

Module 1

Student's Book

Unit 1

Life Choices

Reading:

careers	أعمال	decisions	قرارات
ability	قدرة	psychologists	علماء النفس
explore	يستكشف	swayed	يوجه-يرشد
confidence	ثقة	peer	نظير-قرين
clarity	وضوح	pressure	ضغط
highlighted	يؤكد	majority	أكثرية
role	دور	Rather than	بدلاً من
Parents	الوالدين	although	على الرغم من
active	نشط	remuneration	أجر-مكافأة
Agents	وسطاء	holds	تحمل
development	تطوير	value	قيمة
Opt for	يختار	earn	يكسب
aspire	يطمح	earnings	مكاسب
completely	بشكل كامل	match	يعادل-يساوي
misguided	ضلل	aspirations	طموحات
choice	اختيار	provide	يزود
burden	يثقل-يحمل	satisfying	مرضي
unreal	غير حقيقي	comfortable	مريح
expectations	توقعات	societies	مجتمعات
factors	عوامل	professionals	مخترفين
selection	اختيار	utility	مرافق عامة
process	عملية	garbage	قمامة-نفايات
aptitude	قدرة	collectors	جامعوا
mirror	مرآة	farmers	مزارعين
personality	شخصية	nurses	ممرضات
strengths	نقاط القوة	engineers	مهندسين
weaknesses	نقاط الضعف	furthermore	علاوة على ذلك
hence	وهكذا - وبالتالي	demotivation	تشبيط-عدم التحفيز
designed	مصمم	negative	سلبي
test	يختبر	impact	تأثير
reveal	يكشف	mental	عقلية-ذهنية
regarding	فيما يخص	rejecting	رفض
field	مجال	gather	يجمع
courses	دراسات	suitable	مناسب
leading	مرشدة-قائدة	Self-reflection	التفكير الذاتي
towards	نحو	core	جوهرية-أساسي
enable	يمكن	limit	حد

A. Read the text and answer the following questions.

1. How do most parents nowadays guide their children to choose their future career?
2. Do you think parents follow the right strategy? Why?
3. What factors should be taken into consideration to decide a future career?
4. What is the influence of peers on children?
5. How can demotivation affect the child's character?
6. What do researchers recommend to choose our future career?

Answers :

1. Parents want their children to opt for a career they know well about.
2. No, they don't. Many parents may misguide their children by choosing a career that can be completely different from what their children want.
3. The factors are the child's aptitude, the courses leading towards a desired career and remuneration of a career.
4. A child can get swayed by peer pressure into choosing a career.
5. Demotivation might have a negative impact on the child's mental health when rejecting all the ideas of the child.
6. Researchers told us that through self-reflection and guided activities we would find our core values and a clearer path toward a career.

B. Look at the highlighted words. In pairs, choose the right meaning, a or b.

- | | |
|------------------------|---|
| 1. aspire | seek to attain a goal |
| 2. burden | load |
| 3. aptitude | natural ability or skill |
| 4. swayed | influenced |
| 5. remuneration | the pay you give someone for something they have done for you |
| 6. demotivation | making someone less eager or willing to do their job |

C. Complete the following sentences with words from the article.

1. Parents play a vital in the career development of their children.
2. Parents should study very well the of their children to decide their future career.
3. There should be leading to help children choose the best job for them in the future.
4. Nowadays, most people encourage their children to choose their future profession based on the that profession brings to them.

Answers :

- | | | | |
|---------|-------------|---------|-----------------|
| 1. role | 2. Aptitude | 3. test | 4. Remuneration |
|---------|-------------|---------|-----------------|

Vocabulary: Word Family and Phrasal Verbs

a. Complete these sentences with the correct form of the words in brackets.

1. Individuals have..... dreams in their day-to-day existence. (vary)
2. Everyone endeavours a great deal to make dreams a..... (real)
3. Future plans and..... s have a great importance in a person's life. (decide)
4. Gaining your boss confidence is really a great..... (accomplish)
5. I went to a counselor for..... on my career. (guide)
- 6.

b. Underline the phrasal verbs in these sentences, then match each one with its meaning below.

1. The rich have to reach out to the poor.
2. She didn't really fit in with her workmates in her previous job.
3. I got into writing when I was a kid, and I just never stopped loving it.
4. We've been talking about this project for a while, and it's time to follow it through.
5. If you run into any trouble, just give me a call.
6. A big part of my job is keeping up with the latest research in medical technology.

- a. be accepted by other people in a group
- b. encounter problems or difficulties unexpectedly
- c. start something and finish it in a satisfactory way
- d. start to become interested in something.
- e. stay updated and informed about something
- f. offer help and support to someone

Answers :

1. reach out to	f
2. fit in with	a

3. got into	d
4. follow (it) through	c
5. run into	b

6. keep up with	e
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Pronunciation: Homophones

What are homophones? Homophones are words that have the same pronunciation but different meanings and spellings.

Choose the correct word between brackets.

1. Which (way / weigh) should we use to (way / weigh) the goods?
2. No one knows (weather / whether) the (weather / whether) will be fine tomorrow.
3. The cyclist (road / rode) his bike and set off quickly on the (road / rode).
4. The man is enjoying his time with his (son / sun) on the beach under the (son / sun).
5. I only (eight/ ate) a sandwich at (eight / ate) before I went to bed.
6. The teacher asked the students to (right / write) down the (right / write) answer.
7. We usually (by/ buy) our food from a shop (by / buy) the corner.
8. I wanted to sit (here / hear) to be able to (here / hear) the speech well.

a. Complete the dialogues from the information in the box. Use the Present Perfect Simple or the Present Perfect Continuous.

	Activity	Now
Jane	sweep the floors	She is sweating.
Gorge	cut the grass	He is tired.
Rachel	do the washing-up	She has soft hands.
Mike	peel the onions	He has red eyes.
Tom	defrost the fridge	He has cold hands.

- Jane, why are you sweating? Because I **have been sweeping the floors** .
- Is the lawn finished? Yes, Gorge **has cut the grass**.
- 1 Rachel, why are your hands so soft?
Because I
- 2 Are the onions ready for the pan?
Yes, Mike them.
- 3 George, you look tired.
Yes, I

Answers:

1. I have been doing the washing-up.
2. Yes, Mike has peeled them.
3. I have been cutting the grass.
4. I have been defrosting the fridge
5. Yes, Jane has swept them.
6. Because I have been peeling the onions
7. Yes, Rachel has done the washing-up.
8. Yes, Tom has defrosted it.

c. Complete the dialogues using the *Present Perfect Simple* or *Past Simple*.

1 **A** I saw (see) Jack last night.

B Oh really. I (1) (*not / see*) him for months. How is he?

2 **A** (2) (*you / ever / win*) a competition?

B Yes, I (3) (*win*) a writing competition in 2006.

3 **A** Is that a new tab?

B Yes, I (4) (*just / buy*) it.

A How long (5) (*you / have*) it?

B I've had it for at least three years. Maybe longer.

4 **A** So, Jack is your best friend. (6) (*you / meet*) him when you were at university?

B Yes, we (7) (*be*) friends for more than ten years.

Answers:

1. haven't seen
2. Have you ever won
3. won

4. have just bought
5. have you used
6. Did you meet

7. have been

d. In pairs, read the dialogues again and underline two examples of the *Present Perfect* and two of the *Past Simple*. Then answer the questions.

Which form of the verb do we use for?

- 1 a completed action in the past
- 2 things which started in the past and are true now
- 3 recent actions when we don't say exactly when
- 4 recent actions when we say exactly when

Answers:

Present Perfect: haven't seen/ have you

ever won/ have just bought

have you used/ have been

Past Simple: won/ Did you meet

1. Present perfect / Past Simple
2. Present Perfect
3. Present Perfect
4. Past Simple

Everyday English: Giving Advice

Giving advice	Accepting the advice completely	Hesitating
<ul style="list-style-type: none"> • If I were you..... • You'd better.... • You should.... • Try to.... • Instead of... you can... 	<ul style="list-style-type: none"> • That's true. I haven't thought about that before. • OK. I can do that. • Yes, you're right. I'll do that. • Of course! I should've thought about that. 	<ul style="list-style-type: none"> • Maybe you're right, but.... • Well, you see.... • I'm not sure. Maybe I could.... • I'm not sure if this is the best thing to do now.

Now, work with a partner to create a conversation with these situations using the expressions above.

- 1 Your friend is a heavy smoker. Try to give him advice to quit smoking.
- 2 Your cousin is travelling to England to study there. But he doesn't speak English well. Give him some advice to improve his English.
- 3 Your sister has an important event to go to next the holiday and she can't miss her class / work.

Answers:

(Answers vary)

Listening

a. Answer the following questions in pairs.

- 1 If you had the chance to spend a year working or studying in another country, which country would you choose? Why?
- 2 What things would you like to do there?
- 3 What kind of problems do you think you might face?

Answers:

(Answers vary)

b. Now listen to an interview with Sofia and answer the questions.

- 1 Why did she choose Damascus?
- 2 Why did she want to take a year off?
- 3 Who is Salma?
- 4 Why does Sofia think Arabic is a difficult language?
- 5 How long has Sofia been teaching dancing?
- 6 How do her students feel about her?
- 7 What does she like most about living in Damascus?

Answers:

1. Because Sofia and her husband have always loved Arab culture and the language, and her husband got a job there.
2. to have a change and learn to draw properly.
3. She is an art teacher.
4. Because she has to learn to make a lot of new sounds. Also it takes a long time to learn to read and write in Arabic.
5. She has been teaching dancing for six years.
6. They feel happy.
7. The hospitality of the people

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

Speaking

a. Discuss the following questions with a partner.

- 1 What do your parents do?
- 2 What are some jobs you think would be boring/fun/interesting/ dangerous?
- 3 What types of interviews have you heard of or have gone through? Which are common in your country?
- 4 What should /shouldn't you do during a job interview?

b. In a game (Guess my job!) each student describes a job and his partner tries to guess what the job is. The student who guesses correctly is awarded points.

Writing

Life is a matter of choices, and every choice you make makes you.

John C. Maxwell

- a. Do you agree with this quote?** Discuss with your partner.
- b. In no more than 100 words, write a composition in which you describe the job you want after graduation. What kind of challenges do you expect to face in your future career?**

Include the following in your composition:

- Job requirements
- Your needs
- Expectations
- Beliefs and knowledge

- c. Check spelling, grammar and punctuation. Exchange compositions with a partner and share more thoughts and ideas.**

Answers:

(Answers vary)