



State of Palestine  
Ministry of Education

**NEW**  
EDITION

# English for Palestine

PUPIL'S BOOK **12**

**Blended Learning Module Two**

**Units 1, 2 & 3**

**Reading Plus Unit 2 & 3**

## Blended Learning Module Two Outcomes

Module Two (Nov+ Dec)	<b>By the end of this package students will be able to:</b>	Page
Unit1	<ol style="list-style-type: none"> <li>1. Learn new vocabulary related to telling personal stories and communications technology.</li> <li>2. Learn new vocabulary related to jobs and work and Business and commerce.</li> <li>3. Use three past tenses together in narratives.</li> <li>4. Use prefixes (co- and mis-).</li> <li>5. Use time phrases and pronouns to make stories cohesive.</li> </ol>	4
Unit2	<ol style="list-style-type: none"> <li>6. Write personal stories or anecdotes.</li> <li>7. Modal verbs of probability (could / might / may and will).</li> <li>8. Express different levels of certainty.</li> <li>9. Different uses of will as a modal verb or future form.</li> <li>10. Use going to and the present continuous tense for future events.</li> </ol>	12
Unit3	<ol style="list-style-type: none"> <li>11. Use phrases made with job + noun.</li> <li>12. Use reported questions.</li> <li>13. Use question tags (form and meaning / pronunciation).</li> <li>14. Write general enquiry letters.</li> </ol>	20
Reading Plus: unit Two & Three	<ol style="list-style-type: none"> <li>1. the history and effects of globalization.</li> <li>2. Write an essay about the theme of the units.</li> <li>3. the meaning and history of money.</li> </ol>	26  29

# A funny thing happened

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

## FunnyStories.com

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

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

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

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



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



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



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

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

✉

[READ MORE STORIES](#)

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

- 1 coincidence \_\_\_\_\_
- 2 misunderstanding \_\_\_\_\_
- 3 unintended meaning \_\_\_\_\_

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

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

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

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

5 Rewrite the sentences using the phrasal verbs in the box.

catch up    put up    turn out

Change the form of the verb if needed.

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

6 Discuss the questions in pairs or small groups.

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

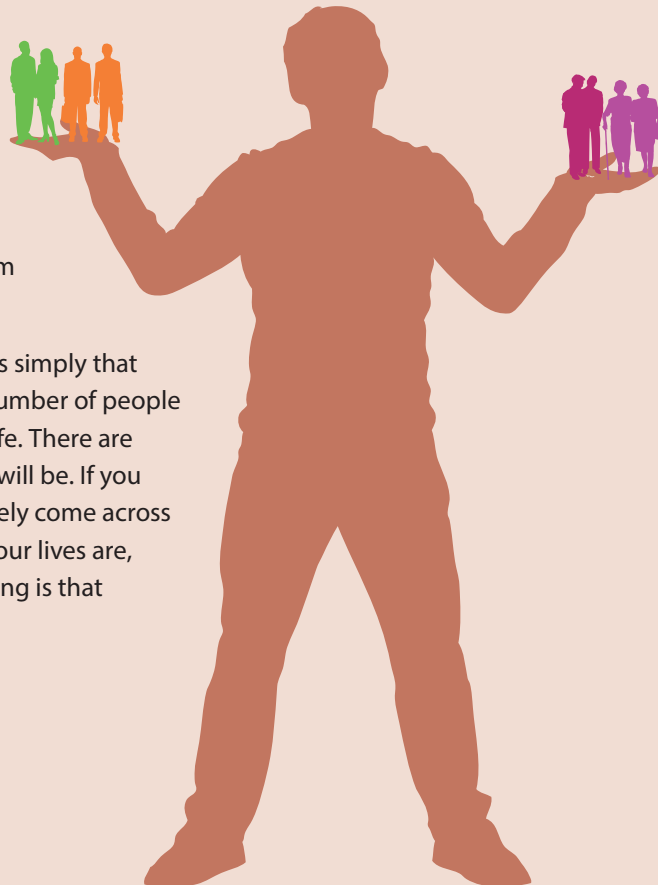
## 1 Read the text. Then complete the tasks next.

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

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

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

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



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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

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

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

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

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

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

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

4 What is the writer's conclusion about coincidences?

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

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

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

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

How many people are there in your class?

Were any two (or more) people born on the same day?

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

**Examples**

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

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

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

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

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

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

4 Look at the examples. Then complete the rules.

**Examples**

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

**Complete the rules**

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

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

worker   use   behave   operation   pilot   lead  
 heard   writer

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

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

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

---

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

---

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

---

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

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

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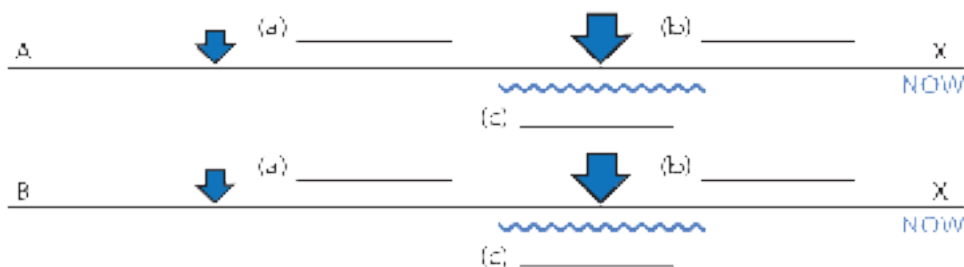


2 Look at the way the three past tenses work together in the examples. Then answer the question below.

**Examples**

- A** One day I **noticed** that the bananas I **had bought** about a week before **were going** brown.  
**B** I **was talking** to an old school friend that I **'d kept** in touch with when she **mentioned** another person.

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



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

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



# The shrinking world



## 1 Discuss the questions in pairs or small groups.

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

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

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

## Communication today



### TEXT A

- 1 ► As a parent, I'm becoming increasingly worried about the effect communications technology is having on young people. My fourteen-year-old son seems to spend hours every day texting or chatting online, or updating his social media page. He says he's going to do his homework, but an hour or two later still hasn't started it, and I can't help feeling that he's wasting so much time on this instead of doing useful things, or even just being with his friends and communicating with real people.
- 2 Is all this texting affecting young people's ability to use language properly? Is there a danger that they could become addicted to technology? What potential dangers are out there in the online world? I don't know enough about these new technologies to be able to answer questions like these.

### TEXT B

- 1 ► Like it or not, today's young people are the connected generation. A recent study in the US found that nearly a quarter of teenagers use social media sites at least ten times a day and 75% own mobile phones. Texting is now the main form of communication for young people. The figures obviously vary between countries, but the one thing we can predict is that they will continue to rise.
- 2 Inevitably, this has led to panic among parents, teachers and other adults. But are these fears justified? Not according to Dr Amy Lehane, who has studied exactly how young people are using technology. 'If you look back,' she says, 'you find the same panic reaction from older people to the growth of the telephone or television. Often it comes from a fear of something they don't understand, but our research indicates that young people are quite capable of telling the difference between the online world and the real world, or between the types of language used for texts and job applications. They're also very aware of the possible negative effects of technology: they know, for example, that it's not a good idea to post a message like 'I'm having a party next Saturday' on a public site.'

3 Complete the definitions with words from the texts.

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

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

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

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

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

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

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

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

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

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

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



2 Match the words from the text with their meanings.

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

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

- There are \_\_\_\_\_ on how many books you can borrow from the library.
- Most companies are \_\_\_\_\_ by the need to make a profit.
- A government's first duty is to protect its \_\_\_\_\_.
- During our train journey we crossed four international \_\_\_\_\_.
- There is a \_\_\_\_\_ towards smaller and smaller telephones.
- I think there's a problem with the phone \_\_\_\_\_ because I can't make any calls.
- The capital city is a \_\_\_\_\_ for road and rail travel to the rest of the country.
- He lives in a \_\_\_\_\_ house, far away from the nearest town.

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

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



5 Change the sentences so they make sense by choosing the correct part of the sentence.

1 I can't be sure, but this idea will / will probably solve the problem.

I can't be sure, but this idea will probably solve the problem

2 We might / might well get there on time, but I don't think so.

3 She's better than most of the others, so she may well / may not win the prize.

4 I probably won't / 'll go shopping this afternoon. There are several things we need.

5 He's quite unpopular, so he could / probably won't win the election.

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

**Examples**

**A** Researchers predict that the figures will continue to rise in future.

**B** The next flight to arrive will be the 732 from London.

**C** There's nothing on TV, so I think I'll go to bed.

**D** Don't worry. I'll help you solve the problem.

1 giving new information to the public about a future event (announcing) \_\_\_\_\_

2 confidently predicting or expecting that something is certain \_\_\_\_\_

3 making an offer \_\_\_\_\_

4 talking about something you've just decided \_\_\_\_\_

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

find visit walk take help begin

1 Please take your seats. This evening's concert \_\_\_\_\_ in five minutes.

2 It's no problem. If we miss the bus, we \_\_\_\_\_.

3 The government has announced that the President \_\_\_\_\_ Russia next month.

4 Those bags look heavy. I \_\_\_\_\_ you carry them if you like.

5 I'm sure scientists \_\_\_\_\_ a solution to the problem of climate change.

6 It's too late to post it, so I \_\_\_\_\_ it there myself tomorrow.



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

### Examples

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

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

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

- 1 Which form do we use when we have some evidence to make us certain? \_\_\_\_\_
  - 2 Which form do we use to talk about things that are arranged? \_\_\_\_\_
  - 3 Which form do we use to talk about things that we intend or have decided to do (but are not necessarily completely arranged)? \_\_\_\_\_
- 4 Complete the sentences using going to or the present continuous tense with the verbs in brackets.
- 1 You'd better take an umbrella. The weather forecast says it \_\_\_\_\_. (rain)
  - 2 Sorry I can't see you this afternoon. I \_\_\_\_\_ tennis with Ziad. (play)
  - 3 If he gets to university, he \_\_\_\_\_ Literature. (study)
  - 4 She \_\_\_\_\_ to Cairo next week. The plane ticket is already booked. (travel)
  - 5 He's taken his shoes off. I think he \_\_\_\_\_ into the water. (jump)
  - 6 She always says she \_\_\_\_\_ early, but she's always late. (arrive)

1 Discuss the questions below in pairs or small groups.

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

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

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

2 Read the magazine article. Then complete the tasks on page 63.



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

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

TV and theatre actor, Jane Nicholson: 'There's nothing I'd rather do. The feeling you get is like nothing else, and it outweighs the many negatives, like the pressure, the stage fright and the long periods without work. Unless you're a big star, you never know where the next job is going to come from.'



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



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



# The world of work

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

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

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

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

TRUE      FALSE

---

- 2 Jane feels that her job is special.

TRUE      FALSE

---

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

TRUE      FALSE

---

- 4 Many musicians are also full-time teachers.

TRUE      FALSE

---

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

TRUE      FALSE

---

3 Discuss the questions in pairs or small groups.

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

1 Discuss the questions in pairs or small groups.

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

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

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

TEXT A

EDUCATION TODAY

CASE STUDY: MILTON SECONDARY SCHOOL

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

THE DAILY NEWS

Wednesday 27 Feb 20—

TEXT B

The Education Minister talks job prospects

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

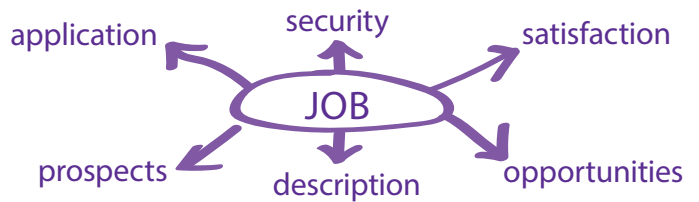
3 Find words in the text that have these meanings.

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

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

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

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



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

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

### Examples

#### Direct questions

'What is your job really like?'

'Have you enjoyed working for a charity?'

'What subjects are you studying?'

'Is this still true?'

#### Complete the grammar rules

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

### Examples

#### Reported / Indirect questions

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

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

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

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

#### Complete the grammar rules

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

- 2 Report the questions.

- 1 'Where is the nearest police station?'

He asked \_\_\_\_\_.

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

I asked her \_\_\_\_\_.

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

They asked him \_\_\_\_\_.

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

She asked me \_\_\_\_\_.

- 5 'Can you speak any foreign languages?'

He asked her \_\_\_\_\_.

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

I asked \_\_\_\_\_.

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

**Examples**

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

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

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

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

**Complete the grammar rules**

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

2 Add question tags to the sentences.

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

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

Nouns / verbs / adjectives

protect expert ~~aware~~ satisfied  
choose suitable

Prepositions

in for from with between ~~of~~

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

period5/Writing

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

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

Dear Sir / Madam,

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

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

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

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

I look forward to hearing from you.

Yours faithfully,

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

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

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

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

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

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

Thanks a lot.

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

If you need any further information, please contact me.

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

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

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

Thank you very much for your help.

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

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

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

*In this Unit you have learnt about:*

jobs and work

phrases made with *job* + noun

reported questions

subject / object questions

negative questions

question tags (form and meaning / pronunciation)

writing general enquiry letters



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



- 1 What do the pictures show?
- 2 How do you think the pictures might be connected with the topic of globalisation?
- 3 Which effects of globalisation do the pictures show?  
     culture            technology            economics            business

- 2 Read the article. Then complete the tasks below.

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

5 manufactured goods, then sold **them** at a huge profit. The world became linked by trade and business.

In a sense, this view is correct, but what it underestimates is the scale and speed of the changes that have taken place in the last thirty years or so. And the key role in **these changes** is that of computer technology, because **it** underlies all of them. Thanks to developments in digital technology, for example, it is now possible to move vast amounts of money around the world in seconds. Currency trading now goes on

10 almost 24 hours a day, and it has been estimated that the amount of money traded has gone up by several thousand per cent in the last forty years. Decisions taken in a stock market\* in one country can have a disastrous effect on countries on the other side of the world, and entire national economies can be destroyed almost overnight.

What we are seeing today clearly *is* something different and new. It affects us all, and it relates not just

15 to areas like trade, business and economics, but also to culture, entertainment, what we eat, how we communicate with each other and even how we see ourselves, our relationships and our lives.

\*stock market = place where people buy and sell shares and currency

- 1 Answer the questions.
  - 1 What makes recent changes different from what has happened before?
  - 2 Why is technology so important to these changes?
  - 3 What disadvantage of instant currency movement does the text mention?
  - 4 Why is globalisation important for everyone?
  
- 2 What do these words, highlighted in the text, refer to?
  - 1 even earlier (line 2) [earlier than when?] \_\_\_\_\_
  - 2 these (line 4) \_\_\_\_\_
  - 3 them (line 5) \_\_\_\_\_
  - 4 these changes (line 7) [which changes?] \_\_\_\_\_
  - 5 it (line 8) \_\_\_\_\_
  
- 3 Which sentence is the best summary of what the text says about globalisation?
  - A Globalisation is simply a continuation of what was already happening hundreds of years ago.
  - B Despite what some people argue, there are important differences between recent developments and what happened in the past.
  - C The main advantage of globalisation is that it has made trade much easier and quicker.

Period 2 / Reading and comprehension

2 Read the continuation of the article. Which of the effects you discussed are mentioned?

- 1 If we look at culture in its widest sense, the spread of a global culture is clear. The range of consumer goods available in shops in most countries is getting wider and more international, and the same company names appear everywhere. The same big-name films are shown in the world's cinemas. It seems that young people in nearly every country are listening to Afro-American rap or hip-hop music (or a local variation of it). The nature of fame itself has become international: there are many places where people are more likely to recognize the face of Nelson Mandela than their own neighbours.
  
- 2 Perhaps the best example is in the area of food and drink. In most large cities, people can choose to eat not just in Indian, Italian and Chinese restaurants, but Thai, Arab or Caribbean ones too. Meanwhile, Coca Cola is drunk almost everywhere, and the global spread of American-style fast food seems impossible to stop. Every day, around 70 million people eat food from McDonald's, in over 100 countries. Economists even use something called the Big Mac index to compare the purchasing power of world economies.
  
- 3 Again, though, there are different views of this process. Some believe that, like the economic changes, these cultural changes are just a continuation of a process that began years ago. And among those who accept that we are seeing something new, there is disagreement about whether the developments are positive or negative. Are they a sign of increasing Americanization, or is this a two-way exchange? Are traditional local cultures being killed by an international culture that is the same everywhere, or are they simply changing and adapting in a natural way?

3 Answer the questions.

1 What can now be bought in shops around the world?

---

2 What does the example of Nelson Mandela show?

---

3 What, it appears, cannot be prevented?

---

4 Which phrase means 'the same thing happening as in the past' (paragraph 3)?

---

5 What do people still argue about, even though they agree that globalisation is different from what has happened before?

---

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

What do you think is the connection between the five pictures?



- 2 Read the article. Then complete the tasks on page 47.

## From cowries to contactless: a short history of money

- On its own, money has little or no meaning. It only gains meaning when a group of people all accept that it has a certain value when used for the exchange of goods or services. To understand this, we need to look at what happened before money was invented.
- In early societies, trade was carried out by bartering: the exchange of one thing or service for another. If one person had a bag of salt and another was good at making shoes, they could agree to exchange the salt for a pair of shoes. (1) \_\_\_\_\_  
Firstly, they each had to want what the other person was offering, and secondly they had to agree that the two things were of equal value.
- To solve this problem, people started to base their trade on items that nearly everyone wanted, like salt, chocolate or cows. (2) \_\_\_\_\_  
Cowrie shells are a well-known example of this, and a step towards what we recognise as money, because they are easier to carry around than cows or bags of salt.
- The Lydians, who lived in what is now Turkey, are thought to be the first people to use coins over 2,500 years ago, although pieces of metal had been used for centuries before. (3) \_\_\_\_\_  
\_\_\_\_\_ The earliest paper money was probably in common use in China around the year 960.



1 Read the text. Then choose the best title for the article.

- A Poor but happy
- B The true meaning of happiness
- C How much is enough?

(1) \_\_\_\_\_ rich people aren't happier than poor people. (2) \_\_\_\_\_ this may seem to be a controversial statement to some, but there is enough evidence to be able to state this as a fact. Developments in biology and psychology now allow us to measure happiness more accurately than ever before, and the results are clear. Levels of stress and depression in richer countries are rising, with people reporting less, not more, satisfaction with their lives.

A recent study in the UK shows that overall happiness peaked in the mid-1970s and has been declining ever since. The researchers reached the conclusion that over a certain level (about £20,000 per person), 'extra income is not associated with increased happiness'. (3) \_\_\_\_\_ once basic human needs have been met, there is simply no point in getting richer.

It seems that a lot of people have forgotten something that nearly everyone used to think was obvious: money and happiness are not the same thing. I hesitate to write this, because someone will say that I am romanticising poverty. I am not. But I have lived in poor countries, and it was impossible not to notice that people there smile and laugh more, socialise more easily and complain less than people in the richer nations.

(4) \_\_\_\_\_ I am not saying that poverty causes happiness, but there does seem to be a lot of evidence that wealth causes unhappiness. Why, then, do people still spend so much time and effort on getting richer, even when they already have far more than they could ever need? Various theories have been suggested. (5) \_\_\_\_\_ though, I am still unsure. (6) \_\_\_\_\_ I can't understand why anyone would need to buy another luxury car when they already have three or four. How many homes can you live in at any one time? The only explanation I can come up with is that it is a kind of addiction: when your life has been all about making money, that becomes your purpose, the reason you get up in the morning.

2 Phrases 1–6 are used to introduce sentences and show the writer's attitude.

Match them with their meanings a–f.

PHRASES	MEANINGS
1 To be honest,	a Others may think differently
2 Obviously,	b This may not be true in all cases
3 Admittedly,	c Of course
4 Put simply,	d I'm telling the truth
5 Personally,	e This is the basic meaning
6 Generally speaking,	f I accept

3 Check your answers. Then add the phrases to the text in the correct places.

## Module Two worksheet

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

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

### B: Choose the correct answer:

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

### C: Report the following questions:

1. At what time does the film start? (**My father asked me**)  
\_\_\_\_\_
2. Are you happy in your new school? (**The teacher asked Sameera**)  
\_\_\_\_\_
3. What was Jamila doing over there? (**The boss questioned**)  
\_\_\_\_\_
4. Do male and female teachers in Palestine get the same wages? (**Wendy asked**)  
\_\_\_\_\_

### D: Add tag questions:

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

The End

## Module Two Progress Test

### Part One: Vocabulary: (22 points)

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

controversial      neglect      shrinking      motivated      vary      citizens

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

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

fear      patted      fantasy      remote      revealed      strangers

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

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

come across      catch up      put up      turned out      run into

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

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

operation      understood      leading      behave      writer

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



## **Part Two: Language: (23 points)**

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

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

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

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

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

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

### **4: Add question tag: (4 points)**

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

**The End**

# Reading Plus Progress Test

## Literary stream only

### Part One: Comprehension:

Read the text and then answer the questions below:

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

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

**A: Decide if these sentences are True or false:**

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

**B: Answer these questions:**

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

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

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

**C: What do these underlined words refer to:**

1. **their** (line3): \_\_\_\_\_
2. **these** (line 4): \_\_\_\_\_

3. **it** (line 9): \_\_\_\_\_

## Part two: Literature

### **A: Answer the questions:**

1. How does Romeo get to the balcony?

---

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

---

3. What will the messenger carry for Juliet?

---

### **B: Decide if these sentences are True or False:**

1. Juliet is talking to herself at the balcony. \_\_\_\_\_

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

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

### **C: Choose the correct answer.**

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

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

## **Part Three: Writing:**

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

**These ideas might help you:**

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

**The End**