



State of Palestine  
Ministry of Education

**NEW**  
EDITION

# English for Palestine

PUPIL'S BOOK **12**

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# A new start



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

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

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

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

SEND ↗

Hi everyone,

Well, the first week has nearly passed, with no real problems to tell you about so far. It hasn't been easy though. So many things are different from what I'm used to. There's the language, for one thing. As you know, I've been studying English for many years, but this is like being a beginner  
5 all over again. It seems as if everyone is speaking a different language from the one I studied at school! Still, I'm beginning to get used to hearing English all around me.

Lectures don't start till next week, so this week has been a time of settling in: finding my way around, meeting people on the same course, joining clubs and societies and so on. There's actually a Palestine Society (which I've joined of course). They have guest speakers and discussion  
10 groups, organise cultural events and even food evenings, so at least I'll have some connection with home. I've joined two other clubs as well.

I hope you're all well. I'll write again soon.

Love,  
Mahmoud

**3 Read the email again. Then answer the questions.**

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

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- 2 What surprised him about the language at first?

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- 3 Why is this better now?

---

- 4 What has he been doing so far?

---

- 5 Why has he joined the Palestine Society?

---

4 Read the notice. Then complete the tasks below.

**FRESHERS\* WEEK ACTIVITIES**

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

\* freshers = new students at a university or college

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

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

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

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

5 Work in pairs or small groups. Discuss which of these societies you might be interested in joining, and why.

- ▶ the Chess Club
- ▶ the Film Society
- ▶ the Poetry Society
- ▶ the Mountain-climbing Club
- ▶ the Green Party (environmental organisation)

I'd like to join the Poetry Society because I've always loved poetry.

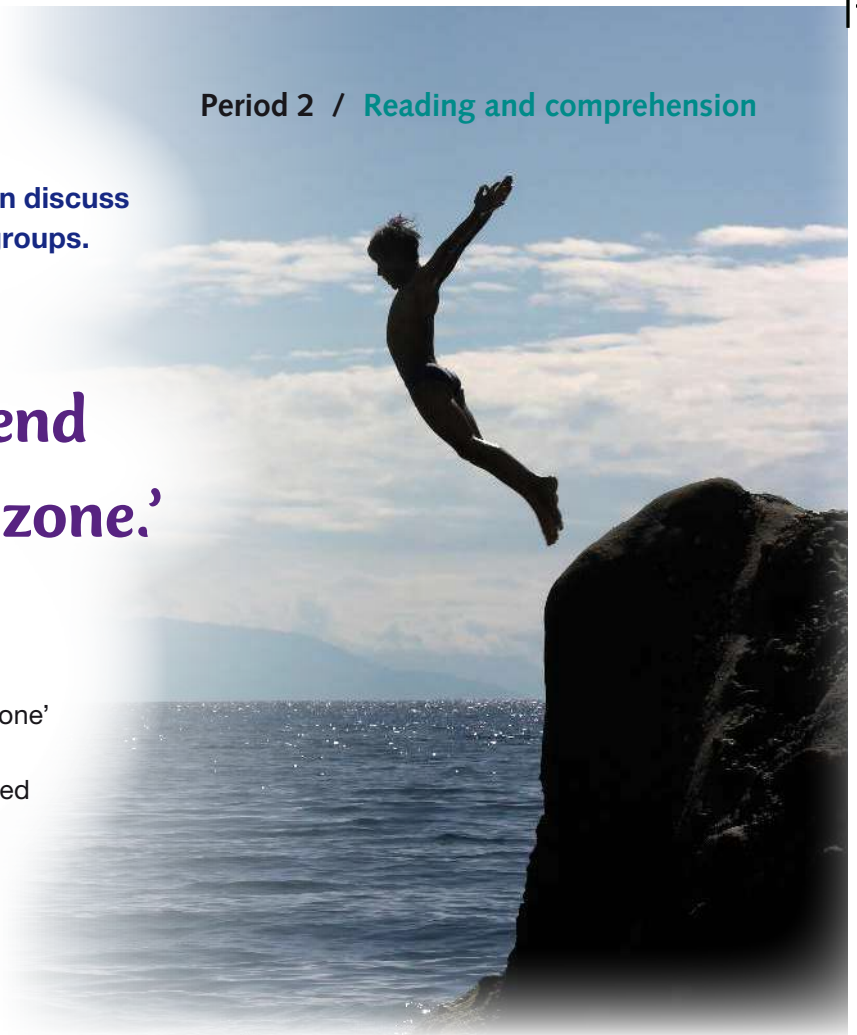
I'm more interested in the environment, so I might join the Green Party.



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

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

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



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

### Stepping outside the comfort zone

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

5 you're feeling under stress.

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

10 won't reach your full potential if you only do what you know you are able to do. We all want to improve ourselves, for example by learning something new, becoming more creative or getting fit.

Unfortunately, people often get stuck in their comfort zones and don't feel able to try different things. There are various possible reasons for **this**. They may be afraid of failing or unsure how to begin. Many people think 'This is the way I am and I'll never change', using **this** as an excuse for not trying something new. Whatever the reason may be, it's sometimes necessary to force yourself to do something you'd

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

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

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

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

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

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

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

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

**4 Discuss this question in pairs.**

What kind of activities are in your own comfort zone, and what kind are definitely outside it?

I'm quite comfortable talking to friends, but talking to strangers is outside my comfort zone.

I'm the same, especially speaking in public – that's a long way outside *my* comfort zone.

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

**Examples**

People often **get** stuck in their comfort zones.  
 Clubs and societies **are** a vital part of college life.  
 It **seems** as if everyone is speaking a different language.



**Complete the grammar rules**

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

**Examples**

We all want to feel we **are making** progress in our lives.  
 Mahmoud's English **is getting** better quickly.  
 Freshers **are gathering** in the hall right now.  
 Please be quiet. **I'm thinking**.  
 Many people **think** they can't change their lives.

**Complete the grammar rules**

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

**Reminder**

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

<i>like, love, hate, prefer, etc.</i>	<i>remember</i>	<i>recognise</i>
<i>want</i>	<i>suppose</i>	<i>understand</i>
<i>seem</i>	<i>agree</i>	<i>think (= have an opinion)</i>
<i>know</i>	<i>mean</i>	<i>have (= own)</i>
<i>believe</i>	<i>realise</i>	<i>look (= seem, appear)</i>

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

We **have** three bedrooms in our new house.  
 Sorry, you can't speak to him now. He's **having** a shower.  
 He's **looking** in the mirror and he **looks** very smart.  
 I **think** this bike is cool. I'm really **thinking** about buying one.



**2 Complete the sentences with the verbs in the box.**

realise hope recognise seem believe suppose

- 1 I \_\_\_\_\_ this is the right answer, but I'm not really sure.
- 2 We \_\_\_\_\_ that this problem will be solved very soon.
- 3 Those people \_\_\_\_\_ to be arguing, but I can't hear very clearly.
- 4 Not many people \_\_\_\_\_ how good he is at painting.
- 5 Have we met before? I \_\_\_\_\_ your face.
- 6 He says he's ill, but I'm not sure if I \_\_\_\_\_ him.

**3 Circle the correct option to complete the sentences.**

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

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

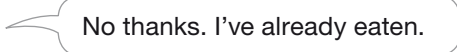
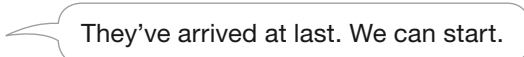
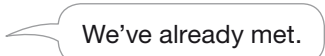
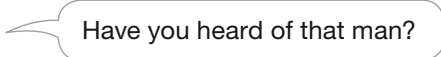
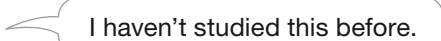
**Examples**

*I've also joined two other clubs.*

*I'm also a member of two other clubs.*

- 1 Are the meanings of the two sentences different or more or less the same?
- 2 Does the first sentence (in the present perfect tense) tell us more about the past or the present?

**2 Complete the present meanings of what these people are saying.**

- 1  No thanks. I've already eaten. Thank you for the offer, but I'm not \_\_\_\_\_.
- 2  They've arrived at last. We can start. They're \_\_\_\_\_ now, so we don't need to \_\_\_\_\_ any more.
- 3  We've already met. We \_\_\_\_\_ each other.
- 4  Have you heard of that man? Do \_\_\_\_\_ who he is?
- 5  I haven't studied this before. I \_\_\_\_\_ about this subject.

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

**Examples**

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

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

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

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

Which tense talks about:

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

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

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

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

How many English books have you read?

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

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

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

## Foundation courses with ICSR

### Not quite ready for university?

Some students feel that starting a university course is something they don't want to do immediately after they've left school. Perhaps they think they'd have a better chance of being accepted after further study, or that they'd get more out of university study once they've extended what they know. Or maybe they want to study abroad, but aren't confident about their language ability.

If this sounds like you, one of our Foundation Courses could well be the answer. To find out more, visit our website [www.icsr.org](http://www.icsr.org).



- 1 What is a foundation course?
- 2 What kind of students are foundation courses good for?

**2 Listen to a student talking about her future. Then answer the questions.**

- 1 What is the student's main interest? \_\_\_\_\_
- 2 What is she planning to do after June this year? \_\_\_\_\_
- 3 What does she want to do next year? \_\_\_\_\_

**3 Listen again and complete the notes.**

Name of course: (1) \_\_\_\_\_

Length of course: (2) \_\_\_\_\_

Wants this to be her future (3) \_\_\_\_\_

Interested in environment since she was (4) \_\_\_\_\_

\_\_\_\_\_

Main school subjects: (5) \_\_\_\_\_, geography, (6) \_\_\_\_\_

Member of (7) \_\_\_\_\_ since starting secondary school (president for last (8) \_\_\_\_\_)

\_\_\_\_\_

Future plan:

- 1 Final exams in (9) \_\_\_\_\_
- 2 Finish college course
- 3 Apply for (10) \_\_\_\_\_ course at university
- 4 Work in field of climate change (especially effect on (11) \_\_\_\_\_)



**1 Look again at the application in Period 5. Then discuss the questions below in pairs.**

- 1 If you applied to do a similar foundation course, what subject would you choose, and why?
- 2 How do your previous experience and your present studies show your interest in this field?
- 3 Are there any phrases or full sentences in the application from Period 5 that you could use in your own application? Underline them.

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

**INTERNATIONAL COLLEGE  
OF ARTS, SCIENCE AND TECHNOLOGY**

**APPLICATION FORM**

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Title of course you are applying for: \_\_\_\_\_

Please explain in about 200 words your reasons for choosing this course, your experience in the field and how you expect your interest in the subject to develop.

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*In this Unit you have learnt about:*

- ▶ doing new and different things
- ▶ present simple and continuous tenses (revision)
- ▶ present meanings of the present perfect tense
- ▶ present perfect simple and continuous tenses
- ▶ writing college application forms

# Under pressure

- 1 Read the introduction to a magazine article. What time management tips do you think the article might contain?

Do you sometimes feel that you're wasting a lot of your time and not getting enough done? Don't worry – you're not alone. Most of us fail to manage our time effectively. There are lots of books about time management on the market, but you don't need to waste time (and money) reading them. Here are some tried and tested tips for getting things done.

- 2 Read the main article quickly. Then choose the best title A–E for each tip.

- A Look after yourself                      B First things first  
C Just do it!                                    D One step at a time  
E Keep going

## TIP 1:

It's so easy to make excuses and find ways to avoid the thing you know you should be doing. Experts advise us to break this habit by becoming aware of our own excuses. The 'right time' to do something never arrives: the best time to do something is usually now. Once you've got started, you'll probably find that it wasn't as hard as you thought.

## TIME MANAGEMENT

## TIP 2:

It's important to make yourself a 'to do' list or exam revision timetable, but remember that listing things isn't the same as doing them (see Tip 1!). Once you've worked out what needs to be done, decide which tasks have the highest priority and which can be left till later.

## TIP 5:

You can't always make your brain work 'on demand'. Don't spend too long on one task, and learn to recognise when you're slowing down. Divide large tasks into smaller parts that are easier to manage, and reward yourself for completing them by doing something fun.

## TIP 3:

It's inevitable that things don't always go as well as you expect them to. If you find that you've 'hit a wall', there are two things you can do. First, persevere: with a bit more effort, you may find that you break through the wall. But if that doesn't work, try having a (short) break. Do something completely different, and come back to the task.

## TIP 4:

Even if you're under stress, there's no point making yourself ill – that will just make the pressure worse. Make sure you remember to eat regularly and healthily, and, even though it may be hard, try to get enough sleep.

**3 Replace the underlined parts of the sentences below with words or phrases from the text. (The part of the text where you can find the words / phrases is given in brackets.)**

- 1 (Introduction) With all the new products available to buy nowadays, it's very hard to decide which to buy.  
\_\_\_\_\_
- 2 (Tip 1) She's starting to notice the impact of things that she says and does on other people.  
\_\_\_\_\_
- 3 (Tip 2) Studying before an exam can be very stressful, but it's necessary. When asked to say what they want in the future, most people say health and happiness are the most important.  
\_\_\_\_\_
- 4 (Tip 3) If you're finding a job difficult, it's important that you don't give up. \_\_\_\_\_
- 5 (Tip 4) There's no purpose in trying to open the door. It's locked. \_\_\_\_\_
- 6 (Tip 5) Young babies expect to be given food whenever they want it. Some parents give their children something good if they do well in exams. \_\_\_\_\_

**4 Look at what five students say about exam revision. Then decide which tip from the text is the best for each student.**

- |   |   |           |
|---|---|-----------|
| 1 | There's so much to do that it gets confusing and I don't know where to start. | Tip _____ |
| 2 | I sometimes reach a point where I get bored and information just stops.       | Tip _____ |
| 3 | I get worried and my head starts hurting.                                     | Tip _____ |
| 4 | I always seem to find other things to do and time just runs out.              | Tip _____ |
| 5 | I sometimes think it's all too hard and want to give up.                      | Tip _____ |

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

- 1 Do you ever have problems managing your time? Why? / Why not?
- 2 Which (if any) of the tips in the article would you find useful?

**1 Discuss the question below in pairs or small groups.**

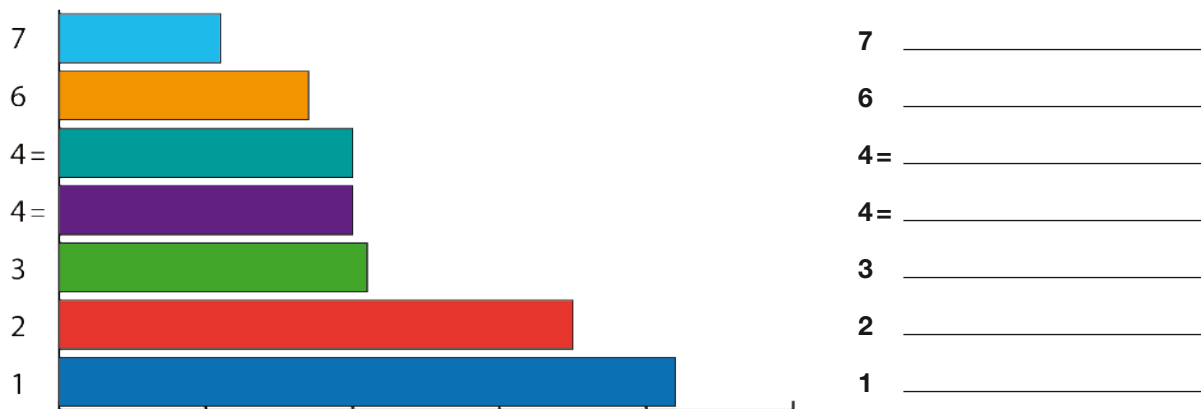
When young people in Australia were asked what they worried most about, the seven answers below were the most important. Which do you think were higher, and which lower?

- |                        |                     |               |               |
|------------------------|---------------------|---------------|---------------|
| Fitting in with peers* | Getting into debt** | Finding a job | Passing exams |
| Relationships          | The environment     | Health        |               |

\* = being accepted by others in your social group      \*\* = borrowing money that you have to pay back

**2 Read the news story below quickly to find out the results. Then enter them on the chart.**

*What young Australians worry most about*



**3 Read the story more carefully. Then complete the tasks on page 17.**

THE DAILY NEWS
Wednesday 27 Feb 20—

The results of a new poll show that financial problems have taken over from the environment as the main concerns for young people. The survey asked over 12,000 people aged between 14 and 18 what they were most worried about. The clear ‘winner’ was ‘finding a job’, while the environment was only the seventh greatest worry. This compares with similar polls in the last fifteen years, when environmental worries came first.

One of the poll’s organisers commented that the results demonstrated a clear change in attitude. ‘It’s not just that getting a job is the main worry,’ he said. ‘Also included in the top six worries were getting into debt (6th) and passing exams (4th=). I’m convinced that there’s a connection. Because of changes in the job market, there is more and more pressure on young people nowadays to pass exams and go on to university in the hope of finding a good job. Rising university fees make it inevitable that many students graduate from university with huge debts.’

Other concerns mentioned by large numbers of young people also tended to be personal rather than social, including worries about relationships (2nd), health (3rd) and ‘fitting in with peers’ (4th=).

Annette Coleman, director of the Green Earth organisation, said yesterday that she was ‘disappointed, but not surprised’ at the fall in the number of young people concerned about the environment. ‘It’s not that environmental concerns are less urgent than before – quite the opposite in fact. It’s just that after decades of publicity on topics like climate change, so little has actually changed. A lot of people get the feeling that there’s nothing we can do about it, and young people in particular tend to be impatient. Of course, the other thing is that in times of economic difficulty, people are more likely to focus on worries that are more immediate and have an impact on their daily lives.’



1 Match the words from the text with their meanings. (The words are in the same order as in the text.)

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

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

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

3 Choose the best summary of what Annette Coleman says.

- A I'm disappointed that so many people are more worried about themselves than the future of the planet. Young people today are too impatient. Problems like climate change take a long time to solve, so it's not surprising that nothing seems to happen.
- B Many people feel that there is no point worrying about the environment because we can't change anything. It's understandable that young people in a difficult financial situation are more worried about their personal problems.
- C Environmental problems like climate change are even more important nowadays. We need more publicity to persuade young people to do as much as they can to help solve these problems.

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

- 1 How do you think the results might be different if young Palestinians answered a poll like this?
- 2 Do you and your friends have any concerns that are not included in the results in Activity 2?

I think young Palestinians are more worried about ... than ...

One concern for young Palestinians is the problem of ...



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

**Examples**

Some of us **fail to manage** our time effectively.

Experts **advise us to break** this habit.

They **told us not to spend** too long on one task.

**Complete the grammar rules**

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

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

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

decide	agree
promise	refuse
offer	manage

**3 Look at the examples. Then complete the grammar rules.**

**Examples**

Not many students enjoy **revising** for exams.

Although there was little chance of rain, he insisted on **taking** his umbrella.

**Complete the grammar rules**

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

**4 Complete the sentences with the verbs in the box.**

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

give up	avoid
feel like	mind
keep	finish

**5** Look at the examples. Then use the nouns in the box to make other *on* + noun phrases in the sentences below.

**Examples**

*There are lots of books about time management **on the market**.*

*You can't always make your brain work **on demand**.*

order	the way	purpose	business	request
	arrival	duty	time	

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

**1** Look at the three groups of examples. Then answer the questions below.