



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **12**

Blended Learning Module Three

Units 1 , 2 & 3

Reading Plus Unit 4 & Romeo & Juliet

Blended Learning Module Three Outcomes

Module Three. (Feb + Mar)	By the end of this Module students will be able to:	Page
Unit1	1- Learn new vocabulary related to jobs and work and Business and commerce. 2- Use phrases made with job + noun. 3- Use reported questions. 4- Use question tags (form and meaning / pronunciation). 5- Use words and phrases made from the word market. 6- Use reporting orders / instructions, advice and warnings. 7- Use noun phrases made from phrasal verbs. 8- Use causatives (have / get something done).	4
Unit2	9- Use fixed phrases with in or on + noun. 10- Write business letters and emails. 11- Learn new vocabulary related to sports and other cultures. 12- Use Past wishes and regrets. 13- Use should(n't) + have + past participle. 14- Use Prefixes (under- and over-). 15- Write personal emails.	12
Unit3	16- Use modal verbs with infinitives for present meanings. 17- Use past modal' verb forms (modal verb + have + past participle). 18- Write about personal memories.	18
Reading Plus: Unit Four	1. the meaning and history of money. 2. write an essay about the theme of the unit. 3. Different views of history. 4. The Palestinian Nakba and Diaspora. 5. Write an essay about the theme of the unit. 6. Literature B: Extracts 5,6,7,8.	24

1 Discuss the questions in pairs or small groups.

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

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

GRAPHIC DESIGN

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

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

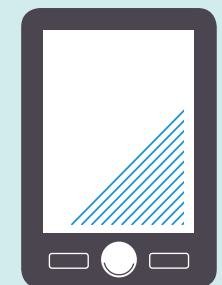
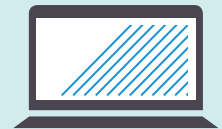
- 15 Mustafa was always good at art and languages, and when he finished school everyone advised him to study English at university. Instead, he taught himself how to programme and started making his own software programmes. His first **attempt** was a game, which was so popular with his fellow students that 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 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 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 the next one, I hope I'll learn more, but I'll also be able to advise others.'

BUSINESS START-UPS



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

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

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

3 Answer the questions.

- 1 Who says that ICT companies are important for the future of Palestine?

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

- 3 How did Mustafa learn to make computer software?

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

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

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

7

SEVEN STEPS TO STARTING YOUR OWN BUSINESS

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



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?
 - 2 warns that success doesn't come easily?
 - 3 learnt from his/her mistakes?
 - 4 advises people not to wait too long?
 - 5 talks about spending priorities?
- 2 What advice do all three people give? (It is one of the seven steps in the table.)

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



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

3 Discuss the questions in pairs or small groups.

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

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

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

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

Examples

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

Complete the grammar rules

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

2 Report the pieces of advice in two different ways.

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

- 3 Look at the examples. Then answer the question.

Examples

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

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

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

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

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

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

Period 4 / Language and vocabulary study

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

Examples

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

Have the figures checked by someone who understands money.

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

Complete the grammar rules

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

Unit 1 9

الملقى التربوي

. <https://www.wepal.net>

www.wepal.net | RESOURCE #114099 | TRACK 85f61ed60f9b07dd

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

sign ~~service~~ redecorate cut repair check

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

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

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

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

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

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

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

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

Examples

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

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

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

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

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

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

sale advance writing danger receipt debt

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

- 2 Borrowing can be a problem. You don't want to find yourself owing people money. _____
- 3 The company is in the risky situation of having to close. _____
- 4 The new product will be available to buy from next month. _____
- 5 You have to apply for this job with a letter, not by phone or email. _____

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

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.

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.

2

1 Look at the pictures.
Then answer the questions.

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



2 Discuss the question in pairs or small groups.

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

Think about:

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

3 Read the article. Then complete the tasks .

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

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

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



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

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

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

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

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

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

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

3 Answer the questions.

- 1 What nationality is Gareth Bale?

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

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

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

- 5 How does he feel now when he looks back on his football career?

- A He is sorry that he was ever successful.
- B He is happier now, working for his family.
- C He feels proud of what he achieved.

- 6 Does the writer feel angry about football stars' salaries?

- A He is a little bit angry that they are paid so much.
- B He realises that being a professional footballer is not an easy life.
- C He thinks other professions should be paid as much.

1 Discuss the question in pairs or small groups.

Which of these sports are included in the Olympic Games?



synchronised swimming



speed walking



baseball



golf



rugby



squash

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

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

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

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

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

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

- 4 Read the text again and choose the best title for each paragraph.
(There is one title that you don't need.)

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

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

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

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

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

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

Examples

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

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

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

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



Complete the grammar rules

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

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

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

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

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

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

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

- 4 Look at the examples. Then answer the questions.

Examples

*I think football players are **overpaid**.*

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

- 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 _____ you.
 - 2 Don't be _____. You never know when something might go wrong.
 - 3 I don't think they're as good as people say. They're _____.
 - 4 If you _____ the meat, it will be hard to eat.
 - 5 When people _____, they may get very tired.
- 6 Now write new sentences with the same words, but this time using under to give the opposite meanings.

Period 4 / Language and vocabulary study

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

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 .

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. _____
- 2 She is able to express herself easily in several languages. _____
- 3 I don't know why you're being so unwilling to change your mind.

- 4 He spent two hours holding on tightly to the rock before he was saved.

- 5 When you live in another country, there are many things you have to get used to.

- 6 He has a strong belief that what he is doing is the right thing.

2 Answer the questions.

- 1 What was the main difference the writer noticed between Palestine and New York?

- 2 What did she find especially surprising?

- 3 Why did the family move to another country?

- 4 How did these people react to the new situation?
The writer _____
Her brother _____
Her uncle _____
- 5 Why did her aunt refuse to learn English?

- 6 What did the writer think about her aunt's attitude at the time?

- 7 How have the writer's feelings now changed?

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.

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

WORDS AND PHRASES	MEANINGS
1 expatriates	a way of speaking
2 fellow countrymen	b people who live permanently in another country
3 committed	c think or say something is wrong
4 object	d very necessary
5 unconsciously	e those who come from the same country
6 essential	f without thinking about it
7 accent	g completely sure

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

- Others might _____ that it's too expensive, but I think it's worth the money.
- He never stops trying because he's fully _____ to the career he's chosen.
- Most _____ at least try to learn the language of their new home.
- If you want to study science, it's _____ to have a good knowledge of maths.
- When I'm on holiday, I don't want to spend all the time with my _____.
- I guessed from your _____ that you are from Australia.
- I've done this journey so many times that I can find the way _____.

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.

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.
It was important to do, but I didn't do it.
 - 2 It is a possibility.
It was possible, but it didn't happen.
 - 3 It's the only logical conclusion left.
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 | a you should always take water. |
| 2 You should always ask questions | b by entering this competition. |
| 3 When you go walking in the mountains, | c it must be very tasty. |
| 4 We could win a lot of money | d when you don't understand. |

B (Past modals)

- | | |
|---|---|
| 1 You shouldn't have blamed him because | a he'd been here earlier. |
| 2 He could have helped if | b it could have been an electrical fault. |
| 3 It's not in my bag, so | c it wasn't his fault. |
| 4 We don't know what caused the fire, but | d I must have taken it out. |

3 Circle the correct form (present or past).

- 1 It is getting late and you look very busy. You must be / must have been exhausted.
- 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 The meeting is about to start. Everybody should turn off / should have turned off their mobile phones.

4 Complete the sentences with the past form of the modals in the box + the verbs in brackets.

must (×2) could should (×2)

- 1 He realises now that he _____ the offer of a job. (accept)
- 2 I can't find my keys. I _____ them at home. (leave)
- 3 There was no need to work late. We _____ the job this morning. (finish)
- 4 Everyone is getting worried. Hassan _____ an hour earlier. (arrive)
- 5 He is smiling. So he _____ his exams. (pass)

Period 5 / writing

- 1 Write a story of a memorable holiday (or other experience) that you had.
(It could be memorable for good or bad reasons.)

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?)

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



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

2 Read the text quickly. Then answer the questions.

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

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

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

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

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

3 Answer the questions.

- 1 '... over 700,000 Palestinians were forced to leave their home ... with more to follow.'
What does more refer to?

- 2 '... it became a "home from home" for them.'
What does the writer mean by home from home?

- 3 '... about people's origins and backgrounds ...'
What is the difference between the meaning of origin and background?

- 4 '... the deeper importance that they had after 1948.'
What does they refer to?

4 Discuss the questions in pairs or small groups.

- 1 Why does the writer begin by giving facts and numbers?
- 2 Roughly what period in history does the text look back to?
- 3 Why didn't the writer and his family realise at the time how large the Diaspora was?
- 4 Why are names and backgrounds especially important at this time?
- 5 'Surely the rest of the world can see how unfairly we've been treated, and won't allow it to continue.'
 - 1 Looking back and knowing what happened later in the 1950s, 60s and 70s, how does this view of the situation now sound?
 - A sad?
 - B foolish?
 - C moving?

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

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

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

Building bridges to the world

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

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



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

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

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

1 That (line 3)

2 They (line 7)

3 This (line 8)

2 Answer the questions.

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

2 What choice was he offering to the world?

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

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

ROMEO AND JULIET

Extract 4 (Act 3, Scene 1)

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

Benvolio: Oh no, here come the Capulets.

[Tries to pull Mercutio away]

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

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

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

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

[Enter Romeo]

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

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

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

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

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

Tybalt: What do you want from me?

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

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

Romeo: Gentle Mercutio, put your sword away.

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

[They fight]

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

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

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

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

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

too bad.

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

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

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

[Exit Benvolio, holding Mercutio]

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

[Enter Benvolio]

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

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

[Enter Tybalt]

Benvolio: Here comes the furious³ Tybalt, back again.

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

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

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

[Exit Romeo]

[Enter Prince, Montague, Capulet and their wives]

Prince: [Angrily] Who started this hateful fight?

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

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

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

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

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

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

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

³furious very angry

⁴exile send away to another place

* Mercutio was related to the Prince.

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

⁶ pale without colour

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

⁸ fair beautiful

⁹ maids servants

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

Extract 5 (Act 4, Scene 1)

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

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

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

Friar Laurence: Well, then, go home and tell your father that you will marry Paris. It is Wednesday tomorrow. Make sure that you are alone in your room tomorrow night – don't let your Nurse stay with you. Take this bottle with you. [He takes out a bottle of liquid] And when you are in bed, drink the mixture. It will run through your body and make you cold and sleepy. It will seem as if you have stopped breathing. Your lips and cheeks will go pale⁶ and your body will go cold and hard. When Paris comes to wake you up on the morning of your marriage, he will think you are dead. And then you will be carried to the Capulets' tomb⁷, dressed in your best clothes, like a dead person. But when everyone has left, you will wake up, feeling as if you have had a lovely sleep. And Romeo and I will be waiting there for you. I shall write to him now and tell him what we are doing. That same night, he will take you away to Mantua⁸. If you are not too frightened to do this, it will free you from this marriage to Paris.

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

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

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

* Whose hand is he referring to?

Extract 6 (Act 5, Scene 3)

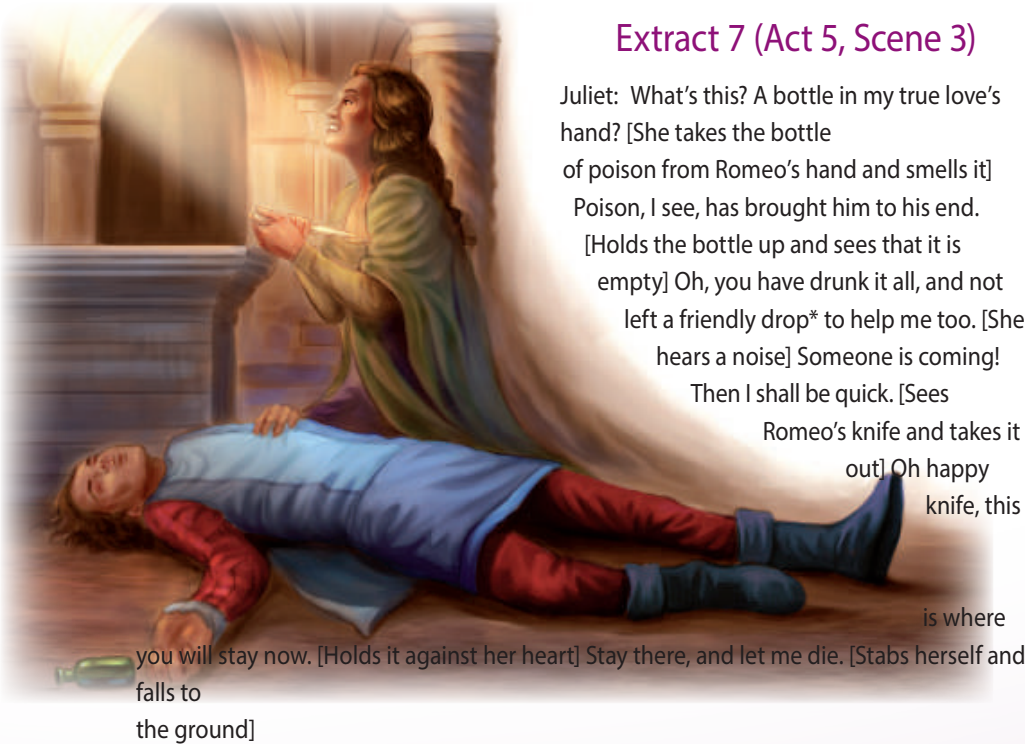
Romeo: Oh my love, my wife. Death may have taken away your sweet breath, but it has not taken away your beauty. I can still see beauty in the redness of your lips and cheeks. Pale Death has not covered you yet.

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

[Sees Tybalt's body lying next to Juliet] There lies Tybalt. What more can I do for you, but kill the hand* that cut off your youth? Forgive me, cousin. [Takes Juliet's hand] Oh dear Juliet, why are you still so fair⁹? Is Death keeping you here in the dark to be his lover? I will stay with you for ever in this house of night. Here will I stay, with the worms that are your maids⁹. My body is tired of life. I want to shake off the unlucky stars* that hang around my neck. Eyes, look for the last time. Arms, hold your love for the last time! [He takes Juliet in his arms] And lips, you doors of breath, make your promise to Death. [He takes out the bottle of poison] Come, poison, take this tired little boat* and throw it onto the rocks. Here's to my love! [He drinks the poison]

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

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



Extract 7 (Act 5, Scene 3)

Juliet: What's this? A bottle in my true love's hand? [She takes the bottle of poison from Romeo's hand and smells it] Poison, I see, has brought him to his end. [Holds the bottle up and sees that it is empty] Oh, you have drunk it all, and not left a friendly drop* to help me too. [She hears a noise] Someone is coming! Then I shall be quick. [Sees Romeo's knife and takes it out] Oh happy knife, this

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

is where you will stay now. [Holds it against her heart] Stay there, and let me die. [Stabs herself and falls to the ground]

Extract 8 (Act 5, Scene 3)

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

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

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

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

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

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

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

2 Read the quotation. Then answer the questions below.

'Morning has brought with it a sad peace.'

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

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

3 What do you think 'a sad peace' means?

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

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

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

2 Why does Mercutio fight Tybalt?

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

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

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

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

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

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

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

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

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



6 Answer the questions.

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

- 2 What does Juliet think about the idea?

- 3 What do you think might go wrong?

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

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

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

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

- 1 What do you think Juliet is afraid of?

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

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

Module Three worksheet

A: Report the following pieces of advice:

1. I think you should concentrate more on writing.

The teacher advised the students _____

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

The dentist warned the children against _____

3. You had better not walk at night alone.

Her parents told her that _____

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

My friend told me _____

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

Her sister advised her _____

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

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

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

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

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

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

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

could

must

should

might

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

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

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

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

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

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

The End

Part One: Vocabulary: (16 points)

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

in writing	accent	stubborn	criteria	reserve
------------	--------	----------	----------	---------

- _____ : with a letter, not by phone or email
- _____ : reasons or qualifications
- _____ : second choice
- _____ : unwilling to change your mind
- _____ : way of speaking

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

amateur	distribute	sector	combination	conviction	expatriates
---------	------------	--------	-------------	------------	-------------

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

C: Choose the correct answer: (5 points)

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

Part Two: Language: (14 points)

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

1. You should revise your lessons regularly.

The teachers advised me _____

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

The minister told the people _____

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

The school principal advised students that _____

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

The teacher warned students against _____

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

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

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

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

(3 points)

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

He wishes _____

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

He should _____

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

I regret _____

4: Circle the correct answer: (5 points)

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

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

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

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

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

The End

Part One: Comprehension

Read the text and then answer the questions below:

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

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

A: Answer the following questions?

1. What happened in 1974?

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

a. _____

b. _____

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

B: Decide if these sentences are True / False.

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

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

C: Complete

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

2. In 2012 Palestine was upgraded to _____

Part Two: Literature:

A: Answer the questions:

1. What Punishment does the prince give to Romeo?

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

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

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

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

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

7. How do the following die:
 - a. Mercutio: _____
 - b. Tybalt: _____
 - c. Romeo: _____
 - d. Juliet: _____

B: Choose the correct answer:

- 1- The lady Capulet wants the prince to _____ Romeo. (kill / exile)
- 2- Juliet will drink the _____ prepared by Friar Laurence. (mixture / poison)
- 3- Juliet prevented her marriage by _____ (running away/ pretending to be dead)
- 4- Friar Laurence plan failed because _____ (Romeo doesn't get the message / Juliet doesn't have the courage to drink the mixture)
- 5- Romeo finds that Juliet is dead from _____ (the nurse / a friend)

C: Part Three: writing

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

These ideas may help you:

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

The End