



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **12**

Blended Learning Module One

Units 1 and 2

Reading Plus Unit 1 & Romeo & Juliet

Blended Learning Module One Outcomes

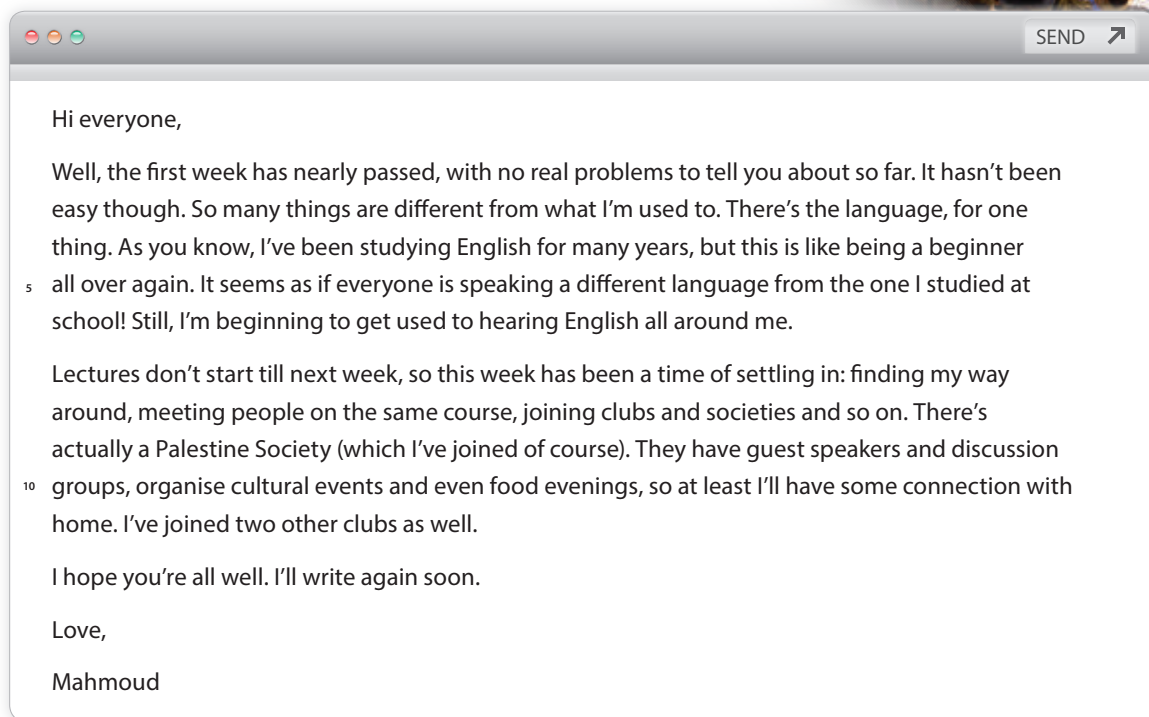
Module One (Sep& Oct) Unit 1	By the end of this package students will be able to: 1. Learn new vocabulary related to doing new and different things and time management. 2. Read and answer comprehension questions. 3. Use present simple and continuous tenses (re-vision). 4. Use present meanings of the present perfect tense. 5. Use present perfect simple and continuous tenses. 6. Use infinitive and -ing forms (revision). 7. Use verbs that change meaning when followed by infinitive or -ing forms.	Page 2
Unit 2	8. Use noun phrases made with on + noun. 9. Write college application forms. 10. Write personal statements.	9
Reading plus: unit one	1. Learn new vocabulary related to New Year customs in different countries and making and keeping resolutions. 2. Write an essay about the theme of the unit. 3. Learn about the author (William Shakespeare) and about the play (Romeo and Juliet). 4. Read literature a. and answer comprehension questions.	17

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

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

2 Read the email quickly. Then answer the questions.

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



3 Read the email again. Then answer the questions.

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

- 2 What surprised him about the language at first?

- 3 Why is this better now?

- 4 What has he been doing so far?

- 5 Why has he joined the Palestine Society?

4 Read the notice. Then complete the tasks below.

FRESHERS'* WEEK ACTIVITIES

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

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

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

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

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

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

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

'Life begins at the end of your comfort zone.'

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

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

Stepping outside the comfort zone

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

5 you're feeling under stress.

On the other hand, we're often told in 'self-help' books that it's a good idea to do things that are outside our comfort zones. In fact, many studies have shown that an important factor in helping people feel positive about themselves is the feeling that **they** are developing and making progress in their lives. You

10 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

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

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

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

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

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

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

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

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

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

Examples

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

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

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

Complete the grammar rules

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

Examples

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

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

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

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

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

Complete the grammar rules

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

☒ Reminder

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

like, love, hate, prefer, etc.

want

seem

know

believe

remember

suppose

agree

mean

realise

recognise

understand

think (= have an opinion)

have (= own)

look (= seem, appear)

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

We have three bedrooms in our new house.

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

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

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



2 Circle the correct option to complete the sentences.

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

Period 4 / Language and vocabulary study

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

Examples

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

*I've **participated** in three events so far.*

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

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

Which tense talks about:

- 1 recent past experience important at the time of speaking? _____
- 2 general past experience ('indefinite time': the experience itself is what matters)? _____
- 3 actions that began in the past and have continued up to present? _____
- 4 unfinished actions that have been in progress throughout the period? _____

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

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

6 Unit 1

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

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

How many English
books have you read?

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

1 Complete the application form.


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) _____ 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) _____ books about environmental science since I was (3) _____ 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) _____, (5) _____ and English as my main subjects at school, and I believe these subjects will all be useful in the (6) _____. I (7) _____ chosen. (8) _____ I started secondary school, I have been a member of the school (9) _____, and have been President of the society for (10) _____.

After finishing my final exams in (11) _____, I plan to spend a year doing this course, and I will then apply to university to study (12) _____. My general aim is to study (13) _____ and especially its impact on (14) _____ 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.

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

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

TIP 1:

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.

TIME MANAGEMENT

TIP 2:

It's important to make yourself a 'todo' 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:

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 4:

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.

TIP 3:

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.

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.

2 (Tip 1) She's starting to notice the impact of things that she says and does on other people.

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.

4 (Tip 3) If you're finding a job difficult, it's important that you don't give up. _____

5 (Tip 4) There's no purpose in trying to open the door. It's locked. _____

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. _____

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 _____

2 I sometimes reach a point where I get bored and information just stops.

Tip _____

3 I get worried and my head starts hurting.

Tip _____

4 I always seem to find other things to do and time just runs out.

Tip _____

5 I sometimes think it's all too hard and want to give up.

Tip _____

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

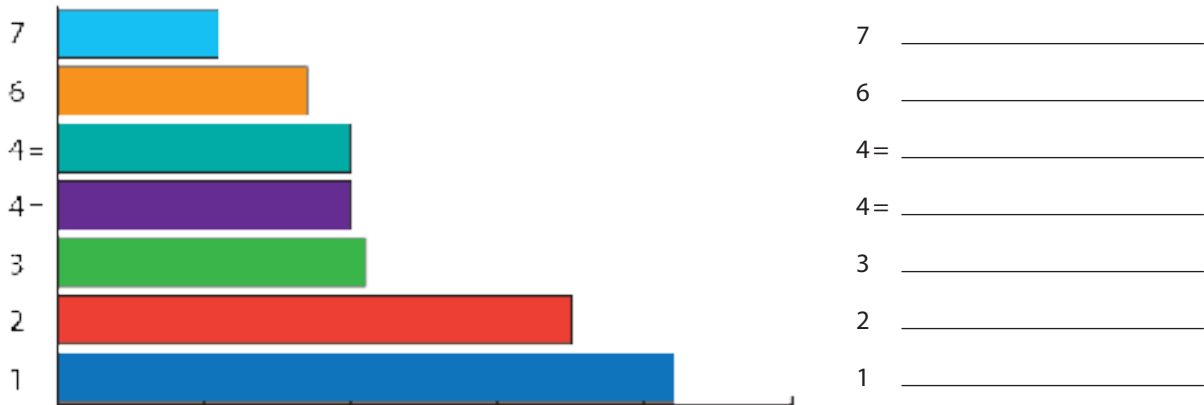
Health

* = 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



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

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

- 1 Don't be so _____, I'll be finished soon.
- 2 We all make mistakes sometimes, so it's _____ that you will too.
- 3 There are some problems with this idea. I'm not really _____ it will work.
- 4 He was _____ because he thought he would get better results than he did.
- 5 She didn't go to a private school because her parents couldn't afford the _____.
- 6 The form asks for a lot of _____ details like age and nationality.
- 7 Students have more money worries _____ than they had in the past.

- 3 Choose the best summary of what Annette Coleman says.

- 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.

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

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

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

- 1 She won't like it if you _____ do what she asked.
- 2 I'm sure they'll _____ stay when they see how enjoyable the place is.
- 3 I didn't _____ catch the early bus, so I was late.
- 4 If you lend your phone to me, I _____ lose it.
- 5 When there's a problem, they always _____ help.
- 6 Let's shake hands and _____ forget the argument.

decide	agree
promise	refuse
offer	manage

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

- 1 We use the -ing form after certain verbs like _____ and like.
- 2 We always use the -ing form after _____ like in, on, about, etc.

4 Complete the sentences with the verbs in the box.

- 1 I didn't _____ cooking anything, so I went out to a café.
- 2 The important thing is that you should never _____ trying.
- 3 I don't _____ playing computer games, but it isn't my favourite way of passing the time.
- 4 The cat crossed the road suddenly and the driver couldn't _____ hitting it.
- 5 I'll call you back as soon as I _____ writing this report.
- 6 He doesn't like it when people _____ interrupting him.

give up	avoid
feel like	mind
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**.

order the way purpose business request
 arrival duty time

- 1 On _____ at the hotel, please go to the reception desk.
- 2 Police officers only have to wear uniforms when they're on _____.
- 3 The book you need is on _____ and will probably be here next week.
- 4 This isn't a holiday. We're here on _____.
- 5 He hates people being late, so make sure you're on _____.
- 6 He stopped to buy a newspaper on _____ home.
- 7 I don't believe it was an accident. I think he did it on _____.
- 8 We will be pleased to send you more details on _____.

Period 4 / Language and vocabulary study

- 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? _____
- 2 a Which group of examples have a similar meaning to (not) enjoy? _____
b Which verb form do we use after like / love / hate? _____
- 3 a Which group of examples have a similar meaning to (not) want? _____
b Which verb form do we use after would like / love / hate? _____

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

- 1 I'm happy here in the countryside. I would _____ (live) in a city.
- 2 She _____ (listen) to music. It's her favourite way of passing the time.
- 3 Would you _____ (go) out to the theatre this evening?
- 4 Most young people _____ (get up) early when they're tired.
- 5 He would _____ (be) a famous film star. It's his dream.
- 6 If I had the chance, I would _____ (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?

- 1 stopping one action in order to do another _____
- 2 simply stopping the action you are doing _____
- 3 actions that happened in the past _____
- 4 actions we have to do or should do _____

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

- 1 The first thing I remember _____ is the sound of my mother singing. (hear)
- 2 You shouldn't stop _____ just because it's a bit difficult. (try)
- 3 I must remember _____ this letter while I'm in town. (post)
- 4 If you're getting confused, remember _____ about what you want to say. (think)
- 5 I remember _____ surprised when I first heard the news. (feel)
- 6 While walking along the street, I saw him stop _____ in a shop window. (look)

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? B Why are you applying? C Why are you suitable for the course?

PERSONAL STATEMENT PLAN

Paragraph 1: _____

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: _____

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: _____

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 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?

2 What is wrong with the others?

3 Write a first draft of your personal statement, using the opening and closing sentences in Activity 2.

Making changes

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

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

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

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

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



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

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

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

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

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

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

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

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

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

3 He wrote several poems expressing admiration for God.

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

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

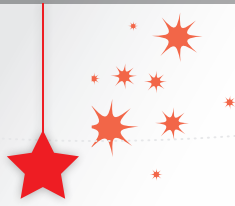
1 The phrase Scottish in origin means that

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

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

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

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



New Year, New You!



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

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

- 1 Replace the underlined parts of the sentences with words and phrases from the text.
(The sentences are in the same order as the words and phrases in the text.)
 - 1 I always connect this song with the holiday we had two years ago. _____
 - 2 It's easy to make resolutions, but harder to not change your mind about them. _____
 - 3 Unfortunately, my birthday is at the same time as the end of the holidays. _____
 - 4 When I started, I felt that everything would be fine. _____
 - 5 She wants to start a new hobby, but she isn't sure what to choose. _____
 - 6 He's just started playing the guitar and is full of a strong positive feeling. _____
- 2 Answer the questions.
 - 1 What two things, according to the article, are wrong with the idea of 'New Year's resolutions'?
 - 2 What do you think the rest of the article is going to do?
 - A explain more about the points in the first paragraph
 - B give some helpful advice to readers
 - C make some new points about doing new things

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

One step at a time
Share it

Enjoy yourself
Set clear goals

Think negative

1

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

2

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

3

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

4

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

5

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

P08

3 Discuss the questions in pairs or small groups.

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

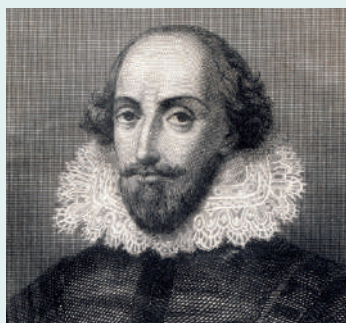
I'd like to say I stick to resolutions, but I think I might be a bit lazy.

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

About the author

William Shakespeare is believed to be the greatest English writer of all time. He was born in Stratford-upon-Avon, in England, in April 1564. His father was an important man in the town. In December 1582, Shakespeare married Anne Hathaway, the daughter of a farmer, and they had three children. We know very little about Shakespeare's early life. Some people believe that he worked as a teacher. Other people think that he became a member of a travelling group of actors. But we do know that by 1592, Shakespeare was living in London. By then, he had already become quite well known as an actor and a playwright¹.

At that time, in the early 1590s, the first theatres were just opening in England. In 1594, Shakespeare joined a new group of actors, and they became very successful. In 1598, they built their own theatre, The Globe, which was unusual because it had a round shape. Theatres at that time were very different to modern theatres. There was very little scenery and no curtain, and there were no breaks between scenes, so watching a play was a very different experience from today. Women were not allowed to act, so female characters were acted by boys. Most of the theatres did not have roofs, so plays were only shown in good weather and in daylight. Rich, educated people sat in the high parts of the theatre, and poorer people stood in the area in front of the stage. It was important that a lot of people enjoyed the plays because writing and acting plays was a business and needed to make money. This is why



the plays mix together poetry and simple jokes.

In about 1607, Shakespeare stopped acting. After that time, he lived mostly in Stratford. He had become quite rich, and was a very important person in Stratford. He died there on his birthday, in 1616. During his life, Shakespeare wrote about 37 plays and many poems. Many of his plays were only published as books after his death. In Shakespeare's time, people used to write plays very quickly. The actors performed them a few times, and then they threw them away. No one really thought of keeping plays for people to read. Because of this, the plays of Shakespeare that we read today

are probably not exactly the same as the ones that he first wrote. These plays are still performed² all over the world today, and people in schools, colleges and universities have been studying his work for many years.

¹ playwright writer of plays

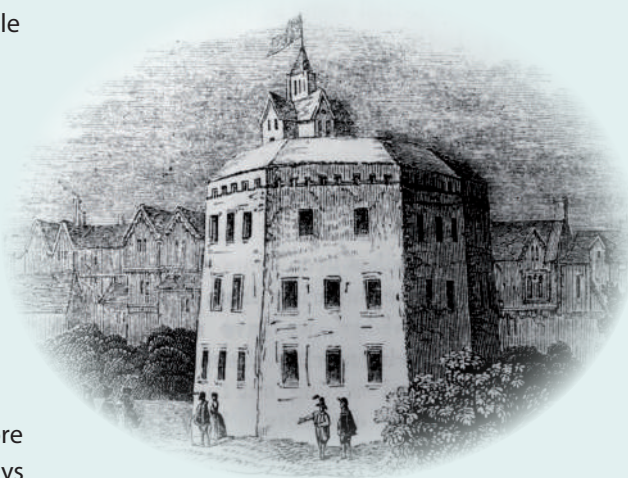
² performed acted in public

About this play

Romeo and Juliet is a very famous play about two young people who fall in love with each other. They both come from very important and rich families in the Italian city of Verona, where most of the story happens. However, their families, the Montagues and the Capulets, had an argument many years before. The play is about how Romeo and Juliet continue to love each other although their families are enemies.

Shakespeare wrote many tragedies (sad plays in which people die), and *Romeo and Juliet* is one of these. The play is about the difficulty of being idealistic (believing in something which is good, but very difficult to make happen) in the real world. The love between Romeo and Juliet is very strong, but it is also impossible because of the argument between their families. The play is very famous because it has such an interesting but sad story, and such beautiful love poetry.

Romeo and Juliet was probably written and performed for the first time in 1595. We cannot be sure of the exact year. The story of the lovers was already quite well known in England before Shakespeare wrote his play because there were several other plays about Romeo and Juliet at that time, and a poem called *The Tragical Historie of Romeo and Juliet*. Shakespeare followed this poem closely when he wrote his play, using the story and many of the



characters. Some of the lines and speeches are even very like ones from the poem.

Shakespeare's *Romeo and Juliet* was first published³ in 1597, but this edition⁴ of the play was not actually written by Shakespeare. It was probably put together from the actors' lines, and from what people wrote down or remembered about the play. The second edition of the play, published in 1599, was actually written by Shakespeare.

People in the story

The Capulet family

Lord and Lady Capulet

Juliet, their daughter

Tybalt, Juliet's cousin

The Montague family

Lord and Lady Montague

Romeo, their son

Benvolio, Romeo's cousin

Other characters

Nurse, who looks after Juliet

Paris, who wants to marry Juliet

Friar Laurence, a religious man

Balthasar, Romeo's servant

Mercutio, Romeo's friend

Prince Escalus, the ruler of Verona

2 Answer the questions.

- 1 Why do people disagree about what Shakespeare did before he moved to London?
- 2 What was strange about The Globe theatre?
- 3 In what ways were theatres and plays in Shakespeare's time different from modern ones? (There are four ways.)
- 4 Why couldn't people read Shakespeare's plays while he was alive?
- 5 Why are the Capulet and Montague families enemies?
- 6 Where did Shakespeare get the story of Romeo and Juliet from?
- 7 Why is the second edition of Romeo and Juliet more important than the first?

³published printed as a book

⁴edition single printing



ROMEO AND JULIET

Extract 1 (Act 1, Scene 1)

¹ stabs attacks with a knife or sword

[Verona, Italy. Servants of the Montague and Capulet families are fighting in the street. Benvolio, holding his sword, is trying to stop them fighting. Enter Tybalt]

Tybalt: So you're fighting with the servants now, are you, Benvolio? [Pulls his sword out] Come and fight with me, and let me kill you!

Benvolio: I don't want to fight with you. I am just trying to stop these men fighting. Put your sword away! Or use it to help me keep the peace.

Tybalt: How can you talk about peace when you are holding your sword? Peace! I hate that word. I hate it as much as I hate all the Montagues – and you! [Stabs¹ at Benvolio with his sword] Here, take that!

[Some old men from the town arrive with their swords to try and stop the fighting. Enter Old Capulet and Lady Capulet, wearing their night clothes]

Capulet: What's all this noise about? [Sees Tybalt and Benvolio fighting and stands forward] [to his servants] Bring me my sword!

²villain bad person, person of no value

Lady Capulet: [Holding him back] No! You are too old to fight!

Capulet: [Pulls himself away from Lady Capulet] There's old Montague! He is holding his sword. Why should I stand back when he is ready to fight? [to his servants] Bring me my sword, I said!

[Enter Old Montague and Lady Montague]

Montague: You villain², Capulet! [to his wife, who is trying to hold him back] Don't hold on to me! Let me go!

Lady Montague: No! You'll stay right here!

[Enter Prince Escalus]

Prince Escalus: [Shouting above the noise of the fighting] Listen to me, you enemies of the peace! What a terrible thing to fight with your neighbours! [No one hears the Prince and the fighting continues] You there! [Shouting more loudly] You men, you animals! Can you only put out the fire of your anger with blood? Put your swords down, and listen to your angry prince, or I will punish you all. [The men finally hear the Prince and stop fighting. The Prince turns angrily to Capulet and Montague] This is the third time that people have fought in the streets because of your silly arguments. You have broken the peace of our town three times. [Points to the old men from the town] Look at these people! They are old men. They haven't picked up their swords for years, and now they have had to use them again to stop you fighting! If you ever cause trouble in our town again, I will punish you by death. Capulet, come with me now. Montague, come and see me this afternoon. Everyone else can go.

Extract 2 (Act 1, Scene 4)

Romeo: [to himself] I have a terrible feeling that something will happen tonight. Something will begin at this party, and it will bring my useless life to an early death. But there is nothing I can do about it. [Turns to his friends] Come on, then, gentlemen.

[They walk around the stage]

[Enter Capulet, Lady Capulet, Juliet, Tybalt and Nurse with all the guests. They welcome Romeo and his friends, who are all wearing masks]

Capulet: Welcome, gentlemen. I'm sure the ladies will all want to dance with you. Oh, I remember the days when I wore a mask to parties and could whisper things in a pretty lady's ear. But not anymore. Not anymore! Anyway, you are welcome, gentlemen. Let's have music! Clear the floor! And dance, girls!

[Music plays and they dance]

³torches fires used to light a room

⁴jewel valuable stone, like a diamond

⁵precious very valuable

⁶crows black birds

⁷scorn make fun of

Romeo: [to a servant, pointing at Juliet] Who is that lady dancing with the man over there?

Servant: I don't know, sir.

Romeo: [to himself] Oh, she could teach the torches³ how to burn brightly. She shines like a jewel⁴ in the night – her beauty is too precious⁵ for this earth. Next to the other women, she looks like a snowy dove in a group of crows⁶. When the dance is over, I shall watch where she stands ... Did I think that I was in love before? Forget about that! For I am seeing true beauty for the first time now.

Tybalt: [Hearing Romeo's voice] This man sounds like a Montague. [to his servant boy] Bring me my sword, boy. [Exit servant boy] [Angrily] How dare he come here, wearing a mask, to scorn⁷ our celebrations? I will kill him for this!

Capulet: [Hearing Tybalt] What's the matter, Tybalt? What are you so angry about?

Tybalt: [Pointing at Romeo] Uncle, that man is a Montague, our enemy. The villain has come here to scorn our celebrations.

Capulet: [Looking at Romeo in his mask and suddenly recognising him] Oh, it's young Romeo, is it?

Tybalt: Yes, it's that villain Romeo!

Capulet: Calm down, Tybalt. Leave him alone. He seems like a very polite gentleman. In fact, I have heard from other people that he is a good young man, and very well behaved. I would never be rude to him in my own house. So leave him alone. Do what I say. Don't look so angry.

Tybalt: It is the only way to look when one of the guests is a villain! I won't allow it.

Capulet: [Whispering angrily] Whose house is this, mine or yours? Do what I say! 'I won't allow it!' Who do you think you are? You're going to start a fight among my guests, are you? You're going to tell everyone what to do?

Tybalt: We should do something, Uncle.

Capulet: Oh, should we? You are a childish boy! You want to go against me, do you! You are a very rude young man. Now go quietly and be polite. [Loudly, to the dancers, as the dance finishes] Very good, my friends!

Tybalt: I shall leave Romeo alone. But I am afraid that there will be terrible problems because he has come here tonight. [Exit Tybalt]

Romeo: [Standing next to Juliet, taking her hand, and whispering quietly in her ear] I know I should not touch your hand. It is too perfect for my rough touch.

Juliet: Good sir, you are unkind to your hand.

[Nurse comes up to Juliet]

Nurse: Madam, your mother wants to speak to you.

[Juliet moves away towards her mother]

Romeo: [to Nurse] Who is her mother?

Nurse: Her mother, young man, is the lady of the house. She's a good lady. And I am Nurse to her daughter – the young lady that you were talking to just now. [Smiles at Romeo and whispers in his ear] I tell you, the man who wins her love will have plenty of money!

Romeo: [Turning away, shocked] She is a Capulet! Now my life is in the hands of my enemy!

Benvolio: [Coming up to Romeo] Let's go. The party is over.

Capulet: [Sees Benvolio and Romeo getting ready to go] Thank you for coming and good night, gentlemen. [to Lady Capulet and the other guests] Come on, then, let's all go to bed. It's very late. I must go and get some sleep.

[Exit Capulet, Lady Capulet, Romeo and his friends and the other guests]

Juliet: Come here, Nurse. [Watching the guests leaving and pointing at Romeo] Who is that gentleman – the man who wouldn't dance?

Nurse: I don't know.

Juliet: Go and ask his name, Nurse. [to herself] If he is married, I think I will die!

Nurse: [Coming back] His name is Romeo, and he is a Montague! He is the only son of your great enemy.

Juliet: The only man I have ever loved is from the only family I have ever hated! I fell in love with him without knowing who he is. And now it is too late. Oh, what a way to fall in love for the first time!

Extract 3 (Act 2, Scene 1)

Juliet: [to herself] Oh Romeo, Romeo, why does your name have to be Romeo? Tell me that Montague is not your father, and that that is not your name. Or, if you won't do that, just promise to be my love, and I shall no longer be a Capulet.

Romeo: [to himself] Should I say something, or should I wait?

Juliet: [to herself] It is only your name that is my enemy. If you had another name, you would still be the same person. A rose would still smell as sweet, if it were called something different. And Romeo would still be as perfect, even if he were not called Romeo. Give up your name, Romeo – it is not part of you, anyway – and take me instead.

Romeo: [to Juliet, loudly] Just call me 'love', and I shall never be Romeo again.

Juliet: [Shocked that someone is listening to her] Who is that, hiding in the night and listening to my private talk?

Romeo: I cannot tell you my name. My name is hateful to me because it is an enemy to you. If it were written on paper, I would tear it up.

⁸ blush your face goes red because you are embarrassed

⁹ frown put on a serious face

Juliet: You have only said a few words, but I know your voice already. Aren't you Romeo, and a Montague?

Romeo: I am neither, fair lady, if you dislike either of them.

Juliet: How did you get here, and why did you come? The walls are high and difficult to climb. And if my family find you here, they will kill you.

Romeo: Love's light wings helped me to fly over the walls. Stone walls cannot keep love out. Love is brave enough to try anything – so your family will not stop me.

Juliet: The mask of night is covering my face tonight. If it were not, you would see me blush⁸ about the things that you heard me say. I should say that they are not true, I know. But for once, I'm not going to worry about behaving properly. Do you love me? Oh, gentle Romeo, if you do, tell me honestly. If you think I have been won too easily, I'll frown⁹ and say no, and you can try to win my love. But otherwise I am not going to pretend. Believe me, other women may be better at hiding their feelings, but I shall be more true than

they could ever be. Don't think that I have given in to you so quickly because my love for you is light.

Romeo: Lady, I swear¹⁰ to you by the moon, which lights up the tops of these fruit-trees ...

Juliet: Oh, don't swear by the moon, which changes all through the month. I don't want your love to be changeable like the moon. If you must swear, swear by yourself. For you are the god that I love. And I'll believe you.

Romeo: If my sweet love ...

Juliet: [Interrupting him] No, do not swear! Although I love you, this is too sudden. It is too much like lightning, which is gone before you notice it. Sweet, good night. This bud¹¹ of love may have grown into a beautiful flower when we next meet. Good night, good night. Sleep as sweetly as I will.

Romeo: Don't go like this! Let us make a faithful vow¹² of love to each other.

Juliet: I had already given you my vow, even before you asked for it. [Looks back in through her window] I hear some noise inside. Dear love, goodbye.

[Nurse calls inside]

[Calling to Nurse] I'm coming, good Nurse! [to Romeo] Sweet Montague, be true. Stay there, I'll come back in a moment. [Exit Juliet]

Romeo: Oh wonderful, wonderful night! I am afraid that this is all a dream. It is too perfect to be true.

[Enter Juliet above]

Juliet: I shall just say one thing, dear Romeo, and then we must say good night. If you are honourable with your love, and want to marry me, I will send a messenger¹³ to you tomorrow. Tell the messenger when and where we shall be married. And I shall come to you. I will give you my life, and follow you throughout the world.

¹⁰swear make a serious promise (usually in the name of God)

¹¹bud a young flower before it opens

¹²faithful vow honest promise

¹³messenger person who carries information from one person to another

1 Look at Extract 1 again. Then answer the questions.

1 Do you think Tybalt really misunderstands what Benvolio is doing?

2 What kind of person does Tybalt seem to be?

- ☐ understanding
- ☐ aggressive
- ☐ friendly

3 What do you think about the way Lord Capulet and Lord Montague react when they see the fight?
Are they

- ☐ brave?
- ☐ wise?
- ☐ silly?
- ☐ funny?

4 How does Prince Escalus describe the men who are fighting?

5 Why is he so angry?

6 What does he say he will do if they fight again?

7 What do you think he will say to Capulet and Montague in private?

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

The Capulets are having a big party at their house, and Lord Capulet invites Paris so that he can meet his daughter, Juliet. He thinks Paris will be a good husband for her, but tells him that, at less than fourteen years old, she is too young. Romeo and Benvolio hear about the party and decide to go, wearing masks to hide their faces (it was quite common at this time for people to wear masks at parties).

1 Why might it be dangerous for Romeo and Benvolio to go to the party?

2 What do you think might happen at the party? Write two ideas.

3 Compare and discuss your ideas with other students. Read Extract 2.
Then discuss the questions in pairs or small groups.

- 1 How correct were your ideas?
- 2 Is there anything you thought might happen but didn't?

4 Choose the correct answers. Circle A, B or C.

- 1 Why does Lord Capulet like watching the young people dancing?
 - A It shows they are enjoying the party.
 - B It reminds him of when he was young.
 - C It might make some of them fall in love.
- 2 When Tybalt recognises Romeo, why is he angry?
 - A He thinks Romeo has insulted the Capulets by being there.
 - B He is sure that Romeo has not been invited to the party.
 - C He notices that Romeo is wearing a mask to hide his face.
- 3 Why is Lord Capulet angry with Tybalt?
 - A He thinks the argument between the families should stop.
 - B He doesn't want any trouble or fighting in his house.
 - C He would rather fight Romeo himself later.
- 4 How do Romeo and Juliet react when they are told who they have been talking to?
 - A Juliet is more shocked than Romeo.
 - B Romeo doesn't care, but Juliet is sad.
 - C They both realise there will be problems.



1 Romeo and Juliet have just met for the first time. Read what happens next. Then read Extract 3.

5 Read the sentences. Then decide which three are true.

- 1 At the beginning, Juliet thinks she is alone.
- 2 At first, Romeo pretends to be someone else.
- 3 Romeo is worried that the Capulets will find him.
- 4 Juliet is worried that Romeo might think she has fallen in love too quickly.
- 5 Juliet thinks they should wait, but then she changes her mind.

1 Discuss the questions in pairs or small groups.

- 1 'If you had another name, you would still be the same person. A rose would still smell as sweet, if it were called something different.'

In the play, Shakespeare wrote these famous words:

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

What idea is expressed here, and how are the two ways of expressing it different?

2 Read the summary of what happens next to see if Romeo and Juliet get married.

Romeo goes to see Friar Laurence and explains the problem. He agrees to marry the two lovers, but only because it might end the fighting between the two families. With Nurse's help, Juliet meets Romeo and they get married secretly.

3 To help you remember what has happened so far, work in pairs to put these events in the correct order. Number them from 1 to 8.

- _____ Romeo sees Juliet for the first time.
- _____ The Prince says that anyone who fights in future will be killed.
- _____ Members of the two families fight in the street.
- _____ Romeo and Juliet promise to get married.
- _____ Tybalt is angry with Romeo.
- _____ Romeo climbs into the Capulet's garden.
- _____ Friar Laurence marries Romeo and Juliet.
- _____ Juliet finds out that Romeo is a Montague.

Module One worksheet

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

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

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

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

C: Choose the correct answer:

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

The End

Module One Progress Test

Part One: Vocabulary: (16 points)

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

persevere revision field reward optional on show

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

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

on the market routine fees convinced stuck excuse

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

3- Choose the correct answer: (4 points)

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

Part Two: Language: (29 points)

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

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

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

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

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

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

3. You/ever/play/golf?

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

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

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

1. He advised me _____ a second - hand refrigerator. (not/buy)
2. Did you remember _____ Anan my message? (give)
3. He stopped _____ a month ago. (smoke)
4. She finished _____ at about four and went for a walk. (cook)
5. I don't feel like _____ this problem with them. (discuss)

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

1. Finally I managed (to finish/finishing) the work.
2. She hates (washing / to wash) the dishes.
3. I can remember (visiting/ to visit) them when I was a child.
4. On the way to Edinburgh, we stopped (looking / to look) at an old castle.
5. We've stopped (using/ to use) plastic bags in supermarkets.

The End

Reading Plus Progress Test

Literary stream only

Part One: Comprehension.

Read the passage and then answer the questions that follow:

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

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

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

A: Answer these questions:

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

2. Where are Scottish New Year traditions popular?

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

4. What is the first footing?

B: Complete the sentences from the text.:

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

2. The first footing person carries _____

3. First footing traditions symbolizes _____

C: Decide if these sentences are True or False.

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

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

D: Choose the correct answer.

1. In China red symbolizes _____

a. fireworks

b. fire

c. luck

E: What do the following pronouns refer to:

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

Part Two: Literature:

A: Answer the following questions:

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

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

3. How does Tybalt recognize Romeo at the party?

4. How does Romeo describe Juliet?

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

B: Decide if these sentences are True or False:

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

C: Part Three: Writing

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

These ideas might help you:

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

The End