Capulet – your name is as important to me as my own.

Mercutio: *[Angrily]* Oh how calmly and dishonourably* you give in to him! *[He takes out his sword]* Tybalt, you rat-catcher, will you fight?

Tybalt: What do you want from me?

Mercutio: Your life! Now will you take out your sword? Be quick, or I shall cut off your ears first.

Tybalt: I shall fight you. *[He takes out his sword]*

Romeo: Gentle Mercutio, put your sword away.

Mercutio: *[to Tybalt]* Come on, sir, let's see these clever moves everyone talks about so much.

[They fight]

Romeo: *[Holding up his sword]* Take out your sword, Benvolio. Let's knock down their swords. Gentlemen, stop this! *[Romeo tries to stop them fighting with his sword]* Tybalt, Mercutio! The Prince has told you never to fight like this in the streets of Verona. Stop, Tybalt! Good Mercutio!

[Romeo stands between them, and Tybalt steps forward and stabs Mercutio under Romeo's arm. Mercutio falls to the ground. Exit Tybalt]

Mercutio: I am hurt. Damn both your families!¹ I am dying. *[Looks for Tybalt]* Has he gone? Did I not hurt him at all? *[Holds his wound]*

Romeo: *[Hurrying to Mercutio's side]* Be brave, man. The wound cannot be

*The idea of honour – how people see you and your family – was especially important for people at this time. It is probably the main reason why the fighting between the two families has continued for so long. Here, Mercutio thinks that by refusing to fight, Romeo is bringing 'dishonour' to himself and his family.

too bad.

Mercutio: Oh, it is enough, it will do. Ask for me tomorrow and you will find me a grave* man. Damn both your families! *[to Romeo]* Why did you stand between us? I was hurt under your arm.

Romeo: I thought it was the best thing to do.

Mercutio: *[Crying out with pain]* Get me into someone's house, Benvolio. Damn both your families! They have made me into worms² meat.

[Exit Benvolio, holding Mercutio]

Romeo: *[Falling onto his knees, upset]* This gentleman is one of the Prince's own family, and my great friend. He has been terribly wounded, and all for me. All because Tybalt spoke against me – Tybalt who just an hour ago became my cousin. Oh sweet Juliet, your beauty has made me weak. It has softened my brave spirit.

[Enter Benvolio]

Benvolio: *[Upset]* Oh Romeo, brave Mercutio is dead.

Romeo: This is a black day, and there will be more black days to come. This is just the beginning of the unhappiness that other days will bring to an end.

[Enter Tybalt]

Benvolio: Here comes the furious³ Tybalt, back again.

Romeo: Well, now I throw off my gentleness! I am full of fiery anger now! *[to Tybalt]* Tybalt, you called me a villain earlier. Take that back! Either you, or I, or both of us will die with Mercutio.

[They fight. Tybalt falls to the ground, wounded. Romeo stands shocked, not knowing what to do]

Benvolio: Go, Romeo, run away! Tybalt is dead! The Prince will have you killed if he finds you. Go! Go!

[Exit Romeo]

[Enter Prince, Montague, Capulet and their wives]

Prince: *[Angrily]* Who started this hateful fight?

Benvolio: I can tell you everything, my lord. *[Points to Tybalt's body]* This man, who was killed by young Romeo, killed brave Mercutio.

Lady Capulet: *[Falling crying upon Tybalt's body]* Tybalt, my nephew, my brother's child! *[to the Prince]* Oh, Prince, a member of my family has died. And a Montague must die for this. Romeo killed Tybalt. Romeo must not live.

Prince: Romeo killed Tybalt, Tybalt killed Mercutio. So who pays now for dear Mercutio's blood?

Montague: Not Romeo, Prince. He was Mercutio's friend. Tybalt should have been punished, and Romeo has punished him for us.

Prince: And for what he did, I exile⁴ him from Verona at once. *[Lady Montague cries out, shocked]* I too have an interest in this bloody fight between you. A member of my family* died here today. And so I shall give you a hard punishment that will make you all sorry for my loss. Don't ask

*grave has two meanings:
1 serious and 2 the hole in the ground where you put dead people. Mercutio knows he will die and is making a joke about it.

²worms small animals with no legs or bones that live under the ground and eat things they find there

³furious very angry

⁴exile send away to another place

*Mercutio was related to the Prince.

⁵ A **desperate** plan is something so dangerous that you only think about doing it when there is no other hope.

⁶ **pale** without colour

⁷ **tomb** large room where members of rich families are put after they die

⁸ **fair** beautiful

⁹ **maids** servants

me to change my mind. I shall not listen to tears or prayers. Romeo must go from this town. If he is found here, he will die.

Extract 5 (Act 4, Scene 1)

Juliet: Oh Friar, tell me how I can stop this marriage. Or if you can't help me, let me use this knife to end it all. *[Takes out a knife]* God joined my heart and Romeo's. You joined our hands in marriage. And I would rather kill my hand and my heart than give them to another man.

Friar Laurence: Wait, daughter. I have thought of something. It is a desperate⁵ thing to do. You say that you would rather kill yourself than marry Count Paris. In that case, you are probably strong enough to try something that is a little like death. If you are brave enough to do it, I shall tell you how.

Juliet: Oh, tell me to jump off the highest wall, or to sit in a bed of snakes. Tie me up with roaring bears, or tell me to lie with a dead man in his new-made grave. Before, I was frightened just to hear about such things. But now I would do them without any fear, so that I can be a faithful wife to my sweet love.

Friar Laurence: Well, then, go home and tell your father that you will marry Paris. It is Wednesday tomorrow. Make sure that you are alone in your room tomorrow night – don't let your Nurse stay with you. Take this bottle with you. *[He takes out a bottle of liquid]* And when you are in bed, drink the mixture. It will run through your body and make you cold and sleepy. It will seem as if you have stopped breathing. Your lips and cheeks will go pale⁶ and your body will go cold and hard. When Paris comes to wake you up on the morning of your marriage, he will think you are dead. And then you will be carried to the Capulets' tomb⁷, dressed in your best clothes, like a dead person. But when everyone has left, you will wake up, feeling as if you have had a lovely sleep. And Romeo and I will be waiting there for you. I shall write to him now and tell him what we are doing. That same night, he will take you away to Mantua*. If you are not too frightened to do this, it will free you from this marriage to Paris.

Juliet: *[Putting her hand out for the bottle, excited]* Give it to me! Give it to me! Don't talk to me about being frightened!

Friar Laurence: Here you are. *[He gives her the bottle]* Off you go! Be brave, and I hope that this plan will be successful.

* Mantua is a town not far from Verona. Friar Laurence knows this is where Romeo has gone.

*Whose hand is he referring to?

*The idea that a person's future or fate is in the stars is a common one in poetry.

Extract 6 (Act 5, Scene 3)

Romeo: Oh my love, my wife. Death may have taken away your sweet breath, but it has not taken away your beauty. I can still see beauty in the redness of your lips and cheeks. Pale Death has not covered you yet.

[Sees Tybalt's body lying next to Juliet] There lies Tybalt. What more can I do for you, but kill the hand* that cut off your youth? Forgive me, cousin.

[Takes Juliet's hand] Oh dear Juliet, why are you still so fair⁸? Is Death keeping you here in the dark to be his lover? I will stay with you for ever in this house of night. Here will I stay, with the worms that are your maids⁹. My body is tired of life. I want to shake off the unlucky stars* that hang around my neck. Eyes, look for the last time. Arms, hold your love for the last time! [He takes Juliet in his arms] And lips, you doors of breath, make your promise to Death. [He takes out the bottle of poison] Come, poison, take this tired little boat* and throw it onto the rocks. Here's to my love!

[He drinks the poison]

Extract 7 (Act 5, Scene 3)

Juliet: What's this? A bottle in my true love's hand? [She takes the bottle of poison from Romeo's hand and smells it] Poison, I see, has brought him to his end. [Holds the bottle up and sees that it is empty] Oh, you have drunk it all, and not left a friendly

drop* to help me too. [She hears a noise] Someone is coming! Then I shall be quick. [Sees Romeo's knife and takes it out] Oh happy knife, this is where you will stay now. [Holds it against her heart] Stay there, and let me die. [Stabs herself and falls to the ground]

Extract 8 (Act 5, Scene 3)

Prince Escalus: Capulet, Montague, see how your hate for each other has been punished. Love has killed your own children. And because I let this argument go on, I have lost my people too. We have all been punished.

Capulet: Oh, brother Montague, give me your hand. All I can ask you for is your hand in friendship.

Montague: [Taking his hand] But I shall give you more. I will put up a golden statue¹⁰ of your daughter. While Verona stands, nothing will be more precious than true and faithful Juliet.

Capulet: Romeo will be just as precious. I shall put a statue of him next to his lady. And they will stand there – Romeo and Juliet, who died because of our long argument.

Prince Escalus: Morning has brought with it a sad peace. The sun is too full of sorrow to shine. Go and we will talk more about these sad things. Some will be forgiven, and some will be punished. There has never been a sadder story than this story of Juliet and her Romeo.

¹⁰ **statue** an image of a person, usually large and made of stone or metal

*What is Romeo referring to as a 'tired little boat'?

*Why does she say that a drop of poison would be 'friendly'?



1 To help you remember what happens in the second part of the play, work in pairs to put these events in the correct order. Number them from 1 to 8.

- _____ Romeo kills Tybalt.
- _____ Juliet kills herself.
- _____ Romeo has to leave Verona.
- _____ Friar Laurence explains his plan to Juliet.
- _____ Romeo kills himself.
- _____ Juliet drinks Friar Laurence’s liquid.
- _____ Tybalt kills Mercutio.
- _____ Romeo hears that Juliet has died.

2 Read the quotation. Then answer the questions below.

‘Morning has brought with it a sad peace.’

1 Who said these words and who did they say them to?

2 In what situation were the characters when it was said?

3 What do you think ‘a sad peace’ means?

4 How do you think the characters feel at this point?

3 Read Extract 4 to see if your ideas are correct. Then answer the questions.

1 What does Romeo mean when he tells Tybalt, ‘I have a reason to love you’ and ‘your name is as important to me as my own’?

2 Why does Mercutio fight Tybalt?

3 How does Tybalt kill Mercutio? Is it a fair fight?

4 What makes Romeo change his mind and decide to fight? How is this connected with his love for Juliet?

5 Why does the Prince decide not to punish Romeo with death? How does he punish him instead?

4 Read what happens next. Then answer the questions below.

The next morning, Romeo has to leave Verona. Juliet is of course sad, but the situation gets worse when her father decides that she should marry Paris. She can't explain why this is impossible and doesn't know what to do. She goes to see Friar Laurence, who explains a plan that he has thought of.

Why is it impossible, and why can't she explain?

- 1 What do you think Friar Laurence's plan might be?
- 2 What advice would you give to Romeo and Juliet at this point in the story?

5 Read Extract . Then complete the notes that explain Friar Laurence's plan.

First, Juliet has to agree to (1) _____. That night, she should make sure she is (2) _____ in her room, then drink the (3) _____. This will make her look as if (4) _____. Her family will take her to the family's (5) _____ and leave her there. Meanwhile, Friar Laurence will send (6) _____ to Romeo, telling him about the plan. When Juliet (7) _____, Romeo will be there and he will take (8) _____ and she won't have to (9) _____.



6 Answer the questions.

1 Friar Laurence tells Juliet that his plan is 'a desperate thing to do'. Does it seem like a good plan?

2 What does Juliet think about the idea?

3 What do you think might go wrong?

4 Because this play is a tragedy, we know there won't be a happy ending. Does this mean people won't want to see what happens at the end? What other reason is there for continuing to read or watch the play?

7 Read what happens next. Then answer the questions below.

Juliet is afraid but finally finds the courage to drink the mixture Friar Laurence has given her. When the Nurse finds her, she believes she is dead and calls Juliet's parents. They are also sure Juliet has died and are very sad. Juliet's body is taken to the Capulet family tomb and left there.

So far, the Friar's plan has worked, but the friend who was taking the letter to Romeo is prevented from reaching him, so Romeo doesn't receive the message. When he hears from one of his friends that Juliet has died, he decides to buy some poison (a liquid that can kill people who drink it). He goes back to Verona and visits the tomb. When he sees Juliet, he too believes that she is dead.

1 What do you think Juliet is afraid of?

2 Do you think she is brave or foolish to drink the mixture?

3 Did you guess correctly what would go wrong with the plan?

Module Three worksheet

A: Report the following pieces of advice:

1. I think you should concentrate more on writing.

The teacher advised the students _____.

2. Don't eat much chocolate, it's bad for teeth.

The dentist warned the children against _____.

3. You had better not walk at night alone.

Her parents told her that _____.

4. I think you should listen to your teacher's advice.

My friend told me _____.

5. Don't waste all your money on developing the products.

Her sister advised her _____.

B: Rewrite the following sentences beginning with the words given:

1. I didn't take my best friends advice. (**I wish**)

2. He refused to join the team. (**He regrets**)

3. She didn't prepare the material for the course. (**She should**)

4. Ali didn't choose a different subject at university. (**He wishes**)

1. They paid a lot for the player, he didn't score goals. (**They regret**)

C: Complete the sentences with the past form of the modal in the box + the verb in brackets.

could

must

should

might

1. This jacket doesn't suite you, you _____ (**choose**) another brand.

2. He felt too ill, he _____ (**eat**) much food at the party.

3. She _____ (**get**) the highest grade, but she missed one question.

4. The flood _____ (**destroy**) the fields, but fortunately it didn't.

5. You _____ (**not/ tell**) her about the problem, it was a secret.

6. The Striker _____ (**score**) a wonderful goal but the goalkeeper managed to catch the ball.

The End

Module Three Progress Test

Part One: Vocabulary: (16 points)

1: Match the words in the box with their meanings: (5 points)

in writing

accent

stubborn

criteria

reserve

1. _____: with a letter, not by phone or email
2. _____: reasons or qualifications
3. _____: second choice
4. _____: unwilling to change your mind
5. _____: way of speaking

2: Complete the sentences with words from the box: (6 points)

amateur

distribute

sector

combination

conviction

expatriates

1. In the financial _____, banks and insurance companies have both lost a lot of money.
2. Pink is a _____ of red and white.
3. He has a _____ that what he is doing is the right thing.
4. He was an _____ singer until the age of 40, when he turned professional.
5. I was in Spain for over a year, but most of my friends were _____
2. Please _____ the examination papers round the class.

C: Choose the correct answer: (5 points)

1. Toyota is trying to increase its _____. (market share /financial market)
2. I'm afraid the manager is away, _____. (in business/on business)
3. My friend's life could be _____ (in danger/in advance)
4. The plane crashed five minutes after _____ (takeoff/ take off)
5. When people _____, they may get very tired. (overwork /underwork)

Part Two: Language: (14 points)

1: Report the following pieces of advice. (4 points)

1. You should revise your lessons regularly.

The teachers advised me _____

2. Remember that the economic situation is getting worse in the country.

The minister told the people _____

3. You had better discuss your preferences and hopes before getting into university.

The school principal advised students that _____

4. It's not a good idea to focus on science subjects and neglect the arts subjects.

The teacher warned students against _____

2: Rewrite the sentences, replacing the underlined part with a causative structure. (2 points)

1. Don't forget to **pay for someone to clean the carpets** before the party.

2. We'd better **ask someone to write the report** because we are very busy.

3: Read the situations below and then write a sentence for each using the words given.

(3 points)

1. That house was much cheaper, but he didn't buy it.

He wishes _____

2. he had the chance to pass the ball, but he didn't do it.

He should _____

3. I didn't study hard for the exam so I got bad marks.

I regret _____

4: Circle the correct answer: (5 points)

1. She (**could have attended / must have attended**) the meeting, but no one called her.

2. They left their country to live in Canada in the hope they (**should / could**) have a better life.

3. I'm sorry, I (**should have / shouldn't have**) shouted at you.

4. Today is Friday, so shops (**should / must**) be closed.

2. No one succeeded, the exam (**could have been / must have been**) too hard.

The End

Reading Plus Progress Test

Literary stream only

Part One: Comprehension

Read the text and then answer the questions below:

After the 1948 disaster, over 700,000 Palestinians lost everything and were forced into a Diaspora that spread round the planet. For many years afterwards, the Palestinian cause received little attention or understanding from the world. That changed dramatically in 1974, when the late national leader, President Yassir Arafat, stepped onto the world's political stage to speak to the United Nations. His famous words rang out: 'Today, I have come bearing an olive branch and a freedom fighter's gun. Do not let the olive branch fall from my hand.'

This landmark speech showed the world two things: first that the Palestinian cause could not be forgotten, and secondly that there really could be a peaceful way forward. Arafat's words also affected Palestinians deeply. They made many realize that it was necessary to build bridges between Palestine and the West. This was the way to create international understanding and, one day, a free and independent Palestine. The years since the national leader President Arafat's speech to the UN have not been easy, and there have been many setbacks. Yet there are also reasons for optimism. In recent years, as a result of the continuous diplomatic struggle of the present Palestinian leadership, under their representative President Mahmoud Abbas, more and more countries have officially recognized Palestine as an independent state, and in 2012 the United Nations General Assembly voted to upgrade the status of the Palestinians to that of a 'non-member observer state'. There is hope that at last, thanks to the efforts of Palestinians around the world, the tide has finally turned.

A: Answer the following questions?

1. What happened in 1974?

2. What did the world understand from Arafat's speech?

a. _____

b. _____

3. How did the speech change many Palestinians thoughts about the west?

B: Decide if these sentences are True / False.

1. The Palestinians cause received attention from the world before 1974. _____

2. Many countries officially recognized Palestine as an independent state. _____

C: Complete

1. Hundreds of thousands of Palestinians lost everything and were forced into _____

2. In 2012 Palestine was upgraded to _____

Part Two: Literature:

A: Answer the questions:

1. What Punishment does the prince give to Romeo?

2. What is the effect of the liquid on Juliet's body?

3. Why does the prince decide not to punish Romeo with death?

4. Why does Friar Laurence agree to marry Romeo and Juliet?

5. How do the Capulets and the Montagues plan to honour their dead children?

6. At the end of the play, why does Prince Escalus describe the peace between the two families as sad peace?

7. How do the following die:

a. Mercutio: _____

b. Tybalt: _____

c. Romeo: _____

d. Juliet: _____

B: Choose the correct answer:

1- The lady Capulet wants the prince to _____ Romeo. (**kill / exile**)

2- Juliet will drink the _____ prepared by Friar Laurence. (**mixture / poison**)

3- Juliet prevented her marriage by _____ (**running away/ pretending to be dead**)

4- Friar Laurence plan failed because _____ (**Romeo doesn't get the message / Juliet doesn't have the courage to drink the mixture**)

5- Romeo finds that Juliet is dead from _____ (**the nurse / a friend**)

C: Part Three: writing

"A nation's culture remains in the hearts and souls of its people." Write an essay showing to what extent do you agree with this saying.

These ideas may help you:

New culture, learn different language, meet new people, cultural shock, leave family and friends. homesickness, old traditions, values etc.

The End