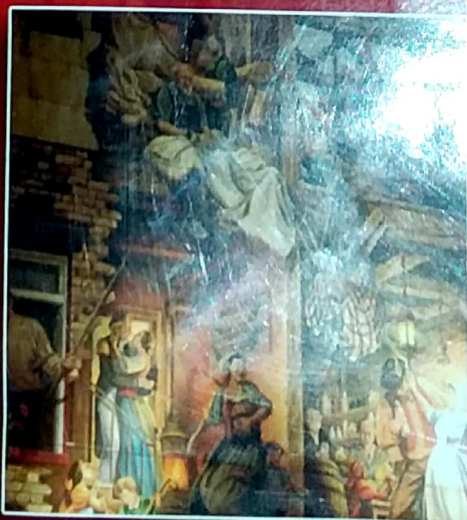
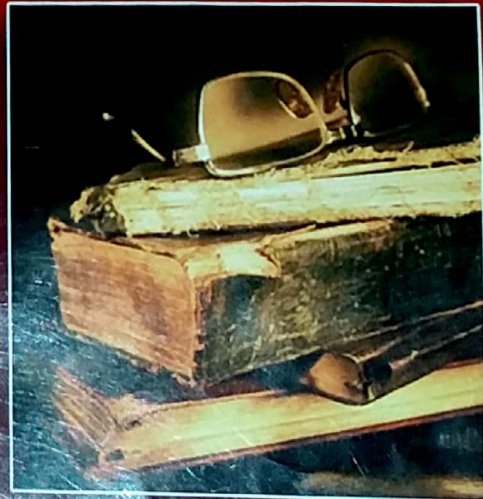


■ ■ Professional
■ ■ English



وزارة التعليم العالي
MINISTRY OF HIGHER EDUCATION

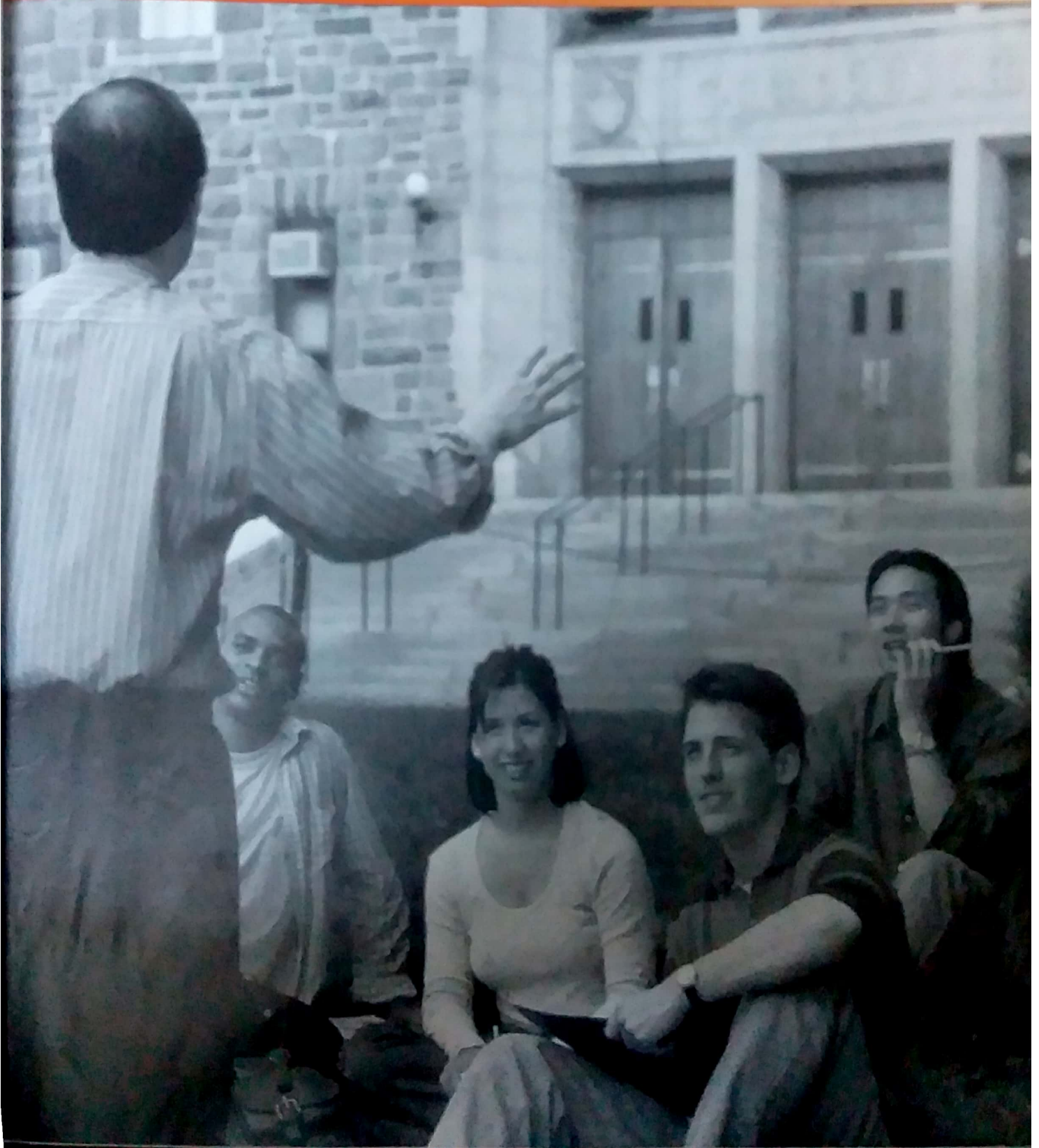
English for the Humanities



Unit 1



Philosophy





Unit 1

Lesson 1

Are you going to be a philosopher

CD
T-1

- a** Rafael is a new international student at Southland University. He's talking to his neighbor in the student apartments. Listen to their conversation and complete the notes.



Name: Rafael Moreno
Nationality: Venezuelan
Hometown: Caracas
Major: philosophy major
Future plans:

CD
T-2

- b** Listen to the conversation again and answer these questions. Then discuss your answers with a partner.

1. What are two useful things that people can learn by studying philosophy?
2. How has Rafael used these things already?
3. What will he do after graduation?
4. What's your major?
5. What useful things can you learn with this major?
6. What do you hope to do after graduation?

- c** Rafael has received this notice for new students. Read it and find the words for the definitions on page 3.

SOUTHLAND UNIVERSITY OFFICE OF INTERNATIONAL STUDENTS

Welcome to the university! Registration Week is September 1-7. During this time, all international students must:

- obtain a student ID card ✓ Tuesday
- pay tuition and fees ✓ Tuesday
- meet with your advisor appointment next Monday
- register for classes ✓ Wednesday
- buy textbooks need more money! e-mailed father
- fill out forms at the Student Health Clinic ✓
- attend an orientation meeting for new students Friday 3:00

Please contact us if you need assistance with any of these steps.

abroad

identified number



- 36
1. money you pay for education tuition
 2. put your name on an official list orientation فانورسج
 3. a card with your name and photo ID card 2
 4. books used for study textbooks
 5. a medical office clinic
 6. a teacher who gives you advice advisor
 7. preparation for a new job or course of study register

d Rafael is telling his neighbor about what he's done. Listen and fill in the verbs.

1. I have obtained a student ID card. I got it on Tuesday.
2. I haven't met with my advisor yet, but I have made an appointment. 5
3. I have filled out a lot of forms with information about my health.

e Complete the sentences with the correct form of the verb in the simple past or present perfect.

1. He hasn't bought (buy, not) his textbooks yet because he didn't have enough money, but he sent (send) an e-mail to his father to ask for more.
2. He has paid (pay) all his tuition and fees, though.
3. He has registered (register) for his classes. He did (do) that on Wednesday.
4. He hasn't attended (attend, not) an orientation meeting yet.

f Ask your partner questions with *Have you ever...*? Add your own ideas to the list. Ask follow-up questions to get more information.

Have you ever taken a philosophy class? What did you learn about?

	Yes	No	Additional information
1. take a philosophy class	<input type="checkbox"/>	<input type="checkbox"/>	
2. move to a new city	<input type="checkbox"/>	<input type="checkbox"/>	
3. have a job during vacation	<input type="checkbox"/>	<input type="checkbox"/>	
4. work with a family member	<input type="checkbox"/>	<input type="checkbox"/>	
5. _____	<input type="checkbox"/>	<input type="checkbox"/>	
6. _____	<input type="checkbox"/>	<input type="checkbox"/>	

g Discuss these questions in groups.

1. What are some questions that philosophers talk about?
2. Are you interested in philosophy? Why or why not?
3. Can philosophy be useful in daily life? If yes, how?



e Listen to the first part of the lecture and find this information.

CD
T-4

1. the professor's first name _____
2. the professor's office room number _____
3. the professor's office hours _____
4. the title of the textbook _____

f Now listen to the second part of the lecture and fill in the missing words.

CD
T-5

Now, first of all, what does business ethics mean? And why do we (1) study business ethics? As you all know, ethics and business ethics is a branch of philosophy. The English word philosophy comes from the Greek (2) word for "love" and "wisdom." For the ancient Greeks, philosophy was the love of wisdom. But we need to be more specific to (3) understand what philosophers do today.

We can say that philosophy is an area of inquiry. In it, we try to discover truths about the (4) world — a kind of research. In some ways, philosophy is similar to science, journalism, and detective work. All of these things try to find out what is true. But philosophy is different, because the questions it asks are more (5) general, and more important. It asks questions about God, knowledge, the mind and what's right and wrong. Philosophy looks into the most important (6) issues that face all of us.

Ethics is an area of philosophy that asks a very special question: What makes an (7) action good or bad? This question comes up in all parts of our lives, and that includes the business world. In this course, we will talk about issues that affect you as a (8) business person as an employer or employee, and as a consumer.

What does it mean to do the right thing, in a business setting? That is the question that we will try to answer in this class.

g The last part of the lecture talks about an ethics issue in a company. Read the statements. Then listen to the lecture and circle *T* for *True* or *F* for *False*.

CD
T-6

- | | | |
|-----------------------------------------------------------|---|---|
| 1. Arden Textile makes clothes for sports. | T | F |
| 2. The company's biggest factory was destroyed in a fire. | T | F |
| 3. The company decided to build a new factory in China. | T | F |
| 4. The company's workers received no pay for many months. | T | F |
| 5. This decision was good for the workers. | T | F |
| 6. This decision was good for the company. | T | F |
| 7. The Prime Minister gave the company an award. | T | F |
| 8. Everyone agreed with the company's decision. | T | F |

h In your opinion, did the company do the right thing? Why or why not?

Lesson 3

In my opinion . . .

- a** The students are having a discussion in Rafael's Business Ethics class. Read their conversation. Find additional expressions and add them to the chart.

Rafael: Let's see, here's the first discussion topic. "A company's most important responsibility is to protect the environment." How do you feel about that?

Li: Personally, I think that idea is too extreme. In my country, we need to think about earning money first.

Cathy: Really? Why do you say that?

Li: Because many people don't have jobs, and we need more industry. In the future, when the country is developed and everyone has a job, then we can think about the environment.

Rafael: But it might be too late to think about the environment then.

Cathy: As I see it, businesses can protect the environment and make money at the same time.

Li: Yes, that might be true in some cases.

Asking for opinions	Giving opinions	Asking for explanations
What do you think about . . . What's your opinion of . . . Do you think that . . .	In my opinion, . . . It seems to me . . . As I see it, . . . <u>I think that</u> . . .	Why do you <u>feel that way</u> ? What do you <u>mean by</u> . . . Can you <u>explain</u> . . .

- b** Read the survey. Give answers that are true for you.

ethics in daily life

Is it OK to . . .

1. buy copies of designer products like watches and clothes?	yes	no	sometimes
2. read a whole magazine in the store without buying it?	yes	no	sometimes
3. use an article from the Internet in a class assignment, and say you wrote it?	yes	no	sometimes
4. keep money that you found in the street?	yes	no	sometimes
5. avoid paying taxes?	yes	no	sometimes
6. buy a jacket, wear it once, and then return it to the store?	yes	no	sometimes
7. make copies of CDs or software for your friends?	yes	no	sometimes

- c** With your partner, take turns choosing topics from Exercise **b**. Discuss your opinions, and ask for explanations.

- d** Choose one topic from Exercise **b** that you and your partner have similar opinions about. Get together with another pair and see if their opinions are similar or different. Find out their reasons.

Lesson 4

Too much to do

- a** Rafael has homework in all his classes. Listen to the professors and write down the assignments.

1. <i>Business Ethics</i>	<i>Due</i>
2. <i>Greek and Roman Philosophy</i>	<i>Due</i>
3. <i>ESL Writing</i>	<i>Due</i>
4. <i>Music History</i>	<i>Due</i>

- b** Write sentences in your notebook about Rafael's assignments using the verbs below.

1. have to 2. should 3. not have to 4. can

- c** Read the conversations with a partner, noting the underlined expressions. Then answer the questions.

Conversation 1

Rafael: Hey, Jeff. Are you busy?

Jeff: No. What's up?

Rafael: Sorry for missing your party last night. I just had too much to do. I have to write a paper for class, and it takes me a really long time.

Jeff: Oh, that's too bad! Would you like me to read your paper? I could check your English.

Rafael: That would be great! Thanks!

Jeff: No problem.



Conversation 2

Rafael: Excuse me, Dr. Barker. Do you have a moment?

Dr. Barker: Of course, Rafael. Come in. What can I do for you?

Rafael: I'm really sorry that I missed the lecture yesterday. I had to study for a test in another class.

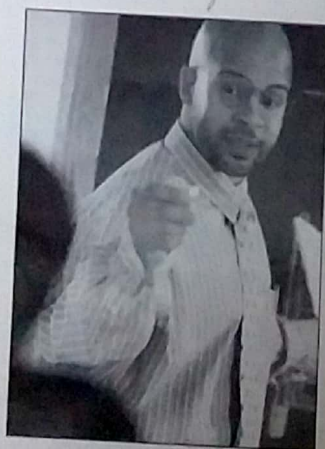
Dr. Barker: That's unfortunate. I covered some important topics in the lecture.

Rafael: Is there anything I can do?

Dr. Barker: You could borrow lecture notes from one of your classmates. And read Chapter 3 in this book. It has a good summary.

Rafael: Thank you for your help.

Dr. Barker: Don't mention it.



1. What's the difference between the two conversations?
2. What is the reason for this difference?

Lesson 5

The philosophy of right and wrong

- a** Rafael is reading an article as an assignment for his Business Ethics class. Read the article on page 11 and complete the notes.

extortion: forcing someone to give you money by threatening them
 poison: something that will kill you if you eat it
 reputation: other people's opinion about you
 crisis: a serious and dangerous problem
 recall: to take a product back from stores to the factory



Warren's Food Products

The crisis:

Extortionists wanted (1) _____
 If they didn't get this, they would (2) _____ in (3) _____

The company's response:

- (1) set up _____
- (2) have a _____
- (3) _____ tests
- (4) _____

Possible alternatives:

- (1) _____
- (2) _____
- (3) _____
- (4) do nothing (police)

What the company did:

- (1) _____
- (2) _____
- (3) _____

Customers' reactions:

- (1) _____ (2) _____ (3) _____

The company's situation today:

- b** Look at the five alternatives discussed in the article. What are some possible results for each one? With a partner, discuss each alternative and list the results in your notebook.

- c** Discuss these questions with a group.

1. What are the responsibilities of a food company? Who are they responsible to?
2. Which alternative would be the best for the police? the extortionists? the customers? the factory workers? the company's profits?



Ethics and Extortion

by Carmen Cruz

Last year, Warren's Food Products, the country's largest producer of cookies, faced a crisis. Extortionists threatened to poison Warren's cookies in two major cities unless the company paid them \$20 million. Warren's removed all its products from supermarkets in the two cities for two weeks, and this made the company lose millions of dollars. Managing Director Jessica Chang talked to *Business Today* about how her company handled the crisis.

According to Chang, dealing with the situation was simpler than it may seem. "You just give yourself some guiding lights—a bit like driving your car at night; if you've got lights, you've got no problem. We established our guiding lights on the first day, so it wasn't hard." The "lights" for Warren's consisted of principles. "First, we wanted to protect the safety of the public. Second, we wanted to protect the reputation of our company. Our customers have trusted us for 70 years. And third, we wanted to end the crisis as quickly as possible."

As soon as the company received the extortion message, they set up a crisis team of senior managers. The team met to assess the situation. "We had chemical tests of the poisoned cookies that the extortionist sent to us," says Chang. "The tests showed that one cookie would be enough to kill a two-year-old child. We had to react quickly."

The team had a heated discussion. Some members said that the company should only remove Fruit Dream cookies, since that was the poisoned brand that had been sent to Warren's. Others thought that all of the company's products should be recalled. "Some people felt we should take the cookies out all over the country," says Chang. She wanted to recall the company's products from the two cities named by the extortionists.

"The police didn't want us to take our products off the shelves. They were afraid that might encourage other extortionists," Chang reported. Experts said that in 48% of cases, extortionists give up without getting any money. There was a good chance that no one would actually be poisoned.

Warren's decided to remove the cookies. Within a few hours, they began taking back 300 products from over 30,000 stores in the two cities, and advertising on TV and radio about what they were doing. They set up a special telephone number that received 2,500 calls a day. Many customers supported the company. "People sent us letters and wrote poems. Children even sent us money."

But a year later, business is still not back to normal. Before the incident, Warren's sold 60% of the cookies in the country. Today, it's only 40%. As a result, two of the company's factories have closed, and hundreds of employees have been laid off. Still, Chang does not regret the company's decision. "In business, your reputation is your biggest asset. If you lose that, you can never get it back."



Lesson 6

If we go ahead with this plan . . .

- a** Rafael is talking to the international student advisor at his university. Read the conversation and complete the sentences using one of the phrases from the box.

I'll join the hiking club
I'll get an A for the class
I'll talk to you again

my parents will be very upset
you won't enjoy your stay here

Advisor: Come in, Rafael. Have a seat. How is everything going for you?

Rafael: Much better, thanks.

Advisor: What about your 20th Century Philosophy class?

Rafael: It's still hard, but my classmates and I formed a study group and that's helped me a lot. If I do well on the exam, (1) _____

Advisor: That's good to hear! About how many hours a day do you study?

Rafael: Usually four or five hours in the evening. And all day Saturday and Sunday.

Advisor: You really should take a break more often. If you don't take time to relax,

(2) _____

Rafael: I'm sure you're right. If I have more time next semester,

(3) _____

Advisor: You don't have to wait until then!

Rafael: Well, I have to think about my family. If I don't get good grades,

(4) _____

Advisor: Your grades have improved a lot in the last few weeks. I'm sure your parents are very proud of you.

Rafael: Thanks for all your help. If I have more problems,

(5) _____

- b** What will happen? Complete the sentences with your own ideas.

- If our teacher gives us a lot of homework tonight, _____
- If I have time this weekend, _____
- If I get a good job after I graduate, _____
- If pollution in this country gets worse, _____
- If the government spends more for education, _____

C Read this assignment from Rafael's Business Ethics class.

PHIL 420 Prof. Wolinsky
Week 3

Discussion assignment: Sweeten-Up

You and your group work for Beverex, a company that produces soft drinks. Beverex is about to launch a new product called Sweeten-Up, a kind of chocolate soda that will be marketed to children. The formula for this soda contains 50% more sugar than other drinks, because market research shows that children ages 5–12 prefer very sweet drinks and chocolate flavor. The advertising will feature Sweetie Bear, a cute cartoon bear that children like.

Beverex has not been very successful in the last few years. Sales are down, and many workers have lost their jobs. Old people are the main buyers of its other drinks, and they buy far fewer drinks than younger people. Other companies have produced drinks for teenagers, but they haven't yet marketed a special soda for children. If Sweeten-Up is successful, it will save your company.

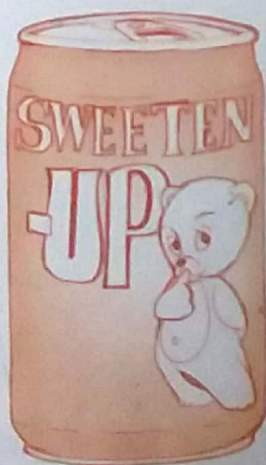
im There is one big problem. Lately, many people are criticizing soft drink companies. They say that eating and drinking too much sugar is harmful to children's health. In your country, over 70% of elementary school children have problems with their teeth, and 30% of children are overweight. People are concerned because this soda contains so much sugar.

The president of Beverex is very concerned. He has appointed a committee to talk about these questions:

1. Will this product harm children's health?
2. Should we change the advertising? If so, how?
3. Should we change the product? If so, how?
4. What effect would your suggestions have on children? employees? the company? the community?

Discuss these questions with your classmates.

d What will happen? Work with a partner to complete the sentences with your own ideas.



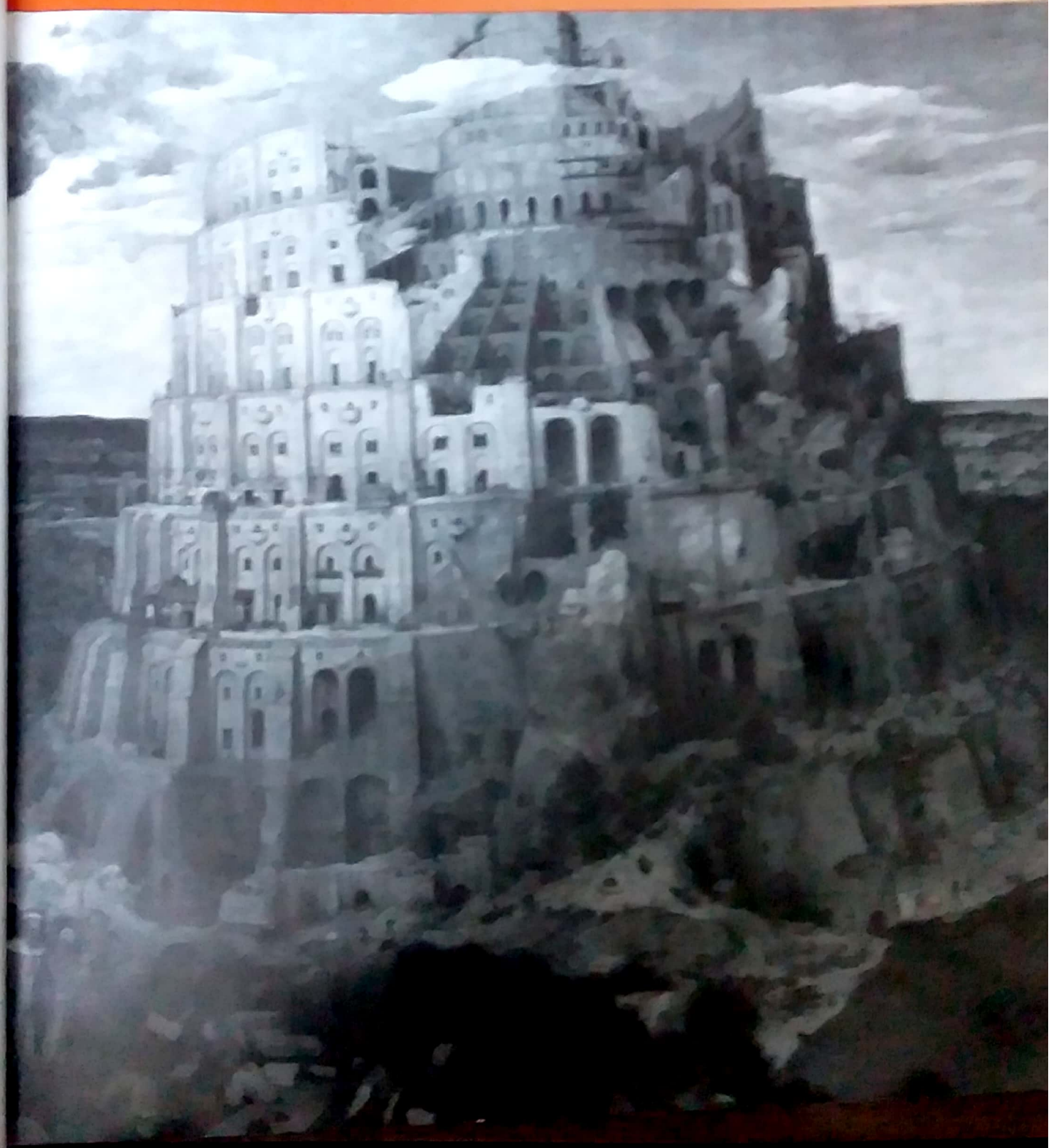
1. If children drink more soda, they will _____
2. If we go ahead with this plan, _____
3. If we don't sell more drinks, _____
4. If parents _____
5. If _____
6. If _____

e Get into a group and decide what Beverex should do and why. Have one student take notes of the group's ideas.

Unit 2



Language





Unit 2

Lesson 1

I don't have much experience

- a** Laura Castro will graduate from the university next month with a degree in Spanish and Portuguese. She also speaks English. What are some jobs that she could apply for? With a partner, list as many ideas as possible.

- b** Read this article and circle the careers that you didn't think of in Exercise a.

What can I do
with a degree
in foreign
languages?

There are many types of job opportunities for majors in Languages and Literature. Some careers are directly related to speaking, reading, and writing proficiency in a particular language. These include teaching a foreign language and working in the mass media as a radio, TV, or newspaper journalist.

Many government agencies require language specialists such as translators and interpreters. International agencies such as NGOs (non-governmental organizations) also hire many graduates for their language skills. The United Nations and its branches are the world's

largest employer of language specialists.

Proficiency in foreign languages also qualifies you for many jobs in business. For instance, you could work in tourism or the hotel industry, in financial or export companies, or in an advertising or public relations firm.

Finally, a degree from the Department of Languages and Literature gives excellent background training for advanced professional degrees in law, international banking and international business. And some graduates continue for advanced degrees in literature and become university professors.

- c** Review the job opportunities listed. Choose the three most interesting jobs and tell your partner why you chose them.

I want to work in ...
because

In my opinion, one of the most
interesting jobs is

Lesson 2

Can you tell me a little about yourself

- a** Laura is talking about the kind of job she wants. Look at the underlined verbs and write them in the correct section of the chart.

I enjoy working with words and ideas, but I really dislike doing the same thing every day. I like to have a lot of variety. I'm good at meeting deadlines. I hate to work in a noisy place, and I hate talking on the phone a lot. I like using my Spanish and Portuguese. I think I want to work in an international company. So I've decided to apply for a job at CreditPlus, a big credit card company. I hope to be a translator, and I plan to stay at my job for a long time.

Verbs followed by infinitives	Verbs followed by gerunds	Verbs followed by gerunds or infinitives
decide	enjoy	like
		love
		hate

- b** Write sentences about yourself in your notebook, using gerunds and infinitives.

- | | | |
|---------------------|---------------|---------------|
| 1. I enjoy ... | 2. I hate ... | 3. I plan ... |
| 4. I am good at ... | 5. I want ... | 6. I like ... |

- c** Laura is getting ready for a job interview at CreditPlus. Read the article. With a partner, decide which advice is appropriate for your country too, and circle the numbers.

Job Interview Tips

Many people feel stressed and nervous before a job interview because they aren't sure what to do or say. These tips will help you to prepare.

1. Arrive early. Greet the interviewer with a handshake and a smile.
2. Be prepared to talk about your work experience and other experience.
3. Don't answer questions with just "yes" or "no." Explain all of your answers.
4. Be enthusiastic and positive about the job, and speak with confidence.
5. Remember that you should also ask questions. It shows that you are interested.
6. If the interviewer has problems understanding your accent, speak clearly and slowly.
7. At the end of the interview, shake hands again and thank your interviewer.

Lesson 4

a Where is it spoken? Match the language with the country

- | | |
|------------------------|----------------|
| 1. Swahili <u>g</u> | a. Brazil |
| 2. Farsi <u>c</u> | b. Philippines |
| 3. Urdu <u>f</u> | c. Iran |
| 4. Arabic <u>d</u> | d. Egypt |
| 5. Filipino <u>b</u> | e. India |
| 6. Portuguese <u>a</u> | f. Pakistan |
| 7. French <u>h</u> | g. Kenya |
| 8. Hindi <u>e</u> | h. Canada |

b Read the article on page 23. Then answer the questions with a partner.

1. What is the difference between a translator and an interpreter?
2. What happens when a customer calls Interlink?

c Find this information in the article.

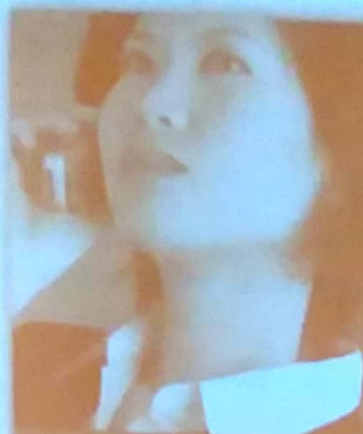
1. how many new employees Interlink will have this year 25
2. the number of languages Interlink works with 15
3. how many calls an interpreter of an African language gets per week 10
4. the location of Interlink's offices London
5. the number of people in the U.S. who don't speak English well 100 million
6. the number of calls Interlink can receive in one second 100
7. two kinds of businesses that use Interlink hotels and airlines

d Match these words from the article with their meanings.

- | | |
|---------------------------|------------------------------------------------------|
| 1. proficient <u>f</u> | a. pronunciation that shows what country you're from |
| 2. mother tongue <u>d</u> | b. popular informal words |
| 3. dialect <u>e</u> | c. technical words used in one subject |
| 4. accent <u>a</u> | d. first language |
| 5. slang <u>b</u> | e. form of a language spoken in only one place |
| 6. terminology <u>c</u> | f. able to do something well |

e Discuss these questions.

1. If a tourist in your country has language problems, how can he or she get help?
2. What are some possible problems with telephone interpreting?
3. Would you like to work as a telephone interpreter? Explain your reasons.
4. Can computers translate languages as well as people can? Why or why not?



Linking Languages

In an office in Los Angeles, a woman answers the phone. "What language can I help you with today?" she asks the caller. She listens for a moment, then types a few numbers into a computer. A minute later, a Japanese-language interpreter is helping the caller communicate with his English-speaking doctor — by telephone.

In the United States, an estimated 7 million people speak little or no English. Interlink is the country's largest provider of telephone interpretation. It works with over 150 different languages. For some languages, such as Chinese, there are even interpreters of different **dialects**. Many of their customers are individuals, like the Japanese man visiting his doctor. Others are government agencies, or large corporations such as insurance and credit card companies.

Interlink was founded ten years ago by Randall Petri, a former international banker. It now has 170 full-time employees and 2,500 interpreters. All customers' calls go to the company's main office in Los Angeles, and a computer sends the calls to interpreters around the world. Interpreters of the most common languages (including Spanish, Korean, and Russian) work at the company's two offices, in the U.S. and Peru. The others work at home.

"All of our interpreters work in their **mother tongue**, and we give them a test to make sure they are **proficient** in English too," says Petri. "We also check to make sure that their **accent** is easy to understand, and that they know current **slang** expressions."

About 70% of Interlink calls are in Spanish,

and most calls are about simple, everyday matters. A Vietnamese man has a problem with his credit card company, or a woman from Colombia wants a telephone in her new apartment. But some calls are true emergencies. "We work with police departments in many cities," says Petri. "And some of the calls are very stressful. For example, a woman called one night from her bedroom and said a burglar was walking around in her house."

Sometimes there are cultural problems, too. "We had a call from a Korean man. His wife was having trouble breathing. But he wanted to do the correct formal introduction with our interpreter, saying, 'My name is Mr. Kim, this is the name of my village in Korea.' And he wanted to know about the interpreter too!" The interpreter called an ambulance, and the caller's wife recovered in the hospital.

Some interpreters specialize in medical or legal **terminology**, or uncommon languages. "Someone who speaks an African language may get only one call a week," said Petri. "We pay them to stay home and wait for calls. If they receive a call, they are also paid per minute."

Petri pointed to a computer that shows which interpreters are logged on. Speakers of Urdu, Italian, Russian, and Farsi were all at work. "Now there are 34 Spanish interpreters logged on, but that could change in a minute. For example, if the electricity goes off in Texas, we might get 1000 calls in a second. Then we'll go to our interpreters in New York and Puerto Rico." Business is growing every day, and Petri expects to hire 200 more part-time interpreters this year.

Unit 1

Present perfect vs. simple past

Present perfect	subject + has/ have/ past participle
Affirmative statement	He has studied philosophy in his home country. subject + has/have + past participle
Negative statement	He has not studied in a foreign country before. subject + has/have + not + past participle
Yes/no questions	Have you taken any philosophy courses? has/have + subject + past participle
Wh- questions	How long has he been a student here? Wh- word + has/have + subject + past participle

Use the present perfect tense:

- to show that something happened at an unspecified time in the past
- to show that something happened several times in the past
- to show that something started at a specific time in the past and continues now

PRACTICE 1

Mr. and Mrs. Lee are leaving on vacation tonight. Complete their conversation with the correct *present perfect* form of each verb.

Mr. Lee: Have you done all the errands?

Mrs. Lee: No, (1) _____ (finish, not) them yet.

Mr. Lee: You don't have to go to the bank. (2) _____ (already get) some foreign money.

Mrs. Lee: Great! And (3) _____ (pick up) the plane tickets. And (4) _____ (pack) carry-on bags. What about you? (5) _____ (wash) the dishes?

Mr. Lee: No, and (6) _____ (clean, not) the kitchen. But (7) _____ (water) the plants. And (8) _____ (give) our keys to the neighbors.

Mrs. Lee: What about your suitcase? (9) _____ (pack) it?

Mr. Lee: Not yet... but don't worry. There's still lots of time!

PRACTICE 2

Complete the sentence with the correct form of the verb in the *simple past* or *present perfect*.

- Since we _____ (start) this course, we _____ (finish) one unit.
- I (eat) _____ at the Italian restaurant many times. I _____ (go) there last week with my family.
- The weather _____ (be) rainy again yesterday. It _____ (be) rainy every day for a long time!
- Javier _____ (be, not) to the United States, but he _____ (go) to Canada in 2003.

Real conditionals in the present or future

Condition

If + subject + present tense verb	Result
If I have time today,	I'll call my mother
If I don't see you tomorrow,	I'll send you an e-mail
If it rains on Saturday,	they won't go to the beach

Yes/no questions

If + subject + present tense verb, will + subject + verb	Short answer
If you don't have to study, will you go to the movie with me?	Yes, I will.
If you ask your father, will he give you more money?	No, he won't.
If I invite your brother, will he come to my party?	Yes, he will.

Wh- questions

If + subject + past tense verb, wh- word + will + subject + verb	Answer
If the company offers you a job, what will you do?	I'll accept it.
If our teacher asks why you were absent, what will you say?	I'll say I was sick.
If the weather is bad this weekend, where will you go?	I'll stay home.

Real conditionals talk about situations that are real or possible in the present or future.

The **if** clause can come first or second in the sentence.

I'll call my counselor *if I have time today*.

Will you go to the movie with me *if you don't have to study?*

What will you do *if you hand in the report late?*

Use a comma after the **if** clause if it comes first in the sentence.

Use **were** for the past tense of **be** with all subjects in the **if** clause.

PRACTICE 1

Use the cues to write questions and answers.

- what / you / do / teacher / give a lot of homework / tonight

What will you do if the teacher gives a lot of homework tonight? I'll stay up late studying.

- you / have to cook dinner tonight / what / you / make

- you / have free time this weekend / what / you / do

- where / you / go / you / want to have a snack after class

- you / want to practice English / who / you / talk to

- what / happen / you get a good grade in this class

lol Your wife doesn't have to serve your parents
 lol Your wife must not serve your parents

Modals and expressions for necessity

Modal / Expression	Example	Meaning
must	You must take an international English exam before you study overseas.	This is necessary
must not (mustn't)	You must not use a dictionary when you take the exam!	This is not allowed
have to	You have to get a student ID card before you register for your classes.	This is necessary
not have to	You don't have to show your ID to get into the classroom.	This is not necessary
need to	You need to be at the university one week before classes start.	This is necessary
not need to	You don't need to be at the university three weeks before classes start.	This is not necessary
should	You should study for several days before an important test.	This is a good idea
should not (shouldn't)	You shouldn't stay up late the night before an important test.	This is a bad idea

Always use the base form of the verb after modals (such as **must** and **should**).

Modals don't take **-s**, **-ed**, or **-ing** endings

Expressions used as modals take **-s**, **-ed**, or **-ing** endings (such as **have to** and **need to**).

PRACTICE 1

What are the requirements for getting a driver's license in your country? Complete the sentences with **modals** and **expressions** from the chart.

- You _____ pass a driving test.
- You _____ own a car.
- You _____ take lessons at a driving school.
- You _____ have an eye test.
- You _____ practice driving on busy streets.
- You _____ buy car insurance.
- You _____ take a written test.

PRACTICE 2

Write sentences about your class and your school, using the **modals** and **expressions** given.

- not have to We don't have to show our notebooks to the teacher.
- should You should study
- have to _____
- must not _____
- need to _____
- must _____

Unit 2

Modals and expressions for suggestions and advice

Modal / Expression	Example	Meaning
(Maybe) You should	Maybe you should apply for several different kinds of jobs. You shouldn't be late for a job interview.	This is a good idea. This is a bad idea.
If I were you, I would/ wouldn't	If I were you, I would/wouldn't ... look for work in a big company. If I were you, I wouldn't apply for jobs in another city.	This is what I would do in that situation.
You could	You could call the company and ask if they have any job openings.	This is something you can try.
I (don't) think it's a good idea to	I think it's a good idea to buy a new suit for your interview. I don't think it's a good idea to call the company every day!	This is my opinion of this plan.

Use the base form of the verb after modals (such as **could, should, and would**).
Modals don't take **-s, -ed, or -ing** endings.

PRACTICE 1

Match the sentence parts to give advice for getting a job.

- | | |
|---------------------------------------|-------------------------------------------------------------|
| 1. I think it's a good idea <u>c</u> | a. wait too long to start job hunting. |
| 2. Maybe you should <u>e</u> | b. <u>would</u> write a new resume. |
| 3. If I were you, I <u>b</u> | c. <u>to</u> thank your interviewer. |
| 4. I don't think <u>d</u> | d. <u>it's</u> a good idea to wear jeans to your interview. |
| 5. If I were you, I wouldn't <u>a</u> | e. look for jobs online. |

PRACTICE 2

Your friend wants to get a job that requires English. Give suggestions and advice using the expressions.

1. could

2. I think it's a good idea

3. If I were you, I wouldn't

4. shouldn't

5. should

Verb + infinitive, verb + gerund

Common verbs followed by gerunds			Common verbs followed by infinitives		
enjoy	going	avoid	want	to go	need
stop	finish	quit	hope	expect	decide
appreciate	keep on	consider	promise	agree	refuse

Common verbs followed by either gerunds or infinitives (same meaning)			Common verbs followed by either gerunds or infinitives (different meanings)
like	go / to go	prefer	remember
hate	begin	start	<i>I remembered to pay the bill. (= First I remembered the bill, then I paid it.)</i>
continue	love		<i>I remembered paying the bill. (= First I paid the bill. Then I remembered paying it.)</i>
			forget
			stop
			try

PRACTICE 1

Complete the sentences. Use a verb in the *infinitive* or *gerund* form.

- I enjoy going to the movies on weekends.
- I love _____.
- I decided _____.
- I hate _____.
- I dislike _____.
- I want _____.
- I avoid _____.
- I finished _____.
- I try _____.

PRACTICE 2

Read the sentences, then answer the questions.

- I forgot telling Jane about the party.
Does Jane know about the party now? Yes _____ No _____
- Paul stopped to smoke after finishing work.
Did Paul quit smoking? Yes _____ No _____
- I didn't remember to return my library books.
Are the books at the library now? Yes _____ No _____

■ Unreal conditionals in the present or future

Condition

Result

If + subject + past tense verb	Subject + would + verb
If Jack had more time, If I weren't so tired,	he would do volunteer work. I would go to the gym after work.

Yes/no questions

If + subject + past tense verb, would + subject + verb?	Short answer
If Beth had time off from work, would she go away on vacation?	Yes, she would
If you didn't have to work tonight, would you go to the party?	Yes, I would

Wh- questions

If + subject + past tense verb, wh- word + would + subject + verb	Answer
If you wanted to find a job quickly, where would you look?	I would look online
If you didn't have to go to class, what would you do all day?	I would sleep!

Unreal conditionals talk about situations in the present or future that are not real or not possible. You don't think they will happen.

The **if** clause can come first or second in the sentence.

I would go to the gym after work if I weren't so tired.

Where would they live if they had more money?

Use a comma after the **if** clause if it comes first in the sentence.

Use **were** for the past tense of **be** with all subjects in the **if** clause.

PRACTICE 1

Use the cues to write questions and answers.

- win the lottery *What would you do if you won the lottery? If I won the lottery, I would buy presents for all my friends.*
- can travel anywhere _____
- be the president of this country _____
- teach this class _____
- can live anywhere in the world _____
- have a well-paying job _____
- speak perfect English _____