

Vocabulary

1 Match the words in the columns to form phrases. Then use them to complete the sentences.

- 1 plane
- 2 sole
- 3 rescue
- 4 research
- 5 catch

- a fire
- b crew
- c wreckage
- d survivor
- e stations

- 1 Rescuers managed to get all the survivors out of the
- 2 There are many around the world where seismologists study earthquakes.
- 3 Watch your sleeve over the candle. It could easily.
- 4 After two weeks of lying injured in the forest, he was glad to see the
- 5 She felt lucky to be alive, but sad to be the of the disaster.

2 Fill in: stranded, remote, survive, records, venomous, raise.

- 1 The plane crashed in a mountain region.
- 2 The town is going to money for the survivors of the tsunami.
- 3 After his car broke down, he was on a long deserted highway.
- 4 He has climbed almost every mountain peak in the world and broken many
- 5 Lying in a state of shock, he never believed that he could such a fall.
- 6 A beautiful but extremely creature is the marbled cone snail. Just one drop of its poison could kill 20 humans.

3 Choose the correct word.

- 1 James tried to **seek/administer** shelter under the canopy of the trees.
- 2 Puppies like to **sting/bite** everything around them.
- 3 That is the most amazing **survival/death** story I've ever heard.
- 4 In the event of an accident, you must not move the head of the victim to **preserve/prevent** any further injury.
- 5 It's important to know how to administer first **aid/care**.

4 Find the accidents/disasters.

- 1 A very large amount of water which covers an area that is usually dry.
.....
- 2 When something such as a bomb bursts into small pieces.
.....
- 3 When a train goes off the railway tracks.
.....
- 4 Flames, light and heat that destroy things such as a house.
.....
- 5 An accident in which a vehicle hits something violently.
.....
- 6 When a boat disappears below the surface of the water.
.....

Grammar

5 Underline the correct verb forms.

Living a Nightmare

Jake and Hanna were in Japan on business. They 1) **planned/had planned** the trip for months and they 2) **were/had been** excited to finally be there. It was Friday and they 3) **didn't arrange/hadn't arranged** any meetings for the day, so they decided to drive along the coast. They 4) **just entered/had just entered** the town of Sendai when they 5) **heard/had heard** a roaring noise and saw people running. Hanna quickly 6) **looked/had looked** out the window and screamed. In the distance, she 7) **saw/had seen** a huge wall of water coming towards them. They both 8) **stared/had stared** in horror. They 9) **never saw/had never seen** anything like it before. A Japanese man reached in through the window and 10) **pulled/had pulled** them out. They ran to higher ground as quickly as they could. When they 11) **looked/had looked** down, they saw nothing but destruction. The tsunami 12) **covered/had covered** everything in its path. There were floating cars and smashed windows everywhere from the pressure of the water. Most buildings and homes around them 13) **disappeared/had disappeared** by the time the waters receded. Jake and Hanna 14) **stood/had stood** motionless staring out at the chaos. What seemed like hours later, they turned to look for the man who 15) **saved/had saved** them only moments before the wave hit their car.

6 Put the verbs in brackets into the correct past forms.

- 1 He (**wander**) in the jungle for three days before they (**spot**) him.
- 2 She (**just/enter**) into her house when she (**hear**) a deafening noise.
- 3 They (**feel**) relieved because they (**survive**) the car crash.
- 4 They (**sail**) for over two hours when heavy clouds (**appear**) in the sky.

7 Put the verbs in brackets into the correct tense.

- 1 If Leila had done her share of the work, we (**finish**) earlier.
- 2 He (**buy**) a new car if he had the money.
- 3 I (**allow**) you to go out tonight if you promise to be home by midnight.
- 4 If you don't feel well, we (**leave**).
- 5 If I were you, I (**call**) an ambulance.
- 6 We won't get out of here unless we (**find**) the right path.
- 7 He wouldn't have failed the exam if he (**study**) harder.
- 8 If you (**take**) a few breaths, I'm sure you will relax.
- 9 She (**come**) to the party if you had invited her.

8 Put the verbs in brackets into the correct tense.

- 1 A: If only we (**hear**) about the concert earlier. Now there are no tickets left.
B: We'll see them next time they come.
- 2 A: I wish we (**have**) more time to spend together.
B: I know. I feel exactly the same way.
- 3 A: Are you coming out with us tonight?
B: I wish I (**can**), but I have to work late.
- 4 A: What's the matter Ian?
B: I have a stomachache. If only I (**not/eat**) all that junk food.
- 5 A: I think we're lost.
B: I wish we (**bring**) a GPS with us.

Reading

9 Read the story and mark the statements *T* (true), *F* (false) or *DS* (doesn't say).



Burnt to Ashes

It was around 5:15 pm in San Diego and Jill was in the garden raking leaves when she noticed a thin plume of smoke coming out of the dense forest in the distance. It had been a very dry summer and although it wasn't windy, Jill started to feel uneasy.

She ran into the house to tell her husband. They quickly called the emergency services to report the fire but they already knew. By the time they went outside again, the fire had grown and they could see its red glow under the evening sky. They spent the evening listening to updates on the news.

A few hours later, when they walked out to the patio, the sky had darkened and the fire was raging in the distance. Immediately, they knew what they had to do. Ben ran up the stairs to get their daughter and Jill went round the house gathering important papers and photos. They had evacuated a few times

before, but for some reason Jill was feeling scared.

As they were running to the car, it was snowing thick ash and they could feel the heat of the fire. They drove through walls of smoke with almost zero visibility. Suddenly, a burning tree crashed onto the road a few metres from their car and they came to a halt. They grabbed their things, abandoned the car and ran around the flaming tree. They only stopped running when they reached the wide open space of the football field where they found many of their neighbours huddled together with horrified looks on their faces.

In the morning, a rescue team arrived with food and water and medical treatment for the injured. Most of the town had burned down. Terrified yet, relieved to be alive, Jill and Ben held onto their daughter and cried.

- | | | |
|---|--|-------|
| 1 | The fire started early in the morning. | |
| 2 | This happened in autumn. | |
| 3 | They were the first ones to call the fire service. | |
| 4 | They had difficulty seeing through the smoke. | |
| 5 | All their neighbours were at the football field. | |
| 6 | Jill and Ben's home had burned down. | |

Writing

10 Read the rubric, then use the prompts in the plan to write your story.

**Your teacher has asked you to write a story with the title *A Dreadful Day*.
Write a story about a person who survived an earthquake (120-180 words).**

- **Para 1**

Characters: Dave, sister Jenny

Location: Mediterranean island

Time: after midnight

Setting: hot August evening

Action: walking home from club

- **Para 2/3/4**

Events:

- singing and dancing in the street
- hear dogs barking in distance – scary feeling
- go to hotel room – change – lie in bed
- suddenly – everything shaking
- grab sister - hide under bed
- things falling in room – screaming
- when stop shaking – try to get out of room – something block door
- call for help – wait for rescue team to arrive

- **Para 5**

Feelings/Reactions:

- rescue team break down door
- people cry – look for friends/family
- we hug – lucky to be alive

Pairwork Activities

4

a) i) **Choose a picture and describe it to your partner. Talk about:**

- what it shows
- which is a natural disaster - which is manmade
- what feelings people experience in such situations

ii) **What other disasters/accidents can you think of?**



1



2

b) **Work in pairs. The pictures above show a natural disaster and an accident. Discuss with your partner if you have ever experienced a disaster/accident. Describe what happened.**

Name: Date: Class:

Disasters & accidents have always inspired film makers. How many films have you seen about disasters & accidents? Prepare your report for a research project for a film guide. Stick pictures in the spaces provided.

Disasters & Accidents on Screen!

Film Titles:

1 2 3

Which of these disasters/accidents do the films deal with? Put a tick (✓).

... earthquake

... flood

... boat sinking

... car crash

... plane crash

... explosion

Summary 1:

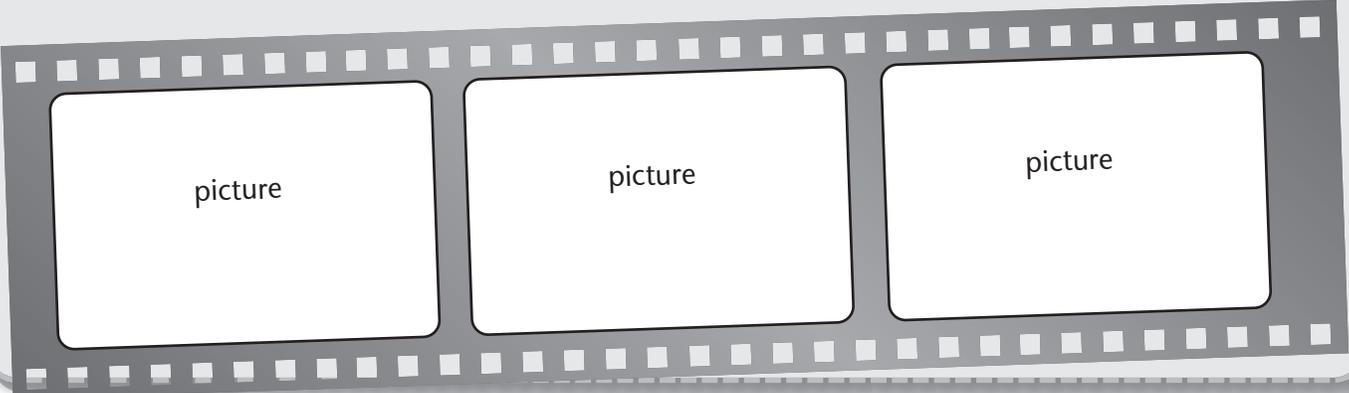
.....

Summary 2:

.....

Summary 3:

.....



GAME

4

Students play in groups of three. Students write three statements on separate cards and pass them to another group. Student A picks a card and starts a hypothetical chain, using the statement on the card. Student B continues the chain using the main clause from Student A's statement as their if-clause, as in the example. The game stops when a student cannot add a new sentence to the chain. Students then start a new chain.

Sample cards:



- ▶ SA: *If I had taken my GPS with me, I wouldn't have got lost.*
- ▶ SB: *If I hadn't got lost, I wouldn't have missed my interview.*
- ▶ SC: *If I hadn't missed my interview, I might have got the job.*
- ▶ SA: *If I had got the job, ... etc*

Vocabulary

1 Fill in: *works, roam, search, transforms, awareness, acrylic, recreate, requests.*

- 1 The artist waste material into beautiful works of art.
- 2 They the streets looking for litter they can use to make their sculptures.
- 3 She tries to raise of the importance of recycling through her art.
- 4 The walls were filled with important of art from around the world.
- 5 He only works with paint.
- 6 He is in of a gallery that will show his work.
- 7 She used coloured pins to a famous painting by Renoir.
- 8 The artist is now accepting for paintings by individuals and corporations from all over the world.

2 Choose the correct word.

- 1 Don't **ignore/exhibit** your mistakes, learn from them instead.
- 2 The gallery **features/ranges** artists from Third World countries.
- 3 There is a magnificent **reception/collection** of landscapes at this museum.
- 4 She prefers still **life/seascape** art like flowers in vases.
- 5 We try to make the presentations interesting to **engage/distract** our audience.

3 Match the words to form phrases. Then use them to complete the sentences.

- | | |
|---|---------|
| 1 | folk |
| 2 | ornate |
| 3 | stamp |
| 4 | draw |
| 5 | leading |
| 6 | bright |

- | | |
|---|-------------|
| a | inspiration |
| b | colours |
| c | dance |
| d | feet |
| e | hairpieces |
| f | figure |

- 1 The women usually perform wearing dresses in
- 2 My little brother likes to his when he's angry.
- 3 Clogging is a kind of traditional European from the 18th century.
- 4 The artist likes to from his natural environment.
- 5 There's a new shop that sells for women.
- 6 She is a in the world of modern art.

4 Fill in the gaps with the correct verb from the list below.

- direct • create • exhibit • paint
- sculpt • draw

- 1 in watercolours
- 2 a film
- 3 with marble
- 4 a picture with a pencil or pen
- 5 a cork mosaic
- 6 paintings

Grammar

5 Rewrite the sentences in the *passive*.

- 1 The mayor will open the new wax museum next week.
.....
- 2 She used oils to paint the picture.
.....
- 3 The gallery exhibits modern sculpture and photography.
.....
- 4 He must finish the painting by tomorrow.
.....
- 5 Michelangelo's sculptures have inspired the young sculptor.
.....

6 Put the verbs in brackets into the correct *passive* tense.

- 1 A: The new art gallery
(already/open) to the public.
B: I know. It (open)
last Sunday by the Queen.
- 2 A: Can we bring our drinks into the museum?
B: I'm afraid not. Food and drinks
..... (not/allow) inside the building.
- 3 A: Do you have a deadline?
B: Yes. It
(must/complete) by the end of the month.
- 4 A: This film
(not/nominate) for best picture.
B: Then we better see something else.
- 5 A: Most Hollywood actors
(invite) to the award ceremony every year.
B: I wish I were one of them.
- 6 A: Did you get a new bed for Mandy's room?
B: Yes. It (deliver)
tomorrow afternoon.

7 Read the situations, then write sentences using the causative form.

- 1 An artist will create a mosaic on Cathy's living room wall. What will she do?
.....
- 2 A gallery is displaying Karim's works of art next month. What is he doing?
.....
- 3 He asked his secretary to make reservations for dinner for him and his wife. What did he do?
.....
- 4 Fiona's assistant cleans up the studio every day. What does she do?
.....
- 5 Someone was carrying the director's camera. What was he doing?
.....

8 Fill in the correct *reflexive* pronouns.

- 1 A: Has he ever made a self portrait?
B: No. He doesn't like to paint,
only others.
- 2 A: If only I could understand what she means!
B: She doesn't express very well.
- 3 A: Where are Freddie and Angela?
B: They decided to give a holiday
and took some time off.
- 4 A: I hope you behave at the
restaurant tonight.
B: Sure, Mum.
- 5 A: Do you need help with that?
B: No. I'll finish it
- 6 A: Can Tom get us tickets for the film tonight?
B: No, he's busy. We'll have to do that
.....
- 7 A: What a lovely painting!
B: Yes, Sophie did it by

Reading

- 9 Read the email about a book and answer the questions.

Dear Colleen,

Hi! It was so nice to hear from you. I've just finished an amazing book that I'm sure you're going to like. It's *The Banjo Player* by Sam Yarney.

It's a thrilling, conspiracy novel about a computer whiz-kid named Zac Pullman and a PR woman called Kimberly Piper who accidentally get caught up in the dangerous world of spies and killers. There is also a romantic mystery that develops between Zac and Kimberly.

The story hooks you from the very beginning. A few mysterious deaths and strange coincidences unite the two main characters. Kimberly gets an encrypted email from a friend only to discover that he died shortly after writing it. Meanwhile, Zac uncovers interesting information about Kimberly's friend while working on a project with his dad. The events eventually bring Kimberly and Zac together who end up on the run in search of answers about a major global conspiracy.

This is definitely a fast read with plenty of jaw-dropping action that would make an excellent adventure film. It is based on real issues facing our world today like the environment and our dependence on oil. The book is so well written that you often think the events are real. The only weakness in the plot is the romantic story between the two characters.

I not only recommend it, but can't wait to see it on the big screen one day. You are going to enjoy it for sure. Have to go now.

Enjoy yourself,
Katrina

- 1 What kind of story is this?
- 2 Who is the author?
- 3 Who are the main characters?
- 4 How does the story begin?
- 5 How do the two characters come together?
- 6 What is the book based on?
- 7 How does the writer feel about the book?

Writing

- 10 Your friend has asked you to tell them about a book you have read recently. Write an email telling them about it using the plan below.

- **Para 1 – Opening remarks & reasons for writing:**

Hi! I've just read
..... book
It's called by

- **Para 2 – Type of book & characters:**

..... is a about
.....
.....

- **Para 3 – A brief summary of the plot:**

The story
The main characters are
who They eventually

- **Para 4 – Your general comments about it:**

This book is
.....
The only negative is
.....

- **Para 5 – Your recommendations and closing remarks:**

I definitely to you.
You are going to
Have to

Pairwork Activities

5

a) Choose a picture and describe it to your partner. Talk about:

- where the picture was taken
- what you can see in the picture
- what the woman/people are doing/wearing



b) Work in pairs. The pictures above show two different types of art. Now talk together about which one you like most and why.

Name: Date: Class:

You are in the music club in your school. You are planning to hold a live dance performance. Design two posters advertising the performance. Write the names of the places where the event is taking place as well as the date and time. Draw pictures.

1

draw picture

.....

.....

.....

.....

.....

2

draw picture

.....

.....

.....

.....

.....

Show them to your partner. Your partner has to select one giving reasons for his/her choice as well as justifying why he/she rejected the other option.

Play in teams. Toss a coin to move (heads: 1 square – tails: 2 squares). Expand the newspaper headlines into full sentences using the *passive*. If teams can't make a sentence, they move one square back.

START →

1 QUEEN TO OPEN NEW HOSPITAL

2 DALI PAINTING STOLEN LAST NIGHT

3 MONEY BEING RAISED FOR TSUNAMI VICTIMS

4 BANK ROBBERS STILL NOT ARRESTED

5 SNOWSTORM KILLS THREE PEOPLE

6 POISONED 4-YEAR-OLD TAKEN TO HOSPITAL YESTERDAY

7 FIRE DESTROYED ART MUSEUM TWO DAYS AGO

8 NEW ART GALLERY TO BE BUILT IN CITY CENTRE

9 MAYOR TO SHUT DOWN OLD TRAIN STATION

10 HOUSE FIRES KILL 3,000 PEOPLE EVERY YEAR IN EUROPE

END phew! →

Vocabulary

1 Match the words to form phrases. Then use them to complete the sentences.

- 1 live
- 2 true
- 3 rough
- 4 accomplish
- 5 overcome

- a a goal
- b in poverty
- c waters
- d inspiration
- e obstacles

- 1 He swam for ten hours through and severe weather conditions.
- 2 If you believe in yourself and put in a lot of hard work, you can any
- 3 It is unfortunate that even today over one billion children
- 4 This young person's accomplishment was a to us all.
- 5 In order to you have to overcome any doubts and fears you may have.

2 Fill in: role, earn, breeds, agile, retirement, guide.

- 1 The Golden Retriever is one of the most popular of therapy dog.
- 2 They went to visit their grandfather at the home.
- 3 She was as swift and as a figure skater.
- 4 Determination plays an important in achieving your goals.
- 5 She uses a dog to get around town.
- 6 His unselfish service throughout the years will him the respect of the community.

3 Choose the correct word.

- 1 They have created a beautiful **sanctuary/ranch** for homeless city animals.
- 2 After surgery, the Labrador was taken to a **rehabilitation/conservation** centre for therapy.
- 3 The animals were placed in a large **home/enclosure** behind the farmhouse.
- 4 The association is holding a **conference/mission** to discuss animal cruelty.
- 5 They're fighting to **defend/promote** their rights.
- 6 The 14th century bridge is part of the town's **social/cultural** heritage.

4 Read the banners/quotes and fill in the gaps with the appropriate social issue.

- 1 "Eat nothing. Do something."
f _ _ _ _ _
- 2 "Help poor children survive and thrive."
p _ _ _ _ _
- 3 "Housing is a human right."
h _ _ _ _ _ _ _ _ _
- 4 "Enter a different world – read!"
i _ _ _ _ _ _ _ _
- 5 "It's a recession when your neighbour loses his job; it's a depression when you lose your own."
u _ _ _ _ _ _ _ _ _
- 6 "No more parentless children."
w _ _

Grammar

5 Put the adjectives in brackets into the comparative or superlative form, adding any necessary words.

- 1 A: This is(rough)
boat ride I've ever been on!
B: Me too. Hold on tight.
- 2 A: I prefer dogs over cats as pets.
B: Well, dogs are
..... (affectionate) cats.
- 3 A: This injury is
(bad) I thought.
B: I'll call an ambulance.
- 4 A: I enjoy documentaries.
B: Well, this one was by far
..... (good) we've seen so far.
- 5 A: Thanks again for helping me organise the charity ball.
B: It's(little)
I could do.

6 Underline the correct word.

- 1 The people here are much poorer **from/than** I thought.
- 2 This is **far/the** longest we've been away from home.
- 3 *Feed the Children* is one of the largest charities **of/in** the USA.
- 4 There's **too/enough** food to go round.
- 5 The news was **very/much** more comforting than I expected.
- 6 I don't think governments try hard **enough/much** to help the needy.
- 7 Sarah is a **much/very** friendly person.

7 Fill in: so, such or such a/an.

- 1 The water around the village is unsafe that authorities have put up barriers to stop people using it.
- 2 It's bad weather that today's match has been postponed.
- 3 He speaks fast that no one can understand him.
- 4 There was awful accident that everyone feared there would be no survivors.
- 5 Liz had little energy at the end of the day that she went straight to bed.
- 6 There was a lot of traffic on the motorway that it took them 2 hours to get to work.
- 7 Nicolas drove by at speed that I don't think he saw us.
- 8 The view was beautiful that we sat until sunset.

8 Write sentences using the prompts and the words in brackets.

- 1 Caleb/stayed/village/help/build/dam (to)
- 2 Everyone/attended/charity/event/raise/money/schools (in order to)
- 3 Emma/goes/medical school/become/doctor (so that)
- 4 A company/has donated/lorries/deliver/food to the villagers (so as to)
- 5 The council/held/meeting/discuss/future/the old bus station (in order to)

Reading

- 9 Read the article and decide if the sentences are *T* (true) or *F* (false).

Illiteracy:

A Major Problem

According to statistics, illiteracy is on the rise and is now considered to be an epidemic with over 780 million people affected worldwide. It is not only a phenomenon of the poorer nations of the world, but a growing problem even in the richest nations, like the US. Although illiterate people do not have trouble dealing with normal every day life, their problem can cause serious damage when they are faced with important decisions.

Sadly, illiteracy is more common among the poor and plays a major role in keeping them in that condition. It is important to remember that over half of Americans who cannot read are unable to find a decent paying job. Furthermore, a person who cannot read will have difficulty filling in forms, applying for loans and understanding contracts. As a result, they miss out on opportunities to increase their income and better their lives.

Another thing that is greatly affected by the inability to read, is health and well-being. Adults find it difficult to understand doctor's directions, read prescriptions or the instructions that come with medicine. This may result in them endangering their lives by taking the wrong doses or not following the therapy required to cure a disease. In that sense, illiteracy and disease seem to go hand in hand.

There are several organisations around the world trying to fight illiteracy by providing adults with the necessary tools and education. However, it seems that if we are to improve the standard of living for all these people, more drastic measures need to be taken before the numbers get out of control.

- | | |
|---|--|
| <p>1 The writer believes this is not a serious problem.</p> <p>2 Illiteracy only affects poor countries.</p> <p>3 Even the rich have reading problems.</p> | <p>4 Illiteracy does not influence income.</p> <p>5 Adults cannot follow what doctors say.</p> <p>6 An illiterate person may do harm to his/her health.</p> |
|---|--|

Writing

- 10** You have just read a news article about youth unemployment and decide to write a letter to the editor with suggestions. Match the suggestions to their results and pick two to write your essay (100-120 words). Follow the plan.

Suggestions

- 1 set up youth job centres
- 2 provide government funding for minimum wage jobs
- 3 help them go back to school
- 4 offer job training and counselling

Results

- A this will motivate businesses to hire teens
- B if they further their education, they will increase their chances of finding a well-paid job
- C this way they can find out about their strengths and learn new skills
- D this is where they can look for jobs and get advice about jobs

- **Para 1**

Reason for writing: *e.g. I am writing to express my agreement with your article about youth unemployment. In order for youths to have a bright future we must invest in them today. I have one or two suggestions on the subject.*

- **Para 2**

First suggestion and results

- **Para 3**

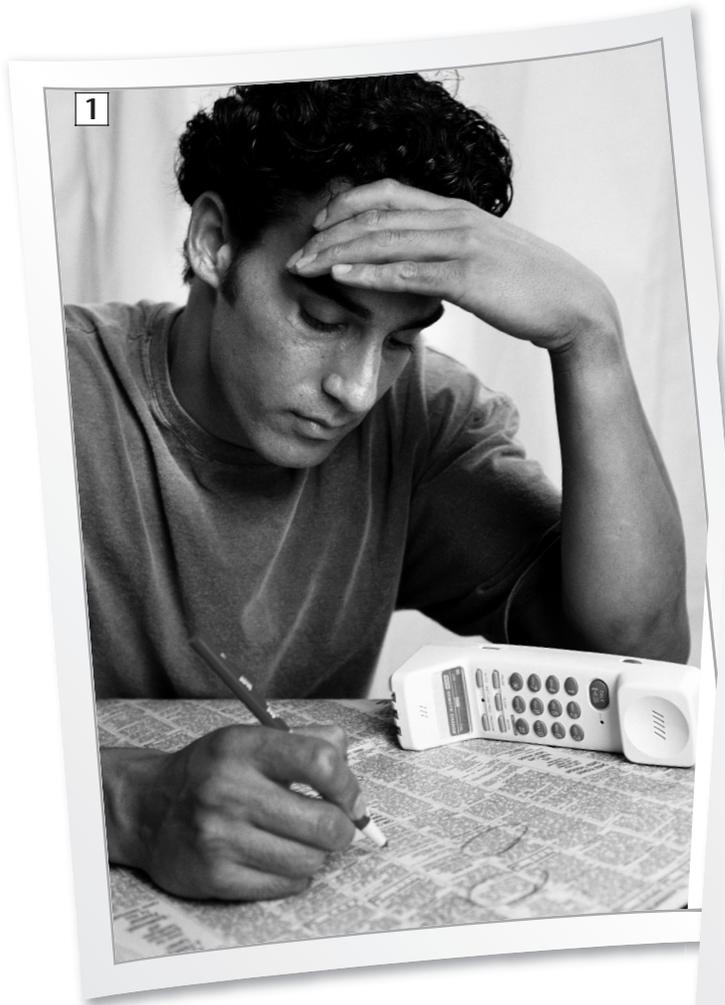
Second suggestion and results

- **Para 4**

Summarise your opinion: *e.g. In conclusion, there are things we can do to help youths find employment. If we pull our resources and knowledge together, we can provide them with the opportunities they need to get started.*

a) Choose a picture and describe it to your partner. Talk about:

- where the picture was taken
- what it shows



b) Work in pairs. The pictures above show two social problems. Now talk together about why they are serious and what we can do to eliminate them.

Divide the class into two teams. Teams in turn choose a box from the table below and make a sentence. The first team to complete a line of three correctly in any direction wins.

than	so that	too
in order to	so + adv ... that	such a/an ... that
such a lot ... that	enough	so as not to

Vocabulary

1 Fill in: *line, motivate, pressure, focused, disarm, skilled.*

- 1 The company needs highly workers with experience.
- 2 People who put their life on the to save others are real heroes.
- 3 If you stay on your task, you will finish in no time.
- 4 A good teacher has to be able to their pupils.
- 5 You need to call an expert to this bomb.
- 6 Lillian is under a lot of at work.

2 Match the words to form phrases. Then use them to complete the sentences.

- | | | | |
|----------------------------|----------|---|------------|
| <input type="checkbox"/> 1 | marine | a | gear |
| <input type="checkbox"/> 2 | wireless | b | drinks |
| <input type="checkbox"/> 3 | scuba | c | biologist |
| <input type="checkbox"/> 4 | fizzy | d | conditions |
| <input type="checkbox"/> 5 | extreme | e | link |

- 1 Make sure you have all your before you go diving.
- 2 He's a(n) He works underwater a lot.
- 3 They don't have a(n) on the island so he has to post his reports.
- 4 Astronauts must learn to work under
- 5 She is on a diet and avoids drinking

3 Match the synonyms.

- | | | | |
|----------------------------|----------|---|------------------------|
| <input type="checkbox"/> 1 | found | a | make warm |
| <input type="checkbox"/> 2 | hire | b | intention |
| <input type="checkbox"/> 3 | primary | c | establish |
| <input type="checkbox"/> 4 | heat | d | keep in good condition |
| <input type="checkbox"/> 5 | maintain | e | employ |
| <input type="checkbox"/> 6 | aim | f | main |

4 Match the jobs with the bubbles.

- | | |
|----------------------------|------------------------|
| <input type="checkbox"/> 1 | marine biologist |
| <input type="checkbox"/> 2 | police officer |
| <input type="checkbox"/> 3 | bank clerk |
| <input type="checkbox"/> 4 | air traffic controller |
| <input type="checkbox"/> 5 | bomb disposal expert |

a Stop the car and get out immediately!

b Can I have your account number, please?

c Air France 346 reduce speed now to 160 knots.

d I've swum with dolphins and whales a number of times. It's so beautiful to see them underwater.

e Should you cut the red or the blue wire? Quick! Time is running out! Red digits are already counting down from 10 seconds.

Grammar

5 Underline the correct item.

- 1 A: Don't be late. We **must/can** be there by 7 pm or they close the doors.
B: Fine. I'll go get dressed.
- 2 A: I'm having trouble breathing.
B: You **couldn't/shouldn't** stay underwater so long.
- 3 A: **Should/Could** you check my essay, please?
B: Sure. Let me have a look.
- 4 A: **Can/Must** you pick me up after school tomorrow?
B: No problem.
- 5 A: You know, you **couldn't/don't have to** send all the emails today. Leave some for tomorrow.
B: That's a relief!
- 6 A: **May/Should** I help you, madam?
B: Yes. I need to speak with the manager.

6 Fill in: *may, must or can't*.

- 1 A: The band is going on tour again.
B: Wow! They be so excited.
- 2 A: Isn't that Mike's gear?
B: It be. I saw him put his in the car.
- 3 A: What are you doing this afternoon?
B: I don't know. I go shopping.
- 4 A: He works in a coal mine.
B: That be hard work.
- 5 A: Are they coming to the cinema?
B: They come if they have time.

7 Fill in the gaps with the *adjectives* in the correct order.

- 1 This is a
(**new/fantastic**) mobile phone.
- 2 Where did you put my
(**leather/brown/new**) jacket?
- 3 She bought a(n)
(**Italian/lovely/antique**) coffee table.
- 4 Wayne is planning to buy a(n)
.....(**diamond/expensive**)
ring for his fiancée.
- 5 They stayed on a
(**Caribbean/small/beautiful**) island.
- 6 He bought a
(**plastic/cheap/long**) raincoat.

8 Change the *adjectives to adverbs* to complete the sentences.

- 1 A: There is something
(**terrible**) wrong with this offer.
B: I'm thinking of turning it down.
- 2 A: I met your uncle the other day.
B: Yes, he told me. He spoke very
..... (**high**) of you.
- 3 A: Are you sitting
(**comfortable**)?
B: Yes, thank you.
- 4 A: Look at how
(**beautiful**) the dancers move!
B: They are so graceful.
- 5 A: Is this what you ordered, sir?
B:(**absolute**) not!
- 6 A: Is everything all right?
B:(**hopeful**) it is.
We'll know as soon as they get back!

Reading

9 Read the letter of application and answer the questions.

Dear Sir/Madam,

I am writing to apply for the position of research scientist which was advertised in *The Globe*.

I have a degree in Applied Sciences from McGill University and I have recently completed a Master's in Biological Science.

Over the past two years, I have been working as Lab Leader at the Moffitt Centre where I lead a team of twenty scientists and monitor all experiments. I have also published some of my own research and I am now working on completing my Ph.D.

I consider myself to be a very motivated and responsible individual and believe in the importance of science. I also have very good managerial skills and can both lead and work well with a team.

I would be grateful if you would consider me for the position. Please find enclosed my curriculum vitae and three references. I am available for interview at your convenience and can be contacted at any time. I look forward to hearing from you.

Your faithfully,
Liza Penworthy

- 1 What kind of job is she applying for?
- 2 Where did she find out about the job?
- 3 What qualifications does she have?
- 4 Where is she working at the moment?
- 5 What are her responsibilities at this job?
- 6 What are her personal qualities?

Writing

10 Read the advertisement and write a letter of application for the job (120-150 words). Use the letter in Ex. 9 as a model.

Publishing house seeks editors and writers. Degree qualified with and at least two years' experience in related field. Send email with CV to pubblehouse@booking.com

Dear

I for the position of
..... which was
..... in

I have in
from

Over the, I have
..... at
..... where I

..... I also

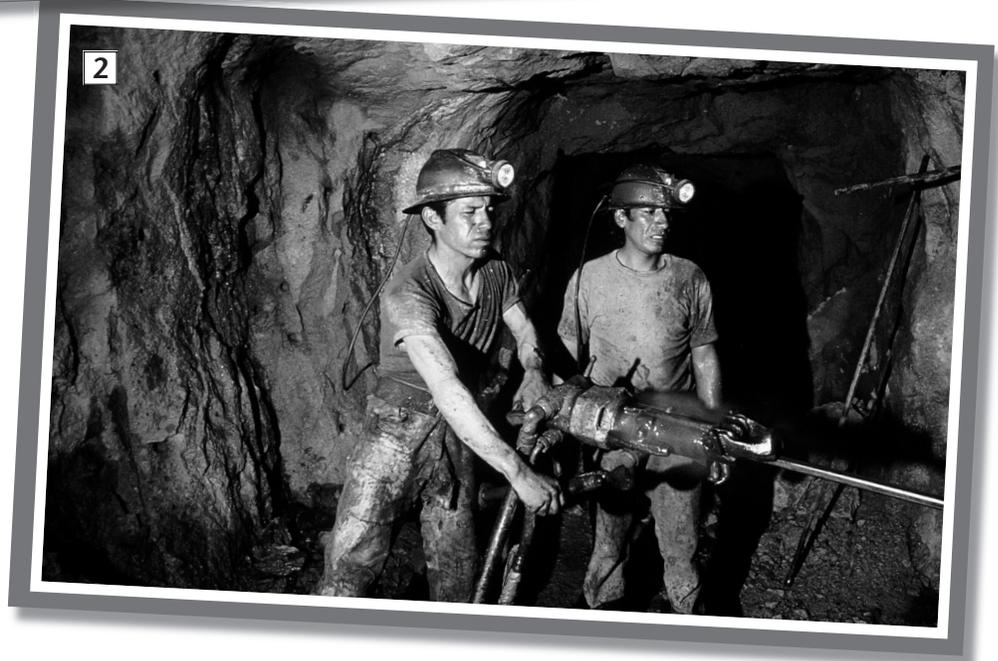
I consider myself
..... I also

I would be grateful
Please find

I am available
.....
.....

a) **Choose a picture and describe it to your partner. Talk about:**

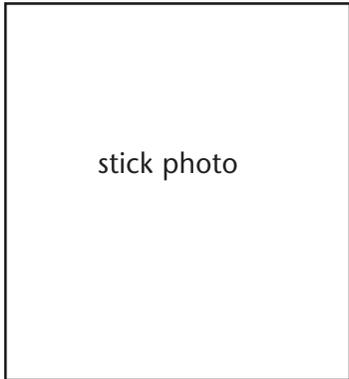
- what the picture shows
- what the people are doing/wearing



b) **Work in pairs. The pictures above show people doing dangerous jobs. Now talk together about what qualities are required for these jobs. Would you like to do one of these jobs?**

Name: Date: Class:

You are doing research for a school project about jobs. Interview a family member about his/her job and complete the questionnaire below. Stick a picture.



Name:

Age:

Job:

- 1 What are the duties related to your job?
.....
- 2 What qualifications are necessary for this job?
.....
- 3 What qualities are required for this job?
.....
- 4 How long have you been working in this position?
.....
- 5 How many hours do you work a day?
.....
- 6 Do you get a salary or a wage?
.....
- 7 What are the pros and cons of your job?
.....
- 8 What would you say to someone who wants to get a job like yours?
.....
- 9 What do you like/dislike about your job?
.....

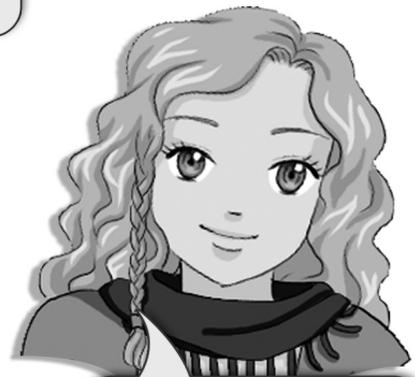
Divide the class into two teams. Write all the modals that Ss have been taught in this module on the board. *e.g. must/have to → law/rule, don't have to → not necessary.* Each team prepares a set of situation cards. You also need a dice and two counters. Students put their counter on the central square (0) of the progress bar. The cards from both teams are put into two different boxes and each team keeps the box with its own cards. A student from team A picks up a card from the box that team B has and reads it out. Students need to come up with two sentences about the situation on their selected card, using two different modals from the list on the board. Then Team B repeats the same process. If students cannot make proper sentences they miss a turn and move back one space. The team which reaches the end of the progress bar first, is the winner.

-10	-9	-8	-7	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10
-----	----	----	----	----	----	----	----	----	----	---	---	---	---	---	---	---	---	---	---	----

Team A:



You shouldn't go to school today.



You ought to call a doctor.

A student from team A rolls to advance their counter.

- A roll showing 1 or 2 → move back one space
- A roll showing 3 or 4 → move forward one space
- A roll showing 5 or 6 → move forward two spaces

Vocabulary

1 Match the words to form phrases.

1 cunning

2 fabric

3 soft

4 advertising

5 hidden

6 sleep

a company

b tricks

c traps

d softener

e soundly

f drinks

2 Match the words (1-5) to their synonyms (a-e). Then use the words to complete the sentences.

1 bright

2 fulfil

3 take off

4 loan

5 come up with

a money you borrow

b achieve

c think of an idea

d clever

e become successful

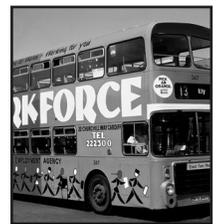
- Nicky has a great plan for the holidays.
- This organisation helps young people to their dreams.
- I think Chandler's new product is really going to once it hits the market.
- Claire is very clever. She's always full of ideas.
- The Smiths are going to the bank to ask for a

3 Fill in: upright, reflect, attempt, budget, track, income, reduce, prioritise.

- If you set a each week, you will avoid spending too much.
- They changed the metal of the coins in a(n) to make them lighter.
- You can keep of the money you spend each day by writing it down.
- I think you should your assignments according to when they are due.
- You have to your expenses if you want to save money.
- The price of a product can its quality.
- The kid rolled down the hill and managed to stop in an position.
- She is looking for a second job to increase her

4 Label the pictures with words from the list.

- skywriting
- moving advert
- neon sign
- classifieds
- logo
- billboard



1 2 3



4 5 6

Grammar

5 Turn the following into reported speech.

- 1 "This is a very misleading ad," said Marla.
.....
- 2 "Is that the new soft drink advert?" Mum asked.
.....
- 3 "Please, don't forget to pay the bill at the bank," she said to me.
.....
- 4 "Where's my new watch?" Dad asked.
.....
- 5 "Open your books to page 91, please," the teacher said to the students.
.....
- 6 "I will meet you outside the building," he said.
.....

6 Turn the following into indirect questions.

- 1 "What time does the show begin?"
Could you tell me
- 2 "When did you decide to quit?"
I'd like to know
- 3 "Have the letters been posted yet?"
Can you tell me
- 4 "How could this have happened?"
Could you explain
- 5 "Who produced that advert?"
I wonder
- 6 "Who won the award?"
Do you know
- 7 "Did someone help him come up with the idea?"
I'd like to know
- 8 "Why didn't anyone tell me about this?"
Can you tell me

7 Use the introductory verbs below to turn the following sentences into reported speech.

- inform • advise • promise • complain
- order

- 1 "My soup is cold!" Kate said.
.....
- 2 "There will be a meeting in my office at 5 pm, Bill," said Mr Pruitt.
.....
- 3 "Go to your room!" Mum said to me.
.....
- 4 "You should not pay so much attention to ads," said our professor.
.....
- 5 "Fine. I won't play my trumpet at night," said the little boy to his neighbour.
.....

8 Fill in the relative pronoun or adverb. Put commas where necessary. Write D for defining and ND for non-defining.

- 1 1993 was the year I graduated from university.
- 2 Beyoncé is in L'oreal adverts is very beautiful.
- 3 The *Phantom of the Opera* was composed by Andrew Lloyd Webber is my favourite musical.
- 4 That's the town I was born.
- 5 Johnny Depp stars in *The Tourist* is a great actor.
- 6 That's the reason she didn't accept the job.

9 Fill in: *what (a/an), how or such (a/an)*.

- 1 brilliant idea!
- 2 clever she is!
- 3 That is great advert!
- 4 lovely flowers!
- 5 They are talented children!
- 6 She is elegant lady!
- 7 easy exercise!
- 8 well she performs on stage!
- 9 awful news!
- 10 He is having great time visiting!

10 Underline the correct item.

- 1 I would like **anything/something** to drink.
- 2 Do you know **anyone/everyone** we can call to repair this?
- 3 We have **any/no** milk to make the cake.
- 4 Is there **anywhere/everywhere** in this city that sells good coffee?
- 5 Are you doing **everything/anything** tonight?
- 6 I think **anyone/everyone** I invited is coming to the dinner.
- 7 I'm so bored. There's **everything/nothing** to do here.
- 8 Have you got **no/some** work I can do?
- 9 He goes to school **some/every** day.
- 10 **Everybody/Anybody** arrived early for the meeting.
- 11 Is there **any/every** news yet?
- 12 I looked **somewhere/everywhere** for my watch but I didn't find it.

11 Underline the correct item.

- 1 She likes pasta, **doesn't she/hasn't she**?
- 2 You've managed to put some money aside, **didn't you/haven't you**?
- 3 The phone is working, **isn't it/is it**?
- 4 We all had such a wonderful time, **hadn't we/didn't we**?
- 5 The boys have been at the beach all day, **didn't they/haven't they**?
- 6 You weren't informed, **were you/weren't you**?

12 Fill in: *even though/although, despite/in spite of*.

- 1 A: Those boots must have cost a small fortune!
B: No, actually.they were €350 in the shops, I got them for €99 at an outlet store.
- 2 A: A university degree is quite expensive these days.
B: Yes. It is still worth going the cost.
- 3 A: Hasn't Joe got a job yet?
B: No. all his qualifications, he hasn't found anything.
- 4 A: Jim is a banker, at home his wife manages the money.
B: She probably knows how to budget better than he does.
- 5 A: We enjoyed our trip the bad weather.
B: I know. Janice said you had a lovely time.

Reading

13 Read the text and mark the statements *T* (true), *F* (false) or *DS* (doesn't say).

Should Teens Have Part-time Jobs?

The cost of living and lifestyle demands are putting a lot of pressure on family budgets these days and some teens are opting for part-time jobs to help out. It is a great way for young people to contribute and pay for some of their expenses, but is it a good idea?

It goes without saying that there are plenty of advantages to teenagers working part-time. Firstly, they can learn how to manage their money from an early age. This will help them control their spending and learn how to save for extra expenses. Secondly, they could pick up skills that will be useful in the future. For instance, they can learn how to work in a team and deal with job interviews and be better prepared for entering the adult job market. Also, the experience can help them decide what career path to follow when they are older.

Despite all the positive aspects of teenagers working,

there are some disadvantages that need to be mentioned. To begin with, if teens end up working too many hours, it may affect their performance at school. They might easily get carried away with the idea of making more money and spend more of their free time at work instead of studying. Furthermore, they may be too tired every day to follow their lessons in class. As a result, they could fall behind and see their marks slip. In addition, they might end up spending less time going to after school activities or meeting up with friends. As a result, teens might slowly lose touch with people their own age and feel out of place in school.

All in all, there are positive and negative aspects to teenagers working. Although it could interfere with their regular life in school and at play, with proper time management they can enjoy the benefits a part-time job has to offer.

- | | |
|--|---|
| <p>1 Families pressure their teenagers into getting part-time jobs.</p> <p>2 Teens can learn how to budget through having a job.</p> <p>3 They can save for their future education.</p> | <p>4 A part-time job can help them decide what to do later in life.</p> <p>5 It is a good idea to spend as much time as they can at work.</p> <p>6 Teens should be involved in a lot of after school activities.</p> |
|--|---|

Writing

14 Use the paragraph plan to write a short for-and-against essay entitled 'Should teenagers who work contribute towards household expenses?' (120-180 words).

Para 1: state the topic

Teens benefit from contributing towards household expenses./More harm than good?

Para 2: state advantages with reasons & examples

- Become/responsible – not waste money/not want things not need
- Gain/self-esteem – take part/family decision making/budget – more active/important/role

Para 3: state disadvantages with reasons and examples

- Teens/not make/enough – result/not enough/save for studies
- Teens/feel obligated/give up free time/result/studies affected

Para 4: conclusion

More/advantages/disadvantages – up to parents and teenagers/agree/
how much money/teens give/keep in mind/still children

a) Choose a picture and describe it to your partner. Talk about:

- where the picture was taken
- what the picture shows
- what the people are doing



b) Work in pairs. The pictures above show people shopping, online and in a shop. Now talk together about whether you like shopping, what type of shopping you prefer and why.

Name: Date: Class:

You work for an advertising agency. You are asked to write short advertisements for three products. Write:

- a catchy slogan
- a few words to describe each product

A

stick photo

(slogan)

.....

.....

.....

.....

.....

.....

B

stick photo

(slogan)

.....

.....

.....

.....

.....

.....

C

stick photo

(slogan)

.....

.....

.....

.....

.....

.....

Play in groups of three or four. You need a dice and counters. Take turns to roll the dice and move your counter the same number of squares as the dice shows. Complete the question tag, write sentences using introductory verbs, fill in *relative pronouns/adverbs, exclamation/concession words* or *some/any/every* and *compounds*. If you can't, you miss a turn. The player who reaches FINISH first wins the game.

START 	1 Do you remember the day you got married?	2 lovely picture!	3 the heavy traffic, he got to the station on time.	4 I need eggs for the cake.	MISS A TURN!
GO BACK 2 SPACES!	11 The film you recommended was brilliant.	10 We didn't go at the weekend.	EXTRA TURN	8 gracefully she dances!	7 The party is a success! is enjoying themselves.
	13 "Let's watch a DVD!" he said. He				
14 The hotel we stayed was luxurious.	15 You've been to Rome,?	EXTRA TURN	17 he ran fast, he didn't win the race.	GO BACK TO START!	19 Jill will be working tomorrow,?
FINISH 	25 John didn't call,?	GO BACK 3 SPACES!	23 Don't worry. is under control.	22 terrible weather!	21 "Yes, I'll help you," she said. She

ISBN 978-1-78098-231-1



Express Publishing