



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **12**

المكتبة الفلسطينية
الشاملة للمعلم والطالبة
تحضير دروس - اختبارات - أوراق عمل



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بداية جديدة A new start

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.

He's just starting his first year at a university in an English-speaking country.

- 1 Where do you think Mahmoud is and what is he doing there?
first week, hearing English all around me, lectures
- 2 What words in the email helped you to decide? Make a list.
a member of his family in Palestine
- 3 Who do you think Mahmoud is writing to?

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 big problems in his new situation?

He hasn't had any big problems, but he's finding the language difficult.

- 2 What surprised him about the language at first?

It sounds different to the English he learnt at school.

- 3 Why is this better now?

He's beginning to get used to it.

- 4 What has he been doing so far?

He's been finding his way around, meeting people, and joining clubs and societies.

- 5 Why has he joined the Palestine Society?

He's Palestinian, and he'll have some connection with home.

4 Read the notice. Then complete the tasks below.

انشطة
 طلاب سنة اولي
FRESHERS' * WEEK ACTIVITIES

Clubs and societies are more than just an **optional** ^{اختياري} extra – they're a vital part of college life. They're a great way to meet **like-minded** ^{متشابه} people and expand your interests or **participate** ^{يشترك} more fully in a **field** ^{مجال} 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** ^{معرض}, 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 optional
- 2 with similar attitudes like-minded
- 3 take part (in) participate
- 4 area of interest field
- 5 able to be seen on show

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

- 1 There are lots of good paintings ^{لوحات} on show ^{متحف} at the museum this week.
- 2 I don't know much about biology ^{الاحياء}. It's not really my field.
- 3 This part of the form is optional ^{نموذج}. You don't have to fill it in. ^{انت لست مضطرا}
- 4 Luckily, I live in a shared house ^{مشارك} with like-minded ^{منزل} ^{ناس} people.
- 5 Unfortunately, his English isn't good enough to participate ^{علمية} ^{نقاشات} in academic discussions.

5 Work in pairs or small groups. Discuss which of these societies you might be interested in joining, and why.

- ▶ the Chess Club
- ▶ the Film Society
- ▶ the Poetry Society
- ▶ the Mountain-climbing Club
- ▶ the Green Party (environmental organisation)



I'd like to join the Poetry Society because I've always loved poetry.

I'm more interested in the environment, so I might join the Green Party.

- 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? **the area where you feel comfortable - as set of routines and known abilities that make us feel safe.**
- 2 Why do you think people are often advised

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

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) d	a doing something new
2 <i>they</i> (line 8) e	b the idea that you can't change yourself
3 <i>this</i> (line 12) c	c getting stuck
4 <i>this</i> (line 13) b	d a comfort zone
5 <i>it</i> (line 16) a	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 unexpected or worrying events. مقلق غير متوقع أحداث
- 2 People often prefer to stay in their comfort zones, particularly if they are afraid of failing. خائف من الفشل
- 3 Self-help books كتب المساعدة الذاتية often recommend leaving your comfort zone. يوصي
- 4 Knowing that you are developing helps you feel positive about yourself. أيجابي يشعر
- 5 Sometimes people don't do something different because they don't know how to begin. كيف يبدأ لا يعرفون
- 6 You may have to force yourself تجبر نفسك to do something new, but you won't be sorry. ان تفعل قد تضطر إلى

4 Discuss this question in pairs.

What kind of activities are in your own comfort zone, and what kind are definitely outside it?

I'm quite comfortable talking to friends, but talking to strangers is outside my comfort zone.

I'm the same, especially speaking in public – that's a long way outside *my* comfort zone.

simple present + present continuous + stative verbs

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 **simple** tense to talk about regular or repeated actions, especially with 'frequency adverbs' like **often**.
- 2 We also use this tense for general truths that don't change, and for some state verbs that are not actions, for example **seems** 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.

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

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

Complete the grammar rules

- 3 We use the present **continuous** 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 **think**, can be used in both tenses (**simple** and **continuous**) 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.

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

3 Complete the sentences with the verbs in the box.

يدرك	يامل	يميز	يبدو	يصدق	يفترض
realise	hope	recognise	seem	believe	suppose

- I **suppose** ^{جواب صحيح} this is the right answer, but I'm not really sure. ^{لست متأكدًا}
- We **hope** ^{مشكلة} that this problem will be solved very soon. ^{سيتم حلها}
- Those people **seem** ^{يتجادلون} to be arguing, but I can't hear very clearly.
- Not many people **realise** ^{كم هو جيد} how good he is at painting. ^{وجهك}
- Have we met before? I **recognise** ^{وجهك} your face.
- He says he's ill, but I'm not sure if I **believe** ^{هو يدعي انه مريض} him.

Present Perfect + Present Perfect Continuous

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

Examples

I've also joined two other clubs.

I'm also a member of two other clubs.

- Are the meanings of the two sentences different or more or less the same? **The meanings are more or less the same.**
- Does the first sentence (in the present perfect tense) tell us more about the past or the present? **about the present because it tells us that he is a member now.**

2 Complete the present meanings of what these people are saying.

- No thanks. I've already eaten. Thank you for the offer, but I'm not **hungry**.
- They've arrived at last. We can start. They're **here** now, so we don't need to **wait** any more.
- We've already met. We **know** each other.
- Have you heard of that man? Do **you know** who he is?
- I haven't studied this before. I **don't know** about this subject.

3 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? present perfect simple
- 2 general past experience ('indefinite time': the experience itself is what matters)? present perfect simple
- 3 actions that began in the past and have continued up to present? present perfect continuous
- 4 unfinished actions that have been in progress throughout the period? present perfect continuous

4 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 been playing on the computer for over two hours. (play)
- 2 How many times has he written to his family this month? (write)
- 3 He's been staying 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 put it? (put)
- 5 I think someone has been using my phone. The battery is nearly dead. (use)
- 6 What has he been doing all this time? We've been waiting for more than an hour. (do / wait)
- 7 I have known him for nearly ten years. (know)
- 8 They have been away for three nights. (be)
- 9 You were away a long time. What have you been doing? (do)
- 10 I've talked to him on the phone, but we have never met. (meet)

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

How many English books have you read?

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

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

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

Foundation courses with ICSR

Not quite ready for university?

Some students feel that starting a university course is something they don't want to do immediately after they've left school. Perhaps they think they'd have a better chance of being accepted after further study, or that they'd get more out of university study once they've extended what they know. Or maybe they want to study abroad, but aren't confident about their language ability.

دورة تأسيسية

If this sounds like you, one of our **Foundation Courses** could well be the answer. To find out more, visit our website www.icsr.org.



- 1 What is a foundation course? **It's a course you do after you leave school, but before you go to university.**
- 2 What kind of students are foundation courses good for? **Students who don't feel they're ready for university.**

2 Listen to a student talking about her future. Then answer the questions.

- 1 What is the student's main interest? **the environment**
- 2 What is she planning to do after June this year? **She's going to start a foundation course in September.**
- 3 What does she want to do next year? **She wants to go to university.**

3 Listen again and complete the notes.

Name of course: (1) **Environment** **Studies**

Length of course: (2) **one** **year**

Wants this to be her future (3) **career**

Interested in environment since she was (4) **nine**

Main school subjects: (5) **biology**, geography, (6) **English**

Member of (7) **Environment** **Society** since starting secondary school (president for last (8) **two** **years**)

Future plan:

- 1 Final exams in (9) **June**
- 2 Finish college course
- 3 Apply for (10) **Environmental** **Science** course at university
- 4 Work in field of climate change (especially effect on (11) **ocean** **life**)

4 Complete the application form. Use your notes from Activities 2 and 3, and what you learnt in Periods 3 and 4.

ICSR

INTERNATIONAL COLLEGE FOR SCIENTIFIC RESEARCH**APPLICATION FORM**

Name: Maria Pendleton

Age: 18

Title of course you are applying for: Environment Studies

Please explain in about 200 words your reasons for choosing this course, your experience in the field and how you expect your interest in the subject to develop.

I am applying for this course because I (1) have been interested in the subject of the environment for many years, and I would like to work in this field as a career in the future.

I (2) have been reading books about environmental science since I was (3) nine years old, so I know quite a lot about the basic ideas, but I need to extend what I already know.

At the moment, I am studying (4) biology, (5) geography and English as my main subjects at school, and I believe these subjects will all be useful in the (6) career I (7) have chosen. (8) Since I started secondary school, I have been a member of the school (9) Environment Society, and have been President of the society for (10) the last two years.

After finishing my final exams in (11) June, I plan to spend a year doing this course, and I will then apply to university to study (12) Environmental Science. My general aim is to study (13) climate change and especially its impact on (14) ocean life. I believe this is one of the most important problems that we face in the 21st century.

I hope my application is successful, and I am looking forward to studying at your college.

1 Look again at the application in Period 5. Then discuss the questions below in pairs.

- 1 If you applied to do a similar foundation course, what subject would you choose, and why?
- 2 How do your previous experience and your present studies show your interest in this field?
- 3 Are there any phrases or full sentences in the application from Period 5 that you could use in your own application? Underline them.

2 Now write your own application using the information you discussed in Activity 1. When you have finished, show it to your partner.

**INTERNATIONAL COLLEGE
OF ARTS, SCIENCE AND TECHNOLOGY**

APPLICATION FORM

Name: _____ Age: _____

Title of course you are applying for: _____

Please explain in about 200 words your reasons for choosing this course, your experience in the field and how you expect your interest in the subject to develop.

- In this Unit you have learnt about:*
- ▶ doing new and different things
 - ▶ present simple and continuous tenses (revision)
 - ▶ present meanings of the present perfect tense
 - ▶ present perfect simple and continuous tenses
 - ▶ writing college application forms

تحت الضغط Under pressure

1 Read the introduction to a magazine article. What time management tips do you think the article might contain?

Do you sometimes feel that you're wasting a lot of your time and not getting enough done? Don't worry – you're not alone. Most of us fail to manage our time effectively. There are lots of books about time management **on the market**, but you don't need to waste time (and money) reading them. Here are some tried and tested tips for getting things done.

2 Read the main article quickly. Then choose the best title A–E for each tip.

- A Look after yourself B First things first
C Just do it! D One step at a time
E Keep going

ادارة الوقت

TIME MANAGEMENT

TIP 1:

C

It's so easy to make excuses and find ways to avoid the thing you know you should be doing. Experts advise us to break this habit by becoming **aware of** our own excuses. The 'right time' to do something never arrives: the best time to do something is usually now. Once you've got started, you'll probably find that it wasn't as hard as you thought.

TIP 2:

B

It's important to make yourself a 'to do' list or exam **revision** timetable, but remember that listing things isn't the same as doing them (see Tip 1!). Once you've worked out what needs to be done, decide which tasks have the highest **priority** and which can be left till later.

TIP 5:

D

You can't always make your brain work **on demand**. Don't spend too long on one task, and learn to recognise when you're slowing down. Divide large tasks into smaller parts that are easier to manage, and **reward** yourself for completing them by doing something fun.

TIP 3:

E

It's inevitable that things don't always go as well as you expect them to. If you find that you've 'hit a wall', there are two things you can do. First, **persevere**: with a bit more effort, you may find that you break through the wall. But if that doesn't work, try having a (short) break. Do something completely different, and come back to the task.

TIP 4:

A

Even if you're under stress, there's no **point** making yourself ill – that will just make the pressure worse. Make sure you remember to eat regularly and healthily, and, even though it may be hard, try to get enough sleep.

3 Replace the underlined parts of the sentences below with words or phrases from the text. (The part of the text where you can find the words / phrases is given in brackets.)

- 1 (Introduction) With all the new products available to buy nowadays, it's very hard to decide which to buy.
on the market
- 2 (Tip 1) She's starting to notice the impact of things that she says and does on other people.
becoming aware of
- 3 (Tip 2) Studying before an exam can be very stressful, but it's necessary. When asked to say what they want in the future, most people say health and happiness are the most important.
Exam revision have the highest priority
- 4 (Tip 3) If you're finding a job difficult, it's important that you don't give up. persevere
- 5 (Tip 4) There's no purpose in trying to open the door. It's locked. point
- 6 (Tip 5) Young babies expect to be given food whenever they want it. Some parents give their children something good if they do well in exams. on demand reward

4 Look at what five students say about exam revision. Then decide which tip from the text is the best for each student.

- | | | |
|---|---|--------------|
| 1 | There's so much to do that it gets confusing and I don't know where to start. | Tip <u>2</u> |
| 2 | I sometimes reach a point where I get bored and information just stops. | Tip <u>3</u> |
| 3 | I get worried and my head starts hurting. | Tip <u>4</u> |
| 4 | I always seem to find other things to do and time just runs out. | Tip <u>1</u> |
| 5 | I sometimes think it's all too hard and want to give up. | Tip <u>5</u> |

5 Discuss the questions below in pairs or small groups.

- 1 Do you ever have problems managing your time? Why? / Why not?
- 2 Which (if any) of the tips in the article would you find useful?

1 Discuss the question below in pairs or small groups.

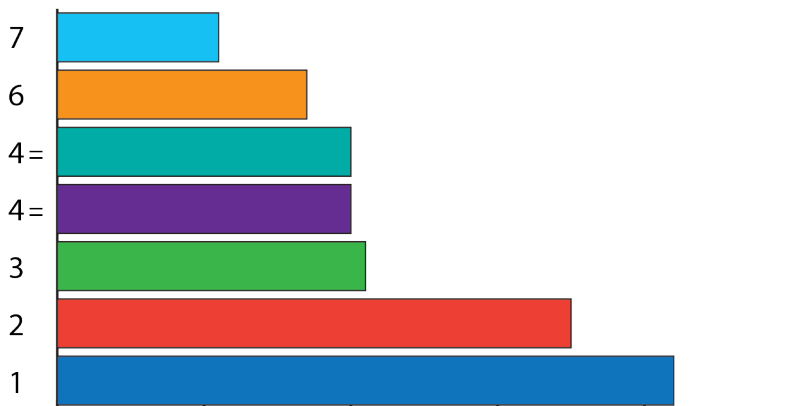
When young people in Australia were asked what they worried most about, the seven answers below were the most important. Which do you think were higher, and which lower?

- Fitting in with peers*
- Getting into debt**
- Finding a job
- Passing exams
- Relationships
- The environment
- Health

* = being accepted by others in your social group ** = borrowing money that you have to pay back

2 Read the news story below quickly to find out the results. Then enter them on the chart.

What young Australians worry most about



- 7 the environment البيئية
- 6 getting into debt يتورط بالديون
- 4= fitting in with peers ينسجم مع الاقران
- 4= passing exams ينجح بالامتحان
- 3 health الصحة
- 2 relationships العلاقات
- 1 finding a job العثور على عمل

3 Read the story more carefully. Then complete the tasks on page 17.

THE DAILY NEWS

Wednesday 27 Feb 20—

The results of a new poll show that financial problems have taken over from the environment as the main concerns for young people. The survey asked over 12,000 people aged between 14 and 18 what they were most worried about. The clear 'winner' was 'finding a job', while the environment was only the seventh greatest worry. This compares with similar polls in the last fifteen years, when environmental worries came first.

One of the poll's organisers commented that the results demonstrated a clear change in attitude. 'It's not just that getting a job is the main worry,' he said. 'Also included in the top six worries were getting into debt (6th) and passing exams (4th=). I'm convinced that there's a connection. Because of changes in the job market, there is more and more pressure on young people nowadays to pass exams and go on to university in the hope of finding a good job. Rising university fees make it inevitable that many students graduate from university with huge debts.'

Other concerns mentioned by large numbers of young people also tended to be personal rather than social, including worries about relationships (2nd), health (3rd) and 'fitting in with peers' (4th=).

Annette Coleman, director of the Green Earth organisation, said yesterday that she was disappointed, but not surprised' at the fall in the number of young people concerned about the environment. 'It's not that environmental concerns are less urgent than before – quite the opposite in fact. It's just that after decades of publicity on topics like climate change, so little has actually changed. A lot of people get the feeling that there's nothing we can do about it, and young people in particular tend to be impatient. Of course, the other thing is that in times of economic difficulty, people are more likely to focus on worries that are more immediate and have an impact on their daily lives.'

1 Match the words from the text with their meanings. (The words are in the same order as in the text.)

WORDS FROM THE TEXT	MEANINGS
1 convinced g	a around the present time
2 nowadays a	b connected with yourself
3 fees e	c not wanting to wait
4 inevitable f	d sad because of an unexpected result
5 personal b	e money you pay for a service
6 disappointed d	f impossible to avoid
7 impatient c	g sure or certain that something is true

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

- Don't be so **impatient** ^{شوف انتهى بعد قليل}, I'll be finished soon.
- We all make mistakes ^{بتركب اخطاء} sometimes, so it's **inevitable** that you will too.
- There are some problems with this idea. I'm not really **convinced** ^{فكرة} it will work.
- He was **disappointed** because he thought he would get better results ^{اعتقد انه سيحصل على نتائج افضل} than he did.
- She didn't go to a private school ^{مدرسة خاصة} because her parents couldn't afford the **fees** ^{يدفع}.
- The form asks for a lot of **personal** ^{الكتب} details like age and nationality. ^{طلب}
- Students have more money worries ^{هموم مالية} **nowadays** than they had in the past ^{في الماضي}.

3 Choose the best summary of what Annette Coleman says. **B**

- A** I'm disappointed that so many people are more worried about themselves than the future of the planet. Young people today are too impatient. Problems like climate change take a long time to solve, so it's not surprising that nothing seems to happen.
- B** Many people feel that there is no point worrying about the environment because we can't change anything. It's understandable that young people in a difficult financial situation are more worried about their personal problems.
- C** Environmental problems like climate change are even more important nowadays. We need more publicity to persuade young people to do as much as they can to help solve these problems.

4 Discuss the questions in pairs or small groups.

- How do you think the results might be different if young Palestinians answered a poll like this?
- Do you and your friends have any concerns that are not included in the results in Activity 2?

I think young Palestinians are more worried about ... than ...

One concern for young Palestinians is the problem of ...



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

Examples

Some of us **fail to manage** our time effectively.

Experts **advise us to break** this habit.

They **told us not to spend** too long on one task.

Complete the grammar rules

- We use the infinitive form (with *to*) after certain verbs like **fail**, *want*, *ask* and *tell*.
- When an object is needed, it goes **between** the verb and the infinitive.
- When the sentence is negative, we put the word *not* **before** the infinitive.

2 Complete the sentences with the verbs in the box + (not) to.

- She won't like it if you **refuse to** ^{تفعل ما تطلبه منك} do what she asked.
- I'm sure they'll **decide to / agree to** ^{المكان} stay when they see how enjoyable the place is.
- I didn't **manage to** ^{يلحق} catch the early bus, so I was late.
- If you lend your phone to me, I **promise not to** ^{يضيع} lose it.
- When there's a problem, they always **offer to** ^{مساعدة} help.
- Let's shake hands and **agree to / decide to** ^{الخلاف} forget the argument.

يقرر	يوافق
يعد	يرفض
agree	refuse
promise	manage
offer	يتمكن من
يعرض	

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

Examples

Not many students enjoy **revising** for exams.

Although there was little chance of rain, he insisted on **taking** his umbrella.

Complete the grammar rules

- We use the *-ing* form after certain verbs like **enjoy** and *like*.
- We always use the *-ing* form after **prepositions** like *in*, *on*, *about*, etc.

4 Complete the sentences with the verbs in the box.

- I didn't **feel like** ^{الطبخ} cooking anything, so I went out to a café.
- The important thing is that you should never **give up** ^{المحاولة} trying.
- I don't **mind** ^{ليست طريقي المفضلة} playing computer games, but it isn't my favourite way of passing the time.
- The cat crossed the road suddenly and the driver couldn't **avoid** ^{السايق} hitting it.
- I'll call you back as soon as I **finish** ^{التقرير} writing this report.
- He doesn't like it when people **keep** ^{يقاطع} interrupting him.

يتخلى عن	يتجنب
give up	avoid
يود	يمانع
feel like	mind
يواصل	ينتهي
keep	finish

5 Look at the examples. Then use the nouns in the box to make other *on* + noun phrases in the sentences below.

Examples

There are lots of books about time management **on the market**.

You can't always make your brain work **'on demand'**.

تحت الطلب order	الطريق the way	متعمد purpose	رحلة عمل business	عند الطلب request
	الوصول arrival	الخدمة duty	الوقت المناسب time	

- 1 On **arrival** ^{الفنادق} at the hotel, please go to the reception desk.
- 2 Police officers only have to wear uniforms when they're on **duty** ^{الزري}.
- 3 The book you need is on **order** ^{الكتاب الذي طلبته} and will probably be here next week.
- 4 This isn't a holiday. We're here on **business** ^{نحن لسنا في اجازة}.
- 5 He hates people being late, so make sure you're on **time** ^{متاخر}.
- 6 He stopped to buy a newspaper on **the way** ^{الى البيت} home.
- 7 I don't believe it was an accident. I think he did it on **purpose** ^{حادث}.
- 8 We will be pleased to send you more details on **request** ^{يرسل التفاصيل}.

1 Look at the three groups of examples. Then answer the questions below.

Examples

A It was getting late and I started / began **to feel / feeling** worried.
If you continue **to interrupt / interrupting**, I'll ask you to leave.

B I quite like **playing** the piano for fun, but I hate **practising** for long hours.
I love **sitting** in the garden and listening to the birds.

C Hello. I'd like **to speak** to the manager, please.
I'd love **to come** with you to the concert, but I'm really busy.
I'd hate **to live** at the top of a really tall building.

- 1 Can we use the infinitive or the *-ing* form after *start / begin* and *continue*, without a big difference in meaning? yes
- 2 a Which group of examples have a similar meaning to *(not) enjoy*? B
b Which verb form do we use after *like / love / hate*? ing form
- 3 a Which group of examples have a similar meaning to *(not) want*? C
b Which verb form do we use after *would like / love / hate*? infinitive with to

2 Complete the sentences with like / love / hate + -ing or infinitive form of the verbs in brackets.

- I'm happy here in the country. I would hate to live (live) in a city.
- She likes / loves listening (listen) to music. It's her favourite way of passing the time.
- Would you like / love to go (go) out to the theatre this evening?
- Most young people hate getting up (get up) early when they're tired.
- He would like / love to be (be) a famous film star. It's his dream.
- If I had the chance, I would like / love to study (study) in another country.

3 Some verbs change their meaning when they are followed by the infinitive or -ing forms. Look at the examples. Then answer the question below.

Examples

He was getting tired, so he **stopped working**.

We were lost, so we **stopped to ask** the way.

Remember to eat regularly and healthily.

I **remember feeling** stressed when I was doing school exams.

Which verb and verb form do we use to talk about the following?

- stopping one action in order to do another stop + infinitive with to
- simply stopping the action you are doing stop + -ing form
- actions that happened in the past remember + -ing form
- actions we have to do or should do remember + infinitive with to

4 Complete the sentences with the infinitive or -ing form of the verbs in brackets.

- The first thing I remember hearing is the sound of my mother singing. (hear) صوت امي عندما كانت تغني
- You shouldn't stop trying just because it's a bit difficult. (try) يجب أن لا تتوقف
- I must remember to post this letter while I'm in town. (post) صعب
- If you're getting confused, remember to think about what you want to say. (think) إذا شعرت بالارتباك تذكر
- I remember feeling surprised when I first heard the news. (feel) مندهش سمعت
- While walking along the street, I saw him stop to look in a shop window. (look) بمشي

5 Work in pairs. Write sentences in answer to the questions below.

- A friend is getting stressed about exam revision. What would you advise him/her to do?
- What hobby do you like doing, and which new hobby would you like to do in the future?
- What do you have to remember to do in the next few days?
- Is there anything in your life that you would like to stop doing?
- What should you remember to do before going on a long journey?
- What should you stop doing if you want to be fit?

1 Discuss the question in pairs or small groups.

بيان شخصي

طلب

مادة

Many universities and colleges ask for a 'personal statement' together with every application for a course. What do you think these should (and shouldn't) include?

I guess they'll probably want you to write about things that you've done in your life.

I don't think they'll want to hear your personal opinions on things.

نصيحة

2 Look at the advice in the table. Then put the words and phrases in the box in the correct place in the 'DO' column.

يخطط للبيان plan your statement	لا سيما in particular	يدقق check	خارج التعليم outside education
stand out مميز	word limit عدد الكلمات المسموح به	future aims اهداف مستقبلية	

DO ...	DON'T ...
say why you are applying (and why for this course) (1) <u>in particular</u>	make (1) <u>general</u> statements (e.g. 'I have always been interested in Economics.')
explain what makes you suitable (e.g. the skills you have)	make (2) <u>unsupported</u> claims (e.g. 'I am a very determined person.')
give examples of things you've done (2) <u>outside education</u> (but only if they show something about you)	mention (3) <u>negative</u> points or make (4) <u>excuses</u> for things you haven't done
say what your (3) <u>future aims</u> are (if you're not sure, just say what you hope to gain from the course)	use famous (5) <u>quotations</u> (they want to know what <u>you</u> think, not someone else)
make yourself (4) <u>stand out</u> from other applicants	try to be (6) <u>funny</u> (it usually doesn't work)
(5) <u>check</u> your spelling and grammar (and get someone else to look at it too)	use (7) <u>underlining</u> , bold type, etc. for emphasis
(6) <u>plan your statement</u> and do plenty of research	(8) <u>copy</u> from online examples (universities have ways of checking this)
make sure you keep under the (7) <u>word limit</u>	leave it till the (9) <u>last minute</u>

3 Listen to a man giving advice about writing personal statements. Complete the 'DON'T' column in the table in Activity 2.

CD 1 Track 2



4 Read the first paragraphs of a student's personal statement. Then discuss the questions below in pairs or small groups.

- 1 What is wrong with the statement?
How many examples can you find?
- 2 Is there anything right about it?

I don't think she should mention this.

This part is not too bad because ...

PERSONAL STATEMENT

I am applying for a course in theatre studies because I'm sure this is where my future is. For me, the theatre is like a window that looks into life. This is why I've been interested in it since I was a young girl. As Shakespeare wrote: 'All the world's a stage'. I must say, though, that my first experience of being on stage was a disaster. I was in a school play when I was about seven years old and I forgot my lines and started crying! But I've been in lots of plays since then, and I'm sure I've got a lot better. It couldn't be much worse, could it?

As you can see from my application form, I got good grades in my Year 11 exams, especially in English and geography. I recently returned from a geography trip to Greece, and I learnt a lot from it. It was quite hard, but I am the kind of person who doesn't give up.

Period 6 / Writing

1 Read the suggested plan for a personal statement. Then add the paragraph headings A-C in the correct places.

- A** What have you done? *ماذا فعلت؟* **B** Why are you applying? *لماذا تقدم الطلب؟* **C** Why are you suitable for the course? *لماذا تعتبر نفسك مناسباً للمساق؟*

PERSONAL STATEMENT PLAN

Paragraph 1: Why are you applying?

Give your reasons for choosing the course.
Say why the subject interests you.
Explain how your interest developed.
Mention your ambitions for the future.

Paragraph 2: What have you done?

Mention subjects you are studying (connected with the course).
Describe any extra reading you've done around the subject.
Give examples of activities (in and outside school) that show your interest.
(These could include visits, talks, work experience, volunteering.)

Paragraph 3: Why are you suitable for the course?

Give evidence that you are the right person.
Mention skills that you have that will help you during the course.
(These can include non-academic skills like teamwork or time management.)
Say how your studies and extra activities developed these skills.

- 2 Think about what you would include in each paragraph and write some notes. Then compare your notes with a partner.**

Notes for personal statement

Paragraph 1:

Paragraph 2:

Paragraph 3:

- 3 Look at the suggestions for opening and closing sentences. Then discuss the questions below in pairs or small groups.**

Possible opening sentences

This is my personal statement in connection with the course.

There are several reasons why I am applying for a course in ...

If you are wondering why I am applying for this course, I will explain.

Possible closing sentences

I am looking forward to the experience of university / college life and the challenges of studying at this level.

I hope the information I have given above is enough for you to accept me on the course.

Studying on this course would be very exciting, so I will be disappointed if I am not accepted.

- 1 Which opening and closing sentence do you think is best? *There are several ... + I am looking forward to ...*
 - 2 What is wrong with the others? *The other two openings and closings state what is already known or assumed and add nothing.*
- 4 Write a first draft of your personal statement, using the opening and closing sentences in Activity 3, your notes and any other information from this Period and Period 5.**

In this Unit you have learnt about:

- ▶ managing your time and dealing with stress
- ▶ time management and exam revision
- ▶ infinitive and *-ing* forms (revision)
- ▶ verbs that change meaning when followed by infinitive or *-ing* forms
- ▶ noun phrases made with *on* + noun
- ▶ writing personal statements

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

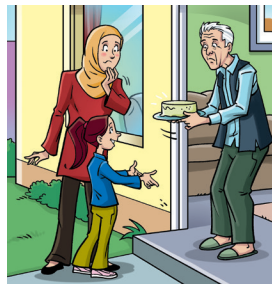
- **Coincidences** (stories about strange, unexpected events and connections) مصادفة
- **Misunderstandings** (stories about people getting the wrong idea) سوء تفاهم
- **Unintended meanings** (stories about saying things that aren't quite what you mean) غير مقصود

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

A لاحظ 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

10 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


15 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** بقي على اتصال with when she **mentioned** ذكر 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

20 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** بينت, she was only visiting London for a few days and was


25 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** يستضيف in a hotel and it's a good chance for **colleagues** زملاء who don't meet that often to **catch up** يتقابل with each other. The **last time** مما تكرر this

30 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** أصلع head, standing with his back to me. 'Good morning, Dan,' I said, **patting** قررت him on the head in a friendly way. Unfortunately, the man who turned to face me wasn't Dan at all,

35 but a complete **stranger** غريب. 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**,' مضحك he said. الوضع



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

[POST YOUR OWN STORY BY CLICKING HERE](#)

✉

[READ MORE STORIES](#)

amended artwork to come

amended artwork to come

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

- 1 coincidence B
- 2 misunderstanding C
- 3 unintended meaning A

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

WORDS AND PHRASES FROM STORIES	MEANINGS
1 kept in touch d	a without hair
2 mentioned c	b immediately
3 patting f	c said something about
4 error g	d stayed in contact
5 straight b	e someone you don't know
6 colleague h	f hitting gently
7 bald a	g mistake
8 stranger e	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 kept in touch with his family by email. ^{الاميل}
- 2 Instead of stopping for a coffee, I went straight home. ^{الى البيت}
- 3 I remember she mentioned the name of a book yesterday, but I can't remember the title. ^{اسم الكتاب}
- 4 He looks older than he is because he's almost completely bald.
- 5 I've no idea who he was. He was just a stranger. ^{لا اعرف من هو}
- 6 While I was patting my friend's cat, it bit me. ^{قطعة}
- 7 I see him every day, but he isn't a friend of mine. He's just a colleague. ^{لكنه ليس احد اصديقي}
- 8 It's hard to speak another language without making a single error. ^{واحد يرتكب}

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 turned out 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 put him up 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 catch up 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 Discuss the questions in pairs or small groups.

- 1 Has anything like the following ever happened to you or someone you know?
Tell your partner(s) about it.
 - ▶ meeting someone you know in an unexpected place
 - ▶ thinking about someone and getting a message from the same person soon afterwards
 - ▶ talking to a stranger and finding that you share a birthday, a past experience or a friend
- 2 Which of these opinions is closest to your own?

I think strange coincidences must mean something. It's hard to explain why they happen so often.

I know coincidences often happen and they seem strange, but they're just part of normal life.

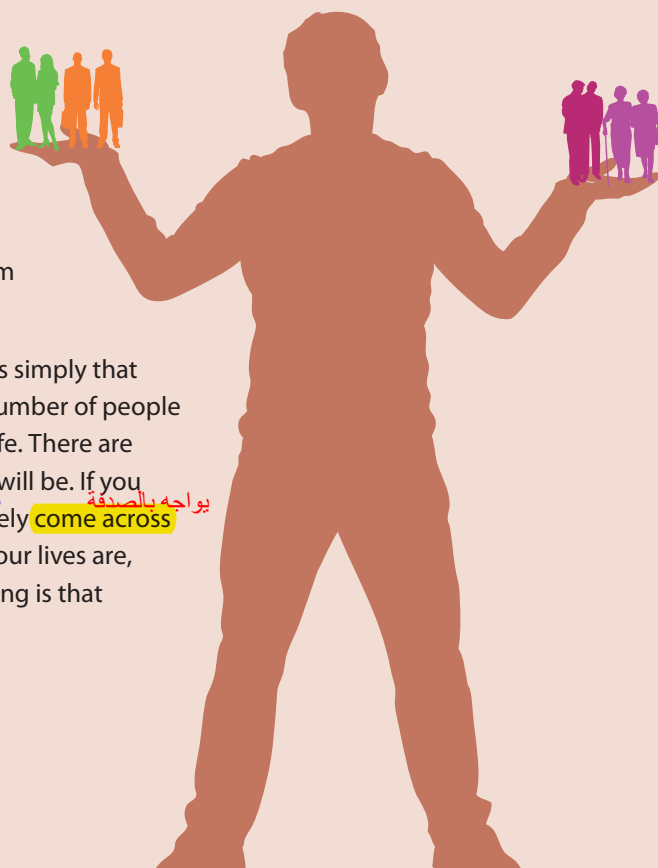
2 Read the text. Then complete the tasks on page 27.

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 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 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.

- 20 The other part of the scientific explanation for coincidences is simply that 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, 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.

run into

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

knowledge

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

reluctant

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

the latter

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

come across

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

1 What do people mean when they say 'It's a small world.'^{انه عالم صغير}?

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^{الكاتب} 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^{استنتاج} 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?

Past simple and past continuous

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 It **rained** while I **was walking** to work.

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

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

- 1 I asked him to come back later because I was working. (ask / work)
 2 He gave the right answer, but the teacher didn't hear him.
 (give / not hear)
 3 Her mother asked her why she was crying. (ask / cry)
 4 It rained / was raining while I was walking to work. (rain / walk)
 5 She took a taxi to the station and arrived just in time. (take / arrive)
 6 While he was looking around the room, he heard 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**.

words with co & mis

Complete the rules

- 1 We use the prefix mis to add the meaning of *wrong(ly)* or *bad(ly)*.
 2 We use the prefix co 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.

زميل **co**worker يسيء استعمال **mis**use يسيء التصرف **mis**behave التعاون **co**operation مساعد طيار **co**pilot يخدع **mis**lead
 misheard **co**writer
 اساء السمع كاتب مشارك

- 1 She only gets angry when students **misbehave** in class.
- 2 Please keep phone conversations quiet to avoid disturbing your **co-worker**s.
- 3 Students sometimes **misuse** 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 **co-writer**s.
- 5 I thought he said he was from Australia, but I think I **misheard** because he's actually Austrian.
- 6 **Co-operation** often gets better results than everyone working alone to solve a problem.
- 7 He flew the plane alone, without a **co-pilot**.
- 8 Information in adverts isn't usually untrue, but it can **mislead** people and give them the wrong idea.

1 Compare the examples. Then answer the question below.

Past Perfect

Examples

- A** Some guests **left** when Samir **arrived**.
- B** Some guests **were leaving** when Samir **arrived**.
- C** Some guests **had left** when Samir **arrived**.

Which sentence suggests that ...

- 1 Samir was perhaps late, so there were some people he didn't meet? **C**
- 2 at the door Samir met some people leaving the party? **B**
- 3 some people were perhaps waiting for Samir to arrive before leaving or perhaps left because they didn't want to talk to him? **A**

2 Match the sentence beginnings 1–8 with their endings a–h.

1 I felt much better f	a while the sun was shining.
2 She found it hard to think clearly e	b when I'd finished reading it.
3 As soon as I saw the photo g	c until she'd explained it twice.
4 I took the book back to the library b	d that something strange was happening.
5 When I told them about my mistake h	e when the loud music was playing.
6 They didn't really understand c	f after I'd taken the medicine.
7 They decided to go for a walk a	g I recognised who it was.
8 When I arrived I knew immediately d	h they all laughed.

3 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.

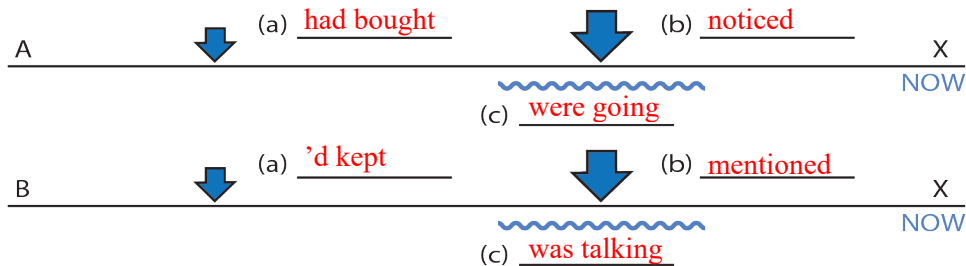
- I left the key inside the house. I got home in the evening and realised ~~the problem~~. (when)
When I got home in the evening, I realised I had left the key inside the house.
- The bell rang. Everyone stopped working and left the building. (as soon as)
As soon as the bell rang, everyone stopped working and left the building.
- He rang me. It was in the middle of watching my favourite TV programme. (while)
He rang me while I was in the middle of watching my favourite TV programme.
- His colleagues came to collect him. He was in the middle of eating his breakfast. (when)
He was in the middle of eating his breakfast when his colleagues came to collect him.
- I spent a long time studying this subject. I passed the exam easily. (because)
I passed the exam easily because I had spent a long time studying this subject.

4 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.

- Which verb in each sentence does the main job of telling the story, and which two verbs give background information? **A: noticed; had bought, were going; B: mentioned; was talking, 'd kept**
- What is the tense of the main verb? past simple
- Which parts of the timelines below relate to which verbs? Label them.



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

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

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

- 1 What is happening in each picture?
- 2 Who are the two people?
- 3 What is the connection between the pictures?



2  **Listen to Samira explaining what happened in the situation in Activity 1. CD 1 Track 3**
What was the coincidence?

The man who interviewed Samira was the same man who had dropped the sweet wrapper in the street.

3  **Listen again and number the sentences to show the correct order of events in the story.**

- 7 She went into the interview room.
- 11 The interview carried on as normal.
- 4 Samira picked it up and gave it back to him.
- 9 She felt embarrassed.
- 2 A man parked his car and opened the window.
- 1 Samira walked to the interview.
- 10 He didn't say anything about what had happened before.
- 14 He was smiling.
- 5 She said something to the man.
- 12 He asked her the normal questions.
- 13 The man shook her hand and thanked her.
- 15 Perhaps she got the job, but she doesn't know yet.
- 6 She went for a coffee.
- 3 He dropped an empty sweet packet out of the car window.
- 8 She recognised the man immediately.

4 Write Samira's story. (To make the story clear, be careful to use the correct tenses and join the events with simple time words like *when*, *while* and *as soon as*.)

Samira was going for an interview. While she was walking to the building, she _____
she saw a man drop an empty sweet packet out of his car window.
She picked it up and gave it back to him.

The man looked embarrassed and said sorry. Because she was a bit early, she went for a coffee and then went to the interview.

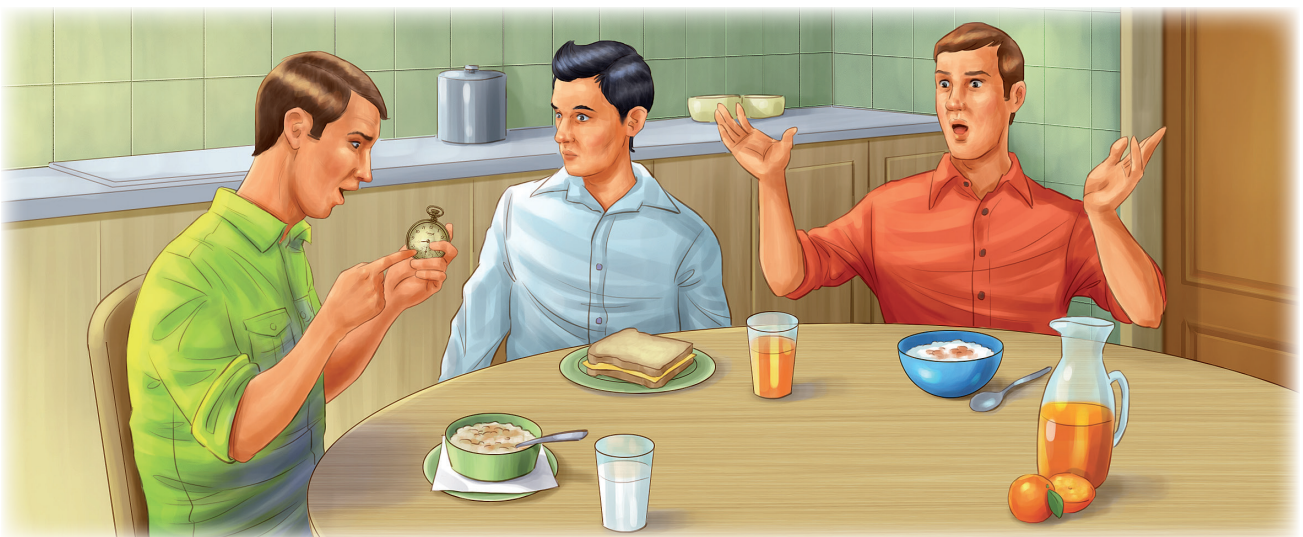
As soon as she went in, she _____
she recognised the interviewer. It was the same man. Now she was the one who was embarrassed. She was sure he recognised her, but he didn't say anything and the interview carried on as normal.

At the end, _____
he shook her hand and thanked her. He seemed to be smiling about something, but she wasn't sure. He said he would contact her the following week, so she doesn't know yet whether she got the job or not.

Period 6 / Writing

1 Look at the picture. Then discuss the questions.

- 1 What do you think has just happened?
- 2 Why do you think the two men are surprised?



2 Number the sentences in the correct order to make the story. (Look carefully at the underlined words and think about how they join the sentences together.)

- 5 One day at breakfast, Martin got a watch out of his pocket.
- 9 Martin then told us that he'd found the watch on the same beach.
- 1 Some time ago, I was working at a school in the North of England.
- 8 To prove this, he pointed to his initials on the back and told us he'd lost it on a beach the year before.
- 3 So I invited him to stay with my family one summer.
- 2 I met another teacher there called Martin and we became good friends.
- 7 We were all amazed when he said it used to be his.
- 4 My brother Tom was staying there too.
- 6 Tom saw it and asked if he could have a closer look.

3 Write your own story about a strange coincidence or a misunderstanding. (It can be a true story about something that happened to you or someone you know, or a made-up story.)

Before writing, think about these points:

- ▶ Who are the people in the story?
- ▶ What happened, where and when?
- ▶ How will you join the story together and what tenses will you use?

My friend Sameera was going for an interview. While she was walking to the office, she saw a man parked his car and dropped a packet out. Once sameera had seen this, she went to the man, gave him the packet back and asked him to keep the place clean. After five minutes, she went into the interview room. As soon as she opened the door, she recognized that man who she saw was the employer so she felt embarrassed. actually, the interview went on as normal. He didn't say anything about what happened before. At the end, the man thanked her while he was smiling then she left. In fact, perhaps she got the job but she doesn't know yet.

4 When you have finished, show your story to a partner and ask him/her to guess whether it's true or made-up.

In this Unit you have learnt about:

- ▶ telling personal stories
- ▶ using three past tenses together in narratives
- ▶ using prefixes (co- and mis-)
- ▶ using time phrases and pronouns to make stories cohesive
- ▶ writing personal stories or anecdotes

Reading

1 Read the text about routines. Choose the best title for each paragraph.

(There is one more title than you need.)

- | | | | | |
|---|------------------------------|----------------------------|-----------|----------|
| A | The negative side of routine | الجانِب السَلبي من الروتين | paragraph | <u>4</u> |
| B | Odd habits | العادات الغريبة | paragraph | <u>2</u> |
| C | Regular lives | الحياة العادية | paragraph | <u>3</u> |
| D | Manage your time | ادارة الوقت | paragraph | _____ |
| E | Routine and memory | الروتين والذاكرة | paragraph | <u>5</u> |
| F | Who is the book for? | لمن الكتاب | paragraph | <u>1</u> |

From its title, you might expect this to be another one of those 'self-help' books about time management, but people who read this book hoping for advice on how to change their lives might be disappointed. For anyone interested in how people think and act, though, it will be an interesting and sometimes surprising read.

The first part, which looks at the working methods of successful creative people like writers and artists, does have some general tips. The one thing that most of them share, for example, is having a regular working routine and keeping to it. Some perhaps take this a bit too far. The composer Beethoven used to start each day with a cup of strong coffee made with exactly sixty coffee beans, which he counted out personally. And there are stranger examples than that.

Most of us, of course, don't go that far but, as the author discusses later, we depend on routines. Research has shown that most people need some regular structure in their lives. Society in general also needs routines, because without them transport wouldn't be on time, schools and offices wouldn't work, and so on.

But there's also evidence that routine can be bad for us, and that's what the second part of the book looks at. Sometimes we need to break with our routines, because doing something new and different increases happiness. Obviously people can get bored if they do the same thing all the time, but there's more to it than that. Routine also increases the feeling of time moving too quickly. When nothing new is happening, we simply don't notice the weeks and months passing.

This, it seems, also partly explains why older people tend to forget things. They may think it's a natural part of getting old, but it's more likely that when the things we do have become fixed, we often don't realise we're doing them. So rather than forgetting what has happened, we actually didn't notice in the first place.

2 Decide whether the statements are TRUE or FALSE.

- | | | | |
|---|--|------|-------|
| 1 | Some people might find the book's title misleading. | TRUE | FALSE |
| 2 | The book has a lot of useful advice. | TRUE | FALSE |
| 3 | Time seems to pass faster when we're doing the same thing every day. | TRUE | FALSE |
| 4 | Getting older is the main reason for forgetting things. | TRUE | FALSE |

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

- 1 *them* (line 5) creative people / writers and artists
- 2 *it* (line 6) a regular routine
- 3 *which* (line 7) coffee beans
- 4 *them* (line 11) routines
- 5 *They* (line 17) older people

4 Answer the questions.

- 1 What advice is given in the first part of the book? Have a regular working routine and keep to it.
- 2 What benefit does breaking your routine bring? Doing something new and different increases happiness.

20/17 marks

Vocabulary/Language study**1 Match the words in the box with their meanings below.**

stuck error participate impatient convinced colleague persevere

- 1 keep trying persevere
- 2 take part (in) participate
- 3 someone you work with colleague
- 4 sure convinced
- 5 unable to move stuck
- 6 mistake error
- 7 unable to wait impatient

2 Complete the sentences with the words in the box.

point inevitable straight excuse reluctant factor optional

- 1 You don't have to do this course. It's optional.
- 2 There's no point buying a new phone if the old one still works.
- 3 I was reluctant to go out because I was very tired.
- 4 It isn't the only reason for his success, but it's certainly one factor.
- 5 Instead of playing football after school, he went straight home.
- 6 I need to think of a good excuse for being late.
- 7 There's nothing we can do to stop it happening; it's inevitable.

3 Match words 1–5 with a–e in the box to make fixed phrases. Then use the phrases to complete the sentences.

1 high c	a course
2 like d	b zone
3 unintended e	c priority
4 comfort b	d minded
5 foundation a	e meanings

- If you're stuck in a routine, you need to leave your comfort zone.
- He did a foundation course before starting university.
- Joining a club is a good way to meet like - minded people.
- Making lots of money isn't a very high priority for him.
- It can be funny when people say things with unintended meanings.

4 Complete the sentences with the prepositions in the box.

on into in with about on

- I was surprised when I ran into an old friend of mine yesterday.
- That was no accident. I'm sure he did it on purpose.
- While he was away we kept in touch by email.
- There were a lot of products on show and I didn't know which one to buy.
- I caught up with a lot of old friends at the party.
- There are various things that young people worry about.

5 Circle the correct tense to complete the sentences.

- I **read** / **am reading** a really interesting book at the moment.
- A lot of people think the new building **looks** / **is looking** ugly.
- I **have** / **am having** my breakfast, so I'll call you back in ten minutes.
- I can't understand what the writer **means** / **is meaning**.
- You should stop for a rest. You've **driven** / **been driving** for four hours.
- I only started this book yesterday and I've already **read** / **been reading** 150 pages.
- His eyes are tired because he's **played** / **been playing** computer games for three hours.

6 Complete the sentences with the correct form of the verbs in brackets: to + infinitive or -ing form.

- Thank you for agreeing to help me with this work. (help)
- I enjoy watching TV, but tonight I'd like to do something different. (watch / do)
- They wouldn't stop talking, but they promised to speak more quietly. (talk / speak)
- 'Did you remember to bring the tickets?' (bring)
'Yes, I remember putting them in my pocket before we left. (put)

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

I needed to be at work early this morning because there was some work that I (1) hadn't finished (not finish) the day before. Unfortunately, just as I (2) was leaving (leave) the house, the phone (3) rang (ring). It was my mother. After talking to her, I (4) ran (run) to the bus stop, but the bus (5) had already gone (already go).

25/23 marks

Writing

1 Write a paragraph (100–150 words) about your favourite school subject. Include the following information.

- ▶ What subjects you are learning at school this year
- ▶ Which ones you like best and are most interested in
- ▶ Why you like the subject
- ▶ How long you have been studying the subject
- ▶ Which area of the subject you find most interesting
- ▶ What you would like to do with the subject in the future

5 marks

The shrinking world



1 Discuss the questions in pairs or small groups.

- 1 The title of this Unit suggests that the world is getting smaller (**shrinking**). In what ways might this be true?
- 2 What is the picture saying about this idea?

2 Read the two texts quickly. Then answer the questions.

- 1 Which text gives evidence to show how young people communicate? B
- 2 Which text is about personal feelings? A
- 3 Which text includes a list of concerns? A
- 4 Which text suggests that we shouldn't worry about young people's use of technology? B

Communication today



TEXT A

1 ▶ As a parent, I'm becoming increasingly worried about the effect communications technology is having on young people. My fourteen-year-old son seems to spend hours every day texting or chatting online, or updating his social media page. He says he's going to do his homework, but an hour or two later still hasn't started it, and I can't help feeling that he's wasting so much time on this instead of doing useful things, or even just being with his friends and communicating with real people.

2 Is all this texting affecting young people's ability to use language properly? Is there a danger that they could become addicted to technology? What potential dangers are out there in the online world? I don't know enough about these new technologies to be able to answer questions like these.

TEXT B

1 ▶ Like it or not, today's young people are the connected generation. A recent study in the US found that nearly a quarter of teenagers use social media sites at least ten times a day and 75% own mobile phones. Texting is now the main form of communication for young people. The figures obviously vary between countries, but the one thing we can predict is that they will continue to rise.

2 Inevitably, this has led to panic among parents, teachers and other adults. But are these fears justified? Not according to Dr Amy Lehane, who has studied exactly how young people are using technology. 'If you look back,' she says, 'you find the same panic reaction from older people to the growth of the telephone or television. Often it comes from a fear of something they don't understand, but our research indicates that young people are quite capable of telling the difference between the online world and the real world, or between the types of language used for texts and job applications. They're also very aware of the possible negative effects of technology: they know, for example, that it's not a good idea to post a message like 'I'm having a party next Saturday' on a public site.'

3 Complete the definitions with words from the texts.

- 1 If you are addicted to something, you can't stop yourself from doing it. (Text A, paragraph 2)
- 2 A potential problem isn't a problem yet, but might become one in the future. (Text A, paragraph 2)
- 3 If things vary, they are different in different situations. (Text B, paragraph 1)
- 4 If an action or idea is justified, it is the correct thing to do or believe. (Text B, paragraph 2)
- 5 A feeling of panic happens when we stop thinking properly because we are frightened. (Text B, paragraph 2)
- 6 Fear is what you feel when you are afraid. (Text B, paragraph 2)
- 7 If you are capable of doing something, you have the necessary ability to do it. (Text B, paragraph 2)

4 Read the texts again. Then decide which of the two writers is most likely to have the opinions below.

- | | | |
|---|---|-----------------------------|
| 1 | I feel as if changes are happening too fast for me. | The writer of Text <u>A</u> |
| 2 | We should learn to trust young people more. | The writer of Text <u>B</u> |
| 3 | There are reasons to be positive about the future. | The writer of Text <u>B</u> |
| 4 | Things were different when I was young. | The writer of Text <u>A</u> |

5 Discuss the question in pairs.

Why is it not a good idea to post a message like 'I'm having a party next Saturday' on a public site? What might happen?

6 Do a poll of your class by answering the questions below.

- ▶ Which is the most popular method of communicating with friends?

- ▶ Which is the most popular social media site?

- ▶ How many hours a day does the average student spend on these sites or on exchanging messages with friends?

How similar are the results from your class to the results of the US study in Text B?

1 Read the article quickly. Then answer the question below.

Is the writer's idea of the effect of communications technology on society ...

- A mostly negative?
- B mostly positive?**
- C about half and half?

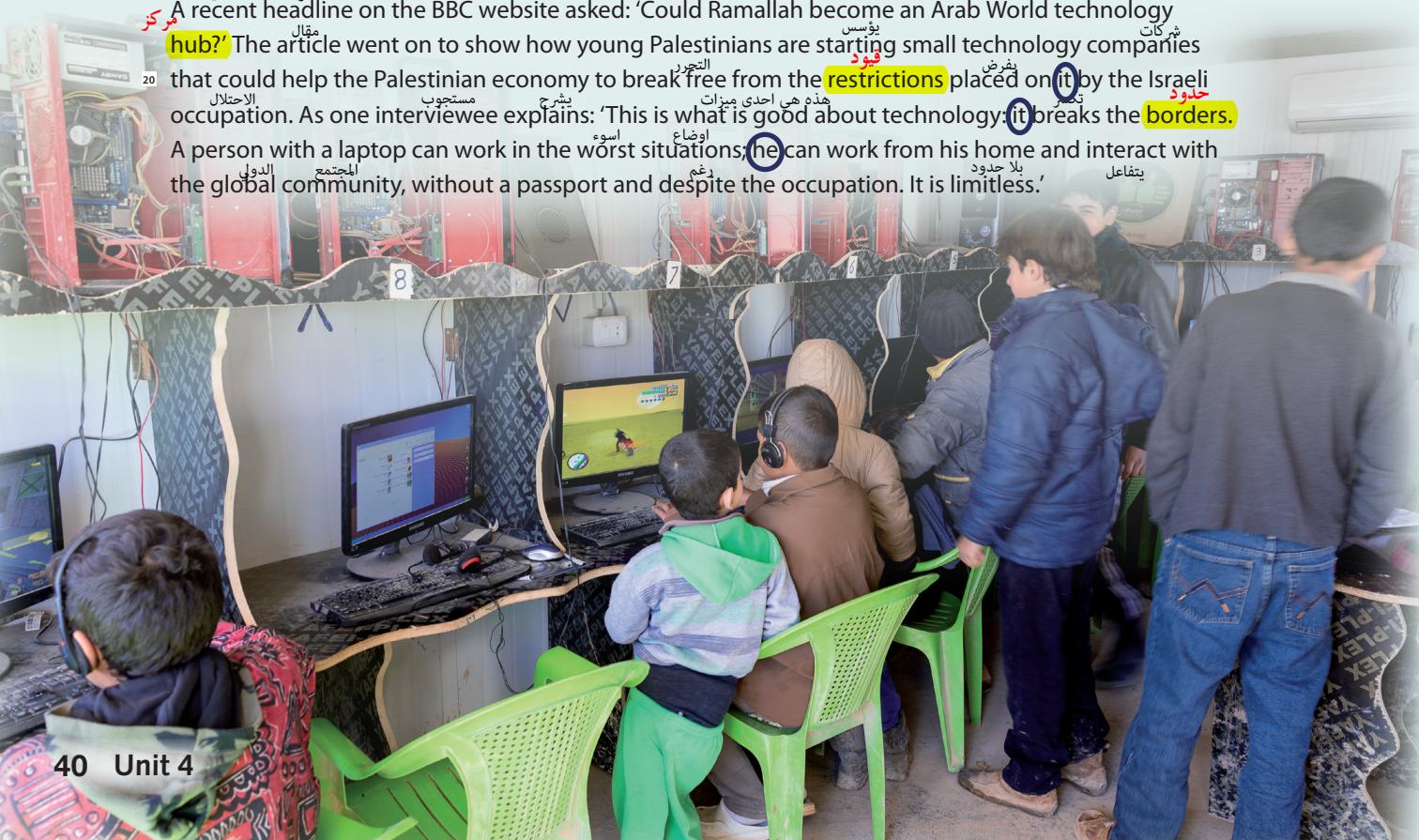
It isn't hard to explain why parents, teachers and older people in general get so concerned about the negative effects of young people's use of communications technology. **They** may be motivated by a wish to protect their children from harm or to control **them** but throughout history older generations have always tried to put limits on the behaviour of the young.

The only difference now is that the Internet is such a powerful force, and older people generally don't really understand this new world of social media and instant communication, so **they** are unable to control **it**. And the situation is changing so fast that the gap in their knowledge is widening all the time.

In a similar way, governments, even in democratic countries, like to put limits on people's behaviour. After all, **it's** a large part of what governments are about. **They** may have more technological knowledge than the average parent, but the spread of social media sites and communications apps like Twitter and WhatsApp is making it harder and harder for **them** to control what **their citizens** are saying and doing.

Clearly, **this** isn't always a positive trend, but what we can say for sure is that new information and communications technologies are a force for social change and economic development, especially in poorer countries without a reliable traditional phone network. The World Bank has calculated that in countries like this, a 10% increase in high-speed Internet connections leads to a 1.3% increase in economic growth. **It's**, **they** say, 'the single most powerful way to extend economic opportunities and services to millions of people, especially in remote areas'.

A recent headline on the BBC website asked: 'Could Ramallah become an Arab World technology hub?' The article went on to show how young Palestinians are starting small technology companies that could help the Palestinian economy to break free from the restrictions placed on **it** by the Israeli occupation. As one interviewee explains: 'This is what is good about technology: **it** breaks the borders. A person with a laptop can work in the worst situations: **he** can work from his home and interact with the global community, without a passport and despite the occupation. It is limitless.'



2 Match the words from the text with their meanings.

WORDS FROM THE TEXT	MEANINGS
1 motivated e	a limits
2 citizens f	b system of connections
3 trend h	c dividing lines
4 network b	d difficult to get to
5 hub g	e caused or encouraged
6 restrictions a	f people who live in a country
7 remote d	g central point
8 borders c	h movement, fashion or change

3 Use the words in Activity 2 to complete the sentences below.

- There are restrictions on how many books you can borrow from the library. عدد الكتب التي يمكن استعارتها من المكتبة
- Most companies are motivated by the need to make a profit. الشركات الأرباح
- A government's first duty is to protect its citizens. الحكومة واجب يحمي
- During our train journey we crossed four international borders. رحلة بالقطار عبرنا دولية
- There is a trend towards smaller and smaller telephones. نحو
- I think there's a problem with the phone network because I can't make any calls. الجوال لا يستطيع ان اجري مكالمات
- The capital city is a hub for road and rail travel to the rest of the country. العاصمة الدولة
- He lives in a remote house, far away from the nearest town. منزل بعيد عن

4 Read the article again. Then decide whether the statements below are TRUE or FALSE according to the text. If there isn't enough information to decide, choose DOESN'T SAY.

- The reasons why adults try to control young people are always the same.
TRUE FALSE DOESN'T SAY
- In future, it is likely to be more difficult for older people to control young people's use of technology.
TRUE FALSE DOESN'T SAY
- Governments use technology to check their citizens' actions.
TRUE FALSE DOESN'T SAY
- New communications technology plays an important part in economic development.
TRUE FALSE DOESN'T SAY
- Palestine will probably become an important place for technological change.
TRUE FALSE DOESN'T SAY

5 Discuss the question in pairs or small groups.

What good or bad effects will new communications technology have on society in the future?

People won't spend as much time meeting and talking to each other.

People living in remote areas will be able to communicate and get information easily.

5 Change the parts in blue so that the sentences make sense.

- 1 I can't be sure, but this idea will solve the problem.
 أنا لست متأكدًا الفكرة يحل المشكلة
will probably solve
-
- 2 We might well get there on time, but I don't think so.
 الوقت المحدد
might get there
-
- 3 She's better than most of the others, so she may not win the prize.
 أفضل من الآخرين يفوز الجائزة
may well win
-
- 4 I probably won't go shopping this afternoon. There are several things we need.
 التسوق هناك اغراض عديدة نحن بحاجة اليها
'll probably go
-
- 5 He's quite unpopular, so he could win the election.
 غير مشهور على الاطلاق الانتخابات
probably won't win

Period 4 / Language and vocabulary study

1 Look at the examples of how we use *will*. Then match them with their meanings 1-4.

Examples

- A Researchers predict that the figures will continue to rise in future.
 B The next flight to arrive will be the 732 from London.
 C There's nothing on TV, so I think I'll go to bed.
 D Don't worry. I'll help you solve the problem.

- 1 giving new information to the public about a future event (announcing) B
 2 confidently predicting or expecting that something is certain A
 3 making an offer D
 4 talking about something you've just decided C

2 Complete the sentences with *will* (or *'ll*) and the verbs in the box. Then write 1, 2, 3 or 4 after each sentence to show which meaning from Activity 1 indicates.

يبدأ يزور يمشي يأخذ يساعد يبدأ
 begin visit walk take help find

- 1 Please take your seats. This evening's concert will begin ^{حفلة} in five minutes. 1 ^{بعد خمسة دقائق}
- 2 It's no problem. If we miss the bus, we 'll walk ^{إذا لم نلتحق بالباص}. 4
- 3 The government has announced that the President will visit ^{اعلنت} Russia next month. 1 ^{روسيا}
- 4 Those bags look heavy. I 'll help ^{هذه الحقائب تبدو ثقيلة} you carry ^{يحمل} them if you like. 1
- 5 I'm sure scientists will find ^{العلماء} a solution ^{حل} to the problem of climate change. 2 ^{مشكلة}
- 6 It's too late to post it, so I 'll take ^{لقد تأخر الوقت على ارسالها بالبريد} it there myself tomorrow. 4

3 Look at the examples of two more ways to talk about the future: the present continuous tense and *going to (do)*. Then answer the questions.

Examples

*I'm **having** a party next Saturday.*

*He says he's **going to do** his homework.*

*That wall doesn't look safe. It's **going to fall** over one day.*

- 1 Which form do we use when we have some evidence to make us certain? going to
- 2 Which form do we use to talk about things that are arranged? present continuous
- 3 Which form do we use to talk about things that we intend or have decided to do (but are not necessarily completely arranged)? going to

4 Complete the sentences using *going to* or the present continuous tense with the verbs in brackets.

- 1 You'd better take an umbrella. The ^{النشرة الجوية} weather forecast **says** it s going to rain. (rain)
- 2 Sorry I can't see you **this afternoon**. I 'm playing tennis with Ziad. (play)
- 3 If he gets to university, he 's going to study Literature. (study)
- 4 She 's travelling to Cairo **next week**. The plane ticket is already booked. (travel) ^{التذكرة} ^{محموزة}
- 5 He's taken ^{لقد خلع حذاءه} his shoes off. I **think** he 's going to jump into the water. (jump)
- 6 She always ^{إنها تقول دوماً} **says** she 's going to arrive ^{مبكراً} early, but she's always late. (arrive) ^{متأخرة}

5 Discuss in pairs these questions about the future.

- 1 What are you going to do this evening / tomorrow / at the weekend?
(Think about things you've decided to do, but not arranged.)
- 2 What are you doing at the weekend / next week / next month?
(Think about things you've arranged, either on paper or by talking to another person.)
- 3 What do you think tomorrow's weather will be like?
(How sure are you? Do you have any evidence about what it is going to be like?)
- 4 What future developments will there be in the field of communications technology?
(How sure are you that these things will happen?)

I'm going to watch my favourite programme on TV tonight.

I'm meeting some friends at the weekend and we're going to the cinema.

Someone told me it's going to be sunny tomorrow.

استبيان

1 Look at the advice about making a **questionnaire** (a list of questions for doing a poll or study). Then add the headings below in the correct places.

- A Plan the questionnaire تخطيط الاستبيان
 B Think about the questions التفكير في الأسئلة
 C Test your questionnaire اختبار الاستبيان
 D Think ahead التفكير في المستقبل

1 **Think ahead**

- ▶ What do you want to achieve?
- ▶ How easy will it be to analyse the information you get?
- ▶ Who is your questionnaire aimed at?

2 **Plan your questionnaire**

- ▶ How long will it be? (Shorter is better.)
- ▶ Are the questions in a sensible order?
(Moving from general to particular is best.)

3 **Think about the questions**

- ▶ Will they give you the information you want?
- ▶ Are they simple and clear?
- ▶ Can they be answered by everyone?

4 **Test your questionnaire**

- ▶ Does it work as you expected?
- ▶ Is there anything you need to change or add?

2  Listen to two people discussing a questionnaire.

What is the questionnaire about? It's about where people shop.

CD 1 Track 4



3  Listen again and complete the finished questionnaire with words or phrases from the conversation.

Which (1) age group do you fall into?

14–20 21–35 36–49 50–65 66+

(2) What is your occupation? _____

(3) How often do you shop at a supermarket?

Never Once or twice a month Every week More than once a week

Which of these would make you choose a certain shop?

[Please (4) tick any that (5) apply .]

Low prices Good quality Near my home Easy parking

(6) Anything else :

Please (7) turn over .

4 Read the analysis of the results of the questionnaire. Then complete it with the words in the box.

likely	مجموعة	اسباب	توجه	الغالبية	استنتاج	عادات	علاقة
likely	combination	reasons	tend	majority	conclusion	habits	connection

We asked fifty people how often they used supermarkets and why they chose particular shops. We also asked about their age group and occupation to see if there was any (1) connection between these and their shopping (2) habits .

It seemed from the results that younger people used supermarkets less often than older people, and that they were less (3) likely to choose a shop because of easy parking. The obvious (4) conclusion from this is that older people use their cars more often for shopping because they (5) tend to buy more items per visit.

A person's occupation had some effect on how often they used supermarkets: people who worked long hours tended to shop at supermarkets once per week (or less often). However, it did not appear to affect their (6) reasons for choosing shops.

It is perhaps not surprising that a large (7) majority of people of all ages and occupations chose shops because of low prices. However, nearly half were more interested in good quality, while several people chose both price and quality, which is obviously a (8) combination that nearly all of us would look for.

1 Work in small groups. Plan your own questionnaire.

Choose one of these topics:

- ▶ Use of communications technology and social media
- ▶ School subjects and study habits

Discuss these points:

- ▶ What information you want to find out
- ▶ What type of questions will give you the information you need

2 Write the questions for your questionnaire.

Make sure that the questions are clear and simple. Each student in the group should have their own copy of the same questionnaire. To help you, here are some examples of question types.

Open

What is your opinion of this website?

Submit

Closed

Do you own a smartphone?

YES

NO

Ordering

Please put these reasons in order of importance for you.
(1 = most important, 6 = least important)

Multiple choice

Which of these do you use for studying?
(Please tick any that apply) (Select more than one response)

Library books <input type="checkbox"/>	TV <input type="checkbox"/>
Internet <input type="checkbox"/>	Newspapers <input type="checkbox"/>

3 When you have finished writing your questionnaires, exchange them with other groups and answer the ones you receive.

4 Collect your questionnaires from everyone who has completed one and analyse the results.

- 1 What are the main trends?
- 2 What conclusions can you come to?

5 Write three or four sentences as a summary of your results.

85% of the students we asked said they had a smartphone. It seemed that nearly everyone used their phone mostly to communicate with friends.

Students spent an average of one and a half hours per day on social media websites.

Only 1 out of 30 students didn't use social media at all.

In this Unit you have learnt about:

- ▶ communications technology
- ▶ modal verbs of probability (*could / might / may* and *will*)
- ▶ expressing different levels of certainty
- ▶ different uses of *will* as a modal verb or future form
- ▶ using *going to* and the present continuous tense for future events
- ▶ writing questionnaires

1 Read the quotation. Then discuss the questions below in pairs or small groups.

'There are no strangers ... only friends you haven't yet met.'

William Butler Yeats (Irish poet)

- 1 What do you think the quotation suggests about friendship?
- 2 Do you agree with this idea? Why? / Why not?

2 Read the two texts quickly. Then answer the questions.

- 1 Which text is probably a news story? A
- 2 Which text gives a personal point of view? B
- 3 Which text complains about a common idea? B
- 4 Which text refers to research done in the past? A
- 5 Which text gives examples from real life? B

TEXT A

A new study into how the Internet is changing the **nature** of friendship has found that social networking sites like Facebook and Myspace don't help people make more close friends. Although people (especially young people) using these sites **claim** to have thousands of 'friends', this research suggests that face-to-face contact is usually needed to form **genuine** relationships.

Many previous studies of friendship have established that the maximum number of people in a standard friendship group is 150, with about five of these **regarded** as close friends. This new study has found that, in terms of how many people we keep in regular contact with, these figures remain **roughly** the same for online friends. What's more, the five closest friends of regular Internet users are likely to be people they have actually met.

'To form close friendships, we need to be able to trust the other person,' explains Dr Samuel Holiday, one of the report's co-authors, 'and with people that you only know through the Internet, you can't even be sure they're who they say they are.'

TEXT B

As someone who has made a lot of friends **via** the Internet, I'm tired of hearing that they're not 'real friends'. The argument seems to be that you can never really know someone unless you've actually met them. The fact is, though, that meeting someone is no **guarantee** that they're who they say they are. I've met lots of people whose real character and intentions turned out to be different from those first presented.

In fact, I regard some people I've met online as my closest friends. We actually have many interests **in common**, which is why we got together in the first place. The things I'm interested in are perhaps a bit unusual, and there's little chance of meeting others with the same interests without the Internet.

Compare this with people I met at school and haven't seen or contacted for nearly twenty years, or people I know at work. I'm supposed to think of these as 'real' friends, and the ones I chat to nearly every day as just 'Internet friends'. I'm told that these Internet friends are somehow less real, which doesn't make sense. In my experience, friendships made online are just as real as the ones we **happened to** make face to face.



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

Text A

- 1 It's hard to describe what friendship is really like. the nature of
- 2 Some people say that they are your friends, but aren't really friends at all. claim
- 3 He's just pretending to be friendly. His feelings aren't real. genuine
- 4 150 is considered to be the largest number of friends most people can have. regarded as
- 5 All my friends are approximately the same age. roughly

Text B

- 6 It was a long journey because we had to get to London by going through Paris. via
- 7 There is no way to be sure that what he says is true. guarantee
- 8 My brother and I have a lot of ideas and opinions that we share. in common
- 9 We didn't plan or arrange to arrive at the same time. happened to

4 Read the texts more carefully. Then decide whether the statements below are TRUE or FALSE. Write the sentence or phrase from the text that helped you decide.

- 1 New research shows that online friendships are less real than ones with people you've actually met.
TRUE FALSE TRUE (this research suggests that face-to-face contact is usually needed to form genuine relationships)
- 2 The size of online friendship groups seems to be very different from 'real-life' ones.
TRUE FALSE FALSE (these figures remain roughly the same for online friends)
- 3 Samuel Holliday wrote the report by himself.
TRUE FALSE FALSE (one of the report's co-authors)
- 4 The writer of Text B would disagree with Samuel Holliday.
TRUE FALSE TRUE (I'm tired of hearing that they're not 'real friends')
- 5 The writer of Text B has similar interests to most people.
TRUE FALSE FALSE (the things I'm interested in are perhaps a bit unusual)
- 6 The writer of Text B keeps in touch with his/her old school friends.
TRUE FALSE FALSE (haven't seen or contacted for nearly twenty years)

5 Discuss the questions in pairs or small groups.

- 1 What differences (if any) are there between the friends you have online and those you meet in real life?
- 2 Do you think it's possible to be close friends with someone you've never met face to face? Why? / Why not?

I have hundreds of online friends, but none of them are close friends.

I've got an online friend that I chat to nearly every day, even though we've never met.

1 Read the text quickly. Then match the titles below with the tips in the text.

- A Be clear, but not too demanding 3 كن واضحاً، ولكن ليس كثير المطالب أيضاً
 B Don't try too hard 4 لا تحاول بكل قوة
 C Keep secrets to yourself 5 احتفظ بأسرارك لنفسك
 D Don't let one mistake get in the way 2 لا تدع خطأ واحد يقف في طريقك
 E Be interested 1 كن مهتماً

تحدث من تلقاء نفسها
 It used to be thought that friendship was something that 'just happened' between people. However, many studies by social scientists have shown that becoming friends with another person is a ^{عملية معقدة} complex process, ^{نصائح} but one that can be learnt. Making ^{التعرف على أصدقاء} (and ^{حفظ} keeping) friends isn't easy – it takes effort. Here are the top five tips for turning someone you know into a ^{دائم} lasting friend.

1 _____ ^{العلاقة}
 Everyone has ^{أحد المعارف} acquaintances – people we know, but who aren't (yet) friends. To take your relationship further than just discussing the weather, you need to show an interest in their lives. Ask them questions (but don't get too personal at first). Even more importantly, listen to their answers and remember the information for the next time you meet. ^{تذكر المعلومات}

2 _____ ^{نكتة}
 Maybe you made a joke that annoyed your new friend, or forgot to call when you promised to. It's almost inevitable that something will go wrong at some point, but it's how you react to the situation that may be more important than the ^{أولي} initial error. An honest apology and making the effort not to let it happen again are usually all that's needed.

3 _____ ^{سلوك}
 When making ^{ترتيبات} arrangements, there are two opposite ways of behaving that can harm a friendship. The first is forcing the other person to make all the decisions by saying things like 'I don't mind, you choose' or 'Whatever you want'. The other is being too particular and ^{جامد} inflexible about what you want to happen, or where, or when. Try to find a middle way between the two ^{النقيض} extremes.

4 _____ ^{مفهوم} ^{يعطي انطباع}
 It's understandable that you want to ^{يبدى} impress a new friend and make them aware of your good points, but don't go too far. Research shows that most of us tend to like people who don't ^{ينباهي} boast about their achievements or take themselves too seriously. ^{نقاط}

5 _____ ^{بنقة}
 If someone tells you something 'in confidence', it means just that – they are confident that you won't tell anyone else. In other words, they trust you. If you then ^{واثق} pass on this information to another person, that trust is broken. Even if your friend doesn't find out what you've done, this kind of behaviour can easily destroy a friendship over time. ^{يخبر}



2 Read the text again. Then complete the tasks below.

1 Match the words and phrases from the text with their meanings.

WORDS AND PHRASES FROM TEXT	MEANINGS
1 lasting c	a opposite ends
2 acquaintance f	b first
3 initial b	c continuing for a long time
4 inflexible g	d secretly
5 extremes a	e show how good you are
6 impress e	f someone you know (but not very well)
7 boast h	g not wanting to change
8 in confidence d	h be too proud

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

- Please remember that what I've told you is **in confidence**, so don't tell anyone. لا تخبر احدا ما احتجرتك به
- My **initial** idea was that he wasn't very nice, but now I know him better. فكرة
- It's not polite to **boast** about how clever or rich you are. ليس من الادب
- He seems to change between two **extremes**: Sometimes he can't stop talking, but sometimes he doesn't say anything at all. يتبدل
- Tell the interviewers about your exam results. That will **impress** them. تتأجج الامتحان
- I'm not **inflexible**. If anyone has a better plan, I'll listen to it.
- She's not a close friend of mine, just an **acquaintance**. ليس صديق مقرب لي
- Reading stories to children helps to create a **lasting** love of literature. يخلق حب الادب

3 Complete the advice for each person below, using ideas and information from the text.

- I said something silly and I think he might be angry with me.

Don't worry. Just give your friend **an honest apology** and make sure **you don't let it happen again**.
- We see each other every day, but I'm not sure how to take it further.

Show that you're **interested in your friend** by **asking him/her questions** (and of course remember to **listen to** the answers!)
- Should I tell people about my big expensive house?

It's OK to tell people, but **don't boast** because nobody likes that.
- Should I say what I want to do or let others decide?

Say what you want, but don't **be inflexible**. You need to find **a middle way**.

Making adjective by adding -ing to the verb

1 Look at the examples. Then circle the correct options to complete the grammar rules.

Examples

كثير المطالب

Be clear, but don't be a **demanding** person.

دائم

Here are the top five tips for turning someone you know into a **lasting** friend.

Complete the grammar rules

- 1 Many **nouns** / **adjectives** are made from the **-ing** / **infinitive** forms of verbs.
- 2 When **-ing** forms are used as adjectives, the meaning is **active** / **passive**.

2 Complete the sentences with the -ing form of the verbs in the box.

يخيب الامل	يهتم
disappoint	care
يثير	يقنع
move	convince
يزداد	يعيش
increase	live

- 1 The largest **living** ^{حي} ^{كائن} thing on Earth is a tree that grows in North America.
- 2 His excuse for being late wasn't a very **convincing** ^{عذر} one. Nobody really believed it. ^{مقنع}
- 3 It was a **disappointing** ^{مخيب للامل} ^{كتاب} book because I expected it to be much better.
- 4 She's a very **caring** ^{حنون} ^{شخص} person who always thinks of other people. ^{اعداد}
- 5 **Increasing** ^{متزايدة} numbers of people are using smartphones rather than computers.
- 6 It's a very **moving** ^{قصة} story. It made me quite sad. ^{مؤثرة}

3 Look at the examples. Then circle the correct options to complete the grammar rules.

Making adjectives by changing verbs to past participle

Examples

Here are some **tried** and **tested** pieces of advice.

It was quite expensive to repair the **broken** window.

Complete the grammar rules

- 1 These **nouns** / **adjectives** are made from the **past participle** / **infinitive** forms of verbs.
- 2 When past participles are used as adjectives, the meaning is **active** / **passive**.

4 Complete the sentences with the past participle form of the verbs in the box.

يتوقع	يوافق
expect	agree
يختار	يجمد
choose	freeze
mistake	import
يخطئ	يسورد

- 1 Some **frozen** ^{مجمد} ^{اطعمة} food nowadays is almost as good as fresh food.
- 2 I was surprised because the answers we got were different from the **expected** ^{ردود} responses. ^{متوقع}
- 3 I usually try to buy local food rather than **imported** ^{مستورد} products. ^{منتجات}
- 4 I hope she's successful in her **chosen** ^{مختارة} career. ^{مهنة}
- 5 Thinking that friendships just happen is a **mistaken** ^{فكرة خاطئة} idea. They take effort.
- 6 I was there at the **agreed** ^{متفق} time, but my friend was late. ^{موعد}

5 Discuss the question in pairs or small groups.

Which of these biscuit bars is most likely to be natural?



6 Circle the correct verb forms to complete the sentences.

- 1 We only offer a replacement or a refund for **returning** / **returned** items. مرتجعة اغراض
- 2 I think you'll find this is quite a **demanding** / **demanded** job. شاقة وطبينة
- 3 She went to the information desk to ask about her **losing** / **lost** luggage. مفقودة امتعة
- 4 You need to send a **writing** / **written** application with your CV. مكتوب طلب
- 5 Scientists are worried about **rising** / **risen** sea temperatures. درجات حرارة اخذ في الارتفاع

7 Look at the examples. Then answer the question below.

Examples

Never **pass on** secrets to another person. ينقل

Even if your friend doesn't **find out**, it can destroy your friendship. يكشف

Which particle, *on* or *out*, adds these meanings to the verbs?

- 1 showing something that was hidden or unclear **out**
- 2 continuing to another stage **on**

8 Complete the sentences with the verbs in the box.

يحل يسلم يتابع يبرز ينتشر
work out hand on carry on stand out come out

- 1 I didn't want the secret ^{سسر} to **come** out, but now everyone ^{الجميع يعرف} knows.
- 2 Take one copy ^{نسخة} for yourself and **hand** the others ^{الآخرى} on to the next person.
- 3 It's such a complex problem that only expert mathematicians can **work** it out. خبراء في الرياضيات
- 4 I'm sorry for interrupting. Please **carry** on. مقاطعة
- 5 I think the title should be in red to make it **stand** out from the rest of the text. بقية النص

Reduced relative clauses

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

Examples

Students **who talk** during the exam will have to leave the room.

Students **talking** during the exam will have to leave the room.

Be careful about emails **that claim** to offer easy ways to make money.

Be careful about emails **claiming** to offer easy ways to make money.

- 1 What kind of clause is included in the first sentence of each pair? **relative clauses**
- 2 When these clauses are reduced in the second sentences, which part do we take out? **the relative pronoun (who/that)**
- 3 In these reduced relative clauses, which form of the verb do we use? **-ing form**
- 4 Is the meaning of these sentences **active** or **passive**? **active (students talk / emails claim)**

2 Rewrite the sentences using reduced relative clauses.

1 Passengers ~~who~~ want to continue their journey should wait at the bus stop opposite.

Passengers wanting to continue their journey should

2 The city centre was full of cars ~~which~~ blocked the streets.

The city centre was full of cars blocking

3 Students ~~who~~ hope to study science subjects need a qualification in maths.

Students hoping to study

4 People ~~who~~ answered the question correctly were very unusual.

People answering the question correctly

5 Anyone ~~who~~ finds my lost bag will get a reward.

Anyone finding my lost bag

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

Examples

A Sometimes people's real intentions are different from those **that were first presented**.

Sometimes people's real intentions are different from those **first presented**.

B The number of people **who have been regarded** as close friends is about five.

The number of people **regarded** as close friends is about five.

C Friendships **which are made** online are just as real as face-to-face ones.

Friendships **made** online are just as real as face-to-face ones.

1 What kind of clause is included in the first sentence of each pair? (defining) relative clauses

2 When these clauses are reduced in the second sentences, which part do we take out? the relative pronoun (that/who/which) and the

3 In these reduced relative clauses, which form of the verb do we use? the past participle verb be

4 Is the meaning of these sentences **active** or **passive**? passive

4 Rewrite the sentences using reduced relative clauses.

1 All cars ~~which have been~~ parked outside this building will be taken away.

All cars parked outside

2 The two people ~~who were~~ hurt in the accident were taken to hospital.

The two people hurt in the accident ...

3 Letters ~~that are~~ posted at the weekend may not arrive till the next Tuesday.

Letters posted at the weekend

4 We had dinner at a restaurant that ~~had been~~ recommended by friends.

We had dinner at a restaurant recommended by friends ...

5 Applications ~~which are~~ received after the closing date will not be considered.

Applications received after the closing date

6 Books ~~that have been~~ borrowed from the library must be returned before the end of term.

Books borrowed from the library

1 Discuss the questions in pairs or small groups.

- 1 What are the advantages and disadvantages of these ways of communicating with friends?
 - ▶ text / SMS
 - ▶ message on social website
 - ▶ email
 - ▶ letter
- 2 In what situations might a letter be the best way to send an informal or friendly message?



CD 1 Track 5

2 Listen to two people discussing the questions in Activity 1. Are there any points from your discussion that are not mentioned?

3 Listen again and complete the notes with words from the conversation.

Emails / texts / SMS

- good because (1) easy and (2) quick (message received (3) immediately)
- especially good if someone lives in (4) another country
- also (5) free (no need for stamp)

Social media, Twitter, etc.

- good for (6) arranging parties / meetings or making a quick (7) comment
- not good if message is (8) private
- people sometimes send messages without (9) thinking about them first

Letters

- better for saying more (10) important things (e.g. (11) bad news)
- more (12) personal
- some people (13) prefer receiving letters
- some (especially older people) don't use (14) new technology

4 Work in pairs. Complete the tasks below.

- 1 Add any extra points that you can think of to the notes in Activity 3, under the correct headings.
- 2 Prepare to write a short essay on this question.

How are technological ways of written communication different from letters, and which purposes or situations are better for different methods?

You can use three main paragraphs, as in the notes in Activity 3, but how could you begin and end your essay?

- 1 Work in pairs. If necessary, finish planning the essay that you started in Period 5. Then write it in the space below. You can use this plan.

ESSAY PLAN

Introduction: letters becoming less popular / replaced by technological communication methods (examples)

Paragraph 1: advantages of modern communication methods

Paragraph 2: advantages / disadvantages of social media, Twitter, etc. for communication

Paragraph 3: purposes / situations where letters are more suitable

Conclusion: different types of writing suit different purposes and situations, so people will probably continue to write letters, even if less than before

People have written letters for hundreds of years, but in recent years letters have become much less popular. New ways of communicating – text messages, emails, and the social networks on the internet – have all had an effect.

The new technologies have many advantages. Emails, for example, are easy and quick to write and they are received immediately. This is particularly useful when we are communicating with people in other countries. They are also free – there is no need to buy a stamp to send one. Twitter and other messaging systems are ideal for quick, snappy comments, particularly if you want to reach a large audience.

However, there are situations where letters are more suitable. Letters are more personal, and more suited to expressing feelings. An expression of love in a letter seems more genuine and moving than in an email, even if the text is exactly the same. A letter conveying bad news can seem kinder and more sympathetic than an email with the same news.

We will probably always write letters. There will always be things we need to say in ways that are not suitable for electronic media. We may write fewer and fewer letters, but most likely they will always be a part of our lives

- 2 When you have finished, compare your essay with another pair.

3 Read the informal letter. Find the mistakes and correct them on the line underneath. (There are eight spelling mistakes, five punctuation mistakes and one mistake with both spelling and punctuation.)

Dear Kay,

I'm just ~~writing~~ to say thanks for all the ~~helpfull~~ information you gave me about my visit.
 writing helpful

I got back yesterday after quite a ~~tiring~~ journey, there were a few problems at the airport,
 tiring .

but I ~~wont~~ bore you with the details.
 won't

I had a great time while I was there. ~~Folowing~~ your advise, I ate at the restaurant you
 following advice

~~recomended~~ (twice in fact). You were right about the food, which was fantastic. You were
 recommended

also right about going to the centre on foot. ~~Its~~ a much better way to see things and get a
 It's

feeling for the place.

I went to the Art Institute that you mentioned, and I loved it. One place you didn't mention was

the Roundhouse ~~Theatre~~ - I saw a really funny play there, but I've ~~forgoten~~ the name of it.
 Theatre forgotten

So, it was a wonderful four ~~days~~. Thanks again, and next time I come it will be a longer stay
 days

(and at a time when ~~you~~ there).
 you're

Best wishes,

Faisal

In this Unit you have learnt about:

- ▶ friendship
- ▶ using -ing forms as adjectives
- ▶ using past participles as adjectives
- ▶ 'reduced' relative clauses using -ing forms and past participles
- ▶ phrasal verbs with on and out
- ▶ writing short essays

Reading and vocabulary

1 Discuss the questions in pairs or small groups.

- 1 How have developments in information technology changed the ways people work?
- 2 Why do you think some people decide to move away from the city and live in the country?
- 3 What difficulties might they face?

2 Read the article. Then complete the tasks on page 59.

MODERN LIVING | WORK



One of the most noticeable effects of the huge changes in information technology has been on the way people work. Having to live near your workplace is no longer a restriction because you can do so much on the computer at home. In fact, some people are discovering that they can do everything from home and don't need a workplace at all.

My wife and I had talked about 'getting out of our comfort zone' for some time before we finally stopped making excuses for not doing it. We decided to give up our well-paid jobs in the city and move to a remote village in the country. Now roughly a year has gone by, so

maybe it's time to stop and ask ourselves some questions. What have we gained from it, and how much have we lost? The main answer to the first question, I think, is 'a simpler and healthier life'. And the answer to the second question is 'not very much'. We are poorer than before, of course, and we work a lot harder. Our social network has shrunk too as we don't go out as much (mainly because there aren't very many places to go). On the other hand, we have more control over our time: we can now choose when we do things.

What we've found, though, is that we don't need all the latest fashions, computer games and other things we used to buy without even thinking about it. We don't have to wear new clothes to impress others, and we definitely don't have time to play computer games.

I wouldn't recommend it to everyone. The initial period was quite hard and we weren't convinced we were capable of living this way. There was no guarantee that our decision was the right one. To be honest, we're still not 100% sure, but we certainly don't regret trying.

1 Match the words from the text with their meanings.

WORDS FROM THE TEXT	MEANINGS
1 restriction d	a first, early
2 excuses h	b got smaller
3 remote e	c reason to be sure
4 roughly g	d limit
5 network i	e a long way from the centre
6 shrunk b	f having the ability
7 impress j	g not exact
8 initial a	h (false) reasons
9 capable f	i system of connections
10 guarantee c	j make people think you are good

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

- I'm tired of hearing **excuses** ^{لقد سئمت من سماع}; just tell me the truth.
- There's no **restriction** ^{المنافسة} on the number of times ^{دخول} you can enter the competition. ^{عدد المرات}
- My **initial** ^{فكرة} idea didn't really work, so I had to think of another one. ^{لم تنجح}
- I washed the shirt in hot water and now it's **shrunk** ^{غسلت}.
- They live in a **remote** ^{منزل} house, miles ^{على بعد اميال من هنا} from anywhere.
- I didn't count them, but there were **roughly** ^{بعد} 50 people in the room.
- He always tries to **impress** ^{هو يحاول دوما ان} people with how much he knows.
- I just don't seem to be **capable** ^{لا ابدو اني} of remembering people's names. ^{تذكر}
- We don't have tickets for the play, so there's no **guarantee** ^{كثيره} that we will get in.
- She has a large **network** ^{من الاصدقاء} of friends that she chats to online.

3 List the positive and negative points about the writer's new life.

POSITIVE	NEGATIVE
Life is simpler	They are poorer
and also healthier	
No need to buy the latest fashions	They have to work harder
or computer games	
Able to choose when to do things	Their social network has shrunk

3 Discuss the questions in pairs or small groups.

- Would you prefer to live in a city or the country? Why?
- Would you like to work from home all the time? Why? / Why not?

I think I'd find the country boring with no cafés, cinemas and so on.

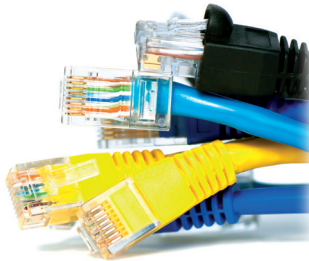
If I worked at home, I'd miss talking to people.

Reading and vocabulary

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



Morse code transmitter



telephone cables



a satellite

► What is the connection between the pictures?

2 Read the text about developments in communications technology. Then complete the tasks on page 61.

- In the middle of the 19th century, a man called Samuel Morse worked out how to send messages by radio using short and long electrical sounds instead of letters of the alphabet. By doing this, he completely changed the way people used to communicate, and so changed the world forever. It was the first time in history that a message had been sent without someone actually having to carry it.

اكتشف
الاصوات الكهرونية
التواصل
الاحرف الابجدية
- In 1999, about 150 years later, people stopped using this way of communicating. It had been replaced years before by international telephone lines. Until the 1950s, there were no telephone lines under the Atlantic or Pacific Oceans. The first one was able to carry fewer than 100 voices, which at the time was regarded as a large number. The ones we use today carry more than a million.

حل محلها
- Nowadays, of course, we have mobile phones and broadband Internet, which make it possible to send a message from one place to another anywhere in the world in less than a second. The messages are sent via satellites – those things up in space travelling round the Earth which we can't even see. It really is amazing when you stop to think about it, but what's more amazing is that we almost never do stop and think about it.
- In the world of ICT (information and communications technology), everything changes very quickly, and the speed at which things change always increases. The facts about 'technology take-up' (the time it takes ordinary people to start using a new invention regularly) are surprising. After the radio was invented, it took 40 years for the number of listeners to reach 50 million in the United States. The same number of people were using the personal computer only 15 years after it was introduced. And 50 million Americans were regularly using the Internet just five years after it was introduced.

تكنولوجيا الاتصالات والمعلومات
يزداد
تعود
طرحه
- If things carry on like this, who knows what the next step will be? Opinions among scientists vary, and it has to be said that some of their ideas are hard to believe. But think about this: only about 25 years ago, mobile phones were the kind of thing that only appeared in stories and films, and not many people believed they would become a normal part of everyday life so soon.

الاراء

1 Choose the best title for each paragraph.

- A Crossing continents paragraph 2
- B From imagination to reality paragraph 5
- C We take things for granted paragraph 3
- D The first big step forward paragraph 1
- E Faster and faster paragraph 4

2 Answer the questions.

1 In Morse's message, what did electrical sounds replace?

letters of the alphabet

2 Before this, what did people have to do to send a message somewhere?

They had to carry it

3 How long was Morse's way of communicating used for?

150 years

4 When were telephone lines first laid under the oceans?

the 1950s

5 How long does it now take for a message to go round the world?

less than a second

3 Choose the best answer. Circle A, B or C.

1 What does the writer think is the most surprising thing about satellite communication?

- A** Changes happen so quickly.
- B We hardly ever think about it.
- C So many people use it.

2 What point is the writer making about 'technology take-up'?

- A It gets quicker with each new development.
- B** The number of regular users is always increasing.
- C Some inventions are more popular than others.

3 What does the writer say about future developments?

- A They may happen faster than we think.
- B No one has any idea what might happen next.
- C** Suggestions aren't as unbelievable as they seem.

3 Discuss the questions in pairs or small groups.

1 Do you think any of the ideas below might become a reality in the future? Why? / Why not?

- ▶ time travel
- ▶ people living on other planets
- ▶ machines that think and act like humans

2 What technological development would you most like to see in future?

We think time travel is impossible now, but that doesn't mean it won't be possible in future.

It would be great to have little personal flying machines that you can wear on your back.

Language

1 Circle the correct tenses.

- 1 He doesn't like / isn't liking football. He prefers / is preferring reading books.
- 2 Are you seeing / Have you seen the news on TV today?
- 3 She can't speak to you now because she does / is doing her homework.
- 4 There's a message from my sister. She is having / has had an accident.
- 5 I have seen / have been seeing three films this month.
- 6 How long have you written / have you been writing that letter?

2 Circle the correct verb forms.

- 1 He promised to let / letting me have the report by next week.
- 2 She enjoys to read / reading poetry in her free time.
- 3 He seems to know / knowing me, but I don't remember to meet / meeting him before.
- 4 Where would you like me to put / putting these books?
- 5 Children want to know everything: they never stop to ask / asking questions.
- 6 If he's busy, I don't mind to wait / waiting.

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

- 1 While I was staying in Amman, I met an old friend of mine. (stay / meet)
- 2 Where did you go after you left here yesterday? (go / leave)
- 3 The teacher asked her to show him the homework, but she hadn't finished it yet. (ask / not finish)
- 4 When I got to the meeting, half an hour late, everyone was waiting for me. (get / wait)
- 5 He knew something funny had just happened, but he didn't know what it was. (just happen / not know)
- 6 When I was walking to work, I suddenly realised that I had left my keys at home. (walk / leave)

4 Correct the mistakes in the sentences.

- 1 There's something about this photo that is looking strange.
that looks strange

- 2 I'm sorry, he's not here. He has lunch with some customers.
is having

- 3 I've been drinking five cups of coffee so far this morning.
I've drunk

- 4 I must remember thanking Hassan next time I see him.
to thank

- 5 What subjects have you studied last year?
did you study

5 Complete the sentences with *might / may / could* or *will* and the verbs in the box.

لا يحدث not happen	يستمتع enjoy	لا ينجح not succeed	لا يأخذ not take	يحل solve	يتبين turn out
-----------------------	-----------------	------------------------	---------------------	--------------	-------------------

- 1 Try turning it off, then on again. That might / may / could solve ^{المشكلة} the problem.
- 2 I can say for sure ^{متأكد} that if you don't work ^{إذا لم تعمل}, you won't succeed.
- 3 I know you don't like love stories, but I'm sure you will enjoy this one.
- 4 Some people think people will live on other planets one day, but I think it probably won't happen ^{القرن} this century.
- 5 I wasn't sure ^{متأكد} at first, but starting my own business might/may/could turn out ^{عمل تجاري} to be the best decision ^{افضل قرار} I've ever made.
- 6 Who knows? This work might / may / not take as long as you think.

6 Circle the correct verb forms.

- 1 Their son is **living / going to live** in Jordan next year.
- 2 They can try, but I'm sure they **aren't succeeding / won't succeed**.
- 3 If the plan doesn't work, what **will you do / are you doing?**
- 4 I think I'm **travelling / going to travel** by train, but I'm not sure yet.
- 5 I've just missed the 7.30 bus, but it's OK, **I'll wait / I'm going to wait** for the next one.
- 6 **I'm having / I'll have** a party next week. Can you come?

Language

1 Rewrite the sentences using a future form: *will do*, present continuous or *going to*.

- 1 Where have you arranged to go on holiday this summer?
Where are you going to go on holiday? _____?
- 2 I promise to phone you as soon as I arrive.
I promise I I'll phone you as soon as I arrive. _____.
- 3 The weather forecast is for rain tomorrow afternoon.
The weather forecast says it's The weather forecast says it's going to rain tomorrow. _____.
- 4 I can help you clean the house if you like.
I I'll help you to clean the house _____.
- 5 Attention please. The arrival time for the next flight is 10.35.
The next flight will arrive at 10.35 _____.
- 6 She intends to be a teacher when she leaves university.
She 's going to be a teacher when she leaves university. _____.

2 Look at the sentences. If they are correct, put a tick in the box. If there is a mistake, put a cross in the box and correct the sentence.

- 1 What will you do this weekend?
What are you going to do this weekend?

- 2 I'll try to finish the work, but I could not be able to.
but I might / may not be able to.

- 3 You can trust me. I'm not telling anyone the secret.
I won't tell anyone the secret.

- 4 I think this might well be the best thing to do.

- 5 There's no guarantee, but he will be able to mend the car.
he might / may / could be able

- 6 I'll see you there, but I could be a bit late.

- 7 I haven't done much revision, so I may pass the test.
so I may not pass

- 8 I'm rather tired, so I won't probably go out tonight.
I probably won't

3 Complete the sentences with the past participle or -ing form of the verbs in the box.

live speak win intend last break complete cry write

- 1 The room was full of the sound of crying babies.
- 2 He was taken to hospital because they thought he had a broken arm.
- 3 It's always a good feeling to be playing for the winning team.
- 4 Written language is usually more formal than spoken language.
- 5 I was surprised that my letter didn't get the intended response.
- 6 All living things need water to survive.
- 7 Please send your completed application forms to the address below.
- 8 I have a lasting relationship with some of my old school friends.

4 Replace the relative clauses with reduced relative clauses, using either the past participle or -ing form.

- 1 Students who intend intending to apply for this course should have some work experience.
- 2 It's busy today. Look at all those cars that are parked parked by the side of the road.
- 3 Books that have been borrowed borrowed from the library must be returned before the end of term.
- 4 He was surprised to get a letter which offered offering him the job.
- 5 This is a photo that was taken taken during my holiday.
- 6 Anyone who uses using their mobile phone in the theatre will be asked to leave.
- 7 There have been several natural disasters which were caused caused by climate change.

Writing

1 Put the sentences of the story in the right order.

- | | |
|---|--|
| <p>4 On my way home, I called at my local bookshop to buy it.</p> <p>8 I got home.</p> <p>5 The assistant told me that there weren't any left.</p> <p>2 I'd read all her other books.</p> <p>7 I said I'd try to find it somewhere else.</p> <p>12 She told me she'd managed to buy the last one in the shop.</p> | <p>10 There was something on the table wrapped in paper, with my name on it.</p> <p>3 I really wanted to read this one too.</p> <p>1 The new book of one of my favourite writers had just come out.</p> <p>6 She offered to order one for me.</p> <p>11 Inside was the book I wanted.</p> <p>9 My mother was in the kitchen.</p> |
|---|--|

2 Write the story in the right order, joining some of the sentences together using the words in the box.

When but so and
Unfortunately, Of course,

I was really excited because _____
the new book of one of my favourite writers had just come out. I'd read all
her other books, so I really wanted to read this one too. On my way home,
I called at my local bookshop to buy it. Unfortunately, the assistant told me
that there weren't any left. Of course, she offered to order one for
me, but I said I'd try to find it somewhere else. When I got home,
my mother was in the kitchen and there was something on the
table wrapped in paper, with my name on it. Inside was the
book I wanted. She told me she'd managed to buy the last one in
the shop.

3 Work in groups of three. Look at these first sentences of stories. Choose one each. Think about what might happen in the story.

We'd never met, so I had no idea what he looked like.

As soon as I walked in, I knew something was different.

I heard a strange sound outside the window.

4 Write two or three more sentences of the story. Then pass your paper on to the next student. Keep repeating this until you think the stories are finished. Finally, read out your story to the other two.

When you have heard all three stories, discuss these questions.

- 1 Did your story turn out as you expected? How was it different?
- 2 Which of the three stories do you think is best?

Writing

- 1 Read the letter from Mahmoud to his friend Larry, who is studying in another country. Complete the sentences with the correct tense of the verbs in brackets.

Dear Larry,

- 1 I'm sorry I (1) haven't written (not write) for so long. I
 (2) know (know) it's no excuse, but I
 (3) 've been (be) quite busy recently. Final exams are in June, so I've got a lot of revision to do. I really need to get good results. I (4) have already applied (already apply) for the course I want to do, but it's quite hard to get in, and if the results aren't good enough, they (5) won't let (not let) me in.
- 2 There isn't much to tell you, apart from something surprising about Ali, which you probably (6) haven't heard (not hear) yet. He (7) is getting married (get) married next week! His future wife is Siham. Do you remember her? We both (8) met (meet) her at that restaurant last time you (9) were (be) here.
- 3 Anyway, how are things going over there? I know you (10) found (find) everything a bit strange at first, but I expect you (11) have got (get) used to things now. Please write back soon and tell me all about it. I promise I (12) 'll write (write) more often in future.

With best wishes,

Mahmoud

2 Compare your answers with a partner.

3 Look again at the letter. Then decide what each paragraph is doing.

- paragraph 1 **b** **a** Asking about the receiver's present situation
- paragraph 2 **c** **b** Describing the sender's present and recent life
- paragraph 3 **a** **c** Passing on some news

4 Discuss with a partner what information you could include in a similar letter. (You can include your own information or invent some details.)

Think about these points:

- ▶ Who are you writing to?
- ▶ Where is he/she and what is he/she doing there?
- ▶ What is happening in your own life?
- ▶ What piece of news can you pass on?

5 Write your letter together. Then exchange letters with another pair.

A large rectangular area with horizontal lines for writing a letter. The lines are evenly spaced and cover most of the page's width and height, providing a template for the student's response to step 5.

The world of work

1 Discuss the questions below in pairs or small groups.

These are the top ten 'dream jobs', according to a UK survey.

sports trainer or coach actor journalist working for a non-profit organisation
 musician or singer photographer writer artist pilot racing driver

- 1 What does the phrase 'dream job' mean?
- 2 What order do you think the jobs came in?

2 Read the magazine article. Then complete the tasks on page 69.

MODERN LIVING | DREAM JOBS



A survey of 3,000 workers in the UK has **revealed** the top ten dream jobs. Being 'dream' jobs, a certain amount of **fantasy** is involved, but what is the reality behind the dream? We asked some professionals what doing **these jobs** was really like.

Airline pilot, James Hutchings: '**They** didn't really make this the first choice, did they? I'm not sure **my job** is what people were thinking of. **They** probably wanted to be jet fighter pilots. The work isn't as exciting as people think. You don't see the world, just the insides of airports. There isn't much **job security** either. There are lots of ways you could lose your job. **It** suits me at the moment because I'm young and single, but I wouldn't want to be still doing **it** in ten years' time.'



a big star, you never know where the next job is going to come from.'

TV and theatre actor, Jane Nicholson: 'There's nothing I'd rather do. The feeling you get is like nothing else, and **it outweighs** the many negatives, like the pressure, the **stage fright** and the long periods without work. Unless you're

Pianist and singer, Amina Kureishi: 'Almost anyone can become a musician, but the trick is to **make a living** from **it**. I mean, there are singers, there are good singers and there are successful singers, but **they're** three different things. For most of us it's a life of late nights, long hours practising and travelling from place to place, being paid just enough to put food on the table. The majority of professional musicians need other incomes, usually from teaching.'



Charity worker, Ben Harper: 'I can understand why this work comes so high in the list. It's the job satisfaction, isn't it? A lot of people probably feel **they'd** rather do something to help others than work for a company making money for someone else. But the thing is that for most charity workers, it's just an office job. Even non-profit organisations have to be run like businesses these days. The people at the top are paid well, but **those** lower down are often volunteers.'



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

The y didn't really make this the first choice, did they?

2 Jane feels that her job is special.

TRUE FALSE

The feeling you get is like nothing else.

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

TRUE FALSE

there are singers, there are good singers and there are successful singers, but they're three different things

4 Many musicians are also full-time teachers.

TRUE FALSE

the majority of professional musicians need other incomes, usually from teaching

5 Some people who work for charities are not paid.

TRUE FALSE

those lower down are often volunteers

3 Discuss the questions in pairs or small groups.

- 1 Which of the ten jobs would you prefer to have? Why?
- 2 If your own dream job is not included in the list, what is it?
- 3 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 B is probably a news story.
- 2 Text A is probably a newspaper or magazine article.
- 3 Both texts are about the connection between education and work.

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
- 2 still true: 'Nowadays, we know differently, 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) | <u>employment</u> |
| 2 | from beginning to end of (Text A, paragraph 3) | <u>throughout</u> |
| 3 | giving good value (Text A, paragraph 3) | <u>worth</u> |
| 4 | different parts working together (Text A, paragraph 3) | <u>co-ordinated</u> |
| 5 | possibilities for the future (Text B, paragraph 1) | <u>prospects</u> |
| 6 | causing a lot of argument (Text B, paragraph 2) | <u>controversial</u> |
| 7 | ignore, not pay attention to (Text B, paragraph 2) | <u>neglect</u> |

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

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

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



- Your possibility of getting a job in future will be better if you choose technical subjects. job prospects
- The problem is that I have no guarantee that my work will continue. job security
- He refused to do it because it wasn't part of his list of duties involved in his job. job description
- It's important to know how to write a good letter or form to try and get a job. job application
- For her, feeling happy about what she does is more important than a high salary. job satisfaction
- Because of economic problems, there aren't as many chances to get work. job opportunities

6 Read the texts again. Then answer the questions.

- What are future students encouraged to do before they begin studying at Milton School?
To discuss their hopes and preferences for the future.
- Why aren't teachers at Milton School expected to advise students about work?
Because they aren't trained as career advisers.
- Why did students in the past without a clear idea of their future career tend to choose arts subjects?
They didn't have a clear idea of what they wanted to do in the future
- Why does the university head believe that arts and technical subjects are equally important?
The arts provide important skills and an understanding of the world and people in general, and the economy depends on creativity as much as on technical knowledge.

- 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 where the nearest police station was.

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

I asked her if that was the best way to do the job.

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

They asked him how he had managed to do the work so quickly.

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

She asked me who I wanted to speak to.

- 5 'Can you speak any foreign languages?'

He asked her if she could speak any foreign languages.

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

I asked if Palestinian students usually chose

3 Look at the examples. Then complete the grammar rules by adding *subject* or *object*.

Examples

Jamal phoned Ahmed.

'Who phoned Ahmed?' 'Jamal.'

'Who did Jamal phone?' 'Ahmed.'

The storm destroyed houses.

'What destroyed the houses?' 'The storm.'

'What did the storm destroy?' 'Houses.'

Complete the grammar rules

- 1 When *who* or *what* refers to the **subject** of the question, we use the normal sentence order (subject + verb).
- 2 When *who* or *what* refers to the **object** of the question, we use the question order (*do/did* + subject + infinitive verb).

4 Read the situation. Then write a question for each answer.

The teacher asked Faisal a question, but the question confused him. That evening, he asked his father, who told him the answer.

- 1 Who **asked Faisal a question?** _____? The teacher.
- 2 Who **did the teacher ask?** _____? Faisal.
- 3 What **confused Faisal?** _____? The question.
- 4 Who **did Faisal** _____ ask? His father.
- 5 Who **Who asked Faisal's father?** _____ Faisal's father? Faisal.
- 6 Who **told Faisal the answer?** _____? His father.

1 Compare the examples. Then answer the questions.

Examples

A *Is it a long way to walk?*

B *Isn't it a long way to walk? (I'm not sure I can manage that.)*

C *Did you ask for his phone number?*

D *Didn't you ask for his phone number? (If not, how can we call him back?)*

- 1 Which question suggests that the speaker has doubts? B
- 2 Which question suggests that the speaker is annoyed? D
- 3 What type of question (positive or negative) do we use to express feelings like anger and surprise? negative

2 Match the negative questions with their suggested meanings.

NEGATIVE QUESTIONS	SUGGESTED MEANINGS
1 Don't you know the answer? c	a You've been doing it for two hours.
2 Didn't you enjoy the film? e	b I think I recognise your face.
3 Haven't you finished yet? a	c I thought you were good at maths.
4 Won't that cause problems? f	d It's starting to annoy me.
5 Weren't you at the same school as me? b	e I really liked it.
6 Can't you play it a bit quieter? d	f It may not be as simple as you think.

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

4 Add question tags to the sentences.

- You aren't sure about it, are you?
- It can't be as easy as it looks, can it?
- You won't forget the number, will you?
- He's never usually late, is he?
- She lived in your town, didn't she?
- She doesn't know the answer, does she?
- The letter hasn't arrived yet, has it?
- You two went to the same university, didn't you?
- We're studying the same subjects, aren't we?
- They didn't answer the question, did they?

5 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

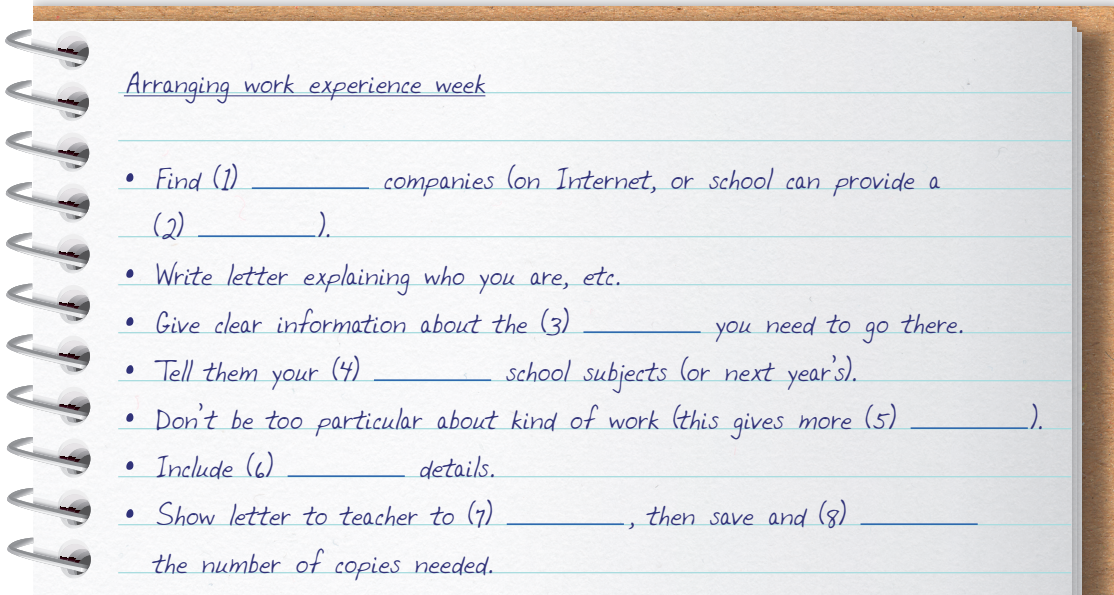
in for from with between ~~of~~

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

1 Discuss the questions in pairs or small groups.

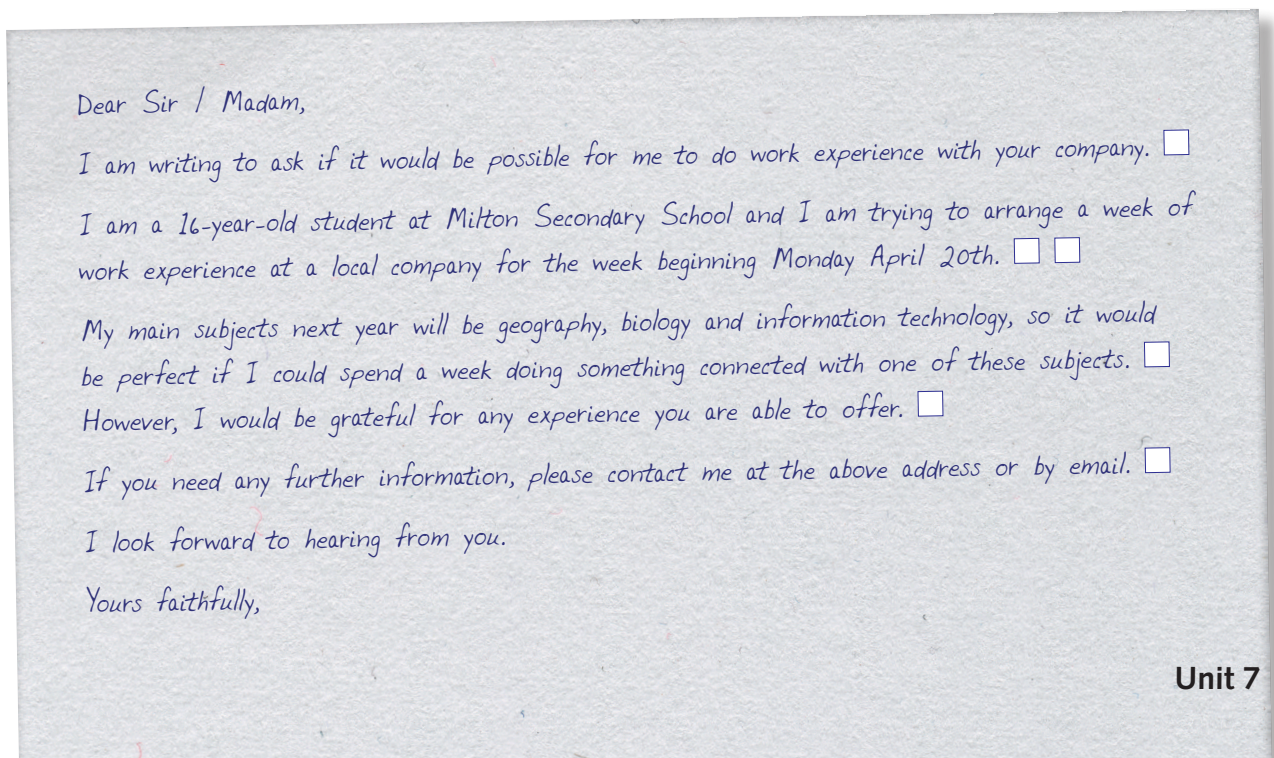
- 1 Students at the school you read about in Period 2 usually arrange their own work experience. Why do you think the school doesn't do it for them?
- 2 What do you think the students gain from the experience?
- 3 Is this something that you would find useful? Why? / Why not?

2  Listen and complete the notes with words from the conversation.

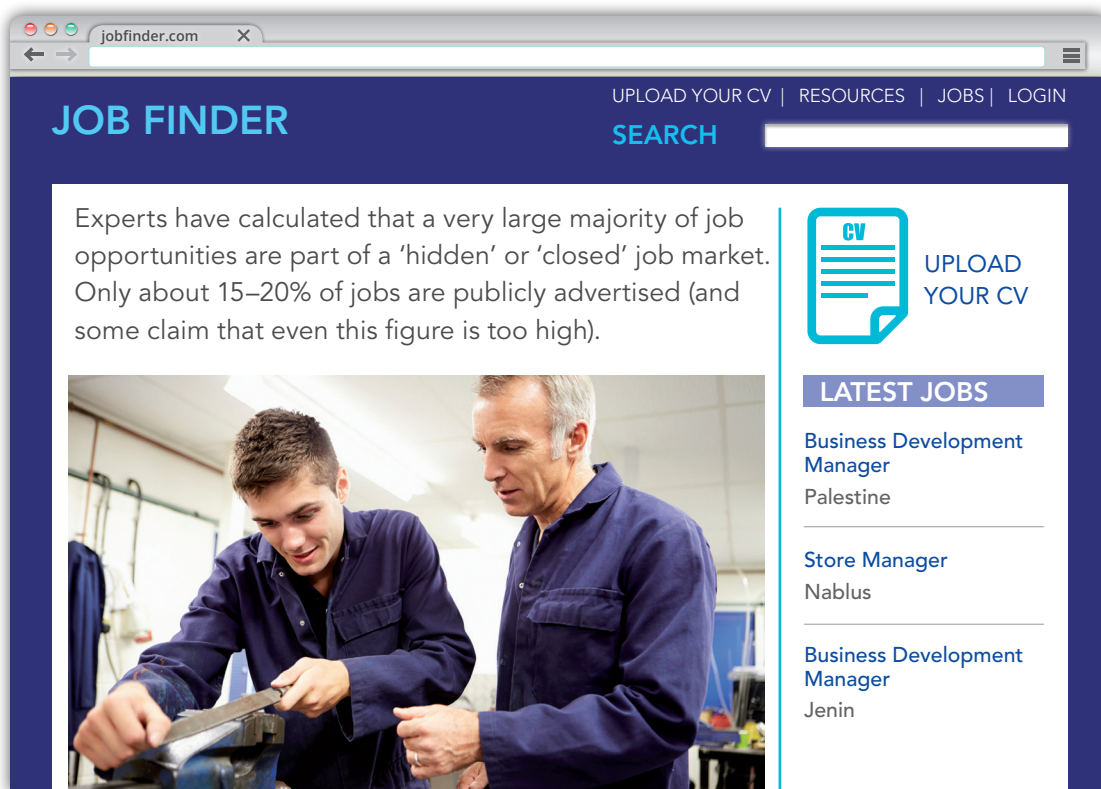


3 Look at the student's letter and show the purposes of the sentences by putting the correct letter in each box.

- | | |
|---|---|
| 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 |



1 Read the extract from a job-finding website and answer the question.



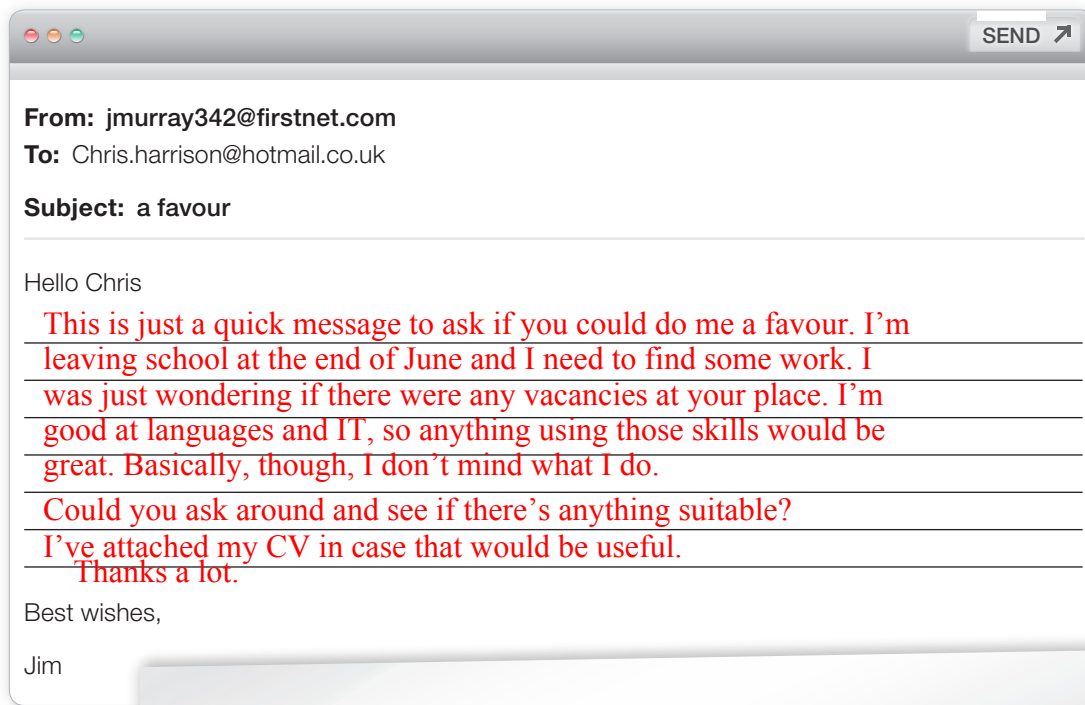
Which two of the sentences below are a logical conclusion from the text?

- A** You might have some success by sending general enquiry letters to companies. It certainly won't do any harm.
- B** The best way to solve this problem is to look more carefully in different places: not just newspapers, but also magazines and the Internet.
- C** What you need to do is expand your circle of contacts. Send emails to people you know and use social media websites, especially those specially designed for professional users.

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. **personal email**
- Could you ask around and see if there's anything suitable? **personal email**
- I have good language and IT skills, which I hope would make me suitable for various jobs. **personal email**
- Basically, though, I don't mind what I do. **personal email**
- I am writing to enquire about possible vacancies with your company. **personal email**
- Thanks a lot. **personal email**
- I've attached my CV in case that would be useful. **personal email**
- If you need any further information, please contact me. **personal email**
- I am currently looking for employment as I am due to leave school at the end of June. **personal email**
- This is just a quick message to ask if you could do me a favour. **personal email**
- I enclose my CV and would be grateful if you could keep it on file in case of any future opportunities. **personal email**
- Thank you very much for your help. **personal email**
- I was just wondering if there were any vacancies at your place. **personal email**
- I'm good at languages and IT, so anything using those skills would be great. **personal email**

3 Now write the sentences for each group in the right order.



Dear Sir / Madam

I am writing to enquire about possible vacancies with your company. I am currently looking for employment as I am due to leave school at the end of June. I have good language and IT skills, which I hope would make me suitable for various jobs.

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

If you need any further information, please contact me.

Thank you very much for your help.

Yours faithfully,

J Murray

Mr James Murray

4 Write a general enquiry letter to a local company with your own information, using the letters in this Period and Period 5 as models.

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

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 79.

BUSINESS START-UPS

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

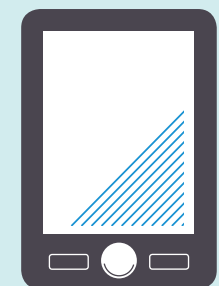
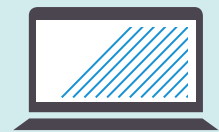
20 a lot about the practical side of **running** a business and about how to get his products noticed.

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.'



- 1 Find words highlighted in the text that have these meanings.
- | | |
|---|--|
| 1 send to other places <u>distribute</u> | 6 event that made a big difference <u>breakthrough</u> |
| 2 try <u>attempt</u> | 7 profits <u>returns</u> |
| 3 relating to pictures <u>graphic</u> | 8 not having (enough) <u>lack</u> |
| 4 part of a country's economy <u>sector</u> | 9 concerned with helping people <u>humanitarian</u> |
| 5 at the moment <u>currently</u> | 10 managing <u>running</u> |

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

- 3 Answer the questions.
- Who says that ICT companies are important for the future of Palestine?
experts inside and outside the country
 - What is the biggest problem for ICT companies in Palestine?
lack of 3G networks
 - How did Mustafa learn to make computer software?
He taught himself
 - What did Mustafa find most useful about the start-up weekend in Ramallah?
He managed to get a small amount of financial support
 - What are Mustafa's two aims in business?
He wants to do something positive for his country and he wants to get a good return on the investment
 - What does Mustafa hope to do at the next start-up weekend?
He wants to learn more and he wants to advise others

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



1 Add the explanations below to the table under the right heading.

- ▶ You can't stand still in business. You have to keep thinking ahead to what comes next.
- ▶ There's no point in having a great product if nobody knows about it.
- ▶ Think of something people would find really helpful and would pay money for.
- ▶ There's lots of help out there, from friends and family or on the Internet, so use it.
- ▶ Would people really welcome what you're offering? Are there possible competitors providing something similar? If so, how is your idea different?
- ▶ You'll probably need some money to get started, but make sure you don't end up owing too much or losing control of your company.
- ▶ Make the idea a reality. If it's a physical product, you'll need to find a way to have it made for you.

SEVEN STEPS TO STARTING YOUR OWN BUSINESS	
1 Have an idea	<u>Think of something people would find really helpful</u>
2 Take advice	<u>There's lots of help out there</u>
3 Do your research	<u>Would people really welcome what you're offering?</u>
4 Develop your product	<u>Make the idea a reality. If it's a physical product</u>
5 Get financial support	<u>You'll probably need some money to get started</u>
6 Market the product	<u>There's no point in having a great product if ...</u>
7 Look to the future	<u>You can't stand still in business ...</u>

2 Read the article. Then complete the tasks on page 81.

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? Anita | 4 advises people not to wait too long? Pete |
| 2 warns that success doesn't come easily? Hashem | 5 talks about spending priorities? Anita |
| 3 learnt from his/her mistakes? Pete | |

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

Take advice

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



- You need to do **market research** to find out if people will buy your product.
- Marketing** is a way of letting people know about your product.
- People buy and sell national currencies on the **financial markets**.
- Your **market share** tells you how much of the market you have compared with your competitors.
- The **market value** of a product is how much you can sell it for.
- A product described as **upmarket** is a more expensive luxury item.

3 Discuss the questions in pairs or small groups.

- What qualifications and personal qualities do you think are needed to be a successful business person?
- 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 tell / advise to report orders / instructions, and warn to report negative advice.
- Tell, advise and warn are all followed by an object and the infinitive with to form of the verb.
- When we use the word *not*, we put it between the object and the infinitive.
- After all three verbs, we can use *that* + a clause with a verb in a past tense.
- After *advise* and *warn*, we can use *against* + the -ing 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 him not to invest money in that company.
A financial expert warned him against investing money in that company.
- 'It would be better to spend more money on developing your new products.'
My father advised me to spend more money on developing
My father told me that it would be better to spend more money on
- 'Remember that the value of investments can go down as well as up.'
The article warned that investments could go up and down.
The article told readers to remember that investments could go up and......
- 'You should do a lot of market research before setting up a company.'
Everyone advised me to do a lot of market research before setting
Everyone told me that I should do a lot of market
- 'Don't spend money on things that you can't really afford.'
My friend warned me against spending money on things that I couldn't
My friend advised me not to spend money on things that
- 'It's not a good idea to give up control just to get financial support.'
His advisor warned him not to give up control
His advisor told him that giving up control just to get financial support was a bad idea.

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*?
 Both express the idea of getting through a barrier.

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

- We were spending too much so we've had to introduce some *cutbacks*.
- The **handover** period between the old manager and the new one was a difficult time.
- There was a misunderstanding because of a **breakdown** in communications.
- Please fasten your seat belt during **take-off** and landing.
- If this printer doesn't work, there's another one on **standby**.
- We need to stop this **takeover** 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 **have** or **get**, followed by an object and a past **participle**.
- We use the structure to talk about actions we don't do ourselves, but ask / tell / pay someone else to do **for** 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.
have his watch repaired

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

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

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

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

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 d	a for business reasons
2 on business a	b with enough time, not missing something
3 in time b	c at the right time
4 on time c	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.
on receipt in advance

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


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

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

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

1 Look at the letters on page 132. Then answer the questions below.

- 1 Who is Carlo Andretti? He's the Purchasing Manager at Kino Machine Tools.
- 2 Who is Ralph Allen? He's the General Manager at Bestelec Ltd
- 3 What does Mr Andretti's company want to buy? electronic switches
- 4 What is the main information they want? if there's a guarantee and how long, if delivery is possible within four weeks
- 5 What else do they need to know? details of payment methods and the possibility of a reduced price for a large order

2  Read the reply to Mr Andretti below. Then listen to the conversation between the Production Manager and Mr Allen, the General Manager, and complete the letter. Use information from the conversation and from the third letter on page 132.

Your ref: (1) ES/001

Re: possible order for (2) electronic switches

Dear Mr Andretti

Thank you for your letter. Mr Allen has asked (3) me to reply to your questions.

I am pleased to tell you that we will be able to supply the switches within your required delivery period of (4) four weeks. We are able to offer a (5) 10% reduction on the normal unit price of (6) \$12.50 for orders of (7) a hundred or more. Could you please let us know how many you would need?

I can also confirm that our products have a (8) two-year guarantee (full (9) replacement of any parts that may develop a problem). Finally, payment can be made by (10) bank transfer or, if you prefer, by (11) cheque.

Thank you again for your interest, and I look forward to hearing from you.

Yours sincerely,

F. Sutherland

Ms Fay Sutherland
Production Manager
Bestelec Ltd

3  Listen again to check your answers.

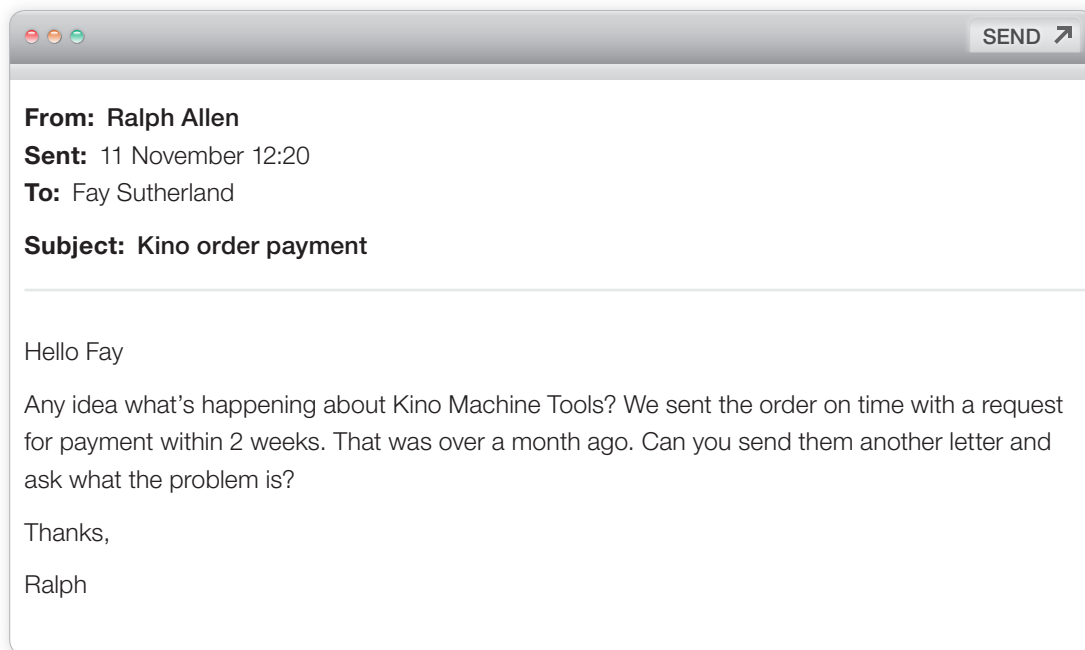
4 Write a short email from Mr Andretti in reply to Fay Sutherland's letter.

- ▶ Thank her for the reply.
- ▶ Place an order for 120 switches.
- ▶ Say that you are looking forward to receiving the order.
- ▶ Say that you will pay on receipt.

1 Look back at Period 5. Remind yourself what has happened by answering the questions.

- 1 Who wrote the initial letter? Mr Andretti
- 2 What was the letter enquiring about? a list of products with prices
- 3 Who wrote the first reply? Ralph Allen
- 4 What did Kino Machine Tools order from Bestelec Ltd? electronic switches
- 5 Who wrote the second reply? Mr Andretti

2 Read the email. Then discuss the questions in pairs.



- 1 What is the problem? They sent the switches, but Kino Machine Tools haven't paid
- 2 What possible reasons might there be for the problem? Perhaps the package has gone missing, or Kino have paid the wrong account.

3 Look at the sentences from Fay's letter to Kino Machine Tools. Four of the sentences are not suitable because they are either too direct, too personal, too informal or don't give enough information. Find these sentences and discuss what is wrong with them.

- This message is about your order. not enough information
- I'm writing with reference to your recent order for 120 154/056 switches. _____
- These were sent on 7th October, together with a request for payment within 2 weeks.

- We notice, however, that we have still not received payment. _____
- Why haven't you sent us what you owe? too direct
- You haven't sent the money yet though. too personal
- To remind you, the full amount was \$1,350, including the 10% reduction. _____
- Please let me know what's going on at your end. too informal
- If there is a problem, could you contact me as soon as possible please? _____

4 Write the correct sentences from Activity 3, in the right order, into Ms Sutherland’s letter.



5 Write the sentences of Carlo Andretti’s email in the correct order.

- We asked them to transfer the money over two weeks ago. 5
- It seems there was a misunderstanding with the bank. 4
- I’m very sorry that you haven’t received payment yet. 2
- We thought they had done this, but they say they were waiting for the request to be confirmed. 6
- I’ve made some enquiries and have found the explanation. 3
- Thanks for your message. 1
- I’ve now done this and the full amount should be in your account within 3–4 days. 7

In this Unit you have learnt about:

- ▶ business and commerce
- ▶ words and phrases made from the word *market*
- ▶ reporting orders / instructions, advice and warnings
- ▶ noun phrases made from phrasal verbs
- ▶ causatives (*have / get* something done)
- ▶ fixed phrases with *in* or *on* + noun
- ▶ writing business letters and emails

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 on page 89.

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 **astounding**. 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) astonishing
- 2 made very angry (paragraph 2) infuriated
- 3 sad stories (paragraph 3) tragedies
- 4 not professional (paragraph 3) amateur
- 5 having future possibilities (paragraph 3) promising
- 6 test (paragraph 3) trial
- 7 great fear (paragraph 3) terror
- 8 have a good relationship (paragraph 4) get on well
- 9 second choice (paragraph 4) reserve

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

3 Answer the questions.

- 1 What nationality is Gareth Bale?
Welsh

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

- 3 What did Giuliano Maiorana think when he was first asked to play for Manchester United?
He thought it was a joke.

- 4 How did he feel the first time he played for Manchester United?
a mixture of excitement and terror

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

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 <u>3</u> |
| B What makes an Olympic sport? | paragraph <u>1</u> |
| C How the IOC works | paragraph _____ |
| D My own criteria | paragraph <u>4</u> |
| E A change of mind | paragraph <u>2</u> |

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) sports
- 2 *it* (line 7) baseball
- 3 *It* (line 11) squash
- 4 *it* (line 16) speed walking

7 Discuss the questions in pairs or small groups.

- 1 Do you agree with the writer's reasons in the last paragraph for taking a sport seriously? Why? / Why not?
- 2 Can you think of other examples of sports that are not really serious?
- 3 What other sports should or shouldn't be included in the Olympic Games?

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 **past perfect** tense.
- 2 We can use the verb *regret* + the **-ing** form to express the same idea.
- 3 To make negative sentences with *wish* and *regret*, we add the word *not* **before** 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. f | a I know. I wish we'd brought our coats. |
| 2 I wish you hadn't told him what I said. e | b Don't worry. I'm sure it'll be worth it in the end. |
| 3 It's colder than I expected. a | c Not if he makes a lot of money as a football star. |
| 4 I think he'll regret not going to university. c | d Oh dear. I wish we'd checked before we came. |
| 5 I wish I hadn't spent so much time on this work. b | e Why? I didn't know it was a secret. |
| 6 The post office is closed. We've walked all this way for nothing. d | 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 **he had listened to his father's advice.**
- 2 I ate a lot of food before going to bed.
I regret **eating** so much **food before going to bed.**
- 3 I was very lazy when I was younger.
I wish **I hadn't been so lazy when I was younger**
- 4 They didn't buy a new defender last season.
They regret **not buying a new defender last season.**
- 5 She bought a lot of expensive clothes.
She wishes **she hadn't bought a lot**

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**.*

- 1 What meaning does the prefix *over* add to the word *paid* in the first sentence?
 A above **B** too much C very well
- 2 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

- 1 Don't buy tickets from strangers outside the stadium. They often **overcharge** you.
- 2 Don't be **overconfident**. You never know when something might go wrong.
- 3 I don't think they're as good as people say. They're **overrated**.
- 4 If you **overcook** the meat, it will be hard to eat.
- 5 When people **overwork**, they may get very tired.

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

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

- 1 Shopkeepers don't often undercharge you.
- 2 Don't be under-confident. You are capable of more than you realise.
- 3 I like this film, but it's generally underrated.
- 4 If you undercook the meat, it could be dangerous.
- 5 People who are underworked often get bored.

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

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 **have** + the **past participle** of the main verb.

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

- 1 I knew he'd forget about the meeting. I should have reminded him. (remind)
- 2 I shouldn't have stayed so long. Now I've missed the last bus. (stay)
- 3 You should have asked me for the money instead of borrowing it from the bank. (ask)
- 4 I know she was angry, but she still shouldn't have shouted at me. (shout)
- 5 Look at all this traffic. I knew we shouldn't have come this way. (come)
- 6 It's getting dark. We should have left half an hour ago. (leave)

3 Read about Mark's football career. Then write sentences about what he should or shouldn't have done. Read aloud some of your sentences.

Looking back on his career, Mark can see he made a lot of mistakes. He was good at sport, especially basketball, but he chose to play football because he thought he could make more money. 'Basically,' he says, 'I was greedy, and I didn't listen to other people's advice.' When he was at school, he spent a lot of time playing sport instead of studying. He left school early to try and become a professional footballer, and didn't go to university. He played for a small team in his home town and was happy there, but left to join a bigger club in the city. It wasn't a successful move, though. 'I was overconfident and didn't try hard enough to get on with the manager and the other players, so I was never popular.' Then, in a training match, he jumped to reach a high ball. 'It was too high really,' he explains, 'a long way over my head. I landed badly and broke my shoulder.' He never recovered, and hasn't played professional football since that day.

Example: *He should have chosen basketball.*

- He shouldn't have chosen football.
- He shouldn't have been (so) greedy.
- He should have listened to people's advice.
- He shouldn't have spent so much time playing sport.
- He should have studied (more/harder).
- He shouldn't have left school (so) early.
- He should have gone to university.
- He shouldn't have left the small team in his home town.
- He should have stayed with the small team in his home town.

He shouldn't have joined the bigger club in the city. He shouldn't have been (so) overconfident. He should have tried harder to get on with the manager and the other players. He shouldn't have jumped to reach the high ball.

4 Discuss the questions in pairs or small groups.

- 1 Are there any times in your life when you made the wrong decision? Tell your partners using *I wish I had / hadn't ...* and *I regret + -ing*.
- 2 What should you have done instead?

I regret buying this mobile phone because it doesn't work very well.

I should've done more research before I bought it.

I wish I'd paid more attention in class when I was younger.

1 Match the words and phrases about football with their meanings.

WORDS / PHRASES	MEANINGS
1 referee g	a final score
2 result a	b attempt to get the ball from another player
3 defend h	c player whose main job is scoring goals
4 attack f	d send a player off the pitch
5 striker c	e goal that makes the scores level
6 challenge b	f attempt to score a goal
7 show the red card d	g person who controls the game
8 equaliser e	h try to stop the other team from scoring



2 Listen to the conversation. Then answer the questions.

- Who was the match between? _____
- What was the final score? _____

3 Read a newspaper report of the same match. Then listen to the conversation again. Find one opinion that is different from the woman's.

THE DAILY NEWS Wednesday 27 Feb 20—

1 Well, there were several talking points in this exciting match, but unfortunately they involve decisions made by the referee. He had several decisions to make that probably had an effect on the result, and I'm sorry to say I don't believe he got all of them right.

2 City took the lead after only five minutes, and they looked comfortable defending it. Towards the end of the first half, though, their captain Morgan was lucky to stay on the pitch after a challenge on the United striker Mumford. It could easily have caused a serious injury, but luckily Mumford was able to continue after treatment. The referee awarded a free kick, but in my opinion, he should have sent Morgan off.

3 In the second half, it was in fact a United player who was sent off. The challenge by the French defender Chinon didn't look as bad as Morgan's earlier one, but the referee showed him the red card. The game seemed to be City's to win. But playing the rest of the match with only ten men seemed to make United play harder, and finally Mumford himself managed to get a late equaliser. So maybe that was some kind of justice.

4 In fact, they would surely have won if their very expensive star player Romero hadn't missed a goal in the last minute. He's now scored only twice since joining the club nearly six months ago. Are United starting to regret paying so much for him?

4 Match the paragraphs of the report with the headings A–E. (There is one heading that you don't need.)

- | | |
|-------------------------------------|--------------------|
| A A question for further discussion | paragraph <u>4</u> |
| B A general opinion of the match | paragraph <u>1</u> |
| C Which team played best? | paragraph _____ |
| D The main event of the first part | paragraph <u>2</u> |
| E A fair result in the end? | paragraph <u>3</u> |

1 Complete the email from a friend, using the structure and joining words in the box.

or because anyway but first which even every

SEND ↗

Hi

I've got some great news to tell you, (1) or some good and some bad actually.

(2) First the good part: last week I was chosen as captain of the school team! It's really exciting,

(3) but at the same time I must say I feel a bit frightened. (4) Every time something goes wrong, everyone will blame me, (5) even if it's not my fault. Still, I suppose that's all part of being the captain.

Last week, I played my first match as captain. We won 3-1, (6) which was good, but here comes the bad part: I hurt my leg. It was my own fault (7) because I was overconfident, trying too hard to score an amazing goal.

(8) Anyway, the problem is that I don't think I'll be able to play in the next match.

Enough about me. How are things with you? Please let me know how you're doing.

Bye for now,

Fawzi

2 Write a reply to Fawzi's email. Say what you think about his news, and tell him some good and bad news of your own.

SEND ↗

Hi Fawzi,

I was pleased to hear _____

But _____

Actually, I've got some good and bad news too. First, _____

The problem is that _____

Anyway, _____

Bye

3 Work in pairs. Tell your partner about a sporting event you have seen (live or on TV). If you don't watch sport, choose a different kind of event, like a concert.

- ▶ Explain the situation.
- ▶ Say what happened during the match / event.
- ▶ Give your opinion of what happened.

4 Write a report of an event for a school magazine (it doesn't have to be a football match or even a real event). Use these questions to help you plan your report.

Paragraph 1 What was the match / event like in general?
Were there any particular 'talking points'?

Paragraph 2 What happened during the match / event?
What was your opinion of the things that happened?

Paragraph 3 What was the result / how did the event end?
What was your general opinion?

Paragraph 4 What conclusion(s) can you draw from the event / match?

OUR SCHOOL – SPORTS REVIEW

Wednesday 27 Feb 20–

This was The match between our school football team and the team from Hill Road School was one of the most exciting matches I've ever seen. Both teams played very well, and I was particularly impressed by the Hill Road team's determination and energy.

Right from the kick-off, this match was played at full-speed. Hill Road scored their first goal in the first fifteen minutes, but our team also managed to score a goal before half-time. After halftime the game was just as fast, and our team scored two goals very quickly. The Hill Road team did everything they could to take the lead again, but they only managed to score one more goal. Unfortunately, there was a rather unpleasant incident when a Hill Road defender fouled one of our strikers. In my opinion, the Hill Road defender should have been sent off, because his foul could have led to a serious injury. The referee gave us a penalty kick, which our left winger took brilliantly; that was our third goal.

At the end, The final score was 3 – 2, and I think our victory was well-deserved. The Hill Road team congratulated us and I was impressed by that. On a less positive note, I think the Hill Road defender should have apologised for his dangerous tackle, but instead he started arguing with the referee about the penalty. This was not a good example of how to play team sports.

In general, I thought Apart from that incident, it was a great match which our team will remember for a long time. It's unfortunate that the actions of one player will cloud those memories.

In this Unit you have learnt about:

- ▶ sport
- ▶ past wishes and regrets
- ▶ *should(n't) + have + past participle*
- ▶ prefixes (*under-* and *over-*)
- ▶ writing personal emails
- ▶ writing match / event (to give match / event) reports

Reading

1 Read the text about leadership. Five sentences are missing from the text. Show which gap they should go in by writing the correct letters (A–E).

- A Of course there are personal qualities that are needed.
- B One thing, though, is true in all fields, at any level.
- C There's a difference between leading and managing.
- D This is not the same as being popular.
- E But the two fields have many similarities.

Until recently, business experts looking for examples of leadership tended to focus on great army leaders or politicians of the past; the comparison between business and sport was often missed. (1) E After all, if you're competing in markets, what better place is there to look for leadership qualities than in professional sport, which is all about competition?

(2) B In both business and in sport, the simple answer to the question of what makes a great leader is: success. How to achieve it is rather less simple. (2) B You have to be confident, determined and so on. But there isn't one type of person who fits every situation and these personal qualities are not enough in themselves.

(3) C Leadership is about establishing a direction for the group to follow. Management is more about keeping them going in that direction. Leadership without management results in rushing towards new goals without worrying about how you reach them. In contrast, management without leadership means that everything tends to stay as it is. You need to change between the two according to the situation.

(4) AD What great leaders do is express their personal qualities through others. They do this through teamwork, understanding and communication, and the more you develop these skills, the more successful you will be. It's also true that, despite what people say about 'born leaders', these skills can be learnt.

(5) D Good leaders have to express what the team or organisation wants. (5) D Some team members will always be unhappy if a new manager turns everything around and changes systems that everyone is used to. But if it's clear to everyone that the success of the team is the final aim, they will put their worries to one side, and when success comes they will disappear.

2 Decide whether the statements are TRUE or FALSE.

- | | | |
|--|--|---|
| 1 Experts have tended to find examples of leadership in fields other than sport. | <input checked="" type="checkbox"/> TRUE | <input type="checkbox"/> FALSE |
| 2 All great leaders are likely to be the same kind of people. | <input type="checkbox"/> TRUE | <input checked="" type="checkbox"/> FALSE |
| 3 In some situations, leadership is more important than management. | <input checked="" type="checkbox"/> TRUE | <input type="checkbox"/> FALSE |
| 4 In some fields, leaders can succeed without team-working skills. | <input type="checkbox"/> TRUE | <input checked="" type="checkbox"/> FALSE |
| 5 New managers sometimes want to introduce big changes. | <input checked="" type="checkbox"/> TRUE | <input type="checkbox"/> FALSE |

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

- | | | | |
|-------------------------|--------------------|-------------------------|----------------------|
| 1 <i>it</i> (line 6) | <u>success</u> | 4 <i>They</i> (line 12) | <u>great leaders</u> |
| 2 <i>them</i> (line 9) | <u>the group</u> | 5 <i>they</i> (line 18) | <u>team members</u> |
| 3 <i>them</i> (line 10) | <u>(new) goals</u> | | |

20/15 marks

Vocabulary/Language study

1 Match the words in the box with their meanings. Then use the words to complete the sentences.

at the moment currently send to different places distribute
 very angry infuriated be more important than outweigh
 not professional amateur

outweigh amateur
 currently distribute
 infuriated

- The pictures were all taken by amateur photographers, but they were very good.
- There are some problems with the idea, but I think the advantages outweigh them.
- We need to print the notices and then distribute them to as many people as possible.
- She's infuriated by the way her sister uses her things without asking her first.
- He is currently working for an oil company, but is trying to get a different job.

2 Complete the sentences with a word or phrase in the box.

- He filled his house with expensive, upmarket furniture.
- The company has a large marketing department, with over 20 people working in it.
- It's important to do lots of market research to see who might buy the new product.

marketing market research
 upmarket

3 Complete the sentences with a phrase made from *in* or *on* + a word in the box.

- We bought tickets in advance in case there weren't any left on the day.
- I'm sorry, but the manager is away on business until next Thursday.
- I hope we get there in time to see the beginning of the film.
- He borrowed a lot of money and now he's in debt.
- I can't agree to this on the phone; I need to see it in writing.
- She's always on time, never late even by a minute.

business advance
 writing time (x2) debt

4 Match words 1–6 with a–f in the box to make noun phrases. Then use the phrases to replace the words in brackets.

- There was a problem with the plane just after take-off (leaving the ground).
- Sorry we're late, but we had a breakdown (problem with the car's engine).
- There's been a cutback (reduction) in government spending this year.
- Some jobs were lost after the takeover (getting control) by the other company.
- After months of work, the police had a breakthrough (sudden solution to the problem).
- We need to have another plan as a (second possibility) standby in case of problems.

1	break	a/f	a	down
2	take	b/d	b	over
3	break	a/f	c	by
4	cut	e	d	off
5	stand	c	e	back
6	take	b/d	f	through

5 Rewrite the sentences including the word in brackets.

- 1 'You'd better not go there alone,' he told me. (warned)
He warned me not to go there alone.
- 2 'I think you should get a new computer,' he told her. (advised)
He advised her to get a new computer.
- 3 'It's not a good idea to wait too long before deciding,' he told me (warned / against)
He warned me against waiting too long (before deciding).
- 4 'Don't accept the first offer you get,' my father said. (advised)
My father advised me not to accept the first offer (I got).

6 Add question tags to the sentences.

- 1 That wasn't a very good idea, was it ?
- 2 She's a very confident woman, isn't she ?
- 3 We haven't seen him for a long time, have we ?
- 4 You spoke to her yesterday, didn't you ?
- 5 The students ask a lot of questions, don't they ?

7 Change the direct questions into reported / indirect questions.

- 1 'What do you want?'
He asked me what I wanted.
- 2 'Where are you going?'
The teacher asked him where he was going.
- 3 'Have the children finished watching TV?'
I asked if / whether the children had finished watching TV.
- 4 'Which one do you prefer?'
The assistant asked her which one she preferred.
- 5 'Did someone tell you the answer?'
She asked him if / whether someone had told him the answer.

8 Rewrite the sentences in two ways, beginning with the words given.

- 1 I didn't follow my parents' advice.
I should have followed my parents' advice.
I wish I had followed my parents' advice.
- 2 He accepted the offer of a low-paid job.
He regrets accepting the offer of a low-paid job.
He wishes he hadn't accepted the offer of a low-paid job.
- 3 She didn't buy it when she had the chance.
She regrets not buying it (when she had the chance).
She should have bought it (when she had the chance).

Writing

1 Read the letter and write a reply.

In your reply:

- ▶ apologise for the problem
- ▶ give an explanation
- ▶ say what you have done to solve the problem

Dear Sir / Madam,

I am writing in connection with your recent order. The order was delivered ten weeks ago, with a request for payment within a month. Could you please contact me as soon as possible to make the situation clear?

Yours faithfully

J. Bridges

James Bridges
Accounts Department

Dear Mr Bridges,

5 marks

Who am I?

1 Discuss the questions in pairs or small groups.

- 1 What do you think are the main things that make up who you are: your family? your hobbies? your nationality? anything else?
- 2 Do you ever feel pressure to be like other people?

2 Read the three texts quickly. Then answer the questions.

- 1 Which text probably comes from a 'problem page' in a young people's magazine? صفحة المشاكلة B
- 2 Which text probably comes from an academic book? مجلة C
- 3 Which text probably comes from a book review? كتاب أكاديمي A



'I am a teenage girl.'



'I am a Palestinian.'



'I am a farmer.'

3 Read the texts again. Then complete the tasks on page 103.

TEXT A

What Professor Gordon is mainly concerned with is the way social and economic changes affect personal identity. The main chapters argue that the ways people used to define themselves – by their profession or nationality for example – are disappearing. 'People,' he writes, 'now find they need to build new identities.'

Later in the book, he describes the different ways people do this. Often, identity is based on consumption ('I am what I buy'). The growth of social media, however, has led to the greatest change. Nowadays, you are whoever you tell people you are online.

TEXT B

All my classmates seem to like the same clothes, music and so on, and do the same kind of things, like playing computer games and chatting on their phones. I pretend to be interested, but if I'm honest, that's not who I am. I know I should have the confidence to be myself, but the fact is that I don't. I'm afraid I'll end up having no friends at all. What should I do?

(Amina, 15)

Don't worry, you're not alone. This is such a common worry among young people because the pressure to conform is very strong, both from your peers and from the media generally. I think you've answered your own question though: it's all about feeling confident. How do you know that a lot of your other classmates aren't also pretending? In a few years' time, I'm sure you'll find that your friends find other ways to define themselves.

TEXT C

The question of how much of our character is due to biology and how much is shaped by experience (often called the 'nature or nurture' argument), has been going on for centuries. It's a vital question that has implications for many different fields, from psychology to politics. If someone was born selfish, for example, how can we criticise them for their selfishness? If, on the other hand, our character depends on how we are brought up, childcare and education become much more important.

Although the evidence is complex and there are extreme views on both sides, there is a consensus among experts that the definition of an individual is a combination of genetics and upbringing. To put it simply: just because you're born a certain way doesn't mean you can't change.

1 Replace the underlined parts of the sentences with words or phrases from the texts.

- 1 An important part of growing up is developing an idea of who you are. (Text A) identity الهوية
- 2 The buying and using of goods is important for national economies. (Text A) consumption الاستهلاك
- 3 Since he was a child, he has never wanted to be the same as others. (Text B) conform يتفق مع
- 4 Wanting to be liked by other people in a similar situation is natural. (Text B) peers اقران
- 5 What are the lessons or conclusions of this discovery for the future? (Text C) implications انعكاسات
- 6 I'm very interested in the study of how the mind works. (Text C) psychology علم النفس
- 7 I don't like him much because he's so unaware of other people's feelings. (Text C) selfish اناني
- 8 He was raised to adulthood by his grandparents. (Text C) brought up تربي
- 9 At the end of the meeting, we reached a general agreement. (Text C) consensus اجماع

2 Complete the tables with words from the texts. Then use six of them to complete the sentences below.

VERB		NOUN
combine	يجمع	combination مجموعة
consume	يستهلك	consumption استهلاك
define	يعرف	definition تعريف
argue	يجادل	argument جدل
affect	يؤثر	effect تأثير

ADJECTIVE		NOUN
selfish	اناني	selfishness انانية
confident	واثق	confidence ثقة
honest	امين	honesty امانة
personal	شخصي	person شخص
national	وطني	nation شعب

- 1 Most people aren't either good or bad, but a combination of the two.
- 2 Don't be polite; just give me your honest opinion.
- 3 Be careful about putting too much personal information online for everyone to see.
- 4 Texting won't affect young people's ability to use language properly.
- 5 The two dictionaries define the word in different ways.
- 6 People's increased consumption of sugar is causing health problems.

3 Decide whether the statements are TRUE or FALSE according to the texts. Write the phrase or sentence from the text that helped you decide.

- 1 The main topic of Professor Gordon's book is the effect of losing your job.
TRUE **FALSE** What Professor Gordon is mainly concerned with is the way social and economic changes affect personal identity
- 2 Social media now has an important effect on people's identities.
TRUE FALSE The growth of social media, however, has led to the greatest change
- 3 Amina's problem is unusual.
TRUE **FALSE** This is such a common worry among young people
- 4 The 'nature or nurture argument' has limited importance.
TRUE **FALSE** It's a vital question that has implications for many different fields
- 5 People can't really change the character they are born with.
TRUE **FALSE** just because you're born a certain way doesn't mean you can't change

1 Read the quotations. Then discuss the questions in pairs or small groups.



**'What's in a name?
That which we call a rose
By any other name
would smell as sweet.'**

(Shakespeare, *Romeo and Juliet*)



'This is not a pipe.'

by Rene Magritte (1928–29)

- 1 What do you think the quotation is saying about names?
- 2 What do you think the artist means by saying 'This is not a pipe'?

العلامة التجارية

2 Read the article about brands. Then complete the tasks on page 105.

Like people, products have identities, and they're called brands. When Shakespeare claimed that a rose would smell the same no matter what it was called, he got it half right. In one way, names aren't important, but in the world of **commerce** and advertising, a product's name is part of its identity or its brand, and that can mean the difference between huge success and disastrous failure.

- 5 How often do you hear people say things like 'I always buy X', where X is a type of phone, car or washing powder? This kind of brand **loyalty** is what every marketing department dreams of creating, because it's like gold. Just to demonstrate what a strong force it is, let me tell you about the results of a survey among American consumers. They were asked what products they always bought and would never exchange for another brand. It turned out that large numbers of people were **loyal** to brands that no longer existed.
- 10 Several people claimed they 'always bought' something that hadn't been available for over thirty years.

So, if you're in **manufacturing** or marketing, your aim is to build up a brand with a good public **image**. Remember, by the way, that what your product actually is can be less important than what consumers believe it is; in other words, it's people's **perceptions** that really matter. But once you've achieved your goal, the job isn't done. What you now need to do is protect your brand, **at all costs**.

- 15 There are various ways a brand can be harmed, or even destroyed. One is to introduce new products under the same overall name that are cheaper. The result is often to cheapen the original brand in the public's eyes, so that it loses its luxury **appeal**. Another way of cheapening a brand is by overusing special offers like '10% off this week' or 'Buy one, get one free'. Marketing **strategies** like this may bring good results in the short term, but short-term thinking, more often than not, leads to the death of a brand.

- 1 Choose the correct meaning for these words from the text. Circle A or B.
- | | | | | | |
|---|---------------|---|-------------------------------|---|-------------------------------------|
| 1 | commerce | A | agreement between people | B | buying and selling |
| 2 | loyalty | A | being the most important | B | not leaving or changing |
| 3 | manufacturing | A | making products | B | human relations |
| 4 | image | A | idea that isn't real | B | how people see someone or something |
| 5 | perceptions | A | how people see things | B | unusual ideas |
| 6 | at all costs | A | if the price is right | B | no matter what happens |
| 7 | appeal | A | what makes you like something | B | what something looks like |
| 8 | strategies | A | plans | B | departments |

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

- One important quality of a good friend is loyalty الولاء.
- Part of the appeal جاذبية of this computer is that it looks so good.
- There are good career opportunities in the field of commerce تجارة.
- We tried several different strategies استراتيجيات, but none of them worked.
- She's very determined. She wants to succeed at all costs مهما كلف الامر.
- Different people have different perceptions ادراك of this product.
- Famous people are often very careful about their public images صورة.
- A lot of jobs have been lost in the manufacturing تصنيع industries.

3 Read the summaries of the text. Then decide which one is the best.

- A It is a mistake to aim mainly for short-term profits, because this can do great damage to the good name of brands. What usually happens is that consumers' perceptions of the brand change. For example, they may decide that a product is no longer a luxury item and stop buying it. In the end, this may destroy the brand.
- B Building brands is important in business because consumers stay loyal to them, even sometimes after they've disappeared. A successful brand depends on how people see the product, and various things can have a negative effect on this. Special offers and producing cheaper goods with the same name are examples of strategies that, in the long term, can seriously harm a brand.
- C William Shakespeare wrote some important things, and one that applies to modern commerce is the idea that names are less important than identities. Marketing departments often misunderstand this and don't spend enough on making the product as good as possible. The result is that they often have to sell the product for less money, or sometimes even replace it with a new brand.

4 Look again at the two summaries you didn't choose. Then say what is wrong with them.

- ▶ It contains false information.
- ▶ It doesn't cover the whole text.
- ▶ It has information that isn't in the text.

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

- What do these famous brands mean to you?
Are you loyal to any of them?
- What other products or brands do you normally buy instead of other similar ones? Can you explain why?



1 Look at the examples in the table. Then answer the questions.

CONCRETE NOUNS	ABSTRACT NOUNS
consumer مستهلك	consumption استهلاك
professor بروفيسور	profession مهنة
product منتج	production انتاج
people الناس	success النجاح
politician رجل سياسة	confidence الثقة
library مكتبة	politics السياسة
newspaper جريدة	government حكم
books كتب	media وسائل الاعلام
	identity الهوية
	commerce التجارة

- 1 What type of nouns are people or things that can be seen, touched, etc.? concrete nouns
- 2 What type of nouns are ideas that can't be seen or touched? abstract nouns

2 Complete the table in Activity 1 with the words in the box.

success	people	confidence	politics	government	media
politician	identity	commerce	library	newspaper	books

3 Look at the examples. Then circle the correct words to complete the grammar rules.

Examples

Countable nouns

Every **person** is an **individual**.

Like **people**, **products** have **identities**.

She doesn't have **many friends**.

Uncountable nouns

Losing brand **loyalty** means losing **money**.

He gave me some valuable **advice**.

There isn't **much information** in the book.

Countable and uncountable

Oil is often used in cooking, and some **oils** are better than others.

I'm just going out to buy **a paper**.

The present was wrapped in beautiful **paper**.

Complete the grammar rules

- 1 **Countable** / **Uncountable** nouns have both singular and plural forms.
- 2 The indefinite article *a/an* is **only used** / **not used** before countable nouns.
- 3 After uncountable nouns we use a **singular** / **plural** verb.
- 4 We use **much** / **many** before countable nouns.
- 5 We use *much* before **countable** / **uncountable** nouns.
- 6 Some nouns (e.g. *paper* and *oil*) can have **only a countable** / **both a countable and an uncountable** meaning.

4 Complete the sentences with a word from the pairs in the box. (Make the word plural if necessary.)

luggage / case
work / job
furniture / chair
accommodation / hotel

- 1 We haven't got **much** luggage, so we don't need to hire a **large** car.
- 2 Can you recommend a good hotel to **stay in**?
- 3 I don't think all **this** furniture will fit in the **room**.
- 4 Finding cheap accommodation can be difficult for new **students**.
- 5 How **many** cases can we take onto the **plane**?
- 6 It will need a lot of work to get this **finished on time**.
- 7 I had to stand on a chair to reach the **top shelf**.
- 8 He **applied** for a lot of jobs, but didn't get any of them.

5 Use the words to complete the pairs of sentences: once with a countable / plural meaning and once with an uncountable meaning.

- | | | | |
|---|-------------------|--|---|
| 1 | time | a I've already told him this three <u>times</u> . | b <u>Time</u> always passes more slowly when you're waiting for something. |
| 2 | tea/coffee | a The two most popular hot drinks in the world are <u>tea</u> and <u>coffee</u> . | b Can we have two <u>teas</u> and three <u>coffees</u> , please? |
| 3 | chicken | a She doesn't like beef, but she sometimes eats <u>chicken</u> . | b He keeps <u>chickens</u> in his back <u>garden</u> . |
| 4 | chocolate | a <u>Chocolate</u> is this country's main export crop. | b These <u>chocolates</u> are the best I've ever tasted. |
| 5 | experience | a He doesn't have enough <u>experience</u> for the job . | b Her life is full of interesting <u>experiences</u> . |

1 Look at the examples. Then complete the grammar rules on page 108 with the numbers of all the examples that show each rule.

Examples

- | | |
|---|---|
| A1 We need to buy a table . | D1 I'm not interested in the music that my friends like. |
| A2 You can put your books on the table . | D2 She enjoys listening to music . |
| B1 I met a man last week ... | E1 'I am a farmer / teenager / Palestinian .' |
| B2 ... later, the man told me about his life. | |
| C1 The students in my class are all very friendly. | |
| C2 This café is popular with students . | |

Complete the grammar rules

Articles: main points

- 1 We use the definite article *the* when the reader or listener knows which one(s) we mean, e.g. . A2 B2
- 2 Sometimes this is because we have said which one we mean or because there is only one possibility, e.g. . A2 C1 D1
- 3 In stories, we use *the* if we have already mentioned the person or thing before, e.g. . B2
- 4 If the reader / listener doesn't know which one we mean, we use the indefinite article *a/an* for all singular, countable nouns, e.g. . A1 B A
- 5 We don't use any article with plurals or uncountable nouns when we are talking about things in general, e.g. . C2 D2
- 6 Finally, we always use the indefinite article *a/an* when we want to tell someone our identity (profession, nationality, etc.), e.g. . E1

2 Complete the text with *a / an, the* or *- (= no article)*.

My father has been (1) a farmer all his life. When I was (2) a young boy, I wanted to be like him, but later I realised that (3) farmers don't usually earn very much (4) money. I loved (5) music when I was at (6) school, but I knew it was difficult to be (7) an excellent musician. So, I applied for (8) a course in (9) agriculture. (10) The course was interesting, and after I graduated, I went back to (11) the area where I was brought up and got (12) a job working for (13) the government. Now I'm able to help (14) the farmers who live here, and in my spare time I collect and record (15) the songs that (16) the local people have sung for hundreds of years.

3 Look at the examples. Then add a tick or a cross to the boxes to show whether the categories need *the* or no article.

Examples

Mount Everest is the highest mountain in the world.

We stayed at the **Continental Hotel** in **Cairo**.

Christmas is always at the end of **December**.

The **Sahara Desert** covers most of **North Africa**.

Spain has one coast on the **Mediterranean** and one on the **Atlantic**.

When I lived in the **USA**, I used to read the **New York Times**.

The **Blue Nile** begins at **Lake Tana** in **Ethiopia**.


Mountains	<input checked="" type="checkbox"/>	Deserts	<input type="checkbox"/>
Lakes	<input checked="" type="checkbox"/>	Rivers	<input type="checkbox"/>
Continents and most countries			<input checked="" type="checkbox"/>
Towns and cities			<input checked="" type="checkbox"/>
Months			<input type="checkbox"/>
Seas and oceans			<input type="checkbox"/>
Newspapers			<input type="checkbox"/>
Countries with ... of ... (e.g. Republic of ...)			<input type="checkbox"/>
Areas and regions			<input checked="" type="checkbox"/>
Religious or other festivals			<input checked="" type="checkbox"/>

4 Complete the quiz with *the* where necessary. Then work in pairs or small groups to answer the questions. (Use the English names and be careful with the articles.)

- 1 Which American newspaper is famous for financial news?
- 2 The highest lake in the world is Titicaca. Which continent is it in?
- 3 What is the longest river in the world?
- 4 Which Arabic country is sometimes abbreviated in English to KSA?
- 5 Name the five great oceans of the world.
- 6 What is the capital city of India?
- 7 Which month did Ramadan fall in last year?
- 8 Which is the highest mountain in Africa?

1 Discuss the questions in small groups.

- 1 At what time of day do you think you work best?
- 2 When revising, do you listen to music, or does it distract your attention?
- 3 Do you usually revise in the same place or in different places?
- 4 Do you revise in one long period or several shorter ones?

2  Listen to someone giving advice about studying for exams and complete the notes.



Notes on revising

All students aren't (1) _____ so decide what works (2) _____. BUT some (3) _____ is good for nearly everyone:

- Write a revision (4) _____ (and (5) _____ it!).
- Always work in (6) _____ (your 'work space').
- (7) _____ your notes - use diagrams and coloured pens to (8) _____ important information.
- Take short breaks to let your mind have (9) _____.
- Important: get (10) _____ (you can't work properly when you're (11) _____).

3  Compare your answers with a partner. Then listen again to check.

4 Discuss the questions in pairs.

- 1 From your own experience, is there any of the advice that you strongly agree or disagree with?
- 2 Is there any of the advice that you've never done, but think you might try?

I definitely agree with the point about taking breaks. That works for me.

I usually just write out notes, so maybe I'll try using diagrams.

- 5 Look at the script below of the advice you listened to in Activity 2 and compare it with the notes you completed. Underline in the script the main points of the notes.
- 6 Look at the advice about writing summaries and the red parts of the script. Are the red parts examples, repeated information or extra comments? Write A, B or C in the boxes after each red part.

Writing summaries: what to leave out

- A examples
 B information repeated in different words
 C extra comments and opinions

Script:

Well, not everyone is the same of course. *Some students, for example, say they revise better while listening to music, but others find it distracts their attention.* So the first thing to do is to think about what's best for you. *Ask yourself questions like: Do I work better early in the morning or in the evening? Alone or with another person? That kind of thing.*

- 5 *So, as I say, there may not be one method that fits all students.* There are, however, certain pieces of advice that seem to work for most people. Firstly, make a timetable so that you can see how much time you need to give to each subject. *I know it may seem obvious, but it definitely works.* And of course once you've got your timetable, you have to keep to it; otherwise there's no point in having it.

Second, try to revise in the same place all the time. *It could be your own room or the library or*
 10 *somewhere else.* After a short time you'll probably find that it's easier to start working because you're in your 'work space'.

Apart from the 'where and when' questions, there's the question of the best method to use – *in other words, the 'how'. As I said, different ways work better for different people, but* one thing that always seems to give good results is summarising your notes using diagrams and highlighting the main ideas.
 15 *Use coloured pens for different things – a red pen for examples, blue for reasons, and so on.*

Finally, don't work for too long at one time, especially on the same subject. Take short breaks from time to time to give your brain a rest. Go somewhere else and do something different.

Oh, there's one more thing I forgot to mention, but it's very important. Make sure you get enough sleep. Nobody works at their best when they're tired.

1 Read the advice about interviews. Then complete the tasks below.

- 1 Put a line through all the examples, repeated information or extra comments.
- 2 Underline the main points of the text that is left.
- 3 Complete the notes below.

Interviews are an important part of many people's lives. They may be for a job that you really want or a course you're really interested in, but it's hard not to feel that the interview might change your future life. I've done quite a lot of them myself, from both sides of the table, and I've picked up quite a lot of experience.

There is a lot of good advice available. The Internet, for example, is full of articles with tips on how to succeed. Of course, there aren't many tips that fit all situations, but the one basic rule I'd like to pass on is that you need to do some research into the company or course that you're applying for. In other words, preparation is the most important thing you can do.

Even simple advice about what to wear may not be the same for every company or course. There are some situations where arriving in smart business clothes would give people the wrong idea. The only thing that we can say for sure is that it's important to be clean and tidy.

Another common tip is to practise answering some of the questions that interviewers often ask. Again, there are lists of these on the Internet. 'Why are you interested in this job / course?' or 'What can you bring to the job / course?' are common ones. I've asked and answered questions like these many times.

Finally, there is the usual advice on how to avoid being nervous. One suggestion you hear a lot is to 'be yourself'. This, however, is much easier to say than to do, in my opinion, because interviews aren't natural situations. The main thing I would say is that if you've done your research well, you will feel more confident and less nervous. So this too comes back to what I said at the beginning: when it comes to interviews, preparation is the key to success.



Interviews: (1) _____ because (2) _____

Advice available, but most doesn't (3) _____

Clothes: most important thing (4) _____

Questions: practise (5) _____

Feeling nervous: good (6) _____ helps you to be (7) _____

SO, rule number 1: (8) _____

4 Use the notes to write a summary of the advice about interviews.

In this Unit you have learnt about:

- ▶ personal identities
- ▶ abstract and concrete nouns
- ▶ countable and uncountable nouns
- ▶ nouns that may be countable or uncountable
- ▶ articles (revision)
- ▶ writing summaries

Different places, different ways

1 Read the definition. Then discuss the question below in pairs or small groups.

What do you think are the main things that go together to make the culture of Palestinians?

culture (noun): the beliefs, habits, and ways of life shared by a particular group of people

2 Read the text. Then complete the tasks on page 113.

MODERN LIVING

Clinging to culture

▶ Almost everything in New York was different. We were used to living in an area where everyone knew everyone else's business, but here no one seemed to take any notice even of their neighbours. Instead of having a common culture, the people around us dressed in different styles, ate different kinds of food, even spoke different languages. It was a complete puzzle to me how they could be so various yet still call themselves Americans.

I was born in 1942, so I must have been about six or seven when the 1948 catastrophe (Nakba) happened. As a result, thousands of Palestinian families, including mine, were forced to leave Palestine. We spent a short time in Jordan before we children were taken to America by our aunt and uncle. Being so young, I saw our new life mostly as an adventure, even though I missed my friends and our old home. My parents had important work to do, but they had promised to join us as soon as possible. My older brother went through a period of anger, saying he hated everything about America. My uncle had his job at the newspaper and was quite fluent in

English, so he managed fairly well. My aunt, though, never got used to life in America.

I now realise that this was mostly a choice she made herself. She refused to learn any English, so she found herself stuck in the house most of the time, only going out to buy 'food like we had at home', for which she would walk miles rather than use the stores in the neighbourhood. She also refused to make any changes to the tiny apartment we rented, apart from spending hours keeping it clean. This meant that it was very hot in the summer and freezing in winter. I'm sure we could have afforded a fridge, but she wouldn't have one, preferring to keep things cool in the traditional way.

At the time, I remember feeling annoyed with her stubborn attitude, but now, looking back, I know I should have realised what it was: a sign of her deep feeling of loss. In one way, I now understand, she was clinging to the way of life that had been taken from her. Mainly, though, her refusal to become accustomed to living in America was an expression of her conviction that our situation was only temporary. 'Don't get used to all this,' she often told us, 'because it won't last. We'll be going home soon.'



- 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 The reason for her decision is still a hard thing to explain. puzzle
- 2 She is able to express herself easily in several languages. fluent
- 3 I don't know why you're being so unwilling to change your mind.
stubborn
- 4 He spent two hours holding on tightly to the rock before he was saved.
clinging
- 5 When you live in another country, there are many things you have to get used to.
become accustomed to
- 6 He has a strong belief that what he is doing is the right thing.
conviction

- 2 Answer the questions.

- 1 What was the main difference the writer noticed between Palestine and New York?
There wasn't a common culture in New York.,
- 2 What did she find especially surprising?
That they were so different, but they still all called themselves Americans.,
- 3 Why did the family move to another country?
Because of the Nakba they were forced to leave palestine
- 4 How did these people react to the new situation?
The writer it was an adventure
Her brother hated everything about America
Her uncle managed fairly well
- 5 Why did her aunt refuse to learn English?
Because she wanted to believe their situation was only temporary.,
- 6 What did the writer think about her aunt's attitude at the time?
She felt annoyed
- 7 How have the writer's feelings now changed?
She understands her aunt's feelings now.

3 Discuss the questions in pairs or small groups.

- 1 What are the positive and negative points of living in another country?
2 Do you think children find it easier or more difficult to get used to new situations than adults? Why?

I think I'd find it quite exciting to live in another country, but of course there are things that I'd miss.

Most children seem to get used to changes quite quickly.

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

- 1 What cultures do the pictures make you think of?
- 2 What things (e.g. clothes, food) would you choose to show the following?
 - ▶ American culture
 - ▶ African culture
 - ▶ Palestinian or Arabic culture



2 Read the text. Then choose the best title. Circle A, B or C.

- A The advantages and disadvantages of living abroad
- B There's no place like home
- C Culture, language and identity**

I enjoyed reading the article 'Clinging to culture' and I'd like to add a few points of my own. It's often been observed that **expatriates** are more likely to show the outward signs of their culture than their **fellow countrymen** who stay at home. Think of Scotsmen in New Zealand who wear kilts, or English people in Spain who insist on drinking tea with milk and eating fish and chips, or 'Irish-Americans' who often seem ⁵ more Irish than the Irish.

As a Welshman living in South America, I can understand why this happens. It's not that these people spend their time looking forward to 'going home': they're usually **committed** to living in the place they've chosen. They don't, for example, **object to** paying local taxes. They just have a need to hold on to what they see as an important part of their identities.

- ¹⁰ The same kind of need, I believe, happens with language. When I lived in the south of England, one of my neighbours was an old lady who had moved there from a northern town when she was quite young. Despite living in the south for over fifty years, her **accent** remained strongly northern. The reason, I think, is clear: being 'a northerner' was, **unconsciously**, an **essential** part of who she was.

Language teachers will tell you that learners often find pronunciation the hardest part of a foreign ¹⁵ language, and I'm sure there's a connection. If, say, Italian learners of English start speaking with a 'correct' accent, they feel they are becoming more English, and therefore less Italian. Unless you actually want to change your identity, it's hard to let go. Just as an example, listen to French people who speak almost perfect English. However good they are, it's usually impossible to mistake them for anything other than French. The accent, it seems, is always the last thing to disappear.

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

WORDS AND PHRASES	MEANINGS
1 expatriates b	a way of speaking
2 fellow countrymen e	b people who live permanently in another country
3 committed g	c think or say something is wrong
4 object c	d very necessary
5 unconsciously f	e those who come from the same country
6 essential d	f without thinking about it
7 accent a	g completely sure

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

- Others might object that it's too expensive, but I think it's worth the money.
- He never stops trying because he's fully committed to the career he's chosen.
- Most expatriates at least try to learn the language of their new home.
- If you want to study science, it's essential to have a good knowledge of maths.
- When I'm on holiday, I don't want to spend all the time with my fellow countrymen.
- I guessed from your accent that you are from Australia.
- I've done this journey so many times that I can find the way unconsciously.

5 Choose the best way for the sentences to continue. Circle A, B or C.

- The text is probably
 A a letter to an academic journal. **B** an article in a magazine. C a letter to a colleague.
- The writer says that the behaviour of many expatriates is
 A hard to explain. B rather surprising. **C** quite well known.
- The writer's neighbour
A made a decision to speak in a certain way. C had difficulty in pronouncing some words.
 B had lived in the north for a long time.
- The writer believes that
 A no one can ever speak a second language perfectly.
B it is natural for language learners to keep their foreign accent.
 C English is especially hard to pronounce for French people.

6 Work in pairs. Discuss which opinion below you agree with most.

If you're learning a language, you should try to pronounce it as correctly as possible.

Even if it was possible, I wouldn't want to speak English like a native speaker.

Pronunciation reminder

Some words, like **object**, change their stress depending on whether they are used as verbs or nouns. For example:

They don't **object** to paying taxes. (v)

This word is the **object** of the sentence. (n)

Other words like this include **record, increase / decrease, import / export** and **permit**.

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

Examples

A He wanted **to go** home.

She refused **to learn** any English.

Their parents promised **to join** them as soon as possible.

B English people are accustomed to **drinking** tea with milk.

They don't object to **paying** local taxes.

They're not looking forward to **going** home.

- Which verb form is used in the examples in column A? infinitive with to
- What kind of word is *to* in the examples in column B? preposition
- What verb form is used after *to* in the column B examples? -ing form

2 Complete the sentences with the correct form of the verbs in brackets: infinitive or -ing form.

- The manager decided to increase spending. (increase)
- Don't worry, I'm quite accustomed to waiting. (wait)
- We've all agreed to have a party next week. (have)
- I object to saying sorry for something I didn't do. (say)
- We are committed to making this idea a reality. (make)
- People here don't seem to know about their neighbours. (know)

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

Examples

A They **used to** live in a small village.

B We were/got **used to** living in an area where everyone knew everyone else's business.

In which sentence is

- used to* a verb to talk about the past? A
- used* an adjective followed by the preposition *to*, with the same meaning as *accustomed to*? B

4 Complete the sentences with *used + to* + the correct form of the verbs in brackets.

- I think I've finally got used to eating this kind of food. (eat)
- I used to feel like a stranger when I first lived here. (feel)
- Because he works at night, he's used to sleeping during the day. (sleep)
- She used to enjoy watching films, but now she prefers reading books. (enjoy)

5 Complete the sentences with the prepositions in the box.

about for of from with on

- The customer insisted on speaking to the manager.
- They accused me of not telling the truth.
- All his parents want to do is prevent him from getting hurt.

- 4 She had to be satisfied with getting the second prize.
- 5 Who is responsible for causing all this mess?
- 6 She's very serious about wanting to be a doctor.

6 Look at the examples. Then complete the grammar rule by adding the same word in both spaces.

Examples

Apart from being *a bit cold, I quite like this place.*

Despite living *in the south for over fifty years, her accent remained strongly northern.*

Complete the grammar rule

Certain linking words or phrases that contain a (1) preposition (e.g. *from*) or act like (2) preposition are followed by the *-ing* form of the verb.

7 Complete the sentences with the *-ing* form of the verbs in the box.

have to go have look after save work

- 1 He is hard to understand because he speaks very quietly, as well as having a strong accent.
- 2 Despite saving money for six months, I still can't afford to buy it.
- 3 He's thinking of getting a job instead of going to university.
- 4 My mother is becoming ill as a result of working such long hours.
- 5 What else don't you like about the job apart from having to work at weekends?
- 6 In addition to looking after the family, she has a part-time job.

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

Examples

A *A and C are both wrong so the answer must be B.*

I was born in 1942, so I must have been about six or seven at the time.

B *You should realise how lucky you are.*

I should have realised what it was.

C *The volcano is still active, so it could explode at any time.*

I'm sure we could have afforded a fridge then.

- 1 What time do all the underlined verbs on the left refer to?
A the past? **B** the present?
- 2 What time do all the underlined verbs on the right refer to?
A the past? B the present?
- 3 Which is the correct construction for 'past modals'?
A modal verb + infinitive of *have* + past participle B modal verb + present tense of *have* + past tense

4 Which pairs of sentences have the following meanings?

- 1 This is my advice. **B**
It was important to do, but I didn't do it.
- 2 It is a possibility. **C**
It was possible, but it didn't happen.
- 3 It's the only logical conclusion left. **A**
This is a logical conclusion about the past.

2 Match the beginnings of the sentences with the correct endings.

A (Present modals)

- | | |
|--|--|
| 1 He's eating it all, so c | a you should always take water. |
| 2 You should always ask questions d | b by entering this competition. |
| 3 When you go walking in the mountains, a | c it must be very tasty. |
| 4 We could win a lot of money b | d when you don't understand. |

B (Past modals)

- | | |
|--|--|
| 1 You shouldn't have blamed him because c | a he'd been here earlier. |
| 2 He could have helped if a | b it could have been an electrical fault. |
| 3 It's not in my bag, so d | c it wasn't his fault. |
| 4 We don't know what caused the fire, but b | d I must have taken it out. |

3 Circle the correct form (present or past).

- 1 I didn't phone because I thought you **might go** / **might have gone** to bed.
- 2 We're not sure yet, but this **could be** / **could have been** the solution to our problem.
- 3 That car nearly hit you. You **should look** / **should have looked** before crossing.
- 4 She **could win** / **could have won** the race, but she hurt her leg.
- 5 He **must be** / **must have been** out because he isn't answering the phone.
- 6 Why not try it? I think you **might enjoy** / **might have enjoyed** it.

4 Complete the sentences with the past form of the modals in the box + the verbs in brackets.

must (x2) could should might

- 1 He realises now that he **should have accepted** the offer of a job. (accept)
- 2 I can't find my keys. I **must have left** them at home. (leave)
- 3 There was no need to work late. We **could have finished** the job this morning. (finish)
- 4 I'm not sure, but I think I **might have made** a mistake. (make)
- 5 He is smiling. So he **must have passed** his exams. (pass)

5 Discuss the questions in pairs or small groups.

- 1 Is there anything you didn't do or didn't know in the past that you now realise was wrong or silly?
I should have known/realised that ...
- 2 How old were you when you spoke your first word? What was it?
I'm not sure but I must have been ... It might have been ...
- 3 Is there anything in your past that you had the chance to do but didn't?
When I was ..., I could have ... but I ... instead.

1 Discuss the questions in pairs or small groups.

- 1 What is the earliest thing you remember in your life?
- 2 How can you be sure that you really remember it?
Could it be that someone told you later and you only *think* you remember?

I remember falling off a chair and hurting my head. I must have been about three.

This is such a strange little detail that I'm sure I'm the only one who remembers it.

2 Listen to the story of someone's first day at school and answer the questions.

- 1 How did Laurie Lee get to the school on his first morning?

- 2 What didn't he understand during the day?

- 3 How does he feel when he gets home?

- 4 He refuses to go again. Why does the speaker find this so believable?

- 5 What did the teacher mean by 'sit over there for the present'?

- 6 What did the young Laurie Lee think the teacher meant?

3 Listen again and check your answers.

4 Work in pairs or small groups. Tell your partner(s) what you remember about your own first day at school.

- ▶ How did you feel?
- ▶ What happened during the day?
- ▶ Do you remember anything unusual, surprising or funny?
- ▶ Was it a happy or an unhappy experience?

I was really looking forward to going to school and I thought it was exciting.

One of the teachers shouted my name and I was frightened. I thought I'd done something wrong, but I had no idea what it could have been!



5 Write a short paragraph about your first day at school or your earliest memory.

Add details about what happened and how you felt to make the story more believable, and include one or two events that aren't actually true.

6 Work in pairs. Read your paragraphs aloud and try to guess which details are invented.

Period 6 / Writing

1 Complete the story with the linking words and phrases in the box.

during so by as well as that's why as a result
but since previously either

We tend to remember experiences that were (1) _____ very good or very bad. Perhaps (2) _____ I don't remember my first holiday, but I definitely do remember my first *camping* holiday in a tent. (3) _____, we'd always stayed in rented houses, but for some reason my parents decided that camping would be fun.

The weather forecast was good, (4) _____ we were looking forward to playing outside in the woods. Unfortunately, though, it started raining as soon as we got to the camping place, and it hardly stopped for the whole week we were there.

(5) _____ the day, we had to find dry places to pass the time, and usually had to pay to go in. (6) _____, my parents spent more money than they should have done, which annoyed them. What annoyed *me* was having to share a tent with my brother, who turned out to be a very noisy sleeper. If it wasn't him keeping me awake, it was the insects that found their way in. I know camping is supposed to be about getting close to nature, (7) _____ I didn't want to be *that* close.

(8) _____ the end of the week, we were all glad to go home. It was certainly a memorable holiday, (9) _____ being a good lesson for the future: I've never gone on another camping holiday (10) _____ that first time.

2 Write a similar story of a memorable holiday (or other experience) that you had. (It could be memorable for good or bad reasons.)

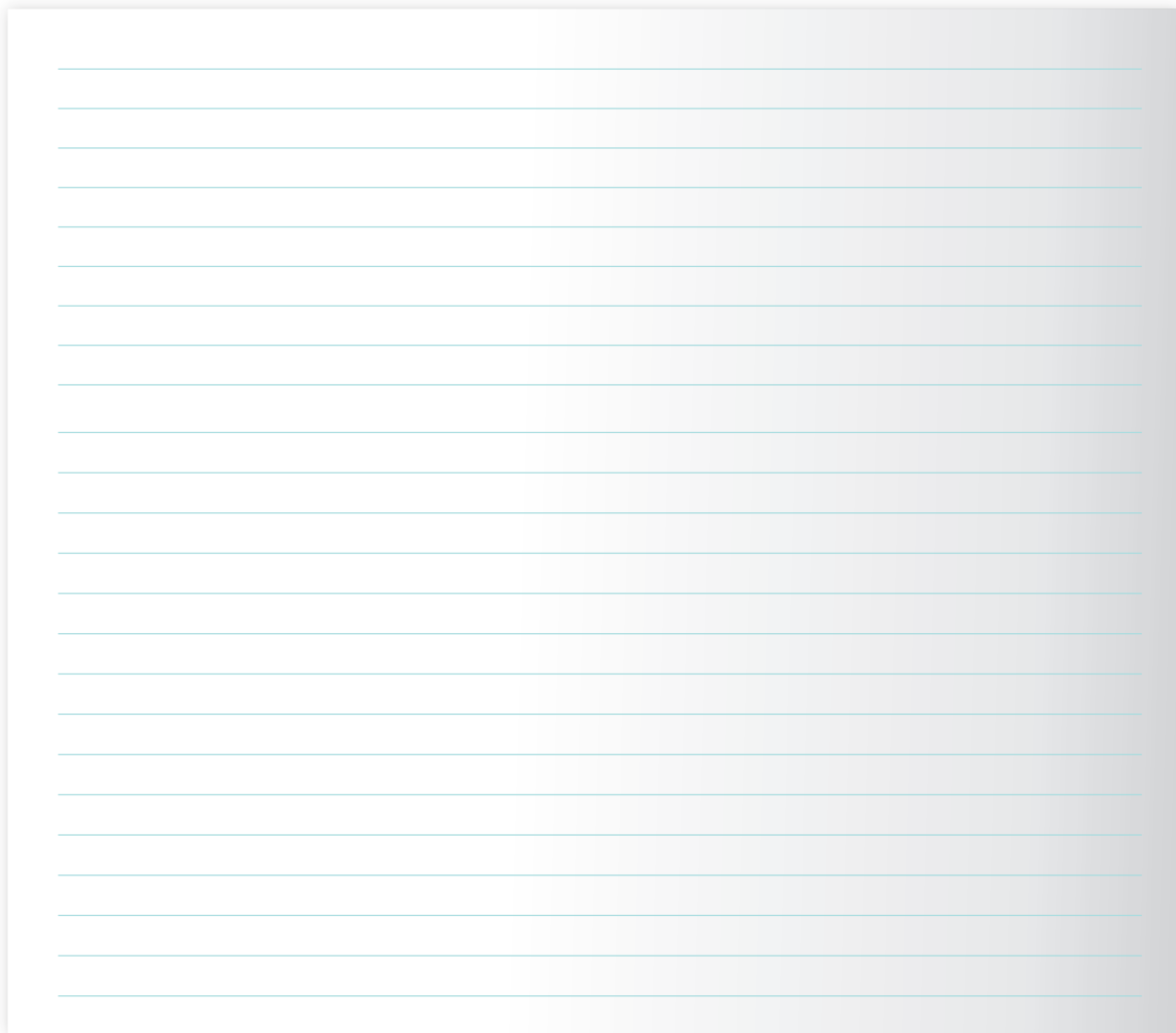
Use the story in Activity 1 as a model and keep the same paragraph structure.

Paragraph 1: introduction and background

Paragraph 2: the beginning of the holiday / experience

Paragraph 3: the rest of the holiday / experience

Paragraph 4: conclusion (What do you think about it now?)



In this Unit you have learnt about:

- ▶ other cultures
- ▶ verb / adjective + *to* + *-ing* structures
- ▶ verb / adjective + other preposition + *-ing* structures
- ▶ modal verbs with infinitives for present meanings
- ▶ 'past modal' verb forms (modal verb + *have* + past participle)
- ▶ linking words and phrases
- ▶ writing about personal memories

Reading and vocabulary

1 Discuss the question in pairs or small groups.

What problems do you think these people might have?

an English person who moves to the USA *an Algerian who moves to France*

Think about:

- ▶ language
- ▶ weather
- ▶ finding a job
- ▶ culture / other people

2 Read the text to see if your ideas from Activity 1 apply to these people.

What does each person say about the points above?

▶ **Mary: born in England, now lives in Florida, USA**

My husband and I decided to move to Florida in the southeast USA just under three years ago, when he lost his job. As a computer engineer, he thought it wouldn't be a problem finding employment, but it hasn't been as easy as we expected.

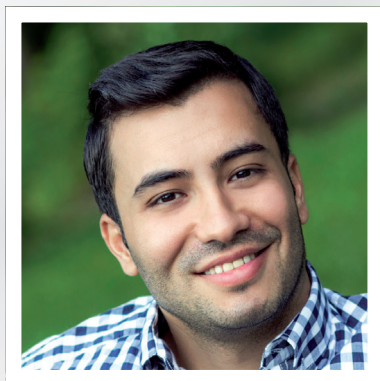
- 5 The main appeal of Florida was the weather, plus the house prices. We sold our medium-sized house in England and bought a much bigger one here for roughly the same price. My fellow countrymen back in the UK would think it was really upmarket, but here it's quite normal. As for the weather, it's
- 10 warm and sunny a lot of the time, but when the storms come in off the sea, it can be quite frightening.



- One thing I didn't expect was that we'd have to get used to the language. I never even thought about it. But it's astonishing how many basic words are different. As well as that, we obviously sound British, so I don't think we'll ever be accepted as 'real Americans'. But people are very
- 15 friendly, and they all say how much they love our accent.

▶ **Sadiq: born in Algeria, now lives in Paris, France**

My family moved here when I was a teenager, over twenty years ago. Like a lot of North Africans, they regarded Paris as a place of opportunity. They opened a restaurant in an area where there were a lot of other Algerians and Moroccans, and it did quite well. I worked as a builder for two



- 5 years, and then took over the restaurant when my parents got older.

- I used to find the climate here a bit difficult – rather cold and wet compared with North Africa. But I've got accustomed to it. The only difficulty now is other people's perceptions of me: there are a few who still think of us as foreigners who
- 10 shouldn't be here. I was brought up speaking French as well as Arabic, and in fact my whole education was French, so I never had a problem communicating. Personally, I don't have identity problems. If you ask whether I think of myself as Algerian or French, my simple answer is: both.

3 Find words or phrases from the texts that have these meanings.
(The meanings are in the same order as the words and phrases in the texts.)

- 1 paid work employment
- 2 what makes you like something appeal
- 3 people born in the same country fellow countrymen
- 4 luxury (adjective) upmarket
- 5 very surprising astonishing
- 6 way of talking accent
- 7 get used to accustomed to
- 8 how people see someone or something perceptions
- 9 raised brought up
- 10 who you are identity

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

- 1 In some countries you have to carry a card to show your identity.
- 2 His accent sounds strange; I can't decide where he comes from.
- 3 Most people like this game, but I hate it; I can't understand its appeal.
- 4 Previous experience will definitely improve your chance of finding employment.
- 5 Advertising tries to change people's perceptions of a product.
- 6 This is much warmer weather than we're accustomed to in this country.
- 7 I was brought up here, so I think of it as my country.
- 8 He's American, but his attitudes are different from most of his fellow countrymen.
- 9 It's a very upmarket part of town and only rich people can afford to live there.
- 10 Her knowledge of science is astonishing although she is only eight years old.

5 Decide if the sentences are TRUE or FALSE. If there is not enough information to decide, choose DOESN'T SAY.

- 1 Mary has lived in Florida for a longer time than Sadiq has lived in France.
 TRUE ~~FALSE~~ DOESN'T SAY
- 2 There were two main reasons why Mary and her husband moved.
~~TRUE~~ FALSE DOESN'T SAY
- 3 Their house in America was more expensive than the one they sold.
 TRUE ~~FALSE~~ DOESN'T SAY
- 4 Mary would like to sound more American in order to be accepted.
 TRUE FALSE ~~DOESN'T SAY~~
- 5 Sadiq's parents had a difficult time in Paris at first.
 TRUE FALSE ~~DOESN'T SAY~~
- 6 Sadiq is fluent in at least two languages.
~~TRUE~~ FALSE DOESN'T SAY

Reading and vocabulary

1 Discuss the questions in pairs or small groups.

- 1 Why do you think it might be important for a business person to know about cultural differences?
- 2 Imagine you are at a business meeting and the discussion is taking a long time. What do you think is the best thing to do?
 - A keep talking till all the details have been discussed
 - B reach a decision quickly and finish the meeting on time
 - C arrange another meeting at a later date

2 Read the text. Then complete the tasks on page 125.

As business and commerce become more and more international, companies are making more effort to train their staff in the field of cultural differences, and the Internet is full of websites offering this training. Some of the information they offer is quite basic, such as whether or not it is normal to shake hands on meeting someone from a certain country, or whether a possible customer might object to a

5 man who isn't wearing a suit and tie. But there is, of course, more to it than that.

At a deeper level, there are many 'hidden' cultural habits: things that people do unconsciously. An example is the idea of personal space. How far away you stand when talking to other people varies from culture to culture: stand too close and they might think you're being rude; too far away and you might be regarded as unfriendly. If we look even deeper, though, we enter the field of psychology, and

10 the best example is different attitudes to time.

People from different cultures see time in different ways. For most American business people, for example, time moves fast in a straight line and time is money (think of the verbs that we use for both: *spend, lose, waste*). Northern Europeans have a similar view, but for people from Southern Europe and the Middle East, time is much less fixed, and it is organised differently. So at an international meeting,

15 for example, a German might have the conviction that time is being wasted because a decision hasn't been made yet. Meanwhile, an Italian probably thinks the German is rudely trying to close the meeting before things have been discussed properly.



Most Asian people, on the other hand, see time as moving in a circle. 'Why worry,' they might think, 'about reaching a conclusion at all costs? Isn't it better to wait for events to come round again and

20 then make a better decision?' As you can see, all this has important implications for all business contacts between cultures, and should be an essential part of the training given to anyone working in international commerce.

- 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 don't like people talking on their phones during meetings. object to
 - 2 When she's feeling nervous, she always touches her hair without thinking about it. unconsciously
 - 3 I'm really interested in studying how the mind works. psychology
 - 4 He has a strong belief that he is doing the right thing. conviction
 - 5 It's only a game, but he still thinks he has to win no matter what happens. at all costs
 - 6 What are the lessons of these events for the future of the company? implications
 - 7 An understanding of maths is very necessary for science students. essential

2 Answer the questions.

- 1 What kind of advice about cultural differences can you find on the Internet?

- 2 Why does the writer call the idea of personal space a 'hidden' habit?

- 3 What do Northern and Southern Europeans think of in different ways?

3 What do these words and phrases, highlighted in the text, refer to?

- 1 *they* (line 3) _____
- 2 *they* (line 8) _____
- 3 *both* (line 12) _____
- 4 *it* (line 14) _____
- 5 *they* (line 18) _____

4 The text talks about understanding cultural differences at three different levels.
Give an example of a difference at each level.

- 1 (simple) _____
- 2 (deeper) _____
- 3 (the deepest) _____

**3 Look back at the situation you discussed in Activity 1 (the meeting).
Discuss the questions below in pairs or small groups.**

1 Which culture and view of time goes with which option (A, B, C)?

- | | |
|---------------------------------|--------------|
| American / North European | option _____ |
| South European / Middle Eastern | option _____ |
| Asian | option _____ |

2 Does the option you chose go with your own culture, according to the text?

Language

1 Rewrite the sentences, replacing the underlined part with a causative structure (have + object + past participle).

1 We'd better ask someone to check the letter before you send it.

We'd better have the letter checked before you send

2 I have an idea for a product, but I'm not sure how to arrange for someone to make it.

I have an idea for a product, but I'm not sure how to have it made.

3 Don't forget to take your jacket to the cleaners before the wedding.

Don't forget to have your jacket cleaned before the ...

4 He took his car to the garage and paid them to repair it.

He took his car to the garage and had it repaired.

2 Correct the mistakes in the sentences.

1 I asked him that he wanted to go to see the film. I asked him if he wanted to go to see the film.

2 'You don't really like that painting, don't you?' You don't really like that painting, do you?'

3 Why do you want to go out tonight? Is it because you're too busy? Why don't you want to go out tonight?'

4 They asked what kind of work was he interested in. They asked what kind of work he was ...

5 'They're arriving early tomorrow, don't they?' They're arriving early tomorrow, aren't they?'

3 Complete the sentences with the correct tense and form of the verbs in brackets.

1 She wishes she had chosen (choose) a different subject at university.

2 I don't regret saying (say) what I did because I was right.

3 You shouldn't have told (tell) them that. It was a secret.

4 I wish I hadn't bought (buy) a phone in the shop because it's much cheaper online.

5 I'm sorry. I should have contacted (contact) you before, but I forgot.

4 Complete the table with abstract nouns that come from the concrete nouns.

CONCRETE NOUNS	ABSTRACT NOUNS
advisor	1 <u>advice</u>
consumer	2 <u>consumption</u>
believer	3 <u>belief</u>
politician	4 <u>politics</u>
professor	5 <u>profession</u>
judge	6 <u>judgement</u>
product	7 <u>production</u>
leader	8 <u>leadership</u>

5 Complete the sentences with the nouns in the box: once as a plural and once as an uncountable noun.

chocolate oil experience paper time

- 1 a This film is so good that I've seen it **three** **times** .
 b We don't have enough **time** to **finish this** today.
- 2 a I **carry all** my **papers** in this **case**.
 b Some houses in Japan used to be made of **paper** .
- 3 a The price of **oil** has a big effect on the world **economy**.
 b The **cook** uses **different** **oils** for different purposes.
- 4 a Eating too **much** **chocolate** isn't good for your health.
 b He bought his wife a **box of** **chocolates** .
- 5 a I had some very interesting **experiences** while I was away.
 b Include your **education** and **experience** in the **application** letter.

6 Complete the sentences with a / an, the or – (no article).

- 1 Please close **the** **door** behind you.
- 2 **A** **man** I'd never seen before was standing in **the** front garden.
- 3 Have you got **a** **pen** I can borrow?
- 4 **X** **travel** is a good way to meet **X** **interesting people**.
- 5 I haven't seen Ahmad since **the** **day** before yesterday.
- 6 I need to pay back **the** **money** I borrowed.
- 7 Most of **the** **students** understood what **the** **teacher** was saying.
- 8 He's applied for **a** **course** in **x** **economics**.

7 Work in pairs. Write answers to the quiz questions.

QUICK QUIZ

1 What country contains England, Scotland, Wales and Northern Ireland?

2 Which is the largest ocean in the world?

3 What is the capital city of Egypt?

4 Lebanon, Morocco and Spain all have coasts on which sea?

5 Which group of mountains is mostly in Switzerland?

Language

1 Look at the sentences. If they are correct, put a tick in the box. If there is a mistake, put a cross in the box and correct it.

1 The teacher gave me a lot of good advices.

The teacher gave me a lot of good advice.

2 Most of the time I was there, I lived in a capital city.

Most of the time I was there, I lived in the capital city.

3 I think this is one of best days in my life.

I think this is one of the best days in my life.

4 How much money have you got in your pocket?

5 I never drink the strong coffee before going to bed.

I never drink strong coffee before going to bed

6 It's always a good idea to be polite to people.

2 Complete the sentences with the prepositions in the box.

for on with from (x2) of

1 The customer insisted on getting her money back.

2 I was afraid of falling over on the ice.

3 They tied him up to prevent him from escaping.

4 She agreed that she was responsible for making the mistake.

5 I like everything about the job apart from getting up so early.

6 He's the kind of person who's never satisfied with coming second.

3 Complete the sentences with a verb from column A and the correct form of a verb from column B (either infinitive or to + the -ing form).

1 Unsurprisingly, the staff objected to working extra hours without extra pay.

2 I can't get used to eating my main meal in the middle of the day.

3 She promised to phone us as soon as she arrived.

4 I look forward to receiving your reply to this letter.

5 For some reason he doesn't seem to understand what you're saying.

A	B
get used	eat
seem	work
object	understand
look forward	phone
promise	receive

4 Circle the correct modal verbs.

- 1 I think we're lost. We **should** / **might** have brought a map with us.
- 2 That **should** / **must** be the right house. It's the only one with a red door.
- 3 I suppose **might** / **must** have made a mistake, but I don't think so.
- 4 If we'd all worked together, we **might** / **should** have got it done in time.
- 5 It **must** / **should** have rained during the night because the streets are wet.
- 6 With just a little more money we **should** / **could** afford to buy a better one.

5 Complete the sentences with the verbs in the box. Use the correct modal form (present or past).

lock meet not wake up borrow miss choose

- 1 He isn't usually late. I think he must have missed the bus.
- 2 Tell me your flight number. I could meet you at the airport.
- 3 You'd better set the alarm because you might not wake up in time.
- 4 It's quite a nice jacket, but I think you should have chosen a different colour.
- 5 He must have locked the door because it won't open.
- 6 I'm sorry. I shouldn't have borrowed your book without asking.

6 Find one mistake in each sentence and correct it.

- 1 I'm looking forward to meet your parents.
I'm looking forward to meeting your parents.
- 2 The call must have been from Ali, but I'm not sure.
The call might have been from Ali, but I'm not sure.
- 3 We have a meeting on first Monday of every month.
We have a meeting on the first Monday of every month.
- 4 He didn't get the job despite to have many years of experience in the field.
He didn't get the job despite having many years of experience in the field.
- 5 I wasn't used to walk such long distances.
I wasn't used to walking such long distances.
- 6 I'm so full. I've never eaten so many foods in my life.
I'm so full. I've never eaten so much food in my life.

Writing

1 Discuss the questions in pairs.

1 Would you like to live for several years in another country? Make a list of reasons for and against.

FOR	AGAINST

2 If you could choose a country to live in, which would it be? Why?

2 Write an essay in answer to this question.

What are the advantages and disadvantages of living abroad?

There are several reasons why living abroad is a good thing. Firstly, it may be that you will be able to get a better education in another country. This is in fact one of the main reasons why young people choose to leave their homes. Later in life, moving abroad may be necessary in order to get a better job and earn more money. More generally, you can learn a lot about the culture of the place you are living in. This will increase your knowledge and give you a different way of looking at the world.

On the other hand, living abroad can cause problems. Depending on where you choose to live many things will be different and you may find it hard to get used to the way of life. Unless you are fluent, there may be problems with the language too. Finally, it's possible that you will miss your family and friends, even though it's easy to keep in touch with them nowadays.

If I had the chance, I would choose to live in France. I have always been interested in French culture and I think the way of life there would suit me. Also, I can speak the language quite well so that would not be a big problem. However, I don't think I would like to live there for the rest of my life; just five years would probably be enough.

Writing

1 Work in pairs. Read the letter about a holiday experience. Then put the sentences in the two paragraphs in the right order. Use the underlined parts to help you decide.

- 2 While I was there, I was lucky to be invited to a local festival.
- 4 Everyone in the area depends on it to grow their crops.
- 1 I've just got back from my trip to India.
- 3 I'm not sure what it was for, but it was something to do with the river.
- 5 So if it runs dry, people don't have enough to eat.

- 2 They were all singing and dancing or playing instruments.
- 8 But it was the best day of the whole trip.
- 4 A local person tried to translate them, but I couldn't understand her accent.
- 1 The streets were full of people dressed in colourful clothes.
- 7 So by the end I was really tired.
- 3 Of course, I didn't know what the words meant.
- 6 It made me want to join in the dancing.
- 5 But still, the music was exciting.

2 Write your own memories of either a festival in Palestine or an experience you had while you were away from home.



Letters for Unit 8 Period 5

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.

Wordlist

Note: the words from each unit are in alphabetical order, not the order that they appear in the unit.

Unit 1

be / get used to (verb)
confident (adjective)
creative (adjective)
excuse (noun)
factor (noun)
field (noun = area of interest)
foundation course (noun phrase)
like-minded (adjective)
on show (adjective phrase)
optional (adjective)
participate (in) (verb)
potential (noun)
routine (noun)
set (noun)
stuck (adjective)
zone (noun)

Unit 2

aware (of) (adjective)
convinced (adjective)
disappointed (adjective)
fees (noun)
inevitable (adjective)
nowadays (adverb)
persevere (verb)
patient / impatient (adjectives)
personal (adjective)
point (noun = purpose)
priority (noun)
revise (verb) / revision (noun)
reward (verb / noun)

Unit 3

bald (adjective)
catch up (with someone) (phrasal verb)
coincidence (noun)
colleague (noun)
come across (phrasal verb)
error (noun)
(un)intended (adjective)
keep in touch (verb phrase)
knowledge (noun)

mention (verb)
misunderstanding (noun)
pat (verb)
put (someone) up (phrasal verb)
reluctant (adjective)
run into (phrasal verb)
straight (adverb = immediately)
stranger (noun)
the latter (pronoun phrase)
turn out (phrasal verb)

Unit 4

addicted (to) (adjective)
border (noun)
capable (adjective)
citizen (noun)
fear (noun)
hub (noun)
justified (adjective)
motivated (adjective)
network (noun)
panic (noun)
potential (adjective)
questionnaire (noun)
remote (adjective)
restrictions (noun)
shrink (verb)
trend (noun)
vary (verb)

Unit 5

acquaintance (noun)
boast (verb)
claim (verb)
extreme (noun)
genuine (adjective)
guarantee (noun)
happen to (be / do) (verb)
impress (verb)
in common (adjective phrase)
in confidence (adverb phrase)
inflexible (adjective) (≠ flexible)
initial (adjective)
lasting (adjective)
nature (noun = what something or someone is like)

regard (as) (verb)
 roughly (adverb)
 via (preposition)

Unit 7

charity (noun / adjective)
 co-ordinated (adjective)
 controversial (adjective)
 employment (noun)
 fantasy (noun)
 job security (noun phrase)
 make a living (verb phrase)
 neglect (verb)
 outweigh (verb)
 prospects (noun)
 reveal (verb)
 stage fright (noun phrase)
 throughout (preposition)
 worth (adjective)

Unit 8

attempt (noun)
 breakthrough (noun)
 currently (adverb)
 distribute (verb)
 graphic (adjective)
 humanitarian (adjective)
 lack (noun)
 marketing (noun)
 market share (noun phrase)
 market value (noun phrase)
 returns (noun = profit)
 run (verb = manage)
 sector (noun)
 upmarket (adjective)

Unit 9

amateur (adjective / noun)
 astonishing (adjective)
 combination (noun)
 criteria (noun – plural)
 drop (verb = leave out)
 get on (with) (phrasal verb)
 infuriated (adjective)
 judge (verb)

objective (adjective)
 promising (adjective)
 reserve (noun / adjective)
 rule out (phrasal verb)
 terror (noun)
 tragedy (noun)
 trial (noun / adjective)

Unit 10

appeal (noun)
 at all costs (adverb phrase)
 bring up (phrasal verb) / upbringing (noun)
 commerce (noun)
 conform (verb)
 consensus (noun)
 consumption (noun)
 identity (noun)
 image (noun)
 implications (noun)
 loyal (adjective) / loyalty (noun)
 manufacturing (noun / adjective)
 peers (noun)
 perceptions (noun)
 psychology (noun)
 selfish (adjective) / selfishness (noun)
 strategy (noun)

Unit 11

accent (noun)
 accustomed (adjective)
 cling (onto) (verb)
 committed (adjective)
 conviction (noun)
 essential (adjective)
 expatriate (noun)
 fellow countrymen (noun phrase)
 fluent (adjective)
 object (to) (verb)
 puzzle (noun)
 stubborn (adjective)
 unconsciously (adverb)

Grammar reference

Unit 1

Present tenses

- 1 We use the present simple tense to talk about regular or repeated actions, especially with 'frequency adverbs' like *often* or *usually*.
People often get stuck in their comfort zones.
- 2 We also use this tense for general truths that don't change, and for some verbs that describe states rather than actions, for example *seem* or *like*.
Clubs and societies are a vital part of college life.
It seems as if everyone is speaking a different language.
- 3 We use the present continuous 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.
My brother is speaking on the phone at the moment.
Mahmoud's English is getting better quickly.
- 4 Many verbs (sometimes called 'stative' verbs) can't usually be used in a continuous tense because they describe states, not actions. Examples include:
like, love, hate, prefer, etc., want, seem, know, believe, remember, suppose, agree, mean, realise, recognise, understand.
Many people think they can't change their lives.
Please be quiet. I'm thinking.
- 5 Some state verbs can be used in both tenses, but with a different meaning, according to whether or not the verb is an action, for example *think*, *have* and *look*.
He looks worried.
What are you looking at?

Present perfect (general)

- 1 We make the present perfect (simple) tense with *have* + the past participle of the main verb.
- 2 We make the present perfect (continuous) tense with *have* + the past participle of the verb *be* + the *-ing* form of the main verb.
- 3 Sentences in the present perfect tense tell us more about the present than the past. For example, the meanings of the two sentences below are more or less the same.
I've also joined two other clubs.
I'm also a member of two other clubs.

Present perfect simple or continuous?

- 1 We use the present perfect simple tense to talk about recent past experiences that are important at the time of speaking.
I've joined the Palestine Society.
- 2 We also use this tense to talk about general past experience when it doesn't matter when the experience happened (the important thing is the experience itself).
I've joined two other clubs and have participated in three events so far.
- 3 We use the present perfect continuous tense to talk about actions that began in the past and have continued up to the present.
I've been studying English for five years.
- 4 We use the same tense to focus on the (unfinished) activity itself and emphasise that the action has been in progress throughout the period.
She's under stress because she's been studying so much.

Unit 2

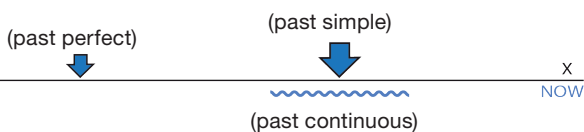
Infinitives and *-ing* forms

- 1 We use the infinitive form (with *to*) after certain verbs like *advise*, *want*, *ask* and *tell*.
- 2 When an object is needed, it goes between the verb and the infinitive.
Experts advise us to break this habit.
- 3 We also use the infinitive form to talk about purpose (the reason why you do something).
You need good exam results to go to university.
- 4 We use the *-ing* form after certain verbs like *enjoy* and *like*.
Not many students enjoy revising for exams.
- 5 We always use the *-ing* form after prepositions like *in* and *by*.
He likes playing football, but he's not interested in watching it on TV.
- 6 Some verbs change their meaning when they are followed by the infinitive or *-ing* forms.
He was getting tired, so he stopped working. (simply stopping the action you are doing)
We were lost, so we stopped to ask the way. (stopping one action in order to do another)
Remember to eat regularly and healthily. (actions we have to do or should do)
I remember feeling stressed when I was doing school exams. (remembering actions / situations that happened in the past)

Unit 3

Past tenses

- We can use past tenses together, especially in stories, to talk about how actions are related.
Last night, I arrived at the hotel quite late and went straight to bed.
(past simple + past simple: two completed actions in the past)
I was talking to an old school friend when she mentioned another person called Jan.
(past continuous + past simple: one action happened while another action was in progress)
Some guests had left when Samir arrived.
(past perfect + past simple: one action was completed before another action happened)
- In more complicated sentences, we can use all three past tenses. The past simple tense does the main job of telling the story, and the other two give background information.



*One day I noticed that the bananas I had bought about a week before were going brown.
I was talking to an old school friend that I 'd kept in touch with when she mentioned another person.*

Unit 4

Modal verbs of probability

- We use the modal verbs *might*, *may* and *could* to say that something is possible.
Young Palestinians are starting small technology companies that could / might / may help the Palestinian economy.
We can't make any plans yet because he might / may not come.
- We use *will* / *won't* as a modal verb when we are certain about a future event.
The one thing we can predict is that the figures will continue to rise in future.
We won't be in time now. It's too late.
- When we make negative statements about possibility, we can't use *couldn't*. This is because *couldn't* has another meaning (*wasn't able to*).
- We can make *could*, *might* or *may* more certain by adding the word *well*.
He has all the right qualifications, so he could / might / may well get the job.

- We make *will* less certain by adding the word *probably*.
I'm not sure yet but I'll probably catch the 9.30 train.

Future statements using *will*

We can use *will* in different ways to talk about the future.

Researchers predict that the figures will continue to rise in future. (confidently predicting or expecting that something is certain)

The next flight to arrive will be the 732 from London. (giving new information to the public / announcing)

There's nothing on TV so I think I'll go to bed. (talking about something you've just decided)

Don't worry. I'll help you solve the problem. (making an offer)

Other ways of talking about the future

- We use the present continuous tense to talk about things that are definitely arranged.
I'm having a party next Saturday.
- We use *going to* (*do*) when we have some evidence to make us certain about the future, or to talk about things that we intend or have decided to do (but are not necessarily completely arranged).
That wall doesn't look safe. It's going to fall over one day.
He says he's going to do his homework.

Unit 5

Using participles as adjectives

- Many adjectives are made from the *-ing* forms of verbs.
Be clear about what you want, but don't be a demanding person.
- When *-ing* forms are used as adjectives, the meaning is active.
Here are the top five tips for turning someone you know into a lasting friend.
- Other adjectives are made from the past participle forms of verbs.
Here are some tried and tested pieces of advice.
- When past participles are used as adjectives, the meaning is passive.
It was quite expensive to repair the broken window.

Reduced relative clauses

- We can use *-ing* forms or past participles to replace defining relative clauses.

Students who talk during the exam will have to leave the room.



Students talking during the exam will have to leave the room.

Friendships which are made online are just as real as face-to-face ones.



Friendships made online are just as real as face-to-face ones.

- When *-ing* forms are used in this way, the meaning is active.
- When past participles are used in this way, the meaning is passive.

Unit 7

Reporting advice and orders

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

Causative structures

- We make 'causative' structures (*to have / get something done*) with the verbs *have* or *get*, followed by an object and a past participle.
If it's a physical product, you'll need to find a way to have it made for you.
- We use the structure to talk about actions we don't do ourselves, but ask / tell / pay someone else to do for us.

Have the figures checked by someone who understands money.

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

Unit 8

Direct and indirect questions

- In direct questions, the subject comes after the verb.
What subjects are you studying?
- Questions beginning with a question word like *when* or *why* ask for information.
What subjects are you studying?
- Questions without a question word ask for a yes or no answer.
Have you enjoyed working for a charity?
- When we report questions, the subject comes before the verb, as in normal sentences.
I asked him what subject she was studying.
- Changes like moving tenses into the past and changing pronouns are the same as in normal reported speech.
- When reporting questions without question words, we use either *if* or *whether*.
They asked him if / whether he had enjoyed working for a charity.
- We don't use question marks with reported questions.

Negative questions

We can use negative questions to show doubt, anger or surprise.

Isn't it a long way to walk? (I'm not sure I can manage that.)

Didn't you ask for his phone number? (If not, how can we call him back?)

Haven't you finished yet? (You've been doing it a long time.)

Question tags

- When the main sentence is positive, the tag is usually negative; when the main sentence is negative, the tag is usually positive.
It's quite cold today, isn't it?
You've made a mistake, haven't you?
- When the main verb is *be*, an auxiliary verb (e.g. *have*) or a modal verb (e.g. *should*), we repeat this in the tag.
I shouldn't really do this, should I?
- With all other verbs, we use the verb *do / don't* or *did / didn't* in the tag.
Nowadays, we know differently, don't we?

Unit 9

Past mistakes and regrets

- To talk about things we did wrong in the past, we can use the verb *wish* + the past perfect tense.
I wish I'd listened to the manager's advice.
I wish we hadn't been so over-confident.
- We can use the verb *regret* + the *-ing* form to express the same idea.
They regret paying so much for the player.
- To make negative sentences with *regret*, we put the word *not* before the *-ing* form.
He regrets not working harder at school.
- To criticise someone's (or your own) past actions or decisions, we use *should (not)* + the infinitive form of the verb *have* + the past participle of the main verb (*should / shouldn't have done*).
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.

Unit 10

Countable and uncountable nouns

- Countable nouns like *table* have both singular and plural forms.
Every person is an individual.
Like people, products have identities.
- The indefinite article *a / an* is only used before countable nouns.
He gave me some valuable advice.
- After uncountable nouns like *advice* we use a singular verb.
Losing brand loyalty means losing money.
- We use *many* before countable nouns and *much* before uncountable nouns.
She doesn't have many friends.
There isn't much information in the book.
- Some nouns (e.g. *paper / oil*) can have a countable and an uncountable meaning.
I'm just going out to buy a paper.
The present was wrapped in beautiful paper.
Oil is often used in cooking, and some oils are better than others.

Definite and indefinite articles

- We use the definite article *the* when the reader or listener knows which one(s) we mean, either because we have said which one we mean or because there is only one possibility.
You can put your books on the table.

- In stories, we use *the* if we have already mentioned the person or thing before.
I met a man last week ... Later, the man told me about his life.
- If the reader / listener doesn't know which one we mean, we use the indefinite article *a / an* for all singular, countable nouns.
We need to buy a table.
- We don't use any article with plurals or uncountable nouns when we are talking about things in general.
The students in my class are all very friendly.
This café is popular with students.
I'm not interested in the music that my friends like.
She enjoys listening to music.
- We always use the indefinite article *a / an* when we want to tell someone our identity (profession, nationality, etc.).
I am a farmer / teenager / Palestinian.

Unit 11

Verbs and prepositions

- Some verbs are always followed by the same preposition.
Some English people insist on drinking tea with milk.
- After the preposition, we use the *-ing* form of the verb.
We were used to living in an area where everyone knew everyone else's business.
They don't object to paying local taxes.
They're not looking forward to going home.
- Certain linking words or phrases also contain a preposition or act like prepositions. These are followed by the *-ing* form of the verb.
Apart from being a bit cold, I quite like this place.
Despite living in the south for over fifty years, her accent remained strongly northern.

Past forms of modal verbs

- We make modal verbs refer to the past by adding *have* + the past participle of the main verb.
I was born in 1942, so I must have been about six or seven at the time. (This is a logical conclusion about the past)
- Apart from referring to the past, the modal verbs keep their normal meanings.
I'm sure we could have afforded a fridge at the time. (It was possible but it didn't happen.)
I should have realised what it was. (It was important to do but I didn't do it.)

Writing samples

Applications and personal statements

Sometimes there is a section of an application form (for a job or a course) which asks you to write something about yourself. The example below shows a typical way of completing a section like this. Pay attention to the underlined tenses and verb forms.

Please explain in about 200 words your reasons for choosing this course, your experience in the field and how you expect your interest in the subject to develop.

I am applying for this course because I have been interested in the subject of the environment for many years, and I would like to work in this field as a career in the future. I have been reading books about environmental science since I was twelve years old, so I know quite a lot about the basic ideas, but I need to extend what I already know.

At the moment, I am studying biology, geography and English as my main subjects at school, and I believe these subjects will all be useful in the career I have chosen. Since I started secondary school, I have been a member of the school Environment Society, and have been President of the society for the last two years.

After finishing my final exams in June, I plan to spend a year doing this course, and I will then apply to university to study Environmental Science. My general aim is to study climate change and especially its impact on wildlife. I believe this is one of the most important problems that we face in the 21st century.

I hope my application is successful, and I am looking forward to studying at your college.

Sometimes colleges or universities ask for a separate personal statement. The following table gives advice about writing personal statements.

DO ...	DON'T ...
say why you are applying (and why for this course in particular)	make general statements (e.g. 'I have always been interested in Economics.')
explain what makes you suitable (e.g. the skills you have)	make unsupported claims (e.g. 'I am a very determined person.')
give examples of things you've done outside education (but only if they show something about you)	mention negative points or make excuses for things you haven't done
say what your future aims are (if you're not sure, just say what you hope to gain from the course)	use famous quotations (they want to know what <u>you</u> think, not someone else)
make yourself stand out from other applicants	try to be funny (it usually doesn't work)
check your spelling and grammar (and get someone else to look at it too)	use underlining, bold type, etc. for emphasis
plan your statement and do plenty of research	copy from online examples (universities have ways of checking this)
make sure you keep under the word limit (if there is one)	leave it till the last minute

Below is a sample plan for a personal statement, explaining what information to include and how to arrange it.

PERSONAL STATEMENT PLAN

Paragraph 1: Why you are applying

Give your reasons for choosing the course.
Say why the subject interests you.
Explain how your interest developed.
Mention your ambitions for the future.

Paragraph 2: What you have done

Mention subjects you are studying (connected with the course).
Describe any extra reading you've done around the subject.
Give examples of activities (in and outside school) that show your interest.
(These could include visits, talks, work experience, volunteering.)

Paragraph 3: Why you are suitable for the course

Give evidence that you are the right person.
Mention skills that you have that will help you during the course.
(These can include non-academic skills like teamwork or time management.)
Say how your studies and extra activities developed these skills.

Discussion essays

There are several types of essay titles that ask you to discuss something. The most common ones are:

- comparing (e.g. What are the main differences between x and y?)
- for and against / advantages and disadvantages
- agreeing or disagreeing (e.g. Some people think ... How far do you agree?)
- opinion (e.g. What do think about ...?)

These are quite similar, but it is important to read the question carefully and make sure you understand what you need to do. It is then useful to write a plan in which you organise your ideas into paragraphs. The example below covers the first three types of essays above.

Paragraph 1: Introduction

Background to the question (What does it mean? Why is it important?)
Statement of aims (What are you going to discuss?)

Paragraph 2: Advantages / arguments for / reasons for agreeing (examples)

Paragraph 3: Disadvantages / arguments against / reasons for disagreeing

Paragraph 4: Conclusion

Summary of arguments
Own opinion

The fourth type of essay, asking for your opinion of an idea, statement or quotation, can be a little more difficult to organise. Below is an example of a plan for a particular essay question.

Title: How are technological ways of written communication different from letters, and which purposes or situations are better for different methods?

Paragraph 1: Introduction

Letters becoming less popular / replaced by technological communication methods (examples)

Paragraph 2: general advantages of modern communication methods

Paragraph 3: advantages / disadvantages of social media, Twitter, etc. for communication

Paragraph 4: purposes/situations where letters are more suitable

Paragraph 5: Conclusion

Different types of writing suit different purposes and situations, so people will probably continue to write letters, even if less than before.

Formal letters

We write formal letters to people that we don't know or have never met, for example covering letters and letters asking for information. Below is an example of a short general enquiry/covering letter in a formal style. Note the underlined sentences and phrases, which are useful in most kinds of formal letter.

Dear Sir / Madam

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

I am currently looking for employment as I am due to leave school at the end of June. I have good language and IT skills, which I hope would make me suitable for various jobs.

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

If you need any further information, please contact me.

Thank you very much for your help, and I look forward to hearing from you.

Yours faithfully,

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*.

The simplest and most common way to begin a formal letter is to give your reason for writing.

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

Business letters

The style of business letters is mostly the same as other formal letters. It is important to keep to the main point / purpose, but remain polite (without being too personal). Below are two examples of business letters.

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.

Summaries

You may sometimes be asked to write a summary of a longer text. First, read through the text and underline or highlight the main ideas, and decide what you can take out without losing the main message. This will usually include:

- examples
- information repeated in different words
- extra comments and opinions

The example below shows examples of what you can take out from a text.

- Well, not everyone is the same of course. [Some students, for example, say they revise better while listening to music, but others find it distracts their attention.] So the first thing to do is to think about what's best for you. [Ask yourself questions like: Do I work better early in the morning or in evening? Alone or with another person? That kind of thing.]
- [So, as I say, there may not be one method that fits all students.] There are, however, certain pieces of advice that seem to work for most people. Firstly, make a timetable so that you can see how much time you need to give to each subject. [I know it may seem obvious, but it definitely works.] And of course once you've got your timetable, you have to keep to it, otherwise there's no point in having it.
- Second, try to revise in the same place all the time. [It could be your own room or the library or somewhere else.] After a short time you'll probably find that it's easier to start working because you're in your 'work space'.
- Apart from the 'where and when' questions, there's the question of the best method to use – [in other words, the 'how'. As I said, different ways work better for different people, but] one thing that always seems to give good results is summarising your notes using diagrams and highlighting the main ideas. [Use coloured pens for different things – a red pen for examples, blue for reasons, and so on.]
- Finally, don't work for too long at one time, especially on the same subject. Take short breaks from time to time to give your brain a rest. Go somewhere else and do something different. [Oh, there's one more thing I forgot to mention, but it's very important.] Make sure you get enough sleep. Nobody works at their best when they're tired.

Finally, read through what is left and make sure it still makes logical sense. If necessary, rewrite some sentences in a shorter way and add any linking words or phrases that you might need to make the meaning clear.