



State of Palestine  
Ministry of Education

**NEW**  
EDITION

# English for Palestine

PUPIL'S BOOK **12** Reading Plus

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# Making changes

## 1 Read the texts. Then look at the pictures and discuss the questions in pairs or small groups.

- Which picture goes with which text? Text 1 \_\_\_\_\_ Text 2 \_\_\_\_\_ Text 3 \_\_\_\_\_
- What do the pictures show?
- Which countries do you think the texts might be about?

1 For \_\_\_\_\_ people all over the world, New Year is the most important time of the year. Many people paint their front doors red in preparation. Dragons and fireworks are also part of celebrating the New Year period, which can last as long as two weeks, starting on the first day of the lunar month and continuing till the moon is at its brightest.

2 New Year (sometimes called *Hogmanay*) is a more important occasion in \_\_\_\_\_ than other parts of the UK. Many of the customs, like 'first-footing', have been adopted in other English-speaking countries.

3 Unlike in some other countries, New Year is a public holiday in this North African country (\_\_\_\_\_); people mark the occasion by holding joint prayers and other rituals in mosques as an expression of gratitude to God. They also visit the homes of their extended families to exchange New Year wishes.



### What to do with words you don't know

When you find a new word in a text, it is usually best to continue reading at first. For example:

- Do you know what 'first-footing' is in Text 2?
- Can you understand the sentence without knowing what it means?

If necessary, try and decide more or less what the word means instead of immediately looking in a dictionary.

### ✿ Reading skill reminder

To help you decide what a new word in a text means, ask yourself questions like these:

- What kind of word is it (noun, verb, etc.)?
- If it's a noun, is it singular, plural, uncountable?
- If it's an adjective, does it seem to be positive or negative?
- Does it (or part of it) look like a word you already know?
- Are there any other words in the sentence that help to explain it?

**2 Decide more or less what the missing words in the sentences mean, using the questions in the reminder box.**

- 1 Children are sometimes frightened of the \_\_\_\_\_ that people wear.
- 2 It was \_\_\_\_\_ outside, so we lit the fire and stayed inside.
- 3 What I like about her is her \_\_\_\_\_ to other people.
- 4 He was \_\_\_\_\_ to find that they'd gone without him.
- 5 Some of the other students \_\_\_\_\_ me for not knowing the answer.

**3 Look at these words from the texts on page 4. Decide which meaning makes the best sense in the sentence.**

- |                      |   |   |
|----------------------|---|---|
| 1 lunar (Text 1)     | A connected with the moon                   | B a fixed time or period                          |
| 2 occasion (Text 2)  | A to happen                                 | B a special time or event                         |
| 3 mark (Text 3)      | A a cross or tick made with a pen or pencil | B to show that something is different from normal |
| 4 joint (Text 3)     | A connected                                 | B not individual                                  |
| 5 gratitude (Text 3) | A thanks                                    | B greatness                                       |

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

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

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

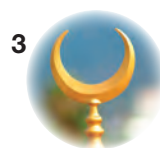
New Year is a time for families to get together and people often travel long distances to be with their families. Food also plays an important part, especially the big family meal on the evening before the New Year begins (New Year's Eve).

- 1 'Red is the symbol of fire.' What do you think a *symbol* is?
 

A a small piece of something larger	B something that stands for an idea
C a thing which is the same as something else	

- 2 Work in pairs or small groups. Discuss what symbols 1–4 stand for. What do they symbolise?

- 1 The dove carrying an olive branch symbolises \_\_\_\_\_.
- 2 The balanced scales symbolise \_\_\_\_\_.
- 3 For Muslims, the crescent symbolises \_\_\_\_\_.
- 4 For Palestinians, the kuffiyeh symbolises \_\_\_\_\_.



- 3 Compare your ideas with other pairs or groups.

1 Read the rest of the article you started in Period 1. Then complete the tasks below.

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

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

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

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

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

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

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

\_\_\_\_\_

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

3 He wrote several poems expressing admiration for God. \_\_\_\_\_

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

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

1 The phrase *Scottish in origin* means that

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

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

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

- 3 'These include joining hands and singing.' The phrase *joining hands* means:  
**A** putting your hands together.  
**B** holding the hands of other people.
- 4 'Although modern technology now makes it possible to know this well in advance, the new moon should be observed with the naked eye.'
- 1 The phrase *well in advance* means  
**A** a long time before.  
**B** making good progress.
- 2 The phrase *with the naked eye* means  
**A** see something using glasses  
**B** see something without using a telescope
- 5 'Whatever culture you look at, there seems to be one idea that underlies many of the New Year customs.'
- 1 Adding the suffix *-ever* to question words like *what*, *where*, *when* or *how* adds the meaning that:  
**A** it doesn't matter what / where / when / how.  
**B** the question what / where / when / how changes with time.

Complete the sentences with similar ...*ever* words.

**a** \_\_\_\_\_ hard I tried, I couldn't open the door.

**b** You can visit me \_\_\_\_\_ you want to. I'm free all week.

**c** I take this book with me \_\_\_\_\_ I go.

**d** You should try your best, \_\_\_\_\_ you do in your life.

- 2 Adding the prefix *under-* can add either of these meanings: *at the level below* or *not enough*. Which meaning does it add in these sentences?

**a** One idea underlies many New Year customs. \_\_\_\_\_

**b** Don't undervalue your work; it's better than you think. \_\_\_\_\_

**c** Many large cities have an underground railway system. \_\_\_\_\_

**d** You can mark important points by underlining them. \_\_\_\_\_

**e** I think I'm underpaid for all the work I do for my company. \_\_\_\_\_

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

1 *These* (line 2) \_\_\_\_\_

2 *it* (line 5) \_\_\_\_\_

3 *this* (line 13) \_\_\_\_\_

4 *one* (line 20) \_\_\_\_\_

- 7 What examples can you find in the text of customs that show the ideas of 'a new beginning' and 'leaving a period behind'? Can you think of any other examples?

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- 1 Look at the dictionary entry and the quotations. Then discuss the questions below in pairs or small groups.

**resolve** (verb): to make a decision

**resolution** (noun): a decision, especially about the future

**'I think in terms of the day's resolutions, not the years.'**

Henry Moore (*British artist*)

**'Every time you tear a page off a calendar, you present a new place for new ideas and progress.'**

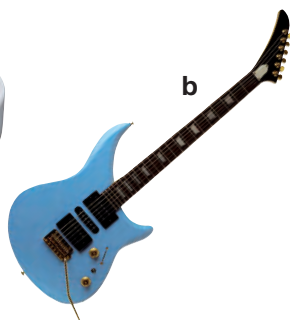
Charles Kettering (*US inventor*)

- 1 Why do you think New Year is traditionally a time for making resolutions in many cultures?
- 2 What do you think the two quotations are saying about resolutions?
- 3 In 2013, a website produced a list of the most popular 'New Year's resolutions' in the UK.
  - 1 Which resolutions do these pictures show?

a



b



c



d



e



- 2 Look at the list of the top ten resolutions, in which the order has been changed. What do you think might be the correct order?

Eat better  
 Learn a musical instrument  
 Stop smoking  
 Read more  
 Spend more time with friends and family  
 Get a better job  
 Learn a new language  
 Spend less money  
 Exercise more  
 Spend less time texting and chatting online

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_



**2 Read the newspaper article to see how close your ideas were.**

**THE DAILY NEWS**
Wednesday 27 Feb 20–

It seems that people in the UK are turning away from traditional New Year’s resolutions, like giving up smoking, in favour of more modern ones. A website has just published a list of the top resolutions for this year, showing that giving up smoking has dropped from first place to eighth.

Health-based resolutions like getting more exercise (second place) and eating more healthily (third place) remain popular, but the top choice, spending less money, probably says a lot about the economic situation. This year’s fifth most popular resolution, wasting less time on social media sites like Facebook, also reflects modern times.

Instead, people are resolving to spend more time with family and friends (sixth place), and to improve themselves by reading more (fourth place) or learning a language or musical instrument (seventh and ninth). Trying to find a better job just makes it into the top ten.

The website’s director said that people were moving away from negative decisions like stopping bad habits towards more positive ones. ‘They want to change their lives by doing something new,’ he said, ‘and there’s a definite feeling that this kind of resolution has a better chance of success.’

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

WORDS AND PHRASES FROM THE TEXT	MEANINGS
1 in favour of	<b>a</b> fell
2 dropped	<b>b</b> succeeds in reaching or doing
3 reflects	<b>c</b> preferring
4 makes it	<b>d</b> relates to, is connected with

**4 Use the words and phrases in Activity 3 to complete the sentences, changing the form if necessary.**

- 1 During the night, the temperature sometimes \_\_\_\_\_ by 20 degrees in desert areas.
- 2 To get fit, some people stop taking lifts \_\_\_\_\_ using the stairs.
- 3 Climbing the mountain was hard, but we finally \_\_\_\_\_ to the top.
- 4 His opinions \_\_\_\_\_ the fact that he had a difficult childhood.

**5 Discuss the questions in pairs or small groups.**

- 1 Why do you think ‘spending less money’ has become the most popular resolution?
- 2 According to the text, why do fewer people than before choose to stop smoking? Can you think of a reason not mentioned in the text?
- 3 Of the top ten resolutions, which one would improve your life most?
- 4 Are there any resolutions you might make that are not included in the list?

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

MODERN LIVING | LIFESTYLE



## New Year, New You!

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

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

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

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

One step at a time  
Share it

Enjoy yourself  
Set clear goals

Think negative

**1** \_\_\_\_\_

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

**2** \_\_\_\_\_

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

**3** \_\_\_\_\_

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

**4** \_\_\_\_\_

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

**5** \_\_\_\_\_

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

.....■

P08

**3 Discuss the questions in pairs or small groups.**

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

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

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

**1 Look back at the text in Period 4. Then answer the questions.**

- 1 Why is 'I think I'd like to be a better person' not a good resolution to make?
- 2 Which piece of advice is especially useful for students in general?
- 3 Which advice might seem strange to most readers?
- 4 Which suggestion relies on people's personal pride?

**2 Look at the example. Then answer the questions below.**

**Example**

The first person to visit should be a tall, dark-haired man.

- 1
  - a How is the underlined compound adjective made?
  - b What kind of word is *dark*?
  - c What kind of word is *-ed* added to?
  - d What is used to join the two parts?
- 2 A 'dark-haired' man is a man with dark hair. How would you describe these people using the adjectives in the box?

curly	red	blue
wide	large	long



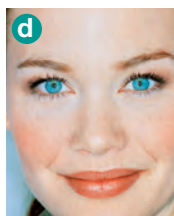
a hair



b moustache



c shoulders



d eyes



e hair



f face

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

**Examples**

- 1A Fire is believed to drive away bad luck.
- 1B Fireworks are supposed to frighten away bad spirits.
- 2A People are turning away from traditional New Year's resolutions.
- 2B He said people were moving away from negative decisions.

- 1 What meaning does the particle *away* add to the verbs?
  - ▶ in a different direction
  - ▶ to another place
- 2 Match the examples with the extra meaning added by the verbs.
 

leaving	Example	_____
making someone / something afraid	Example	_____
with force	Example	_____
changing direction	Example	_____
- 3 Can the verbs in each pair of examples be exchanged without making a big difference to the meaning?

**4 Complete the sentences with the verbs in the box. (Make any changes to the form of the verb.)**

run      move      throw      frighten      look      take

- 1 The film's first scene was so frightening that I couldn't watch and had to \_\_\_\_\_ away.
- 2 There were dangerous animals nearby, so we lit a fire to \_\_\_\_\_ them away.
- 3 She grew up here, but her family had to \_\_\_\_\_ away from the area.
- 4 I called to the boy, but he was frightened and \_\_\_\_\_ away.
- 5 I don't need this again, so you can \_\_\_\_\_ it away.
- 6 They make great food that you can eat in the café or \_\_\_\_\_ away.

**5 Look at the examples and match them with their meanings a–c. Then rewrite the sentences below using the correct form of (be) supposed to.**

**Examples**

- 1 Fireworks **are supposed to** frighten away bad spirits.
- 2 He **was supposed to** be here at 9.00, but he's late.
- 3 **It's supposed to** be a drawing of a cat, but it looks more like a dog.

- a That's what was intended (but the result was different). \_\_\_\_\_
- b This is what should have happened (but it didn't). \_\_\_\_\_
- c This is what many people believe (though it may or may not be true). \_\_\_\_\_

- 1 The staff should really wear suits, but not everyone does.  
The staff \_\_\_\_\_.
- 2 I meant it to be a surprise present, but someone told her.  
It \_\_\_\_\_.
- 3 It's thought that painting your door red will bring good luck.  
Painting \_\_\_\_\_.

**6 Look at the example. Then answer the question.**

**Example**

*New Year is possibly one of the worst times of the year to make **life-changing** decisions.*

Life-changing decisions are decisions that can change your life.

What do you think these similar expressions mean?

- |                            |                               |
|----------------------------|-------------------------------|
| ▶ an oil-producing country | ▶ an English-speaking culture |
| ▶ a self-driving car       | ▶ an eye-opening experience   |
| ▶ a breath-taking view     | ▶ a heart-stopping moment     |

**1 Look at the examples of ways of joining information in sentences. Then answer the question.**

**Examples**

- A** *New Year is a time for families to get together and people often travel long distances to be with their families.*
- B** *It can last as long as two weeks, starting on the first day of the month.*
- C** *Another custom, which is less popular now, is 'first-footing'.*
- D** *To help you succeed, you need to include other people.*

Which example relates to which description of sentence structure?

- |  |               |
|--|---------------|
| <b>1</b> a main clause with a relative clause  | Example _____ |
| <b>2</b> two clauses joined with a conjunction | Example _____ |
| <b>3</b> a clause plus an <i>-ing</i> phrase   | Example _____ |
| <b>4</b> a clause plus an infinitive phrase    | Example _____ |

**2 Read the letter. Then rewrite it, joining the short sentences into longer ones.**

Use a mixture of different ways to join the information, for example:

- ▶ relative clauses with *which* and *who*
- ▶ infinitive and *-ing* phrases
- ▶ conjunctions like *so*, *but*, *because*, *when*

The sign [+] shows where sentences can be joined.

My parents recently decided to move to Garton. [+] Garton is a seaside town in the north-west of the country. It's obviously quite a big change for me. [+] I'm a bit worried. [+] It's also quite exciting at the same time.

Actually, we know the area quite well. [+] We went on holiday there several times. [+] My brother and I were young then. There are quite a lot of things to do there. [+] These include walking in the hills, fishing in the rivers and of course going to the beach. That's fine for me. [+] It's not so good for my brother. [+] He likes going out to the cinema and places like that. Garton isn't near any big towns. [+] There is a train service to Laniton. [+] Laniton is a city with cinemas, theatres and so on.

We've decided to wait until the end of the school year. [+] The reason is to make it easier for me to change schools. [+] We won't move till the summer. I'm pleased about that because the exam period is quite soon. [+] It starts in the middle of May. I'm trying not to think about the move. [+] I need to concentrate on school work. [+] I keep imagining how different life is going to be though.

**3 When you have finished, compare your letter with a partner.**

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

An English-speaking friend wants to learn Arabic.

- 1 What do you think English speakers might find most difficult about Arabic?
- 2 What is the best way to learn it?
- 3 What other advice would you give?

**2 Read part of a letter from an English-speaking friend.**

I've made a resolution: I'm going to learn Arabic. As you know, I can speak it a little and understand very basic conversations, but I can't read or write it. So, basically, I just want to get better.

What's the best way to do this, and what do you think I might find difficult? I'm a bit lazy, so have you got any other advice that could help me to stick to it and not give up?

Any ideas will be very welcome!

**3 Write a reply to the letter, using ideas from your discussion and advice from the text in Period 4.**

Thanks for your letter. It was good to hear from you.

So, you've decided \_\_\_\_\_

First, you say you 'just want to get better'. The problem with this resolution is \_\_\_\_\_

Anyway, the hardest part for you might be \_\_\_\_\_

I think you should \_\_\_\_\_

In general, \_\_\_\_\_

I hope this helps. Good luck!

Say what you think about this decision.

What was the most important rule in the Period 4 text?

What would an English speaker find difficult?

Give some advice about how to solve this difficulty.

Give some general advice about learning languages.

**4 Think about a resolution you might make for the future. Then complete the plan.**

Resolution: I want to \_\_\_\_\_

My goal: \_\_\_\_\_

Steps toward the goal: \_\_\_\_\_

What could go wrong: \_\_\_\_\_

My chance of success (%): \_\_\_\_\_

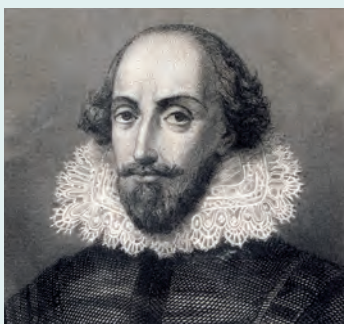
*In this Unit you have learnt about:*

- ▶ New Year customs in different countries
- ▶ making and keeping resolutions
- ▶ dealing with unfamiliar vocabulary
- ▶ question words with the suffix *-ever*
- ▶ words with the prefix *under-*
- ▶ describing people with compound adjectives like *dark-haired*
- ▶ phrasal verbs with *away* and other particles
- ▶ compound adjectives made from nouns + *-ing* forms
- ▶ joining information in sentences
- ▶ writing advice letters

1 Read the two sections below: *About the author* and *About this play*. Then match the dates in the table with what happened in that year.

DATES	WHAT HAPPENED
1 1564	a The Globe theatre in London was built.
2 1582	b Shakespeare wrote <i>Romeo and Juliet</i> .
3 1595 (?)	c Shakespeare died.
4 1598	d Shakespeare was born.
5 1599	e Shakespeare got married.
6 1607 (?)	f Shakespeare stopped acting.
7 1616	g The 2nd edition of <i>Romeo and Juliet</i> was published.

### About the author



William Shakespeare is believed to be the greatest English writer of all time. He was born in Stratford-upon-Avon, in England, in April 1564. His father was an important man in the town. In December 1582, Shakespeare married Anne Hathaway, the daughter of a farmer, and they had three children. We know very little about Shakespeare’s early life. Some people believe that he worked as a teacher. Other people think that he became a member of a travelling group of actors. But we do know that by 1592, Shakespeare was living in London. By then, he had already become quite well known as an actor and a playwright<sup>1</sup>.

<sup>1</sup> **playwright** writer of plays  
<sup>2</sup> **performed** acted in public

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

In about 1607, Shakespeare stopped acting. After that time, he lived mostly in Stratford. He had become quite rich, and was a very important person in Stratford. He died there on his birthday, in 1616. During his life, Shakespeare wrote about 37 plays and many poems. Many of his plays were only published as books after his death. In Shakespeare’s time, people used to write plays very quickly. The actors performed them a few times, and then they threw them away. No one really thought of keeping plays for people to read. Because of this, the plays of Shakespeare that we read today are probably not exactly the same as the ones that he first wrote. These plays are still performed<sup>2</sup> all over the world today, and people in schools, colleges and universities have been studying his work for many years.





## About this play

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

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

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

Shakespeare's *Romeo and Juliet* was first published<sup>3</sup> in 1597, but this edition<sup>4</sup> of the play was not actually written by Shakespeare. It was probably put together from the actors' lines, and from what people wrote down or remembered about the play. The second edition of the play, published in 1599, was actually written by Shakespeare.

<sup>3</sup> published printed as a book

<sup>4</sup> edition single printing

## People in the story

### The Capulet family

Lord and Lady Capulet  
Juliet, their daughter  
Tybalt, Juliet's cousin

### The Montague family

Lord and Lady Montague  
Romeo, their son  
Benvolio, Romeo's cousin

### Other characters

Nurse, who looks after Juliet  
Paris, who wants to marry Juliet  
Friar Laurence, a religious man  
Balthasar, Romeo's servant  
Mercutio, Romeo's friend  
Prince Escalus, the ruler of Verona

## 2 Answer the questions.

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

## 3 Read Extract 1 on pages 46–47. Then complete the table.

PEOPLE TRYING TO JOIN IN THE FIGHTING	PEOPLE TRYING TO STOP THE FIGHTING
Tybalt	Benvolio
_____	_____
_____	_____

# Fitting in

## 1 Look at the definition. Then discuss the questions below in pairs or small groups.

**fit in** (phrasal verb): to feel that you belong to a particular group and are accepted by that group

- 1 How important is it to fit in with other people?
- 2 What different groups do you belong to? Think about the areas below and add groups to the diagram. Then compare with another student.
  - ▶ your family life
  - ▶ your school life
  - ▶ your social life
  - ▶ your interests
  - ▶ your village / town / area / country



- 3 Can you think of any reasons why it might not always be a good idea to fit in with others?

## 2 Read the beginning of an article. Then complete the tasks on page 19.

### MODERN LIVING | LIFESTYLE

▶ If you put the words *fitting in* and *belonging* into an Internet search engine, you'll find that you get very different results. Nearly all the lifestyle advice and self-help sites seem to agree that a feeling of belonging is unquestionably 'a good thing', something that we all need if we want to be healthy, happy people.

In contrast, fitting in is almost always presented as something we need to avoid. One quotation (from the children's writer and artist Dr Seuss) that often turns up is this one: 'Why try to fit in when you were born to stand out?' The implication is clear: fitting in is a bad idea, standing out or being different is good.

1 'Nearly all the lifestyle advice and self-help sites seem to agree ...'

- 1 What is someone's *lifestyle*? \_\_\_\_\_
- 2 What kind of advice do websites like this usually offer? \_\_\_\_\_

2 'A feeling of belonging is unquestionably "a good thing" ...'

1 Complete the table to show how the word *unquestionable* / *unquestionably* is made.

NEGATIVE PREFIX	VERB	ADJECTIVE SUFFIX	ADVERB SUFFIX
_____	_____	_____	_____

- 2 If something is *unquestionable*, what is it impossible to do? \_\_\_\_\_
- 3 If something (e.g. a book, a piece of music or a painter) is described as *incomparable*, what does it mean? \_\_\_\_\_

3 Replace the words in brackets with phrasal verbs from the text.

- 1 He often (arrives or appears) late for meetings. \_\_\_\_\_
- 2 We should use a different colour to make this sentence (look different from the others).  
\_\_\_\_\_

The phrasal verbs are not used in exactly the same way in the sentences as in the text. How are the two meanings connected?

- A They refer to similar situations, but the meaning is different.
- B They have similar meanings, but refer to different situations.

4 'The implication is clear ...'

The noun *implication* means 'hidden suggestion' and comes from the verb *imply*. Match these verbs with their meanings. Then add them to the table, with their nouns.

- 1 simplify      a what you do to get a job
- 2 apply        b increase in number
- 3 multiply     c make something easier

VERB	NOUN
imply	implication
_____	_____
_____	_____
_____	_____

**3 Discuss the questions in pairs or small groups.**

- 1 How is fitting in different from belonging?
- 2 What do you think Dr Seuss means when he says people are born to stand out?
- 3 Why might some people, especially young people, not want to stand out from others?

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

- 1 How do you think the person at the front is feeling?
- 2 What do you think the others are doing or saying?
- 3 What reasons might there be why this person doesn't fit in?
- 4 Can you remember the quotation from Dr Seuss from Period 1? How does it relate to the picture?



**2 Read the second part of the article you started in Period 1. Then complete the tasks below.**

► A lot of young people might disagree with Dr Seuss. For most teenagers, it seems, standing out and not being accepted as 'normal' is horribly embarrassing. They put great effort into being accepted by other teenagers. This will often take the form of liking the right kind of music, wearing the right clothes, or even having the right kind of mobile phone. In more extreme cases, a young person might deliberately choose not to work hard at school and get good marks, or be led into bad habits.

This feeling is something that most people grow out of. They gradually learn to be confident about who they are. They realise that being like everyone else isn't such a good idea and that standing out can be an advantage. After all, when you think about it, to stand out is to be *outstanding*, which is definitely a positive word: when someone is described as an outstanding actor / writer / business person / leader,

it's high praise. The process can take quite a long while though. As the British TV star Clare Balding once said: 'Fitting in is boring. But it takes you nearly your whole life to work that out.'

Fitting in is not the same as belonging. The need to belong to a group or community goes back to the earliest days of human societies, and there are good reasons for it. Life in the past was hard, with dangers all around, and people acting together with a common purpose had a much better chance of surviving than a lone individual. In fact, being left out of or cut off from the group would more than likely lead to death. Obviously, the consequences are not so disastrous in modern societies, but the need survives. Many scientific studies have shown that people who don't feel that they belong to a group are more likely to become ill than those who are part of a community, and don't live as long.

P10

- 1 '... standing out and not being accepted as "normal" is horribly embarrassing.'
  - 1 Why do you think the writer puts the word *normal* in inverted commas?
  - 2 When you are embarrassed, you feel as if everyone is looking at you. What kind of things or situations might people find embarrassing?
- 2 '... a young person might deliberately choose not to work hard at school ...'
 

What does *deliberately* mean?

**A** on purpose                      **B** freely
- 3 'This feeling is something that most people grow out of.'
  - 1 The phrasal verb *grow out of (something)* means
    - A** to gradually become too big.
    - B** to lose a habit or feeling as you get older.
    - C** to be made or produced from something.
  - 2 Can you think of other examples of things that children usually grow out of?

- 4 '... when someone is described as an outstanding actor / writer / business person / leader, it's high praise.'
- 1 What does *outstanding* mean?  
**A** unusual or strange      **B** better than most others
- 2 Give real examples of people you believe are outstanding leaders, writers, musicians or sports people. What makes them outstanding?
- 5 'The process can take quite a long while though.  
 A *process* is a number of events leading to a result, which takes time to happen. What process is the writer referring to here? \_\_\_\_\_
- 6 '... being left out of or cut off from the group would more than likely lead to death.'
- 1 The two phrasal verbs used in the sentence are similar but not exactly the same. Match them with these meanings.  
**a** to \_\_\_\_\_ something or someone \_\_\_\_ (= to not include)  
**b** to \_\_\_\_\_ something or someone \_\_\_\_ (= stop communicating with)
- 2 What prepositions are used with each one if we want to add an object?  
**a** leave out \_\_\_\_\_ a group  
**b** cut off \_\_\_\_\_ a group
- 7 Find fixed phrases in the third paragraph with these meanings.  
 1 shared aim \_\_\_\_\_  
 2 single person \_\_\_\_\_  
 3 almost certainly \_\_\_\_\_
- 8 The verb *survive* is used twice (lines 36, 42), with slightly different meanings. Find the two uses and say which one means:  
 1 to remain the same \_\_\_\_\_  
 2 to continue living \_\_\_\_\_
- 9 '... people who don't feel that they belong to a group are more likely to become ill than those who are part of a community, and **they** don't live as long.'  
 What does the highlighted word *they* refer to in this sentence?  
**A** people who are part of a community  
**B** people who don't belong to a group
- 10 Complete the explanation. Then compare your answer with another student.

Fitting in means trying to (1) \_\_\_\_\_

\_\_\_\_\_

This is often seen as a bad thing to do because it stops you from being yourself.

Belonging, on the other hand, is the feeling that (2) \_\_\_\_\_

\_\_\_\_\_

This is something we all need.

**1 Look at the picture. Then discuss the questions below in pairs or small groups.**

- 1 Have you heard the phrase ‘the black sheep of the family’? What do you think it means?
- 2 Is the same phrase used in Arabic, or something similar?



**2 Read the text about ‘black sheep’. Then complete the tasks on page 23.**

- 1 In English, the phrase ‘black sheep of the family’ is used to describe someone who doesn’t live his or her life the way the rest of the family expects them to. People like this must be common, because many other languages, mostly European, have exactly the same idiom\*. Other languages, like Russian, talk about someone being a ‘white crow’ (crows being birds that are nearly always black).
- 2 Real black sheep are rather rare. From a farmer’s point of view, black wool\*\* couldn’t be changed into different colours, so it was seen as worthless. As a result, farmers used to be disappointed when, by chance, their white sheep sometimes had a baby with black wool. So if a family had a ‘black sheep’, it was definitely thought to be something undesirable. Nowadays, though, the phrase has lost some of its negative meaning. This is probably because people don’t worry as much as they used to if someone is a bit different from normal. In fact, some people even think of it as an advantage: it means that the person has a more exciting life than most others, who just follow the rules and don’t take risks.
- 3 Among creative people, it isn’t unusual to find those who were regarded as black sheep. Being an outstanding artist or poet seems to require a different way of looking at the world. Also, independent and strong-minded women, at least in the past, have tended to be black sheep, simply because the social rules about what was an acceptable lifestyle were stronger for women. In any field, people like this are outstanding because they stand out from the crowd.
- 4 One example is the 19th century English writer Mary Shelley. Her mother died when she was young, and it was the daughter of her father’s second wife who received an education. Mary herself was left on her own a lot and began writing stories and poems. When she was 17, she travelled to Europe and was cut off from her family for some time after this. Two years later, while in Switzerland, Mary, along with several friends, including well-known writers, were amusing themselves one rainy afternoon by making up horror stories. Of all the stories produced that day, Mary’s is the one people still remember. Although she wrote several other books, the story of *Frankenstein* is by far her most famous work. It is known all over the world and has been made into a film many times.

\* idiom = an expression that has a non-literal meaning

\*\* wool = the hair of a sheep

1 Match the headings with the paragraphs in the text. (There is one more title than you need.)

- A Where the meaning comes from paragraph \_\_\_\_
- B Why some people become black sheep paragraph \_\_\_\_
- C Some examples of black sheep paragraph \_\_\_\_
- D The story behind a popular book paragraph \_\_\_\_
- E A definition of the phrase paragraph \_\_\_\_

2 Complete the sentences with a maximum of two words from the text.

- 1 The idea of being a 'black sheep' seems to be quite \_\_\_\_\_ in European countries.
- 2 Several languages have an \_\_\_\_\_ similar to the English phrase 'black sheep of the family'.
- 3 In real life, however, black sheep are not common; in fact, they are \_\_\_\_\_.
- 4 Black wool is \_\_\_\_\_, so farmers regard it as \_\_\_\_\_.
- 5 The modern meaning of 'black sheep' isn't as \_\_\_\_\_ as it used to be.
- 6 The life of 'black sheep' may be more exciting because they are more likely to \_\_\_\_\_.
- 7 \_\_\_\_\_ people tend to be black sheep as they see the world differently from others.
- 8 Women have sometimes been seen as black sheep because there were stricter ideas about what it was \_\_\_\_\_ for them to do.
- 9 Mary Shelley's *Frankenstein* is the most famous of several \_\_\_\_\_ that were made up one afternoon.

3 Answer the questions.

1 How has the meaning of the phrase *black sheep* changed nowadays?

---



---

2 How old was Mary Shelley when she first made up the story of *Frankenstein*?

---



---

3 What do you know about the story?

---



---

4 What might be surprising about the fact that a story like this was written by a nineteen-year-old girl in the nineteenth century?

---



---

**3 Discuss the questions in pairs or small groups. Then compare your ideas with others.**

- 1 Do you know any other examples of people who could be described as black sheep?
- 2 Can you think of any other idioms in Arabic that relate to the topic of belonging to groups and fitting in (or not fitting in)?
- 3 Can you translate them into English?

## Understanding idioms

In Period 3 you looked at the idiom ‘the black sheep of the family’. If you find an idiom in something you are reading, you may need to guess what it means. Sometimes this is easy. For example, what does the underlined phrase in this sentence mean?

Everyone in the office was so friendly that I immediately **felt at home**.

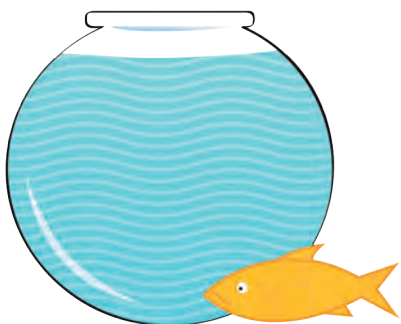
Sometimes, though, you will need to think about what the words themselves mean (the literal meaning) and then decide what they mean in the context (the non-literal or idiomatic meaning). For example, what do the underlined phrases in these sentences mean?

We can usually accept the way he behaves, but what he has done now **crosses the line**.  
(What kind of line is referred to?)

He doesn't just **follow the herd**; he thinks for himself and does what he believes is right.  
(A herd is a group of animals like cows or sheep; what or who are the herd here?)

### 1 Look at three more idioms. Then match them with their meanings. In what situations do you think they might be used?

1



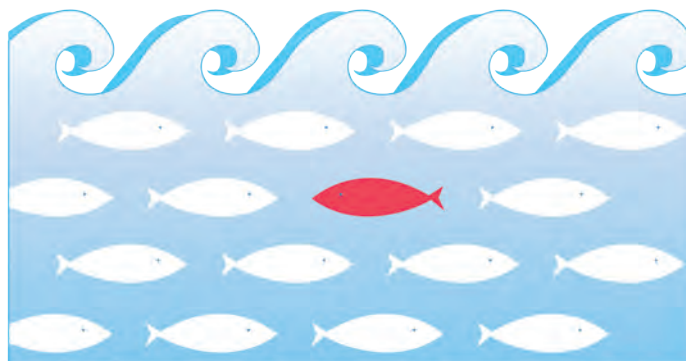
*to feel like a fish out of water*

2



*to stick out like a sore thumb*

3



*to swim against the tide*

- a to think or act differently from others \_\_\_\_\_
- b to feel that you are not in your natural place \_\_\_\_\_
- c to look very different from other things or people \_\_\_\_\_



**2 Complete the sentences with the idioms in Activity 1. (You may need to change the form of the verb.)**

- 1 Everyone else agreed with the plan. He seemed to be the only one who thought there was a problem with it. He didn't say anything in the end because it's hard to \_\_\_\_\_  
\_\_\_\_\_
- 2 All the other people at the party were experts in their fields. I couldn't join in their conversations because I didn't understand what they were talking about. I \_\_\_\_\_  
\_\_\_\_\_
- 3 She was late and had to go to the restaurant straight from work, in her normal clothes. When she got there, she saw that the others were all dressed in their best evening dresses. She was sure she \_\_\_\_\_  
\_\_\_\_\_

**3 Look at the pictures. Then match the beginnings and endings of the proverbs.**



- |                                |                        |
|--------------------------------|------------------------|
| 1 When in Rome,                | a flock* together.     |
| 2 You can't put a square peg** | b do as the Romans do. |
| 3 Birds of a feather           | c into a round hole.   |

\* = collect in a (large) group

\*\* = small piece of wood

**4 Match each proverb in Activity 3 with the situation it might be used to describe.**

- 1 I don't really like tea, but I used to drink it at 'tea time' when I was in England. \_\_\_\_\_
- 2 You can tell he's not a good person by looking at the kinds of people who are his friends. \_\_\_\_\_
- 3 She loved art and poetry, but her father wanted her to be a doctor. She tried, but it didn't work, and now she's a well-known painter. \_\_\_\_\_

**5 Discuss the questions in pairs or small groups.**

- 1 Do you agree with what the proverbs are saying about life?
- 2 Are there any similar proverbs in Arabic?

**1 Look at the examples. Then complete the task below.**

**Examples**

- A** *Fitting in is boring. But it takes you nearly your whole life to work that out.*
- B** *This feeling is something that most people grow out of.*
- C** *There's no coffee left. We've run out. And I think we've run out of tea too.*

Replace the underlined words with phrasal verbs made from the verbs in the box +out  
(You may need to change the tense of the verbs.)

get ... of      grow ... of      miss ... on      run      stick      work

- 1 She lost that habit when she was about six years old. \_\_\_\_\_
- 2 We'd better turn back before all the water is gone. \_\_\_\_\_
- 3 It took me a long time to solve the maths problem. \_\_\_\_\_
- 4 The animal escaped from its cage. \_\_\_\_\_
- 5 Of course I'm coming. I don't want them to not be present for the fun. \_\_\_\_\_
- 6 I wear a suit because I don't want to look different from everyone else. \_\_\_\_\_

**2 Look at the examples from the texts in this Unit. Then answer the question below.**

**Examples**

*Everyone agrees that a feeling of belonging is 'a good thing'. In contrast, fitting in is presented as something we need to avoid.*

*Standing out can be an advantage. After all, to stand out is to be outstanding.*

*People acting together had a better chance of surviving. In fact, being left out of the group could lead to death.*

*Black wool was seen as worthless. As a result, farmers used to be disappointed ...*

*Living a free life isn't as important as survival. In other words, poorer people just don't have time to be black sheep.*

The underlined linking phrases are all used to show the connection with the sentence before. Which phrases are used to show the connections below?

- 1 The next sentence is even stronger than the last one. \_\_\_\_\_
- 2 Because of this / For this reason \_\_\_\_\_
- 3 The next sentence is the opposite of the sentence before. \_\_\_\_\_
- 4 The next sentence means the same as the last one, but may be simpler. \_\_\_\_\_
- 5 Here is a good reason why the sentence before is true. \_\_\_\_\_

**3 Complete the sentences with the linking phrases in the box.**

After all      As a result      In contrast      In fact      In other words

- 1 You can trust me. \_\_\_\_\_, we've been friends for a long time.
- 2 It will be very difficult. \_\_\_\_\_, it may be nearly impossible.
- 3 There has been a lot of rain recently. \_\_\_\_\_, some roads have been closed.
- 4 People who don't belong to a group tend to get ill more often than those who do. \_\_\_\_\_, belonging is good for your health.
- 5 When you see her, she's always chatting to her friends. \_\_\_\_\_, her sister is very quiet.

**4 Circle the best linking phrases to complete the text about online communities.**

MODERN LIVING | LIFESTYLE

## Community today

► For many people, the word *community* has a nice sound. It makes them think of small towns or villages where everyone knows everybody else, people look after their neighbours and of course nobody locks their doors. (1) **After all / In contrast**, people don't steal from their friends.

In our modern times, these kinds of communities are disappearing. (2) **In other words / In fact**, they might never have existed in such a perfect form. But the human need to belong still exists, and the Internet has helped people to form new types of community.

Communities in the past depended on geography. (3) **After all / In other words**, they referred to a particular area where people shared a lifestyle. (4) **In contrast / As a result**, the Internet allows us to contact people all over the world. (5) **As a result / In other words**, online communities, where people who have never met can share their interests, are becoming more and more popular.



**1 Read the beginning of an article about online communities. Put the steps in the correct order. Number them 1–6.**

**Starting an online community** 

There are community-building systems on the Internet, many of them free, offering tools that you can use in building your community. Here is a list of the steps you need to take.

- Attract members.
- Build the site.
- Watch it grow!
- Think about which Internet tools would serve your purpose and audience.
- Decide on your community's purpose.
- Identify your target audience (the people who might want to use the site).

**2 Read the rest of the article about online communities.**

Probably the most common type of online community is special interest groups. These are groups of people who may never have met, but who have some interest they want to share using the Internet. It may be a hobby, politics or sometimes an illness or other problem that can be helped by sharing information.

For example, someone living in a particular part of the country, who enjoys making wooden toys, wants to set up an online community for people with a similar interest. The purpose is to exchange ideas, share photos of toys and discuss how they are made. This community needs a tool to upload pictures onto the site and a space where they can be discussed by the members.

**3 Discuss the following in pairs or small groups.**


You would like to set up an online community. Following the first two steps from the article in Activity 1, discuss ideas about the purpose and the target audience. Think about these points.

**Purpose:** hobbies, school/studying, entertainment (music, films, etc.), literature, politics

**Audience:** local, national, international

Why don't we build a site for students in Palestine who are studying English, to discuss problems and ideas?

**4 Read the two notices. Then decide which one is best, and why.**

1  **NOTICE!** 

We are trying to start a new club for people who are interested in music because we're sure there are lots of other students who would enjoy this. Would you like to join us?

2  **NEW MUSIC CLUB**   
**STARTING SOON**

*Can you play an instrument, or do you just enjoy listening to music?*

*Why not join our new music club? Everyone is welcome!*

*For more detail contact Nuria (07131 498752)*

**5 Write a notice.**

You need some help setting up your community from someone who knows about computer programming. Write a notice explaining the idea and asking for helpers.

Give it an attractive title.  
 Keep it short (it doesn't have to be in sentences).  
 Remember to add a way of contacting you.

### 1 Discuss the questions in small groups.

You now have enough people interested in your idea for an online community.

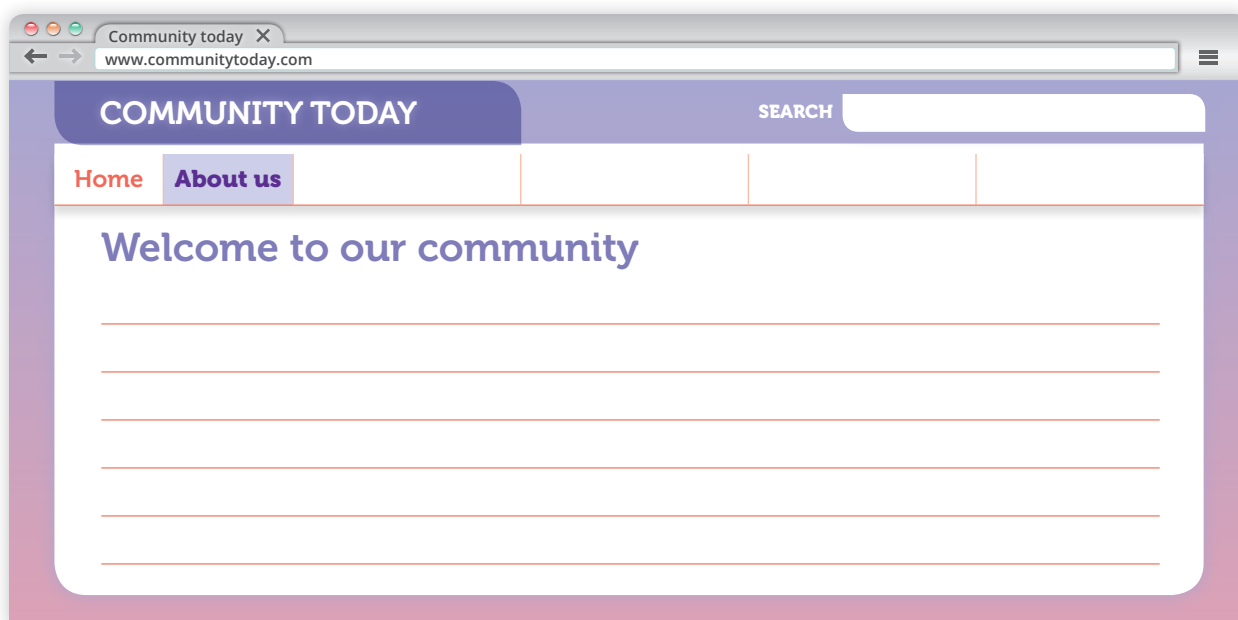
- 1 What should the site look like, and what should it include?
- 2 What pictures could you put on the home page?
- 3 Apart from a home page, what other areas are needed? Choose four or five from this list (or any other ideas you have).
  - ▶ Gallery (for showing uploaded pictures)
  - ▶ Forum (for discussing questions or problems)
  - ▶ News
  - ▶ Contact us
  - ▶ About us (general information about the community)
  - ▶ Links (to other communities or websites)
  - ▶ Future events

Add your chosen areas to the 'screen' below.

### 2 Write a welcome page.

Write two or three paragraphs for the 'About us' area of the community website.

- ▶ Welcome visitors to the site.
- ▶ Explain the idea of the community.
- ▶ Say what members can do.
- ▶ Invite people to join you.



### 3 Compare your work.

When you have finished writing, compare what you have written with the other members of your group. Decide on the best ideas and put them together in a final version.

*In this Unit you have learnt about:*

- ▶ the importance of belonging and fitting in (or not fitting in)
- ▶ online communities
- ▶ verb to noun changes (verbs ending in -y)
- ▶ understanding idioms and proverbs
- ▶ sentence linking phrases
- ▶ writing notices
- ▶ writing a community welcome page

**1 Look at Extract 1 on pages 46–47 again. Then answer the questions.**

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

---

2 What kind of person does Tybalt seem to be?

- ▶ understanding
- ▶ aggressive
- ▶ friendly

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

- ▶ brave?
- ▶ wise?
- ▶ silly?
- ▶ funny?

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

---



---

5 Why is he so angry?

---



---

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

---



---

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

---



---

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

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

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

---

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

---

**3 Compare and discuss your ideas with other students. Read Extract 2 on pages 47–49. Then discuss the questions in pairs or small groups.**

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

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

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

**5 Look at these two quotations from Extract 2. Then discuss the questions below in pairs or small groups.**

**Romeo:** Oh, she could teach the torches how to burn brightly. She shines like a jewel in the night – her beauty is too precious for this earth.

**Juliet:** If he is married, I think I will die!

- 1 The language shows very strong feelings, but what does it really mean? For example, do jewels really shine at night, and does Juliet really believe she will die?  
\_\_\_\_\_
- 2 Are these ideas about love and beauty Shakespeare's own, or is he making Romeo and Juliet say them? If so, what do you think he might be saying about the two young lovers?  
\_\_\_\_\_
- 3 We know that Juliet is nearly fourteen. How old do you think Romeo might be?  
\_\_\_\_\_

# The global village

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

- Have you heard of the words *global village* and *globalisation*?  
When do you think they began to be used?
  - ▶ about ten years ago
  - ▶ about twenty-five years ago
  - ▶ over fifty years ago
- Which picture gives a positive impression and which gives a negative impression?  
What message do you think each picture is trying to give?



## 2 Read the text. Then complete the tasks on page 33.

MODERN LIVING | LIFESTYLE



## The global village

- ▶ The term *global village* was first popularized by the Canadian writer Marshall McLuhan in the early 1960s. He described how communications technology was transforming the world into something more like a village, in which people could communicate and pass on information quickly and easily. And this, remember, was many years before the Internet was widely used.

The word *globalisation* is also older than most people think. It appeared, with more or less the same meaning as it has today, as early as the 1940s. It is true, though, that it wasn't until the second half of the 1980s that it became common, at first in the area of economics and business, and then in other academic fields. By the 1990s, it seemed as if everyone was talking about it.

We may now have reached a point when it is so much a part of our lives that we no longer think about it very much. If you tell a group of young business students that they're going to discuss globalisation, the chances are that they won't see the point. Far from being a new idea, it now simply describes the way things are.



1 Choose the correct meaning for these words and phrases from the text.

- |   |                           |                                    |
|---|---------------------------|------------------------------------|
| 1 | term (line 1)             | A name for an idea                 |
|   |                           | B period of time                   |
| 2 | transforming (line 2)     | A taking from one place to another |
|   |                           | B completely changing              |
| 3 | widely (line 5)           | A not exactly                      |
|   |                           | B commonly, often                  |
| 4 | the chances are (line 13) | A it is likely                     |
|   |                           | B there are opportunities          |
| 5 | see the point (line 13)   | A understand the idea              |
|   |                           | B know the purpose                 |
| 6 | Far from (line 13)        | A Instead of                       |
|   |                           | B A long distance from             |

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

- 1 We'll never succeed, so I don't \_\_\_\_\_ of continuing.
- 2 He left home an hour ago, so \_\_\_\_\_ that he'll be here soon.
- 3 She's a popular singer in her own country, but not \_\_\_\_\_ known outside it.
- 4 A lot of money was spent on \_\_\_\_\_ the land into a children's play area.
- 5 \_\_\_\_\_ criticising his ideas, I strongly agree with most of them.
- 6 He may use a different \_\_\_\_\_ to describe it, but he's really talking about the same thing as other writers.

3 'The term global village was first popularized in the early 1960s.' The suffix *-ize* (or *-ise*) changes an adjective into a verb and adds a meaning. *To globalize (something)* is to become or to make something more international. What does the verb *popularize* mean?

---

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

- 1 The writer seems to think Marshall McLuhan's idea was ahead of its time.  
TRUE      FALSE
- 

- 2 The word *globalisation* was widely used from the 1940s onward.  
TRUE      FALSE
- 

- 3 Young business students often think globalisation isn't worth discussing.  
TRUE      FALSE
- 

**3 Discuss the question in pairs or small groups.**

How has globalisation affected your lives as young people?

**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 '[They were] searching for cheap raw materials. They transported these back to their own factories and produced manufactured goods.'

Add these words to the table in the correct column . (One word can go in both columns.)

coal      paper      cotton      silver      plastic      glass      wood

RAW MATERIALS		MANUFACTURED GOODS	
_____	_____	_____	_____
_____	_____	_____	_____

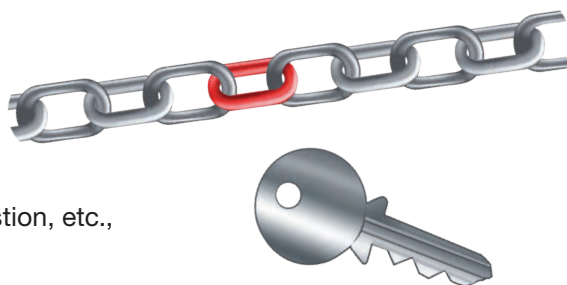
2 'The world became linked by trade and business.'

'The key role is that of computer technology.'

1 *Link* and *key* are both normally used as nouns.  
What kind of words are they used as in the text?

2 In what way can trade link the world?

3 If something is described as a *key* part / point / question, etc.,  
is it just important or the most important thing?



3 Find these words in the text. Then choose the correct meaning for each one.

- |   |                         |                                      |
|---|-------------------------|--------------------------------------|
| 1 | underestimates (line 6) | A gives too little importance to     |
|   |                         | B falls below                        |
| 2 | taken place (line 7)    | A been replaced                      |
|   |                         | B happened                           |
| 3 | vast (line 9)           | A unusual                            |
|   |                         | B very large                         |
| 4 | currency (line 9)       | A at the moment                      |
|   |                         | B money used by a particular country |
| 5 | entire (line 13)        | A whole                              |
|   |                         | B early                              |

4 Use the words in Part 3 to complete the sentences.

- 1 They travelled for weeks through the \_\_\_\_\_ desert.
- 2 I need to get some foreign \_\_\_\_\_ before my long business trip.
- 3 He always \_\_\_\_\_ how long it takes to finish the work.
- 4 My grandfather lived in the same village for his \_\_\_\_\_ life.
- 5 A lot of changes have \_\_\_\_\_ in the town since we moved here.

5 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?

6 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) \_\_\_\_\_

7 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.

**1 Look again at the last paragraph of the article in Period 2. Then discuss the questions below in pairs or small groups.**

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

- 1 What effects has globalisation had on everyday life in Palestine? Think about:
  - ▶ food                      ▶ culture                      ▶ entertainment
  - ▶ shopping                ▶ family life
- 2 Of all these effects, which are positive, and which are negative?

POSITIVE	NEGATIVE

**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?

---

**4 Discuss the questions in pairs or small groups.**

1 Do you listen to rap or hip-hop music? Is there an Arabic or Palestinian version of this kind of music?

2 Can you explain how the ‘Big Mac index’ compares the purchasing power (how much can be bought) with different currencies?

3 What is your answer to the two either/or questions at the end of the text?

**5 Look at the front cover of a book called *Globalization and its Discontents\** and read about the author. Would you expect the book to be for or against globalisation?**

\*discontents = people who are not happy or satisfied with something

Joseph E. Stiglitz (born 1943) is an American economist and a professor at Columbia University. He received the Nobel Prize for Economic Sciences in 2001. During his career, he has been a senior vice president and chief economist of the World Bank and chairman of the US president’s Council of Economic Advisers.



1 Read two online reviews of *Globalisation and its Discontents*. Then complete the tasks on page 39.

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\*\*\*\*\*

With his background, Joseph Stiglitz is in a good position to explain how globalisation works. You might expect him to be a supporter of the way the world has been going for the last forty years, but instead he is extremely critical.

This book is now over thirteen years old. The main reason why I've only given it a 4-star review is that I suppose there must be more up-to-date books out there, but if there are I haven't read them. And I'm not sure if they would be able to offer such a clear picture of how globalisation is failing the world's poor, harming those it claims to be trying to help.

The story he tells is now a well-known one. In country after country, organizations like the World Bank and the International Monetary Fund lend money to governments on the condition that they **'reform'** their economies. These so-called reforms always involve selling public services to private companies and opening up the economy to large multinational companies\*. And, of course, these companies are based in the rich countries that have most of the power in the World Bank and IMF.

As I say, it's an old story, but Stiglitz's book is still worth reading for its inside knowledge and its very readable style, which makes it easy to read even for those of us who aren't economists.

\*\*\*\*\*

I have to say I was rather disappointed by this book. The first two chapters are interesting enough, but after that it gets stuck in too much detail. If you don't know much about economics, you'll probably want to stop reading before your head starts hurting.

I carried on, hoping to read something about the cultural effects of globalisation or the damage it's doing to the environment, but nothing appeared. The author seems to have forgotten the second part of his own title (the part that reads '... and its Discontents'). People all over the world feel so strongly that they take to the streets in protest against what globalisation is doing to the world. Is that because they disagree with the economic theory behind it?

\*multinational companies = large companies that are based in many different countries, not just one

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

1 The writer of the first review didn't give five stars because he knows there are better books available.  
TRUE      FALSE

---

2 The first reviewer suggests that globalisation works in favour of rich countries and large companies.  
TRUE      FALSE

---

3 The first reviewer says that the book was written mainly for specialists in this subject.  
TRUE      FALSE

---

4 The second reviewer suggests that the book's title is not a good one.  
TRUE      FALSE

---

5 The reviewers agree that only other economists would fully understand the book.  
TRUE      FALSE

---

6 Both reviewers seem to be against globalisation.  
TRUE      FALSE

---

2 Answer the questions.

1 The verb *reform* means to change something that is not working properly. Which two ways does the first reviewer use to suggest that this isn't the best way to describe the economic changes recommended by the World Bank and IMF?

---



---

2 In what way does Joseph Stiglitz have 'inside knowledge'?

---

3 What two areas does the second reviewer think are missing from the book?

---



---

4 The second review ends with a question. What answer do you think the writer expects?

---

3 Discuss whether this sounds like a book you would like to read (if there was a translation into Arabic).

It sounds too technical for me. I'll find something else on this topic.

It's good to read an expert's opinion so I'd be interested in reading it.

**1 Look at the example from the text.**

**Example**

... the World Bank and the International Monetary Fund lend money to governments on the condition that they 'reform' their economies.

As we saw on page 39, the word *reform* means to change something in order to improve it. The writer uses inverted commas to show that he/she doesn't agree with this positive connotation\*.

\*Connotations are the extra meanings (positive or negative) that some words have in addition to their basic or literal meanings.

I think what he's done is amazing.

I find his actions shocking.

**2 In pairs, discuss the feeling you get from these words. Are they positive, negative or neutral (neither positive nor negative)?**

modern    cheap    quick    old-fashioned    cold    strange  
clever    comfortable    slow    young    lazy    proud

**3 Complete the table with the words from Activity 2. Then compare your table with another pair. Are there any differences?**

POSITIVE (+)	NEUTRAL (?)	NEGATIVE (-)
_____	_____	_____
_____	_____	_____

Whether a word has positive or negative connotations can depend on its context or on the feelings of the person using it. For example: a short holiday may be not long enough, but a short visit to the dentist is probably a good thing; a long walk in the mountains may be good or bad, depending on whether you enjoy walking in the mountains.

**4 Read the sentences. Then answer the questions below.**

- A I didn't choose that phone because it looked a bit cheap and not well-made.
- B He never uses a microwave for cooking; he prefers doing it the old-fashioned way.
- C You won't understand this because you're very young.
- D I sometimes enjoy having a lazy afternoon just reading a good book.
- E She's so proud that she thinks she's better than most other people.
- F He hates this modern habit of chatting on mobile phones all the time.

- 1 Are there any differences between the way the words are used in the sentences and where you put them in the table?
- 2 How can you explain the differences?



**5 Read the opinions about globalisation. Then discuss how true they are in relation to your own experience and Palestine in general.**

- 1 Cheap imports from countries in Asia and other places harm local industries. \_\_\_\_\_
- 2 One effect of globalisation is that poorer countries are becoming richer. \_\_\_\_\_
- 3 Thanks to the Internet, it's much easier now for new ideas to spread around the world. \_\_\_\_\_
- 4 Large multinational companies work through factories in low-income countries where pay and working conditions are very bad. \_\_\_\_\_
- 5 You get the same big names in shopping centres all over the world. Local differences are disappearing. \_\_\_\_\_
- 6 Globalisation is making it very difficult for smaller national film industries to compete. \_\_\_\_\_
- 7 It's great to be able to watch the latest Hollywood films on your tablet. \_\_\_\_\_
- 8 The benefits of globalisation tend to go to the richest people in any country, so the gap between rich and poor is getting wider. \_\_\_\_\_
- 9 We can buy products in the shops from all over the world, and they're often very cheap. \_\_\_\_\_
- 10 Transporting products all round the world is bad for the environment. \_\_\_\_\_
- 11 Easier communication is bringing different cultures closer together, which increases international understanding. \_\_\_\_\_

**6 Which of the opinions in Activity 5 are for (F) globalisation? Which are against (A)?**

**7 Look at the examples. Then answer the questions below.**

**Examples**

*Of course, people enjoy being able to watch the latest Hollywood films. However, globalisation is making it very difficult for smaller national film industries to compete.*

*The same big names appear in shopping centres all over the world, and local differences are disappearing. On the other hand, consumers like the chance to buy international products at cheap prices.*

- 1 Why are the two ideas in each sentence presented together?
- 2 Which two words or phrases are used to join the ideas?

**8 Take two more pairs of ideas from the opinions in Activity 5. Join them in the same two ways.**

1 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**1** In Period 5, you looked at how opposite ideas can be joined using *However* and *On the other hand*. A long list of sentences like these would be boring to read, so it is better to group the ideas in paragraphs. Read the paragraph and answer the questions below.

- 1 Which sentence gives the main idea of the paragraph, sometimes called the topic sentence?
- 2 Which sentence gives a second idea that is connected to the main one?
- 3 Do the other two sentences in the paragraph:
  - ▶ add more ideas?
  - ▶ give opposite arguments?
  - ▶ give examples of each idea?

▶ Supporters of globalisation point out that it has brought the world closer together in various ways and has increased international understanding. It is now possible for people to watch the latest films and TV programmes from around the world, and it is much easier for new ideas to spread around the world. This applies to products as well as ideas. Shops and restaurants offer more international goods, often at very cheap prices.

P12

**2** Use some of the ideas from Period 5 to write a second paragraph. Follow the same structure as the first paragraph, but give the other side of the argument.

*Other people, however, argue that ...*

---



---



---



---



---

**3** Discuss the questions in pairs or small groups.

- 1 When opposite ideas are presented in two paragraphs, which one is likely to have the strongest effect on the reader, the first or the second?
- 2 Imagine you have been asked to write an essay in answer to this question:  
*In what ways has globalisation affected life in Palestine? Have these effects been mostly positive or negative?*

What is the best order for the four paragraphs in the plan?

- A Description of the economic situation in Palestine \_\_\_\_\_
- B Examples of negative effects of globalisation in Palestine \_\_\_\_\_
- C Definition of globalisation \_\_\_\_\_
- D Examples of positive effects of globalisation in Palestine \_\_\_\_\_

3 What examples of positive and negative effects could you include? Refer back to the list you made in Period 3.

We could mention how cheap imports are making things hard for the Palestinian shoe industry.

One good thing is that it's easier to keep up contacts around the world and let people know what's happening here.

**1 Look at the sentences that make up the first paragraph of the essay you talked about in Period 6. Then answer the questions below.**

- |  |  |
|--|--|
| <p><b>A</b> It is important to understand that the effects of globalisation are not limited to the areas of economics, trade and business.</p> <p><b>B</b> It is this wider definition that will be used in this essay.</p> <p><b>C</b> One simple definition is that globalisation describes the ways in which, thanks to developments in technology, the world has changed very quickly in the last forty years.</p> | <p><b>D</b> As a result of these changes, people and countries are now more connected with each other than they have ever been before.</p> <p><b>E</b> They are also cultural and personal.</p> <p><b>F</b> Globalisation is a complex idea, so before discussing this question, it is first necessary to make clear what we mean by it.</p> |
|--|--|

- 1 Which sentence introduces the whole essay? \_\_\_\_\_
- 2 Which sentence is the topic sentence of the paragraph? \_\_\_\_\_
- 3 What is the right order for the other sentences? \_\_\_\_\_

**2 Write the sentences in the right order.**

**3 Look at the topic sentence for the second paragraph of the essay and discuss how it could continue. Then add two or three points to complete the paragraph.**

*There are several points about the situation in Palestine that make it different from most other countries.*

*Firstly,*

---



---

*In addition,*

---



---

**4 Complete the essay.**

Look again at the list you made in Period 3 and your discussion in Period 6. Choose two or three points on each side (positive and negative) and decide on the best order for the last two paragraphs.

*Globalisation has had a number of positive/negative effects on Palestine. For example,*

---



---

*On the other hand,*

---



---

*For these reasons, I believe that overall the effects of globalisation on Palestine have been mostly positive/negative.*

*In this Unit you have learnt about:*

- ▶ the history and effects of globalisation
- ▶ arguments for and against globalisation
- ▶ positive and negative connotations
- ▶ combining opposite ideas in sentences and paragraphs
- ▶ the use of topic sentences in paragraphs
- ▶ joining sentences into paragraphs

**1** Romeo and Juliet have just met for the first time. Read what happens next. Then read Extract 3 on pages 49–51.



Later that night, when everyone else has gone home, Romeo climbs the wall around the Capulets' garden. He looks up and sees Juliet at her bedroom window, talking to herself.

This 'balcony scene' is very famous, and Juliet's opening words 'O Romeo, Romeo! wherefore art thou Romeo?' are some of the most famous words in Shakespeare's plays. Some people think that she is asking where Romeo is, but the old word *wherefore* actually means *why*, not *where*. So she is asking 'Why are you Romeo?' not 'Where are you Romeo?'

*This balcony is a real place in Verona which is still visited by young lovers.*

**2** Read the sentences. Then decide which three are true.

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

**3 Discuss the questions in pairs or small groups.**

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

In the play, Shakespeare wrote these famous words:

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

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

---

- 2 When he explains how he got into the garden, Romeo says things that can't be true in real life. What does he say about love?
- 

- 3 The two young people have only just met, but are already planning to get married. Do you believe that this 'love at first sight' can really happen, or is it just in books, plays and films?

- 4 Do you think Romeo and Juliet will get married, or will something happen to stop them?

**4 Read the summary of what happens next to see if your answer to question 4 above was right.**

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

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

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

# ROMEO AND JULIET

<sup>1</sup> **stabs** attacks with a knife or sword

## Extract 1 (Act 1, Scene 1)

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

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

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

**Tybalt:** How can you talk about peace when you are holding your sword? Peace! I hate that word. I hate it as much as I hate all the Montagues – and you! *[Stabs<sup>1</sup> at Benvolio with his sword]* Here, take that!

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



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

<sup>2</sup> **villain** bad person, person of no value

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

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

*[Enter Old Montague and Lady Montague]*

**Montague:** You villain<sup>2</sup>, Capulet! *[to his wife, who is trying to hold him back]* Don't hold on to me! Let me go!

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

*[Enter Prince Escalus]*

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

## Extract 2 (Act 1, Scene 4)

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

*[They walk around the stage]*

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

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

*[Music plays and they dance]*

<sup>3</sup>**torches** fires used to light a room

<sup>4</sup>**jewel** valuable stone, like a diamond

<sup>5</sup>**precious** very valuable

<sup>6</sup>**crows** black birds

<sup>7</sup>**scorn** make fun of

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

**Servant:** I don't know, sir.

**Romeo:** *[to himself]* Oh, she could teach the torches<sup>3</sup> how to burn brightly. She shines like a jewel<sup>4</sup> in the night – her beauty is too precious<sup>5</sup> for this earth. Next to the other women, she looks like a snowy dove in a group of crows<sup>6</sup>. When the dance is over, I shall watch where she stands ... Did I think that I was in love before? Forget about that! For I am seeing true beauty for the first time now.

**Tybalt:** *[Hearing Romeo's voice]* This man sounds like a Montague. *[to his servant boy]* Bring me my sword, boy. *[Exit servant boy]* *[Angrily]* How dare he come here, wearing a mask, to scorn<sup>7</sup> our celebrations? I will kill him for this!

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

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

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

**Tybalt:** Yes, it's that villain Romeo!

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

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

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

**Tybalt:** We should do something, Uncle.

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

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

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

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

*[Nurse comes up to Juliet]*



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

*[Juliet moves away towards her mother]*

**Romeo:** *[to Nurse]* Who is her mother?

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

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

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

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

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

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

**Nurse:** I don't know.

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

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

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

### Extract 3 (Act 2, Scene 1)

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

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

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

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

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

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

<sup>8</sup> **blush** your face goes red because you are embarrassed

<sup>9</sup> **frown** put on a serious face

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

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

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

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

**Juliet:** The mask of night is covering my face tonight. If it were not, you would see me blush<sup>8</sup> about the things that you heard me say. I should say that they are not true, I know. But for once, I'm not going to worry about behaving properly. Do you love me? Oh, gentle Romeo, if you do, tell me honestly. If you think I have been won too easily, I'll frown<sup>9</sup> and say no, and you can try to win my love. But otherwise I am not going to pretend. Believe me, other women may be better at hiding



their feelings, but I shall be more true than they could ever be. Don't think that I have given in to you so quickly because my love for you is light.

**Romeo:** Lady, I swear<sup>10</sup> to you by the moon, which lights up the tops of these fruit-trees ...

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

**Romeo:** If my sweet love ...

**Juliet:** *[Interrupting him]* No, do not swear! Although I love you, this is too sudden. It is too much like lightning, which is gone before you notice it. Sweet, good night. This bud<sup>11</sup> of love may have grown into a beautiful flower when we next meet. Good night, good night. Sleep as sweetly as I will.

**Romeo:** Don't go like this! Let us make a faithful vow<sup>12</sup> of love to each other.

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

*[Nurse calls inside]*

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

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

*[Enter Juliet above]*

**Juliet:** I shall just say one thing, dear Romeo, and then we must say good night. If you are honourable with your love, and want to marry me, I will send a messenger<sup>13</sup> to you tomorrow. Tell the messenger when and where we shall be married. And I shall come to you. I will give you my life, and follow you throughout the world.

<sup>10</sup> **swear** make a serious promise (usually in the name of God)

<sup>11</sup> **bud** a young flower before it opens

<sup>12</sup> **faithful vow** honest promise

<sup>13</sup> **messenger** person who carries information from one person to another

## Reading 1

### 1 Read the text about film industries around the world. Match the titles with the correct paragraphs. (There is one more title than you need.)

- |  |           |       |
|--|-----------|-------|
| <b>A</b> An important provider of jobs         | paragraph | _____ |
| <b>B</b> A common idea, but wrong              | paragraph | _____ |
| <b>C</b> National industries encouraged by law | paragraph | _____ |
| <b>D</b> Small but strong                      | paragraph | _____ |
| <b>E</b> Why Hollywood is so successful        | paragraph | _____ |
| <b>F</b> Much more than the rest               | paragraph | _____ |

- 1 What is the world's biggest film industry? Most people would probably guess that it's the United States, particularly Hollywood. Globalisation, the argument goes, has allowed the large American film companies, with the vast amounts of money they have available, to spread all over the world, killing off local film industries. In fact, film industries around the world are far from dead or dying, and the real picture is quite different.
- 2 The answer to the question depends partly on how you define the term 'biggest film industry', but of the several answers available, some would surprise a lot of people. In terms of the number of films being made, there is unquestionably one clear winner: in 2011, India created over 1,000 feature films and 1,500 short films, a far greater number than any other country. Most people have heard of *Bollywood*, the name made up because the centre of film production was Bombay (now called Mumbai), but in fact the industry covers nine different regions producing their own films in sixteen different languages.
- 3 The country that makes the second highest number of films is not America but Nigeria in West Africa, which produces nearly 50 films every week. Nigerian films have been made since the 1960s, but the growth of cheaper digital technology has transformed it into the second biggest employer in the country after the government.
- 4 If the question is judged in terms of the amount of money made, however, the USA does come out on top, followed by China, which overtook Japan in 2013. One reason is of course the huge audience, plus the fact that the Chinese government has put a limit of 20 per year on the number of new foreign films that can be shown. The Korean government has a similar approach, ordering that at least 40% of films shown have to be Korean-made.
- 5 Local film industries, in fact, are growing all over the world, from Iran to South America and from Palestine to Vietnam. They may not be as large as, say, Nigeria, but the same cheaper film-making technology now available makes it possible for them to keep going and do well. It seems that many people have underestimated the power of local film industries to fight back against the globalisation of film entertainment.

### 2 Decide whether the statements are TRUE or FALSE.

- |   |      |       |
|---|------|-------|
| 1 It is easy to say which country has the biggest film industry.                                | TRUE | FALSE |
| 2 Film production in India is spread around the country.  | TRUE | FALSE |
| 3 Until quite recently, the Japanese film industry was the second most profitable in the world. | TRUE | FALSE |
| 4 Films are more expensive to make than they used to be.  | TRUE | FALSE |
| 5 Many countries in the world have successful film industries.                                  | TRUE | FALSE |

**3 Choose the correct meaning of the underlined words and phrases. Circle A or B.**

- 1 ‘... killing off local film industries. In fact, film industries around the world ...’  
**A** The sentence before was correct, but the following idea is more realistic.  
**B** The idea in the sentence before is wrong. The following is correct.
- 2 ‘... film industries around the world are far from dead or dying ...’  
**A** not at all      **B** a long distance
- 3 ‘... the growth of cheaper digital technology has transformed it into the second biggest employer ...’  
**A** moved it to      **B** made it
- 4 ‘If the question is judged in terms of the amount of money made, however, the USA does come out on top.’ The question the writer is referring to is:  
**A** Which country produces the most films?      **B** Which country has the biggest film industry?
- 5 Many people have underestimated the power of local film industries.  
**A** guessed too low      **B** understood

15 marks

## Reading 2

**1 Read the text. Then choose the best way to continue the sentences on page 54. Circle A or B.**

Listening to music from cultures that aren't your own is not, of course, new, or even recent. In fact, for as long as anyone can remember, local or national music styles have been changing as a result of contact with other cultures. You only need to think about the lute, an instrument that over 500 years ago was the most popular **one** in Europe, and is still widely played today in many different types of music. It is clear that the name is related to

5 the Arabic *al oud* and that it came to Europe from the Middle East, along with the way of playing it. This is just one example from many of the musical mixing that has continued for centuries.

It wasn't until the 1980s, though, that the term 'world music' began to be used regularly. This is not surprising, as this was when advances in communications technology were helping culture in general to become more and more globalised. The title was made popular by a group of music industry professionals in England who

10 shared an enthusiasm for folk or traditional music from around the world. Their aim at first was to find a way of marketing this music to audiences in Europe and North America, as one of **them**, Jan Iverson, explained later: 'Music shops at the time either didn't sell music from other countries, or if they did, they didn't know where to put it. We literally gave them a label to put it under.'

Almost immediately, there were arguments about what the title meant. Defining it as music from anywhere in

15 the world was clearly meaningless, so to some it came to mean traditional music from areas outside Europe and the USA. Others thought this was too limited because it didn't include modern or popular music from these areas. There were also those who argued that the title itself had negative connotations, and that the whole movement was an excuse for rich countries to 'steal' the culture of others. But, according to Iverson, none of this matters: 'None of us had any intention of stealing anything. The popularity of world music, whatever it is and

20 whatever you want to call it, meant that audiences had a chance to listen to exciting things they hadn't heard before. And it gave the musicians a chance to play to big audiences around the world and make more money than **they** could ever have done if they'd stayed at home. So everyone was a winner.'

- 1 The mixing of musical styles
  - A is quite a recent idea for most people.
  - B has been happening for many centuries.
  - C began when the lute became a popular instrument.
- 2 At first, using the title 'world music' was intended to be
  - A a way of getting people to hear the music.
  - B a definition of a particular musical style.
  - C a business idea to make money.
- 3 According to the writer, the term 'world music'
  - A obviously has very little meaning.
  - B is defined differently by different people.
  - C refers mainly to traditional or folk music.
- 4 Jan Iverson thinks that the popularity of world music has
  - A made most traditional musicians richer.
  - B benefited both listeners and musicians.
  - C shown the advantages of globalisation.

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

- 1 *one* (line 3) \_\_\_\_\_
- 2 *them* (line 11) \_\_\_\_\_
- 3 *they* (line 22) \_\_\_\_\_

## 3 Complete the sentences with words or phrases from the text.

- 1 The lute is an instrument whose name is \_\_\_\_\_ an Arabic word.
- 2 World music was just part of the increasingly \_\_\_\_\_ culture in the 1980s.
- 3 Some people didn't like the \_\_\_\_\_ of the term 'world music'.

10 marks

# Vocabulary

## 1 Complete the sentences with the words in the box.

process    underestimate    implication    symbol    individual  
gratitude    raw    linked    coincide    favour

- 1 I am writing to express my \_\_\_\_\_ for all the help you gave me.
- 2 In my country, this bird is a \_\_\_\_\_ of hope for the future.
- 3 People are moving away from laptops in \_\_\_\_\_ of tablets and smartphones.
- 4 We planned it so that the party would \_\_\_\_\_ with a public holiday.
- 5 At first I didn't understand the \_\_\_\_\_ of what he was saying.
- 6 Problems can happen at any stage in the production \_\_\_\_\_.
- 7 A group has a better chance of success than one lone \_\_\_\_\_.
- 8 It's a poor country, but it has a lot of \_\_\_\_\_ materials.

- 9 They are two separate countries, but \_\_\_\_\_ by a shared language and culture.
- 10 Our big mistake was to \_\_\_\_\_ how good the other team really was.

## 2 Complete the sentences with the phrases in the box.

cut off    grow out of    stick to    in commemoration of    coincide with

- 1 He wrote a poem \_\_\_\_\_ the special occasion.
- 2 It's easy to make resolutions, but much harder to \_\_\_\_\_ them.
- 3 They were \_\_\_\_\_ from the rest of the group by the rising river.
- 4 Don't worry about your son's habits; he'll soon \_\_\_\_\_ them.
- 5 The fireworks are timed to \_\_\_\_\_ the end of the show.

10 marks

## Writing

### Progress test 1 Period 2

#### 1 Write an essay.

You have recently decided to take up a new hobby or learn a new skill and you have joined a club or group of people who are doing the same thing. Write about:

- ▶ why you chose your new activity
- ▶ what the benefits are of doing it with other people
- ▶ what the other people in the group are like

10 marks

## Literature

#### 1 Answer the questions.

- 1 What families do Romeo and Juliet belong to?
- 2 How does the Prince say the family members will be punished if they fight in future?
- 3 Where do Romeo and Juliet first meet?
- 4 When Juliet says that 'a rose would still smell as sweet, if it were called something different', what is she saying about names?

#### 2 Explain the argument between Tybalt and Lord Capulet at the party.

#### 3 Complete the summary of Romeo and Juliet's second meeting. Use one word to fill each gap.

Romeo offers to give up his (1) \_\_\_\_\_ because he now hates it. Juliet is worried that Romeo will think she has fallen in love too (2) \_\_\_\_\_, but says she can't (3) \_\_\_\_\_ her feelings like some other women. At the end, they (4) \_\_\_\_\_ to get married and Juliet says she will send a (5) \_\_\_\_\_ the next day to arrange the time and place.

15 marks

# Money talks

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

1 'Money is the root of all evil.'

(well-known saying)

2 'Money has never made man happy, nor will it.  
The more of it one has, the more one wants.'

(Benjamin Franklin, US inventor)

3 'Money talks.'

(well-known saying)

4 'Money makes the world go round.'

(song)

- Which of the quotations above have these meanings?
  - All bad things in the world come from money.
  - Nothing important happens without money.
  - With money you can get people to do what you want.
- Which pair of quotations gives a positive view of money, and which two are negative?
- How true do you think the quotations are?



2 Read the newspaper headlines. Then discuss what the stories might be about in pairs or small groups.

1

SHARE PRICES HIT  
9-YEAR LOW

2

High bonus payments 'necessary', says bank boss

4

MINISTER WELCOMES  
LATEST ECONOMIC FORECAST

3 Rich-poor divide getting wider, says new report

3 Read the first paragraph of one of the news stories. Then match it with its headline in Activity 2.

A

In a speech yesterday, the chief of one of the country's biggest banks said he believed the high bonuses paid to senior bank staff were not excessive. 'If we want to attract highly experienced and qualified employees,' he said, 'we need to be able to offer them a competitive income. Otherwise, they will take their talents elsewhere.' He added that the introduction of a limit on bonuses paid to top bankers would not improve the position of poorer people in society.

4 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.)

- All the workers were given extra payments when company profits went up. \_\_\_\_\_
- I don't mind paying a reasonable amount, but this is too much. \_\_\_\_\_
- All companies need to be able to be equal to or better than others. \_\_\_\_\_
- You'd better take your bag with you. If not, someone might take it. \_\_\_\_\_
- This is just one of her many special abilities. \_\_\_\_\_
- If customers can't get what they want, they'll go to another place. \_\_\_\_\_



**5 Read the first paragraphs of the other three news stories. Then match them with their headlines in Activity 2. Were your ideas about the stories right?**

**B** The Finance Minister has said that the latest prediction for the future of the country's economy is 'extremely good news'. Reacting to the latest industrial production figures and the forecast of 1.5% growth in the coming year, he claimed that it was proof that government spending cuts were working. However, he said that more reductions were still needed.

**D** Stock markets around the world suffered serious losses yesterday, causing fears that the global economy could be moving towards a new crisis. Experts said that there was no single reason for the fall in share prices. Rather, it seemed to be a reaction to the economic uncertainty caused by various recent events.

**C** A new study by the Foundation for Economic and Social Research (FESR) has produced evidence that the gap between the richest and poorest in society is still growing. According to the report, the richest 10% of the population now have incomes almost ten times higher than the poorest 10%. One of the report's authors added: 'It's a trend that shows no sign of stopping in the near future.'

**6 Look at all four news stories and headlines. Then complete the tasks below.**

1 The stories and headlines use synonyms (words with similar meanings) to avoid repetition. Match the pairs of synonyms (1–7 with a–g).

- |              |       |          |       |
|--------------|-------|----------|-------|
| 1 proof      | _____ | 5 drop   | _____ |
| 2 employees  | _____ | 6 divide | _____ |
| 3 prediction | _____ | 7 boss   | _____ |
| 4 cuts       | _____ |          |       |

- |                   |                     |
|-------------------|---------------------|
| <b>a</b> fall     | <b>e</b> chief      |
| <b>b</b> gap      | <b>f</b> staff      |
| <b>c</b> evidence | <b>g</b> reductions |
| <b>d</b> forecast |                     |

2 Decide whether the sentences are TRUE or FALSE. If there is not enough information to decide, choose DOESN'T SAY.

- The bank chief doesn't care about the problems of poorer people.  
TRUE      FALSE      DOESN'T SAY
- The FESR believes that the gap between rich and poor has reached its widest point.  
TRUE      FALSE      DOESN'T SAY
- The Finance Minister said that the government's aims hadn't been achieved yet.  
TRUE      FALSE      DOESN'T SAY
- The fall in share prices was caused by lack of confidence.  
TRUE      FALSE      DOESN'T SAY

**7 Discuss the questions in pairs or small groups.**

- What effect does it have on society if there is a large gap between the rich and the poor?
- How might government spending cuts affect people's daily lives?
- Why are falling share prices seen as dangerous for the world's economy?
- Which opinion below do you agree with most? Why?

It's not fair that top business people should be paid so much extra just for doing their jobs when other people have so little.

If companies think they need to pay extra to keep good staff, it's no business of the government to try to stop them.

**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 59.**

## 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.

5 In this form, money itself doesn't need to be made of something valuable; it is only important because of what it *represents*, or stands for. (4) \_\_\_\_\_

\_\_\_\_\_ Until quite recently, for example, the British pound (£) was based on a promise that the bank would exchange it for one pound in weight (lb) of silver.

6 Nowadays, methods of exchange are moving away from real coins and notes that need to be carried around. First, there were cheques, which have now been more or less replaced by plastic credit or debit cards. (5) \_\_\_\_\_

One example is 'contactless' bracelets that you wear on your wrist and pass in front of a machine. Another is the growing popularity of 'bitcoins', a digital currency that can only be used on the Internet.

1 Five sentences have been removed from the article. Write the missing sentences in the correct blanks.

- A It didn't have to be something that they needed, just something desirable.
- B But this only worked on two conditions.
- C More recent developments have moved even further in this direction.
- D This is why it is known as *representative money*.
- E Other countries soon followed, making their own coins with agreed values.

2 Choose the best title for each paragraph.

- A No value in the materials                      paragraph \_\_\_\_
- B The beginning of money as we know it      paragraph \_\_\_\_
- C Towards unreality                              paragraph \_\_\_\_
- D What is money?                                paragraph \_\_\_\_
- E Different examples of 'money'              paragraph \_\_\_\_
- F Before money                                    paragraph \_\_\_\_

3 Choose the best way to continue the sentences. Circle A, B or C.

- 1 Bartering is described as
  - A the earliest form of money.
  - B only used by particular societies.
  - C a trading system with certain problems.
- 2 Salt could be used as currency because
  - A it was something most people wanted.
  - B it could be found almost anywhere.
  - C it was easy for people to carry around.
- 3 The main point that the text makes about paper money is that
  - A it was first made in China.
  - B it has no value as a material.
  - C it is difficult to copy exactly.
- 4 The text suggests that the history of money is
  - A an important subject for economists.
  - B a series of steps that move away from real life.
  - C the story of the development of early human societies.

4 Discuss the questions in pairs or small groups. What type of money do you use most often? Why?

I've got a card, but I don't use it much. I prefer paying in cash.

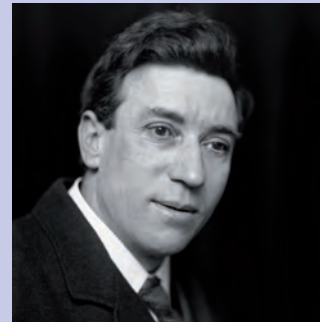
I normally use my card because it's easy, but I never write cheques.

**1 Read about a poet. Then answer the questions below.**

- 1 What kind of man does W.H. Davies seem to be, and what kind of life did he have?
- 2 What do you think the lines from his famous poem mean?

William Henry Davies was born in Wales in 1871. In 1893, he travelled to North America, where he spent six years as a homeless person (or tramp), travelling around the country and doing various jobs when necessary. After an accident in which he lost part of his leg, he returned home and became a professional writer and poet. His best-known poem, *Leisure*, contains the famous lines 'What is life if, full of care, We have no time to stand and stare\*?'. W.H. Davies died in 1940.

\* stare = look closely



**2 Read the poem. Then discuss the questions on page 61 in pairs or small groups.**

## Money

by W.H. Davies

When I had money, money, O!  
I knew no joy till I went poor;  
For many a false man as a friend  
Came knocking all day at my door.

Then **felt I** like a child that holds  
A trumpet that he must not blow  
Because a man is dead; I **dared**  
**Not** speak to let this false world know.

Much have I thought of life, and seen  
How poor men's hearts are **ever** light;  
And how their wives do **hum** like bees  
About their work from **morn** till night.

So, when I hear these poor ones laugh,  
And see the rich ones coldly **frown**—  
Poor men, think I, need not go up  
So much as rich men should come down.

When I had money, money, O!  
My many friends **proved all untrue**;  
But now I have no money, O!  
My friends are real, though very few.

In this old style of poetry and folk songs, the subject and verb are often turned around (inverted).

dared not = wasn't brave enough

ever = always

hum = make a happy sound

morn = morning

frown = show with your face that you are not pleased

proved all untrue = all showed themselves to be false in the end

- 1 Why does the poet describe the people who knock at his door as ‘false’?
  - A They had chosen the wrong door by mistake.
  - B They could not be trusted as real friends.
- 2 In the second verse, he compares himself as a man with money to a child who has a trumpet that he isn’t brave enough to blow. What is it that he felt he couldn’t say?
  - A His ‘friends’ were not really friends at all.
  - B Someone he knew had died.
- 3 What do you think he means by saying that poor men don’t need to ‘go up’, but rich men ‘should come down’.
  - A It is unfair that some people have so much more than others.
  - B It would be better if rich people had less money.
- 4 Do you think the last line sounds
  - A happy?
  - B sad?
- 5 Looking at the poem and the life of the poet, do you think his opinions were based on
  - A other people’s experiences?
  - B the poet’s own experience?

**3 Read the quotation from an article. Then discuss the questions in pairs or small groups. (You will read the whole article in Period 4.)**

**‘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.’**

- 1 If you romanticise something, you give an unrealistic picture of it, making it seem nicer than it really is. Who is more likely to ‘romanticise poverty’ – a rich person or a poor person?
- 2 Do you think W.H. Davies can be accused of ‘romanticising poverty’ in his poem?

**4 How would you say these lines in modern, conversational English?**

- 1 For many a false man as a friend came knocking all day at my door.
- 

- 2 Much have I thought of life.
- 

- 3 Poor men, think I, need not go up.
-

**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.**

**4 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 The price of oil reached its highest point two years ago, but then began to fall.  
\_\_\_\_\_
- 2 The number of people feeling satisfied with their lives is becoming less.  
\_\_\_\_\_
- 3 Poverty is often connected with lack of education.  
\_\_\_\_\_
- 4 Most people want to have friendly contact with others at some times in their lives.  
\_\_\_\_\_
- 5 Being rich is no guarantee that you will have a happy life.  
\_\_\_\_\_
- 6 There are various kinds of habits that are hard to stop, like shopping, computer games or eating chocolate.  
\_\_\_\_\_

**5 Look at the examples from the article. Then answer the questions below.**

**Examples**

*Why do people still spend so much time and effort on getting richer?*

*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.*

- 1 Which question is the third sentence an answer to?
- 2 What might the answer be to the other question?
- 3 Why doesn't the writer give this answer?

**6 Look back at the poem in Period 3. Then discuss the questions in pairs or small groups.**

- 1 Which opinions in the article are similar to those in the poem?  
\_\_\_\_\_
- 2 Do you agree that poor people are usually happier than rich people?  
\_\_\_\_\_
- 3 What are the 'basic human needs' referred to in the second paragraph of the article?  
\_\_\_\_\_
- 4 Why do you think some people feel the need to make more and more money?  
\_\_\_\_\_

I agree with the writer of the article. They just can't stop.

Maybe they feel that they need more money to make the future safer.

**1** Look back at the news stories in Period 1. Then complete the table with nouns from the stories. The nouns are all made in the same way. Can you add two more verb/noun pairs similar to 1 and 2?

VERB		NOUN
1 react		
2 predict		
3		
4		
5 introduce		
6 reduce		
7 produce		

**2** Use nouns from the table to complete the sentences. Then write a sentence for each of the nouns you added to the table.

- 1 My \_\_\_\_\_ is that the company will make a profit next year.
- 2 Oil is used in the \_\_\_\_\_ of plastic.
- 3 The \_\_\_\_\_ to his speech has been generally positive.
- 4 You need to explain your aims in the \_\_\_\_\_ to the essay.
- 5 There has been a big \_\_\_\_\_ in the number of people who use desktop computers.
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

**3** Look at the example. Then answer the question below.

**Example**  
*The rich aren't happier than the poor.*

What do the noun phrases *the rich* and *the poor* mean?

- A some rich / poor people
- B rich / poor people in general



**4** Complete the sentences with a general noun phrase using *the* + an adjective in the box.

deaf\*    homeless    confused    young    careless    blind\*\*

\* deaf = unable to hear    \*\*blind = unable to see

- 1 We are collecting money to provide guide dogs for \_\_\_\_\_.
- 2 More houses are being built to help solve the problem of \_\_\_\_\_.
- 3 Using social media as a way of communicating is most often used by \_\_\_\_\_.



- 4 Using sign language is a way for \_\_\_\_\_ to communicate.
- 5 This simple and clear book is the perfect guide for \_\_\_\_\_.
- 6 Only \_\_\_\_\_ are likely to make this mistake.

**5 Look at the example. Then answer the questions below.**

**Example**

*People in richer countries are reporting less, not more, satisfaction with their lives.*

- 1 Would a lot of readers expect people in rich countries to be more satisfied or less?
- 2 Why does the writer use both *less* and its opposite *more* in the sentence?
  - A to make the difference between the two clearer
  - B to show that the reality may be surprising to some

**6 Match the pairs of opposites in the boxes. Then use them to complete the sentences.**

declining  
the rich  
poverty  
happiness

depression  
the poor  
wealth  
increasing

- 1 Far from creating greater \_\_\_\_\_, money can actually cause \_\_\_\_\_.
- 2 Perhaps it is \_\_\_\_\_ rather than \_\_\_\_\_ who need to change their lives.
- 3 In some countries, globalisation has created more \_\_\_\_\_, not more \_\_\_\_\_.
- 4 Instead of \_\_\_\_\_ as we hoped, demand for the product is actually \_\_\_\_\_.

**7 Look at the example from the text in Period 4. Then answer the questions below.**

**Example**

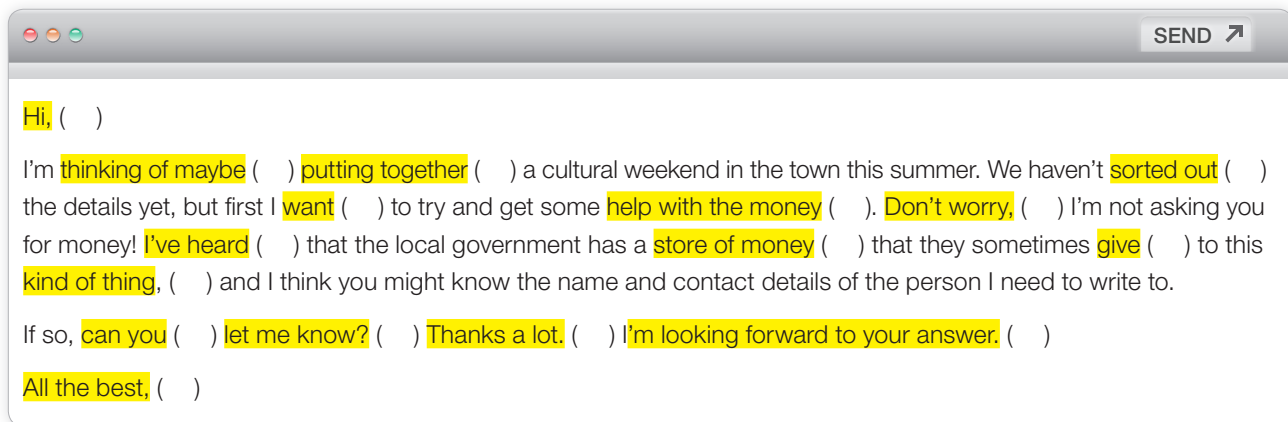
*The researchers **reached** the conclusion that ... extra income is not associated with increased happiness.*

- 1 Which three of the nouns below can also follow the verb *reach*?  
*destination agreement friendship decision result*
- 2 Which one of these three nouns uses the literal meaning of *reach*?
- 3 Which two of the verb phrases below mean the same as *reach* and can also be used with the same nouns?  
*come to go towards arrive at*

**8 Complete the sentences with verb phrases and nouns from Activity 7, changing the form of the verb if necessary.**

- 1 What time do you think we will \_\_\_\_\_ our \_\_\_\_\_?
- 2 Have you \_\_\_\_\_ a \_\_\_\_\_ about which car to choose?
- 3 The two sides talked for hours, but still couldn't \_\_\_\_\_ an \_\_\_\_\_ about the terms of the takeover.
- 4 After a lot of thinking about the essay question, I finally \_\_\_\_\_ a \_\_\_\_\_ about what to write.

**1 Read the personal email telling a friend about an idea for a cultural weekend. Then match the formal words and phrases below with informal words and phrases in the email.**



- |  |                                       |
|--|---------------------------------------|
| 1 I look forward to receiving your reply | 2 Dear Sir / Madam or Dear Mr / Mrs X |
| 3 I would be grateful if you could       | 4 Yours faithfully or Yours sincerely |
| 5 considering the possibility of         | 6 provide this information            |
| 7 Thank you very much                    |                                       |
| 8 I have been told                       | 9 financial support                   |
| 10 However,                              | 11 arranged                           |
| 12 donate                                | 13 fund                               |
| 14 organising                            | 15 type of event                      |
| 16 would like                            |                                       |

**2 Arrange the language descriptions into pairs: formal (F) and informal (IF) as in the example.**

- |  |       |  |           |
|--|-------|--|-----------|
| technical words and phrases                        | _____ | personal greetings, etc.               | <u>IF</u> |
| contractions (e.g. I've)                           | _____ | general, everyday words and phrases    | _____     |
| short sentences joined with <i>and, but</i> , etc. | _____ | longer sentences with relative clauses | _____     |
| active form of verbs                               | _____ | passive form of verbs                  | _____     |
| full verb forms (e.g. <i>We are</i> )              | _____ | impersonal forms of address            | <u>F</u>  |

**3 Write a formal letter.**

Your friend has given you the name of the local government official you need to contact. Write a letter to this person, making a general enquiry about the possibility of funding. Use the information and structure from the email in Activity 1, but in a more formal style.

Dear Mrs Kelani,

I have been given your name as the correct person to contact regarding funding for community events. I am considering the possibility of \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can be contacted at the above address or email address. I look forward \_\_\_\_\_

\_\_\_\_\_

Yours sincerely,

**1 Read part of Mrs Kelani’s reply to your letter. Then discuss the questions below in pairs or small groups.**

I can confirm that there is a fund for supporting events like the one you are planning and I enclose a proposal\* form for you to fill in. I should inform you that priority is given to events that will benefit the whole community, socially and/or financially. Therefore, it will increase your chances of success if you explain on the form what benefits your proposal would bring to the town.

\* proposal = formal suggestion

- 1 What will you call your event?
- 2 When will it be?
- 3 What is the idea behind the event and what are the aims?
- 4 What kind of activities do you hope to include? (e.g. local musicians, poetry, performances, food, local crafts)
- 5 How will your event benefit the people of the town socially and/or financially? (e.g. attracting visitors who might spend money)

**2 Copy and complete the proposal form with the details you discussed.**

<b>Name of event:</b>
<b>Date(s) of event:</b>
<b>What is the idea behind your project and why is it needed?</b>
<b>How will the event work and what kind of activities will be included?</b>
<b>What are the possible benefits to the local community and who might benefit from the event?</b>

**3 Write a formal letter.**

Your application for funding has been successful. The local government has promised a certain amount of money, but you think it may not be enough. Someone has suggested writing to local companies to see if they will donate some money in exchange for free advertising in the programme.

Write a short, general letter to send to a number of different companies.

Dear Sir / Madam

I am organising a cultural event and I am writing to ask whether you

\_\_\_\_\_

The event, called \_\_\_\_\_, will take place

\_\_\_\_\_ and will include

\_\_\_\_\_

\_\_\_\_\_

In exchange for \_\_\_\_\_

\_\_\_\_\_

I look forward \_\_\_\_\_

Yours faithfully

*In this Unit you have learnt about:*

- ▶ the meaning and history of money
- ▶ reading news headlines and stories
- ▶ verb to noun changes
- ▶ similes
- ▶ reading poetry
- ▶ formal and informal style
- ▶ writing formal letters
- ▶ writing proposal forms

**1 Read the short introduction to the next part of the play. Then discuss the questions below in pairs or small groups.**

A short time later, Benvolio and Mercutio are walking in the town when they see Tybalt and some other young members of the Capulet family.

- 1 What do you think will happen when the two friends meet Tybalt and the Capulets?
- 2 How might Romeo be affected by what happens?

**2 Read Extract 4 on pages 98–99 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?

---

- 6 Look at the picture. Which part of the fight does it show, and who are the people?

---



**3 Look at the suggestions about what Romeo could do now. Then discuss the questions below in pairs.**

**a**

He could run away somewhere else and take Juliet with him.

**b**

Perhaps he should stay in Verona and ask Friar Laurence to hide him.

**c**

I think his only choice is to obey the law. He has to go away and forget about Juliet.

**1** Which suggestion do you think is best?

---

**2** What are the possible problems of each suggestion?

**a** \_\_\_\_\_

**b** \_\_\_\_\_

**c** \_\_\_\_\_

**3** Can you think of any other possibilities?

---



---

**4 Compare your answers with another pair.**

**5 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?

# Winners and losers

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

**'If you can meet with Triumph and Disaster  
And treat those two impostors just the same ...'**

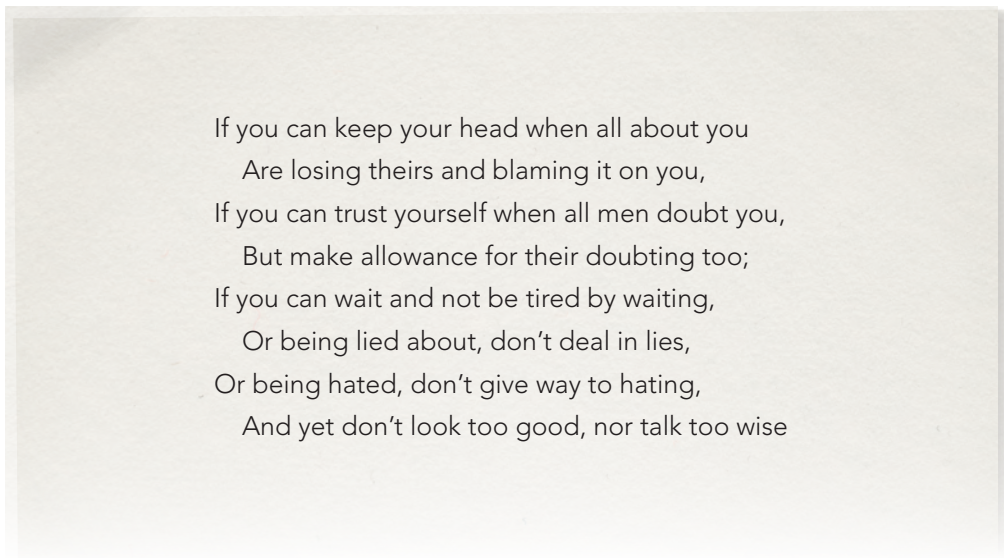


These words from the well-known poem *If-*, by Rudyard Kipling, appear above the players' entrance to the Centre Court at Wimbledon Tennis Club.

- 1 Impostors are people who pretend to be something they are not. What do you think the poet means by saying that triumph and disaster (or victory and defeat) are impostors?
- 2 How could you respond to victory and defeat in the same way?
- 3 What message do you think the quotation is trying to give to the tennis players who play on the Wimbledon Centre Court?



**2 Read this first verse of the poem *If*-. Then match the words and phrases with their meanings. (You will have a chance to read the whole poem in Period 3.)**



WORDS AND PHRASES FROM THE POEM	MEANINGS
1 keep your head	a forgive
2 lose your head	b not trust or believe
3 blame	c get involved with
4 doubt	d resist, reject
5 make allowance for	e say a problem is someone's fault
6 deal in	f panic
7 don't give way to	g stay calm

**3 Discuss the questions in pairs or small groups.**

- Some of the advice in the first verse of Kipling's *If*- is easy to agree with ('Keep calm in difficult situations', 'Don't tell lies', 'Don't hate others'). But why do you think we are advised not to 'look too good' or 'talk too wise'?
- The poem is a list of *If ...* sentences that are not completed until the last two lines of the poem. What do you think the conclusion might be?

*If you can ..., you'll ...*

Make a note of your guesses. You will see the poem's conclusion in Period 3.

---



---

1 Read the two texts. Then answer the questions below.

**TEXT A**

This week, Rudyard Kipling's *If* has been chosen yet again by the British public as their favourite poem. Originally written as advice to Kipling's son about dealing with life and growing up to be a man, it has been an inspiration to thousands of people for over a century.

Of course, some people dismiss its advice as old-fashioned, belonging to a time that has passed. But when it is loved by so many people, how can it be bad?

**TEXT B**

I'm sure I can't be the only person who gets annoyed every time Rudyard Kipling's *If* is announced as 'Britain's favourite poem'. I suppose people like it because of its simple rhythm and rhyming pattern. It may be easy to read, but do they ever try to apply its advice to real life? When you look at its recommendations closely, they really are a lot of outdated nonsense.

Take for example the famous lines about treating triumph and disaster 'just the same'. What does it actually mean? Is Kipling suggesting that we stay calm and not show our feelings, whether we win or lose? Imagine a World Cup Final where all the players and fans just nodded their heads and said 'That was OK, but in the end it's only a game'. Would that be exciting?

- 1 Which text
  - 1 gives real-life examples to make a point? \_\_\_\_\_
  - 2 explains the purpose of the poem? \_\_\_\_\_
  - 3 examines the meaning of the poem? \_\_\_\_\_
  - 4 is most critical of the poem? \_\_\_\_\_
  
- 2 Why was the poem written?
  - A to help the poet's son grow up
  - B as an inspiration to people
  - C because the poet wanted to be popular
  
- 3 What does the writer of Text B suggest about people who like the poem?
  - A They are annoying.
  - B They don't understand real life.
  - C They prefer easy poems.
  
- 4 What does the writer of Text B think football matches would be like if players followed Kipling's advice?
  - A fairer
  - B less exciting
  - C more interesting



**2 Find words in the texts that have these meanings.**

- 1 something that makes you feel hopeful (Text A, paragraph 1) \_\_\_\_\_
- 2 say that something is not worth considering (Text A, paragraph 2) \_\_\_\_\_
- 3 put into practice (Text B, paragraph 1) \_\_\_\_\_
- 4 pieces of advice (Text B, paragraph 1) \_\_\_\_\_
- 5 not useful any more (Text B, paragraph 1) \_\_\_\_\_
- 6 dealing with (Text B, paragraph 2) \_\_\_\_\_

**3 Use the words in Activity 2 to complete the sentences. (Make any necessary changes.)**

- 1 We only saw the faults in the plan when we tried to \_\_\_\_\_ it.
- 2 There is some truth in his argument. It's not easy to \_\_\_\_\_.
- 3 His brave struggle against illness is an \_\_\_\_\_ to many people in the same situation.
- 4 Maybe we should try to look at this as an opportunity, instead of \_\_\_\_\_ it as a problem.
- 5 Communications technology has made writing letters seem \_\_\_\_\_.
- 6 The \_\_\_\_\_ in this report will help us to solve the problem.

**4 Look at the examples. Then answer the questions below.**

**Examples**

*Of course, some people dismiss it ..., but when it is loved by so many people, how can it be bad?*

*It may be easy to read ..., but when you look at it closely, it really is a lot of outdated nonsense.*

- 1 Which half of the sentence contains the point the writer wants to make?
- 2 What does *Of course* mean in the first example?
  - A It is clear that ...
  - B I accept that ...
- 3 What does *may be easy* mean in the second example?
  - A I agree that it's easy
  - B I'm not sure if it's easy
- 4 Why might accepting at least part of the opposite point of view make your own argument stronger? (You will be able to practise doing this yourself in Period 7.)



## 1 Study the words and phrases.

The poem you are going to read contains some words and phrases that are not used very often nowadays. Knowing the meanings will help you to understand the poem, but it is not very important to remember them.

knaves (line 14) = worthless people  
 stoop (line 16) = bend down  
 pitch-and-toss (line 18) = a simple game of luck  
 sinew (line 21) = body tissue that joins muscles to bones  
 virtue (line 25) = goodness  
 the common touch (line 26) = the ability to speak to ordinary people  
 foes (line 27) = enemies

## 2 Read the poem.

If you can keep your head when all about you  
 Are losing theirs and blaming it on you,  
 If you can trust yourself when all men doubt you,  
 But make allowance for their doubting too;  
 5 If you can wait and not be tired by waiting,  
 Or being lied about, don't deal in lies,  
 Or being hated, don't give way to hating,  
 And yet don't look too good, nor talk too wise:

If you can dream – and not make dreams your master;  
 10 If you can think – and not make thoughts your aim;  
 If you can meet with Triumph and Disaster  
 And treat those two impostors just the same;  
 If you can bear to hear the truth you've spoken  
 Twisted by knaves to make a trap for fools,  
 15 Or watch the things you gave your life to, broken,  
 And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings  
 And risk it on one turn of pitch-and-toss,  
 And lose, and start again at your beginnings  
 20 And never breathe a word about your loss;  
 If you can force your heart and nerve and sinew  
 To serve your turn long after they are gone,  
 And so hold on when there is nothing in you  
 Except the Will which says to them: 'Hold on!'

25 If you can talk with crowds and keep your virtue,  
 Or walk with Kings – nor lose the common touch,  
 If neither foes nor loving friends can hurt you,  
 If all men count with you, but none too much;  
 If you can fill the unforgiving minute  
 30 With sixty seconds' worth of distance run,  
 Yours is the Earth and everything that's in it,  
 And – which is more – you'll be a Man, my son!

Remember the question about the conclusion that you answered in Period 1. How close were your guesses?

**3 Study the rhyming pattern.**

- 1 Read the first four lines of the poem aloud. Notice which words at the end of the lines sound the same.
- 2 Underline all the rhyming words.
- 3 The rhyming pattern of the first verse is sometimes described as A B A B C D C D. Can you see why? Does this rhyming pattern also continue in the other verses?

**4 Find the lines that give the following advice. (The pieces of advice are in the same order as in the poem.)**

1 Keep calm, don't panic.

---

2 Don't be impatient.

---

3 Don't give up when things go wrong.

---

4 Don't be afraid of taking risks.

---

5 Don't complain about your problems.

---

6 Be determined and keep trying.

---

7 Treat all people the same way.

---

8 Don't waste your time.

---

**5 Discuss the questions in pairs or small groups.**

- 1 Do you think all the advice in the poem is good, or is there anything you disagree with?
- 2 The poem was written over 100 years ago, at a time when most people believed men should be 'strong and silent', not showing their feelings.

Do you think this idea of 'real men' has changed nowadays? If so, in what ways has it changed?

I think it's more usual nowadays for men to say how they feel.

Men are still expected to be the strong ones in a difficult situation, but strong women are more common now.

**1 Discuss the question in small groups.**

How true are these statements about being successful?

You need to be determined and never give up trying.

If you are lucky enough to have skill or talent, success will come in the end.

The most important thing is to believe in yourself.

Some people are born winners, and some are born losers.

If you want something enough, you can achieve it.

A lot of it is luck – just being in the right place at the right time.

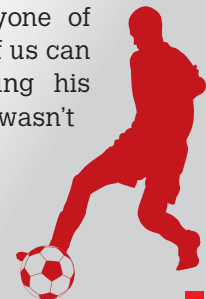
**2 Read the text. Then complete the activities on page 77.**

► Whenever I see Hollywood films or read those 'self-help' books that say you can achieve anything if you want it enough, I recall a story I read in Nick Hornby's book *Fever Pitch*. **It's** about a young footballer in the late 1980s (I don't know his name, and that's partly the point of the story, because not many people **do**). Hornby imagines how **his** career developed.

<sup>10</sup> In his school team, he was obviously far better than any of his teammates. Later, in his local team, it would have been the same story – still much better than everyone else. He was then picked for a <sup>15</sup> famous First Division team, and even here it doesn't end, because, as Hornby points out, most members of First Division youth teams never get any further.

But this one **did**. He even got into the <sup>20</sup> England Under 21 team, and everyone agreed that he had the potential to be one of the best young footballers in **the country**. But Hornby remembers seeing him play in a vital semi-final around that time, when it <sup>25</sup> was clear to everyone watching that he simply couldn't keep up with the top players.

He stayed in football for another four years. He ended up moving to smaller and smaller clubs, and then disappeared. As Hornby <sup>30</sup> says, this man 'clearly had more talent than nearly everyone of his generation (the rest of us can only dream about having his kind of skill) and **it** still wasn't <sup>35</sup> quite enough'.



**3 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.**

- 1 The writer suggests that Hollywood films give an unrealistic view of success.  
TRUE      FALSE      DOESN'T SAY
- 2 Nick Hornby's book is about football.  
TRUE      FALSE      DOESN'T SAY
- 3 The player is remembered by many football fans today.  
TRUE      FALSE      DOESN'T SAY
- 4 Most players in the youth teams of big football clubs don't succeed.  
TRUE      FALSE      DOESN'T SAY
- 5 The young player only played one match for a First Division team.  
TRUE      FALSE      DOESN'T SAY
- 6 Nick Hornby concludes that the player wasn't very good after all.  
TRUE      FALSE      DOESN'T SAY

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

- 1 Every time I think the work is finished, I find something else to do. \_\_\_\_\_
- 2 You have to work hard if you want to get success. \_\_\_\_\_
- 3 Can you remember the title of that book he mentioned? \_\_\_\_\_
- 4 Which one have you chosen? \_\_\_\_\_
- 5 It's very good for a first book and the writer shows great possibilities for the future.  
\_\_\_\_\_
- 6 It's very important to have a plan if you want to succeed. \_\_\_\_\_
- 7 To reach the top in any field, you need to have a lot of natural ability. \_\_\_\_\_

**5 The following words, highlighted in the text, all refer back to something in the same sentence or the sentence before. What do they refer to?**

- 1 *It* (line 5) \_\_\_\_\_
- 2 *do* (line 8) \_\_\_\_\_
- 3 *his* (line 9) \_\_\_\_\_
- 4 *did* (line 19) \_\_\_\_\_
- 5 *the country* (line 22) \_\_\_\_\_
- 6 *it* (line 34) \_\_\_\_\_

**6 Discuss the questions in pairs or small groups.**

Have you achieved something that you really wanted? If not, is there something that you would like to achieve?

**1 Read the text on page 76 quickly again. Discuss the following in pairs or small groups.**

- 1 What conclusion about success would you draw from the young footballer's story? Try to write it in one sentence.  
\_\_\_\_\_
- 2 Now read what Hornby himself says about what we can learn from the story.

BOOK REVIEWS

# Fever Pitch

by Nick Hornby



The lesson that Nick Hornby draws from his story is that one of the great things about sport is what he calls its 'cruel clarity'. There are a lot of people who manage to make careers in acting, writing or music without having huge talent, but in sport it quickly becomes obvious if you're not good enough. For example, the professional 100-metre runner who isn't particularly good at it just doesn't exist. The young footballer in Hornby's story clearly knew he was good. He tried his hardest, he was determined, he had opportunities, but in the end he didn't make it.

\* fever pitch = the level of someone's emotions: excitement and enthusiasm

- 3 Which is the best summary of Hornby's conclusion?
  - A You need to be really good to succeed in sport, the arts or writing.
  - B In sport, just having skill is not enough. You have to try hard as well.
  - C If a sports person is not quite good enough, it will become clear in the end.
- 4 Do you agree with this conclusion?

**2 Look at the examples. Then answer the question below.**

**Examples**

He simply couldn't **keep up** with the top players.

He **ended up** moving to smaller and smaller clubs.

Which phrasal verb suggests these ideas?

- 1 a final result \_\_\_\_\_
- 2 staying at the same level or speed \_\_\_\_\_

**3 Complete the sentences with the verbs in the box + up. (Change the form of the verb if necessary.)**

give      end      keep      clear      grow      take

- 1 I've recently \_\_\_\_\_ running. It's really helping me to stay fit.
- 2 Don't \_\_\_\_\_ now. One last try might be enough to do it.
- 3 If you don't take this chance now, you'll \_\_\_\_\_ regretting it later.
- 4 You can do it in the kitchen as long as you \_\_\_\_\_ the mess when you finish.
- 5 Slow down! I can't \_\_\_\_\_.
- 6 My daughter wants to be a doctor when she \_\_\_\_\_.

**4 Match the phrasal verbs in Activity 3 with their meanings.**

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1 become an adult _____            | 4 stop trying _____                |
| 2 start a new hobby or sport _____ | 5 go at same speed _____           |
| 3 make something tidy again _____  | 6 finally be or do something _____ |

**5 Look at the example. Then read the information below.**

**Example**  
*The most important thing is to believe in **yourself**.*

The word *yourself* is a reflexive pronoun (the subject and the object are the same).

**6 Complete the sentences with the correct reflexive pronouns.**

- 1 Most very young animals are not able to feed \_\_\_\_\_.
- 2 She has a habit of talking to \_\_\_\_\_ when she's on her own.
- 3 We need to keep telling \_\_\_\_\_ that we can win.
- 4 It wasn't a present. I bought it \_\_\_\_\_.
- 5 Help \_\_\_\_\_ to the food, everyone.

**7 Look at the example.**

**Example**  
*The rest of us can only **dream about** having his kind of skill.*

**8 Complete the sentences with the correct tense of the verbs in the box.**

read      hear      write      think      complain

- 1 You're very quiet. What \_\_\_\_\_ you \_\_\_\_\_ about?
- 2 This is a really good restaurant. I \_\_\_\_\_ about it from a friend.
- 3 Several people \_\_\_\_\_ about the article. They said it had a lot of mistakes.
- 4 In his articles, he usually \_\_\_\_\_ about travelling abroad.
- 5 I've never studied the subject, but I \_\_\_\_\_ a lot about it in books.

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

- 1 Does the writer (or speaker) expect an answer to these questions?
- 2 Is the purpose of questions like this  
**A** to get information?      **B** to make a point?
- 3 Is the unwritten (or unspoken) answer to questions like this usually  
**A** negative?      **B** positive?

**Examples**

*... when it is loved by so many people, how can it be bad?*  
*... do they think much about the meaning, or try to apply it to real life?*  
*Would that be exciting?*

**2 Match each question in the box with the sentence that goes before it.**

But will it work in practice?      Did I ever say success would be easy?  
 Do they expect us to give it up now?      Did he achieve that by accident?  
 Is that such a difficult idea to understand?      Are we going to let them all down?

1 We've worked hard for this for a long time.

---

2 He's one of the most successful leaders ever.

---

3 You just have to keep trying until you succeed.

---

4 His plan sounds attractive on paper.

---

5 Our supporters believe we can win.

---

6 I admit we've had some problems.

---

**3 Write one or two sentences that lead to these questions. Start in the way shown, then add more sentences using the ideas in the boxes.**

1 Too often, the behaviour of top sports stars during matches sets a bad example.

They \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Is this what we want young people to learn from watching sport?

**Ideas:** bad behaviour of some professional sports people, e.g. cheating, deceiving the referee, pretending to be injured, etc.

2 Some people have suggested that the way to solve the problem of \_\_\_\_\_ is to

---

However, \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Is this really the best solution to the problem?

**Ideas:** Think of a problem (e.g. the workplace, school, politics, the environment) and a solution that could have negative results.



**1 Match the sentence beginnings 1–6 with the endings a–f.**

- |   |   |
|---|---|
| 1 Obviously we can't return to the past, but              | a it does raise an important question.            |
| 2 They may not be the worst team in the competition, but  | b I think there is a fault in the basic argument. |
| 3 While I agree with most of the writer's points,         | c it's very unlikely that they'll win it.         |
| 4 Of course, it's easy to make fun of the idea, but still | d we hardly ever see each other nowadays.         |
| 5 It's certainly true that most people want success, but  | e we can still learn from it.                     |
| 6 We may have been friends when we were young, but        | f it's not the only reason for taking part.       |

**2 Complete these sentences in any way that makes sense.**

- 1 Obviously I was disappointed with the result, but \_\_\_\_\_.
- 2 It may not be the only answer, but \_\_\_\_\_.
- 3 While they play well enough in defence, \_\_\_\_\_.
- 4 Of course, we need to be careful, but \_\_\_\_\_.
- 5 It's certainly a very popular book, but \_\_\_\_\_.
- 6 Winning may be important, but \_\_\_\_\_.

**3 Write a short essay giving your opinion about this statement.**

There is too much money in sport nowadays: winning at any cost has become the main aim in many sports, and has had a negative effect on players and supporters. How far do you agree?

Try to include some of the persuasion techniques you have practised in Periods 6 and 7 (but don't use them too much).

- Paragraph 1: Winning is not the only reason for playing sport.  
 Examples of other reasons.  
 Sometimes these may be as important as winning.
- Paragraph 2: The effects money has on sport.  
 'Win at all costs' attitude can lead to cheating (examples).  
 Rich teams are able to 'buy success' (explain).
- Paragraph 3: Own opinion.  
 Possible ways to change the situation (e.g. limit spending).

*In this Unit you have learnt about:*

- ▶ attitudes to winning and losing
- ▶ comparing texts and opinions
- ▶ reading and discussing a poem
- ▶ 'rhetorical' questions and other persuasion techniques
- ▶ writing an essay

**1 Read Extract 5 on page 100. 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) \_\_\_\_\_.



**2 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?

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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?

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### 3 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?  
\_\_\_\_\_

### 4 Read Extract 6 on pages 100–101. Then answer the question.

What do you think Juliet will do when she finds Romeo is dead?

### 5 Read Extract 7 on page 101 to see if you were correct.

# Past history?

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

**‘That’s all past history. Let’s forget it and look towards the future.’**

The phrase ‘(all) past history’ usually suggests something that is finished and not related to the present. Why do you think the title of this unit has a question mark? What does it say about the past and history?

**2** Read the two texts about similar events. Then complete the tasks below.

### Text A

As it turned out, the cease-fire didn’t last, and before long the bombing and shooting began again, worse than before. Our position was becoming very difficult. It was dangerous to go out to the shops or visit friends and family, and at night we couldn’t sleep. During the daytime, though, I remember I would go out with other boys collecting used bullets and pretending to be soldiers. We were making the best of a bad situation, as children often do.

### Text B

In April 1948, the year after the fall of Haifa, Zionist gangs attacked and occupied the western areas of Jerusalem. Some families had already escaped, and those that remained did not have the weapons or leadership to offer organised resistance and defend their homes. In theory, British Mandate forces were there to protect them, but unfortunately they didn’t intervene. Many Palestinian families were forced into exile as a result.

- 1 Discuss the main difference(s) between the two texts.
- 2 Which phrasal verb at the beginning of Text A suggests that things didn’t happen as expected?
- 3 ‘... the cease-fire didn’t last, and before long the bombing and shooting began again ...’
  - 1 A *cease-fire* is
    - A the final end to a war or battle.
    - B an agreement to stop fighting for a time.
  - 2 The phrase *before long* means
    - A soon afterwards.
    - B much later.
- 4 ‘I remember I would go out with other boys ...’
 

In this sentence, the modal verb *would* means the same as

  - A used to.
  - B wanted to.
- 5 **1** Which phrase in Text B suggests an intended idea that didn’t actually happen? \_\_\_\_\_
- 2** Do you know a similar phrase that means the opposite of this one? \_\_\_\_\_

6 ‘... they failed to intervene ...’

The verb *intervene* means

- A to have a personal interest in the result.
- B to put yourself between two competing sides.

3 The words and phrases below are all connected with ways of telling what happened in the past. Match them with their meanings. Use a dictionary to help if necessary.

WORDS AND PHRASES	MEANINGS
1 first person	a story of someone else’s life
2 third person	b I / me or we / us
3 biography	c from a personal point of view
4 autobiography	d story by someone who saw what happened
5 memoir	e story of the writer’s life
6 objective (adjective)	f telling a story
7 subjective (adjective)	g personal recording of memories
8 eye-witness account	h he / she / him / her or they / them
9 narrative (noun or adjective)	i not including personal opinions

4 Arrange the words and phrases from Activity 3 into two lists.

*first person narrative*

*third person narrative*

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5 Discuss the question in pairs or small groups.

If you want to know what happened in the past, what are the advantages of these three types of text?

- ▶ a memoir or autobiography looking back at the events

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- ▶ an objective historical study

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- ▶ an eye-witness account written or recorded at the time

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



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

**2** Read the text quickly. Then answer the questions.

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

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

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

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

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

**3 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 He explained the real size of the problem we were facing. \_\_\_\_\_
- 2 As a result of the disaster, thousands of people have been forced to leave their homes.  
\_\_\_\_\_
- 3 It's hard to refuse her because she's very unlikely to give up or take no for an answer.  
\_\_\_\_\_
- 4 The President tried his best to make people stop worrying about the situation.  
\_\_\_\_\_
- 5 People think we have continuous and endless sunshine here, but it does rain sometimes.  
\_\_\_\_\_

**4 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?  
\_\_\_\_\_

**5 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?
  - 2 Do you think the writer intends it to sound this way? Why?

**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 89.**

## 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.

- <sup>10</sup> 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
- <sup>15</sup> that at last, thanks to the efforts of Palestinians around the world, the tide has finally turned.



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

WORDS AND PHRASES FROM THE TEXT	MEANINGS
1 cause	a position
2 late	b raise to a higher or better level
3 rang out	c an idea people support or fight for
4 setbacks	d be heard strongly and clearly
5 diplomatic	e no longer living
6 struggle	f connected with high-level discussions
7 representative	g a fight or a difficult task
8 upgrade	h problems that stop progress
9 status	i person speaking or acting for others

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

- 1 He argued for a \_\_\_\_\_ solution to the problem rather than a military one.
- 2 It will be a long \_\_\_\_\_ with many \_\_\_\_\_, but we will succeed in the end.
- 3 I need to \_\_\_\_\_ my computer to a better model.
- 4 We need to bring our \_\_\_\_\_ to the world's attention and get them to support it.
- 5 She wrote the book in memory of her \_\_\_\_\_ husband.
- 6 They are sending a \_\_\_\_\_ to the discussions to make their opinions known.
- 7 As a Professor, she has a high \_\_\_\_\_ at the university.
- 8 The noise of a shot suddenly \_\_\_\_\_, making us all jump.

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

1 *That* (line 3)

---

2 *They* (line 7)

---

3 *This* (line 8)

---

4 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?

---

**1 Look at the pictures. Then answer the question in pairs or small groups.**

What do you know about these people?

- ▶ where and when they were born
- ▶ what they did in their lives
- ▶ what connection there is between them



*Mahmoud Darwish*

*Hisham Sharabi*

*Edward Said/Saed*

**2 Read the second part of the article from Period 3. Then complete the tasks on page 91.**

Along with President Arafat, other prominent representatives of this Palestinian generation in exile played a vital role in bringing the cause to the world's attention. One of these was the great writer and academic Edward Said, originally from Jerusalem, who fought with all the strength of his great mind for freedom, equality and justice in general, and for the future of Palestine in particular. On his death, the poet Mahmoud Darwish, himself an important and well-known international figure, wrote: 'I cannot say goodbye to Edward Said, so present is he among and within us, and so alive around the world.'

Another great Palestinian intellectual was Hisham Sharabi (1927–2005), originally from Jaffa, and later an important professor at Georgetown University near Washington. Like Said and other Palestinians, he worked all his life to improve western understanding of Arab and Palestinian issues. He was editor of the *Journal of Palestine Studies*, and wrote many books, including his famous *Introduction to the Study of Arab Society* (1975). He also became well known for his television appearances and his journalism, as well as creating the Arab-American Cultural Foundation, which builds American understanding of Arab and Islamic culture, and setting up the Jerusalem Fund, a foundation that provides scholarships for students from Palestine.

Sharabi wrote about his 'bitterness and anger' when, in 1993, he returned to Jaffa, his home town, to make a documentary: 'As I stood there, I could hear people speaking Russian, probably recent immigrants from the old Soviet Union. They were full citizens in my country, and I was there only on a limited Israeli tourist visa.' However, he went on to say that the only way forward was a political compromise founded on justice and international law and UN Security Council resolutions. For him, this compromise had to include the *Right of Return*.

Sadly, none of these great Palestinians lived to see the end of the Diaspora. They did, however, inspire a new generation to follow in their footsteps. Motivated by love of country and highly educated, they have risen, often from poor beginnings, to importance and success across the arts and sciences. Today, they continue to build bridges of understanding that will one day carry the Palestinian nation home.

- 1 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 He is a well known and important person in the country's history. \_\_\_\_\_
  - 2 When one side has all the advantages, there can be no fair balance. \_\_\_\_\_
  - 3 They are convinced of the fairness of their demands. \_\_\_\_\_
  - 4 He was both a politician and an intelligent, academic person. \_\_\_\_\_
  - 5 There are many problems that need to be discussed before we can reach a solution.  
\_\_\_\_\_
  - 6 The government is trying to control the number of people coming from other places to live in the country. \_\_\_\_\_
  - 7 I'm sure we can reach some kind of acceptance that not all demands will be achieved.  
\_\_\_\_\_
  - 8 My opinions are all based on the idea of human rights. \_\_\_\_\_
  - 9 This book will give good ideas to anyone who wants to succeed in life. \_\_\_\_\_
  - 10 She was encouraged to do something by her wish to help other people. \_\_\_\_\_
  
- 2 Explain in your own words why Mahmoud Darwish was unable to say goodbye to Edward Said.  
\_\_\_\_\_
  
- 3 Say what non-academic work Hisham Sharabi did to help the Palestinian cause.  
\_\_\_\_\_
  
- 4 What was the issue on which Sharabi refused to compromise?  
\_\_\_\_\_
  
- 5 Looking at the whole article (including the part that you read in Period 3), say what these dates refer to.
 

1948  
The year when \_\_\_\_\_

1974  
The year when \_\_\_\_\_

2012  
The year when \_\_\_\_\_

1927  
The year when \_\_\_\_\_

1975  
The year when \_\_\_\_\_

1993  
The year when \_\_\_\_\_

**1** Look at the examples. Then answer the question.

**Examples**

- A The government has spent a lot of money on building bridges to improve transport.
- B Many realised that it was necessary to build bridges between Palestine and the West.

In Period 3, we saw how the phrase *building bridges* can be used in two ways:

- 1 literal (the words mean exactly what they say)
- 2 non-literal or figurative (the words have a wider or symbolic meaning)

Which of these two meanings are used in the examples? Example A \_\_\_\_ Example B \_\_\_\_

**2** Look at the pictures, which show the literal meanings of phrases from the text you read in Periods 3 and 4. Then, in pairs, choose one picture and discuss how the literal meanings are related to their figurative uses in the text.



The actor looked nervous just before he stepped onto the stage.

'Yassir Arafat stepped onto the world's political stage.'



'This landmark speech showed the world two things.'



'There is hope that the tide has finally turned.'



He was given an award for playing the role of Romeo.

'They played a vital role in bringing the cause to the world's attention.'

5



'They inspired a new generation to follow in their footsteps.'

**3 Explain your ideas to the rest of the class.**

**4 Look at the sentences, which contain other figurative phrases related to the theme of this Unit. Explain the literal and figurative meanings of the phrases.**

1 'We need to draw a line under everything that's happened so far and think about the future.'

Literal meaning: \_\_\_\_\_

Figurative meaning: \_\_\_\_\_

2 'There's no point thinking about how things might have been different. You can't turn back the clock.'

Literal meaning: \_\_\_\_\_

Figurative meaning: \_\_\_\_\_

**5 Complete the sentences with the figurative phrases in Activities 2 and 4.**

- 1 He wants to \_\_\_\_\_ his father's \_\_\_\_\_ by becoming a Professor.
- 2 It's time to \_\_\_\_\_ these events and decide what should happen next.
- 3 She wasn't the person involved in the discussions, but she definitely \_\_\_\_\_ in making them successful.
- 4 I wish I could \_\_\_\_\_ and have that chance again.
- 5 It's been a difficult time for the economy, but there are signs that the \_\_\_\_\_.
- 6 She's been a very popular singer ever since she first \_\_\_\_\_ over twenty years ago.
- 7 This was a \_\_\_\_\_ event in our history. Things were never the same afterwards.

- 1** You are going to write a short biography. Read the notes on the life of Edward Said. Then discuss the questions below in pairs or small groups.

### Edward Said

**Born:** 1 November 1935 in Jerusalem

**Died:** 25 September 2003 in New York (aged 67)

**Early education:** Jerusalem and Cairo (family moved there 1947); later Massachusetts, USA

**Native language:** Arabic but spoke only English at school. ('I have never known which was my first language.')

**Higher education:** Bachelor's degree from Princeton (1957), Master's degree (1960) and Doctor of Philosophy degree (1964), in English Literature, from Harvard

**Academic career:** joined US Columbia University Department of English (1963) and taught there until 2003 (became professor 1991); Visiting Professor of Comparative Literature, Harvard College (1974); also worked at Stanford University (1975–76) and Yale University

**Writing:** first book (1966) about English novelist Joseph Conrad; wrote many books on a wide range of subjects; most famous works **Orientalism** (1978), **Culture and Imperialism** (1993)

**Music:** excellent pianist and lover of European classical music from early age; worked as music critic for **The Nation** magazine and wrote four books about music; founded **West-Eastern Divan Orchestra** with Daniel Barenboim, also established Barenboim–Said Foundation in Spain

**Palestine activism:** from 1967 argued strongly against view of Palestinian cause in Western media in many books, articles and lectures; member of Palestinian National Council (PNC) 1967–99; made **In Search of Palestine** (1998), documentary film for BBC in which he returned to Palestine with his son to confront 'Israeli injustice'

**Awards:** many academic and literary awards, including three for autobiography **Out of Place** (1999)

- 1 What will you need to add to make the notes into complete sentences?
- 2 Which details in the notes could you either leave out or put together as a more general statement?
- 3 Remember the work you did on sentence structure in Unit 1. How will this help you to write your biography?
- 4 How will you organise your writing? How many paragraphs will you need?
- 5 Can you add a closing sentence based on what you read in Period 4, or on your own knowledge and ideas?

- 2** Make notes based on your discussion. Then write the short biography.

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

Imagine (if necessary) that you come from a family that used to live in one of the villages depopulated and/or destroyed by the Israelis in 1948.

- 1 Where was the village?
- 2 What kind of place was it?
- 3 What was life there like before 1948?
- 4 Where did your family go when they were forced to leave?
- 5 What was their life like in the new place?

**2 Write a short first person autobiography, based on the ideas from your discussion in Activity 1.**

- ▶ Include details of life before the *Nakba*, either from imagination or from what your family has told you.
- ▶ Describe the leaving and where the family went.
- ▶ Say what effect the *Nakba* had on you and your family.
- ▶ Add a conclusion about how people kept the memory alive and their hope for a *Right of Return*.

*My parents have passed down the memory of our village before the 1948 Nakba. It was*

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*In this Unit you have learnt about:*

- ▶ different views of history
- ▶ the Palestinian Nakba and Diaspora
- ▶ the work of President Yassir Arafat and Palestinian intellectuals
- ▶ non-literal or figurative language
- ▶ writing short biographies

**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 Discuss the question in pairs or small groups. Then read the ending of the play (Extract 8) on page 101.**

With the two lovers both dead, can anything good come from their deaths?

**3 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?

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

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

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

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**4 Discuss the questions in pairs or small groups.**

- 1 Some critics believe that *Romeo and Juliet* is not a ‘real tragedy’. Can you see why they think this? (Think about the characters and actions of Romeo and Juliet, Friar Laurence’s plan and what leads to their death.)
- 2 In Shakespeare’s time, killing yourself (also called taking your own life, or suicide) was an unacceptable action, as it still is today in both Christian and Islamic religions. Instead of taking such an extreme way out of their problems, what do you think Romeo and Juliet could have done to solve them in a more acceptable way?



3 Which of these opinions do you agree with most? Why?

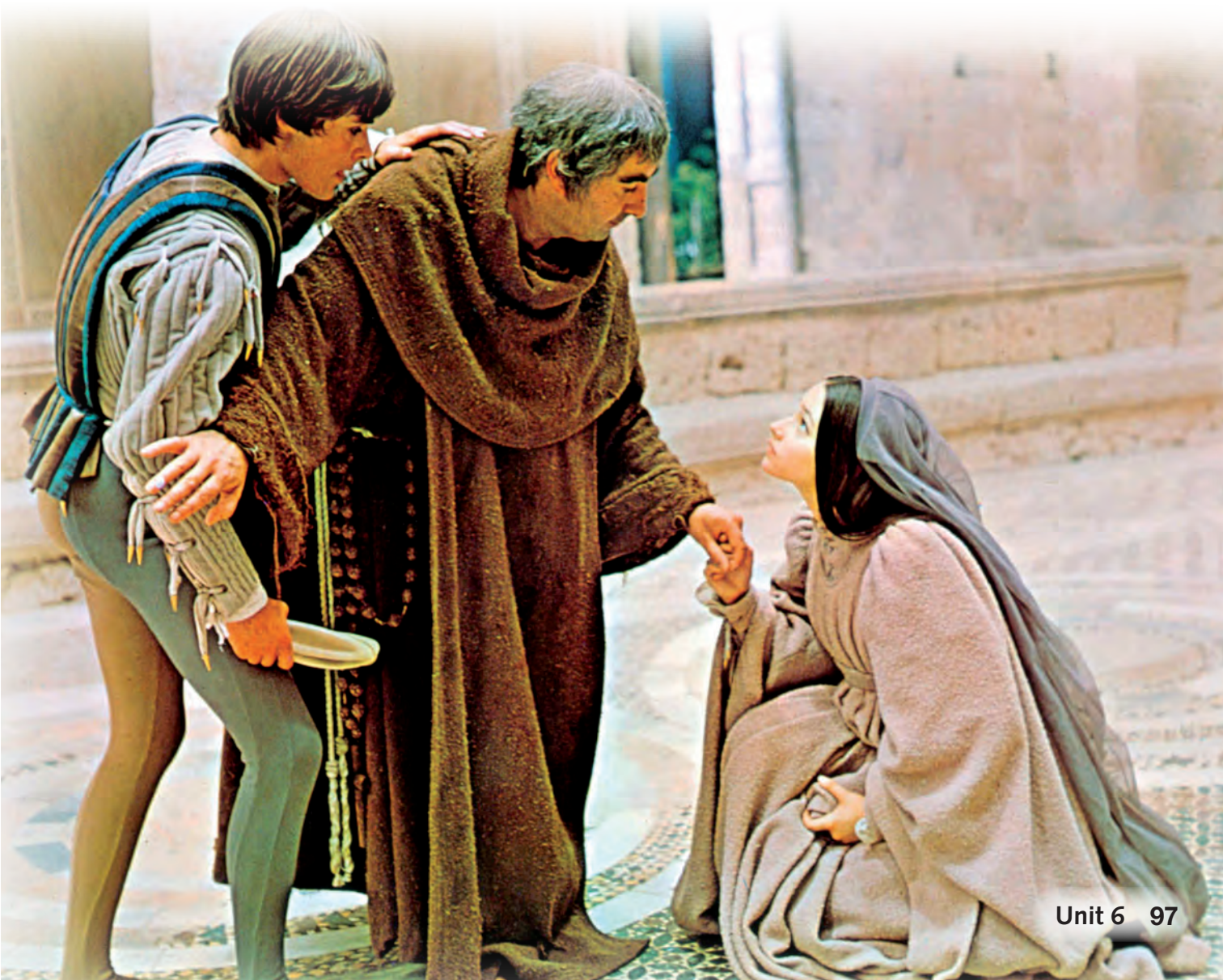
It's a romantic play that shows how strong love can be.

It's only a play, written to entertain people. There's no need to take it so seriously.

4 Did you enjoy reading the play? Why? / Why not?

5 Would you like to see the play in a theatre or as a film? How would it be different from studying it in class?

There are several film versions of the play but one of the best, if available, is the one made by the Italian director Franco Zeffirelli in 1968. There is also a part near the end of the more recent film *Shakespeare in Love* that gives a good picture of what it might have been like to see the play in an Elizabethan theatre.



# ROMEO AND JULIET

<sup>1</sup> **Damn both your families** I hope both your families go to hell.

## Extract 4 (Act 3, Scene 1)

**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!<sup>1</sup> 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 too bad.

\*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.

**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 worms<sup>2</sup> 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 furious<sup>3</sup> 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 exile<sup>4</sup> 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 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.

\* *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.

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

<sup>3</sup> **furious** very angry

<sup>4</sup> **exile** send away to another place

\* Mercutio was related to the Prince.

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

<sup>6</sup> **pale** without colour

<sup>7</sup> **tomb** large room where members of rich families are put after they die

<sup>8</sup> **fair** beautiful

<sup>9</sup> **maids** servants

## 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 desperate<sup>5</sup> 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 pale<sup>6</sup> 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' tomb<sup>7</sup>, dressed in your best clothes, like a dead person. But when everyone has left, you will wake up, feeling as if you have had a lovely sleep. And Romeo and I will be waiting there for you. I shall write to him now and tell him what we are doing. That same night, he will take you away to Mantua\*. If you are not too frightened to do this, it will free you from this marriage to Paris.

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

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

## Extract 6 (Act 5, Scene 3)

**Romeo:** Oh my love, my wife. Death may have taken away your sweet breath, but it has not taken away your beauty. I can still see beauty in the redness of your lips and cheeks. Pale Death has not covered you yet. *[Sees Tybalt's body lying next to Juliet]* There lies Tybalt. What more can I do for you, but kill the hand\* that cut off your youth? Forgive me, cousin. *[Takes Juliet's hand]* Oh dear Juliet, why are you still so fair<sup>8</sup>? 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 maids<sup>9</sup>. 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

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

\* Whose hand is he referring to?

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

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]*

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

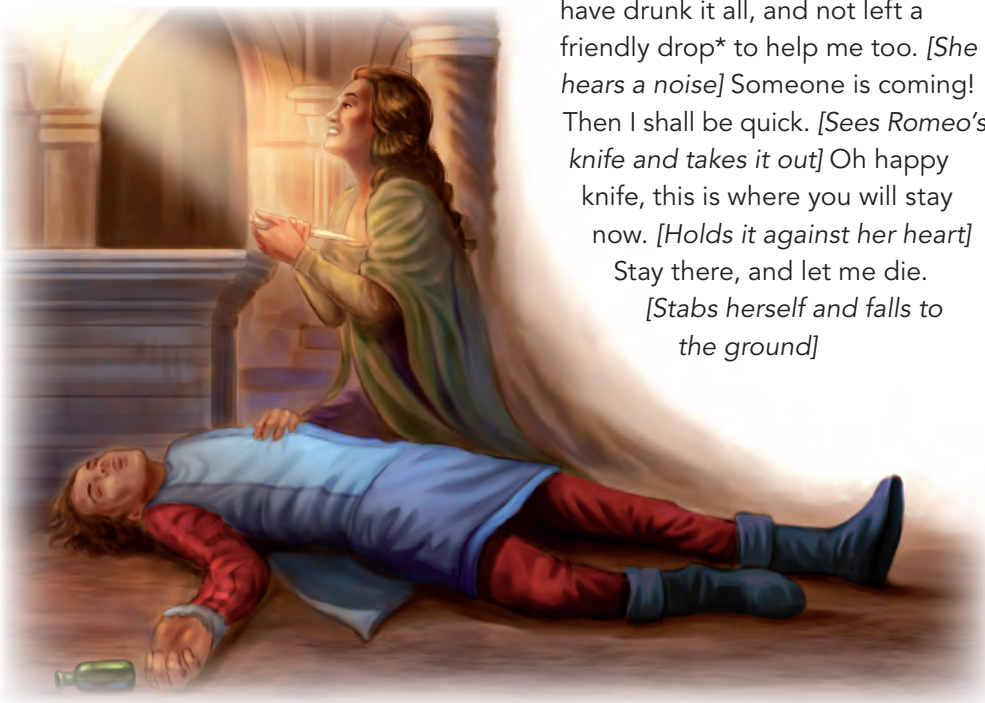
\*What is Romeo referring to as a 'tired little boat'?

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

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



### 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 statue<sup>10</sup> 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.

## Reading 1

**1 Read the text about leadership. Then complete the summary below with words or phrases from the text. Do not use more than three words in each gap.**

What makes a good leader? In modern theory the personal qualities that are needed can change in different situations. There isn't one single type of person that makes a good leader in every situation.

A common theme of films and stories is the way relationships between people change in a difficult or dangerous situation. Often, a group of people has been involved in some disaster, and the interest is in seeing which one has leadership qualities. Usually it isn't the person who had a prominent position in normal life. The true leader may be someone with practical skills, or perhaps someone who can keep the group inspired and motivated.

So what is needed is not just one style of leadership, but the ability to change between different styles. Sometimes you may need to be strong and tell people what to do, but at other times you will have to treat people in a more diplomatic way and make compromises.

A good example of this is someone that most people would agree was a great leader: Nelson Mandela. He was originally a lawyer before deciding to join the African National Congress in their struggle for black people's freedom in South Africa. He had strong beliefs and was put in prison by the government because of these beliefs. While he was there, he became a symbol of the struggle. He was a leader even though he was unable to communicate with his followers.

However, when the time came to build bridges, he showed that he was able to do that too. He had secret discussions with the government, who realised it was impossible for things to stay as they were. This led to his release from prison and the country's first truly democratic elections. The ANC won these, and Mandela became President. He had moved from being a symbol to a world leader.

According to (1) \_\_\_\_\_, good leaders need to change their approach, depending on what the (2) \_\_\_\_\_ is. For example, in films where people are in difficult situations, the one who becomes leader isn't normally the one who used to have the most (3) \_\_\_\_\_. Instead, it is someone who knows about practical things or can make the others (4) \_\_\_\_\_. Some situations need strong leadership, others the ability to (5) \_\_\_\_\_. A good example is Nelson Mandela. While in prison, he was cut off from his followers, but he was still a (6) \_\_\_\_\_ to them. After (7) \_\_\_\_\_, he came to an agreement with the government. He was released and later became President.

**2 Answer the questions.**

- 1 What does the writer say makes disaster films interesting?
- 2 When strong leadership is not needed, how should good leaders deal with others?
- 3 What could Nelson Mandela not do when he was in prison?
- 4 What did his discussions with the government show that he could do?

15 marks

**Reading 2****1 Read the two letters to a newspaper. Then answer the questions.**

- 1 Which writer has a child who is not interested in sport? \_\_\_\_\_
- 2 Which writer compares sport to life in general? \_\_\_\_\_
- 3 Which writer says that competition is normal in sport? \_\_\_\_\_
- 4 Which writer thinks sport is not the only way to experience competition? \_\_\_\_\_

**A**

Your report about the recent survey into sport in schools was interesting. It seems that over 60% of the pupils in the study said they would be happy to see the competitive part of sports removed, whereas nearly 90% of adults said that experiencing victory and defeat in sport was important to a child's development.

This certainly reflects my experience as a parent. When I watch school sports, there are always some parents shouting and screaming at their children to do better. Most of the children, meanwhile, look as if they're only there because they have to be. My own daughter is not very good at sport, and to be honest she doesn't see the point of it. But that doesn't mean she can't be competitive in other areas, like academic achievement.

If the aim of school sport is to get all children to enjoy physical exercise, this would be achieved better by removing competition. They can get their experience of winning and losing elsewhere.

**B**

I'm writing to comment on the latest recommendation that schools should put less emphasis on the competitive nature of sport. I don't see how this can be done, as all the best sports naturally involve trying your best to win. The possibility of winning is what motivates people to do better, in life as well as in sport. It's interesting to notice that the complaints about how unfair competitive sport is always come from those who aren't very good at it.

Competition is a natural part of life, and preparing for it is an important part of education. It's a competitive world, and students need to realise it. If they leave school thinking that it's not important to be better than others, they're not likely to do very well in it.

**2 Decide whether the statements are TRUE or FALSE.****Letter A**

- 1 There was only a small difference between the views of young people and adults in the survey.  
TRUE      FALSE
- 2 Parents often behave badly at school sports events.  
TRUE      FALSE
- 3 The writer says that academic success is more important than success in sport.  
TRUE      FALSE

**Letter B**

- 4 It is doubtful whether competition can be removed from sport.  
TRUE      FALSE
- 5 One reason why people don't like competition in sport is because they don't win.  
TRUE      FALSE
- 6 Students can still succeed even if they don't experience competition at school.  
TRUE      FALSE

10 marks

## Vocabulary

**1 Replace the underlined parts of the sentences with the words in the box.**

dismiss    justice    wealth    otherwise    excessive

- 1 I think the amount of money they are asking for is too much.  
\_\_\_\_\_
- 2 We need to go faster; if not, we won't get there in time.  
\_\_\_\_\_
- 3 Your aim in life should be happiness rather than being rich.  
\_\_\_\_\_
- 4 You may not agree, but you can't just say her opinion has no value.  
\_\_\_\_\_
- 5 The aim is to achieve fairness for everyone who has lost money.  
\_\_\_\_\_

**2 Circle the correct word to complete the sentences.**

- 1 Generally **speaking** / **saying**, graduates get better jobs than non-graduates.
- 2 It's a bit complicated but, **said** / **put** simply, the idea wasn't working properly.
- 3 We started walking faster and before **minutes** / **long** we arrived home.
- 4 The aim of the talks is to build **bridges** / **connections** between the two sides.
- 5 The company has been losing money for some time, but now it seems the tide has **changed** / **turned** at last.

10 marks



## Writing

- 1 Write an essay about someone that you believe is a great leader. The person can be in any field, for example politics, business or sport, but do not choose Nelson Mandela.**

Include the following in your essay:

- ▶ Some information about the person's life
- ▶ What the person achieved
- ▶ What makes this person a great leader
- ▶ Why the person is important
- ▶ Your personal view of the person

10 marks

## Literature

- 1 Answer the questions.**

- 1 Who kills these two people?  
Mercutio    Tybalt
- 2 What punishment does the Prince give to Romeo?
- 3 Why does Romeo not know about Friar Laurence's plan?
- 4 What do the two families decide to do at the end of the play?

- 2 Explain the things that make it difficult for Romeo and Juliet to continue as lovers.**

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- 3 Say how Friar Laurence is important to what happens in the story.**

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15 marks

# Wordlist

**Note:** the words from each unit are in alphabetical order, not the order that they appear in the unit.

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## Unit 1

associate (verb)  
coincide (verb)  
drop (verb = fall)  
enthusiasm (noun)  
gratitude (noun)  
in commemoration of (preposition phrase)  
in favour of (preposition phrase)  
in praise of (preposition phrase)  
joint (adjective)  
lunar (adjective)  
make it (verb phrase = succeed)  
mark (verb)  
occasion (noun)  
optimistic (adjective)  
owe (verb)  
reflect (verb)  
stick to (verb phrase = not change your mind)  
symbol (noun) / symbolise (verb)  
take up (phrasal verb)  
troupe (noun)

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## Unit 2

common purpose (noun phrase)  
cut off (phrasal verb)  
deliberately (adverb)  
fit in (phrasal verb)  
grow out of (phrasal verb)  
idiom (noun)  
implication (noun)  
leave out (phrasal verb)  
lifestyle (noun)  
lone individual (noun phrase)  
more than likely (adverb phrase)  
outstanding (adjective)  
process (noun)  
rare (adjective)  
stand out (phrasal verb)  
turn up (phrasal verb)  
undesirable (adjective)  
unquestionably (adverb)  
wool (noun)  
worthless (adjective)

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## Unit 3

connotation (noun)  
currency (noun)  
entire (adjective)  
far from (preposition phrase)  
key (adjective)  
linked (adjective)  
manufactured (adjective)  
raw materials (noun phrase)  
stock exchange (noun phrase)  
take place (verb phrase)  
term (noun)  
to see the point (verb phrase)  
transform (verb)  
underestimate (verb)  
vast (adjective)  
widely (adverb)

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## Unit 4

addiction (noun)  
associated (adjective)  
barter (verb)  
bonus (noun)  
competitive (adjective)  
controversial (adjective)  
decline (verb)  
divide (noun)  
donate (verb)  
elsewhere (adverb)  
excessive (adjective)  
fund (noun or verb)  
otherwise (linking word)  
peak (verb)  
prediction (noun)  
proposal (noun)  
represent (verb)  
socialise (verb)  
talent (noun)  
value (noun) / valuable (adjective)  
wealth (noun)

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## Unit 5

apply (verb)  
blame (verb)  
deal in (phrasal verb)

dismiss (verb)  
doubt (verb = not trust or believe)  
give way to (phrasal verb)  
inspiration (verb)  
keep / lose your head (verb phrases)  
make allowance(s) for (verb phrase)  
pick (verb = choose)  
potential (noun)  
recall (verb)  
recommendation (noun)  
treat (verb)  
vital (adjective)

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### Unit 6

cause (noun)  
compromise (noun)  
constant (adjective)  
diplomatic (adjective)  
displaced (adjective)  
equality (noun)  
founded (on) (adjective)  
immigrant (noun)  
insistent (adjective)  
inspire (verb)  
intellectual (noun)  
issue (noun)  
justice (noun)  
late (adjective = no longer alive)  
motivated (adjective)  
prominent (adjective)  
reassure (verb)  
representative (noun)  
ring out (phrasal verb)  
scale (noun)  
setback (noun)  
status (noun)  
struggle (noun)  
upgrade (verb)

# Writing samples

## Formal and informal style

The table below shows the main differences between formal and informal language. These are not rules, but general guidelines. For example, it is not impossible to use active sentences in formal language, or relative clauses in informal language.

OFTEN FOUND IN INFORMAL LANGUAGE	OFTEN FOUND IN FORMAL LANGUAGE
personal greetings, etc.	impersonal forms of address
general, everyday words and phrases	technical words and phrases
short sentences joined with <i>and, but</i> , etc.	longer sentences with relative clauses
contractions (e.g. <i>I've</i> )	full verb forms (e.g. <i>We are</i> )
active form of verbs	passive form of verbs

Compare the styles of the two examples below.

### 1 Informal letter / email

Hi

I'm thinking of maybe putting together a cultural weekend in the town this summer. We haven't sorted out the details yet, but first I want to try and get some help with the money. Don't worry, I'm not asking you for money! I've heard that the local government has a store of money that they sometimes give to this kind of thing, and I think you might know the name and contact details of the person I need to write to.

If so, can you let me know? Thanks a lot. I'm looking forward to your answer.

All the best,

### 2 Formal letter / email

Dear Mrs Kelani

I have been given your name as the correct person to contact regarding funding for community events. I am considering the possibility of arranging a cultural weekend in the town this summer and I would like some information about whether any funding is available.

We have not yet finalised the details of the event, so this is a preliminary enquiry.

I can be contacted at the above address or email address. Thank you in advance for your attention. I look forward to hearing from you.

Yours sincerely,

## Techniques for persuading

One way of persuading people of your opinion is by asking **rhetorical questions**. These are questions that make a point and don't expect an answer. For example:

*He's one of the most successful leaders ever. Did he achieve that by accident?*

*You just have to keep trying until you succeed. Did I ever say success would be easy?*

*Our supporters believe we can win. Are we going to let them all down?*

*I just want to be free to make my own decisions. Is that such a difficult idea to understand?*

Another common persuasive technique is to use **concession**. This means accepting part of the opposite argument before presenting your own opinion or idea. For example:

**Obviously / Of course** we can't return to the past, **but** we can still learn from it.

They **may** not be the worst team in the competition, **but** it's very unlikely that they'll win it.

**While** I agree with most of the writer's points, I think there is a fault in the basic argument.

### Joining information in sentences

The examples below show the four main ways of joining information in sentences.

- 1 *New Year is a time for families to get together and people often travel long distances to be with their families*  
[Two clauses joined with a conjunction]
- 2 *It can last as long as two weeks, starting on the first day of the month.*  
[A clause plus an *-ing* phrase]
- 3 *Another custom, which is less popular now, is 'first-footing'.*  
[A main clause with a relative clause]
- 4 *To help you succeed, you need to include other people.*  
[A clause plus an infinitive phrase]

### Paragraph structure

There are different ways to organise a paragraph, but the examples below (from an essay on globalisation) are simple and clear.

#### Introduction

Globalisation is a complex idea, so before discussing this question, it is first necessary to make clear what we mean by it. One simple definition is that globalisation describes the ways in which, thanks to developments in technology, the world has changed very quickly in the last forty years. As a result of these changes, people and countries are now more connected with each other than they have ever been before. It is important to understand that the effects of globalisation are not limited to the areas of economics, trade and business. They are also cultural and personal. It is this wider definition that will be used in this essay.

This sentence gives the main idea of the paragraph and is sometimes called the topic sentence. It is often, but not always, the first sentence.

The second sentence extends the idea in the topic sentence.

Other sentences in the paragraph may add more ideas or give examples of ideas already mentioned.

The last sentence says how you will approach the question and leads into the main part of the essay.

#### Paragraph from main part of essay

Supporters of globalisation point out that it has brought the world closer together in various ways and has increased international understanding. It is now possible for people to watch the latest films and TV programmes from around the world, and it is much easier for new ideas to spread around the world. This applies to products as well as ideas. Shops and restaurants offer more international goods, often at very cheap prices.

Topic sentence

The second sentence gives a second idea, connected to the main one.

## Opinion essays

Essay titles that ask you to give an idea, statement or quotation, can be a little more difficult to organise. Below is an example of a plan for a particular essay question.

*Title: There is too much money in sport nowadays: winning at any cost has become the main aim in many sports, and has had a negative effect on players and supporters. How far do you agree?*

*Paragraph 1: Winning is not the only reason for playing sport.  
Examples of other reasons.  
Sometimes these may be as important as winning.*

*Paragraph 2: The effects money has on sport.  
'Win at all costs' attitude can lead to cheating (examples).  
Rich teams are able to 'buy success' (explain).*

*Paragraph 3: Own opinion.  
Possible ways to change the situation (e.g. limit spending).*

## Literature essays

Essays on literature may ask you to do one or more of the following things.

- ▶ Retell the plot (how the story develops).
- ▶ Describe one or more characters.
- ▶ Explain the main message(s) of the story / book / play.
- ▶ Focus on a particular chapter or scene and explain how it fits in the whole.
- ▶ Give your opinion of the story / book / play and/or the ideas in it.

The example below shows a plan for a specific question that includes several of the points above.

*Title: 'Shakespeare's Romeo and Juliet shows that romantic love is impossible in the real world.'  
Say how far you agree, focusing on the two young lovers in the title.*

### Paragraph 1: Introduction

- > Aims of essay: look at characters of R & J (age, attitudes, etc.); describe events in play that cause problems for them
- > Definitions: what is 'romantic love'?  
what is 'the real world'?

Paragraph 2: > Characters of R & J (young / emotional / believe love will solve all problems)  
> Examples

Paragraph 3: > 'Real-world' problems (2 families / fighting, e.g. Tybalt / laws of Venice)

### Paragraph 4: Conclusion

- > R & J's actions not the only possibility
- > Romantic love doesn't need to be blind
- > Possible to make compromises with 'real world' and avoid tragedy

## Shakespeare and his time

The time when Shakespeare began writing is usually known as the Elizabethan period in English history, because the queen of England was Elizabeth I. Actually, though, Shakespeare continued writing after Elizabeth died and was even more successful after James I became king.

All over Europe, this period is known as the Renaissance (a French word meaning 'born again'). The work of old Greek and Roman (or classical) thinkers and writers had been rediscovered, and their ideas were followed and developed. For example, one of the rules of old Greek plays was that the events in the play had to happen in the same time as in real life. Shakespeare didn't always follow these rules in his plays, but the action of *Romeo and Juliet* does happen over only four or five days.

Another rule referred especially to tragedies. To be a tragedy, a play had to have a great and important person as the main character. This person has one particular problem in his character, and the events of the play make this problem grow out of control until it causes his death.

## The Complete Works of William Shakespeare

### Comedy

All's Well That Ends Well  
As You Like It  
The Comedy of Errors  
Cymbeline  
Love's Labours Lost  
Measure for Measure  
The Merry Wives of Windsor  
The Merchant of Venice  
A Midsummer Night's Dream  
Much Ado About Nothing  
Pericles, Prince of Tyre  
The Taming of the Shrew  
The Tempest  
Troilus and Cressida  
Twelfth Night  
Two Gentlemen of Verona  
The Two Noble Kinsmen  
Winter's Tale

### History

Henry IV, Part I  
Henry IV, Part II  
Henry V  
Henry VI, Part I  
Henry VI, Part II  
Henry VI, Part III  
Henry VIII  
King John  
Richard II  
Richard III

### Tragedy

Antony and Cleopatra  
Coriolanus  
Hamlet  
Julius Caesar  
King Lear  
Macbeth  
Othello  
Romeo and Juliet  
Timon of Athens  
Titus Andronicus

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