

FLASH

Student's Book

Klasa 8

Jenny Dooley



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Podręcznik jest przeznaczony do wieloletniego użytku. Nie należy zapisywać w nim odpowiedzi do zadań. Przypominają o tym graficzne oznaczenia znajdujące się przy wybranych zadaniach.



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1 • Lifestyles

What's in this module?

- **Vocabulary**
 - daily routines & free-time activities
 - teen problems
 - solutions to teen problems
- **Grammar**
 - verbs + *-ing*/*to*-infinitive/infinitive without *to*
 - present simple
 - present continuous
 - stative verbs
- **Everyday English**
 - ask for/give advice



Vocabulary Daily routines & Free-time activities

1  Match the pictures (A-J) to the daily routine or free-time activity below. Write in your notebook.

- | | |
|-------------------------------|-------------------------|
| 1. hang out with friends | 6. do homework/study |
| 2. do chores | 7. have a guitar lesson |
| 3. play computer/online games | 8. go to school |
| 4. surf the Net | 9. go shopping |
| 5. watch TV | 10. play a sport |




- 2 a)  List the activities in Ex. 1 under the headings. Write in your notebook. Add your own ideas, as well.

Daily routines	Free-time activities
----------------	----------------------

- b)  Discuss your daily routine/free-time activities with a partner.

Listening & Speaking

- 3 a)  Listen to a telephone conversation between two people. What is the dialogue about? What do they decide to do? When?
- b) Is the dialogue formal or informal? Give reasons.
- c) Act out a similar dialogue using the activities in Ex. 1.

A: Hi John, do you want to go shopping tomorrow morning?

B: Hi Cathy, I can't tomorrow, sorry. I have a guitar lesson in the morning.

A: What about tomorrow afternoon?

B: Sure.

Speaking & Reading

- 1 Read the title and the subheadings, and look at the pictures. What do you think the article is about? Read through to find out.

Small Changes with **Big** Results!

Do you find it hard to stay awake in class? At the end of the school day, are you too tired to go out and have fun? Here are some unusual ways to keep you feeling on top of the world!

Light up your life

A lot of teens today spend all of their spare time indoors. But new research shows that there are huge health benefits to getting out of the house. It doesn't just give you the chance to be outside, but also increases your Vitamin D levels. Our skin uses sunlight to create this vitamin, so it's easy and free to get some. It can make you happier, healthier and help your bones and teeth grow!

Move to the music

Dancing not only keeps your body in good shape, but making yourself remember difficult dance steps can also keep your brain healthy. Dancing to music can release special chemicals called endorphins into your brain. These put you in a good mood and increase your ability to remember information. Experts say that dancing combines physical exercise and mental ability, so it's the perfect after-school activity to boost your brain power. Why not turn up the volume and "tango" your way to the top of the class!

Sleep on it

"Tired minds don't plan well. Sleep first, plan later". Getting enough rest can improve your concentration and make it easier for you to remember what you learn in class. Having a good night's sleep also improves your ability to make decisions and can even make you more creative. It helps you get good grades in every subject, from Maths to Art and Design. Most teenagers need eight and a half to nine hours of sleep every night, so whenever your bedtime is, make sure that you have a good night's sleep before tomorrow's classes!

With all these simple and fun ways to keep you fit and healthy, there's no excuse for sitting still.

Check these words

- light up • spare time
- indoors • research
- increase
- in a good mood
- mental ability • boost
- improve • concentration
- creative

2



Listen and read the text again.

Then, decide if the sentences below are **R (Right)** or **W (Wrong)**. Write in your notebook.

1. Most teens spend their time outside.
2. There are many benefits to increasing your Vitamin D levels.
3. Dancing only helps you stay in shape.
4. Sleeping improves your memory.
5. Teens need to sleep for over 9 hours a night.



Vocabulary

3 Complete the sentences with: *good, mental, brain, physical, spare*. Write in your notebook.

- Christina spends most of her ... time playing tennis.
- Eating a healthy breakfast before school improves your ... ability.
- Playing football is a good form of ... exercise as you have to run a lot.
- Dancing boosts ... power.
- Participating in a sport you enjoy can put you in a ... mood.

Prepositions

4 Fill in: *to (x2), for, in, of*. Write in your notebook.

- It is very important to stick ... a healthy diet.
- Joseph eats a lot of fruit and vegetables as he knows they are good ... him.
- You must pay attention ... portion sizes as you should not eat a lot.
- Chris eats a diet high ... protein as he works out every day.
- I always eat cereal for breakfast that is full ... fibre.



Note

Word Formation

We use
-ion (*concentrate - concentration*)
-ity (*able - ability*)
 to form abstract nouns.

Word Formation (forming abstract nouns)

5 Complete the gaps with the correct form of the words in brackets. Write in your notebook.

- Olga was reading ... (**inform**) about a new diet plan.
- In his dance class ... (**create**) is very important.
- You should try to make good health ... (**decide**) and not eat too many sweets.
- It is important to take part in some type of physical ... (**active**) to stay fit.
- American football is a sport full of ... (**act**).

Speaking

6 **Think** Which of the three activities mentioned in the text would you most like to do? Why? Tell your partner.

I would like to ... because

Writing

7 Write a letter to your English friend making suggestions about how to stay fit and healthy (80-100 words). You can use ideas from the article in Ex. 1. Write in your notebook.

Hi Jason,

I usually ... to stay healthy. It's great because It's really Why don't you try It will help you ...

I hope that helped.

...



Note

Making suggestions

How about ... + -ing
 What don't you ... ?
 You can ...



We use the **-ing form**:

- as the **subject** of a sentence. **Starting** a conversation is not easy.
- after **like, love, enjoy, don't mind, dislike, prefer, hate**. **He likes meeting** new people.
- after **avoid, appreciate, consider, continue, deny, fancy, go** (+ activities), **imagine, miss, save, suggest, practise, prevent, spend/waste** (time), etc. **Do you fancy playing** tennis?
- after **prepositions**. **How about eating** out?
- after the **phrases**. **be busy, it's no use, it's no good, it's (not) worth, there's no point (in), can't help, can't stand** etc. **I can't stand** watching soap operas.

We use **to-infinitive**:

- to express **purpose**. **He went out to/in order to buy** a magazine.
- after **would like, would prefer, would love**. **I'd like to eat out** tonight.
- after **too/enough**. **It's too difficult to talk** to her now.
- after **agree, ask, decide, want, hope, manage, need, offer, expect, promise, refuse, allow**, etc. **He wants to travel** abroad.

We use **infinitive without to**:

- after **let** and **make**. **Let's go out** tonight.
- after **modals**. **He can dance** very well.

1 Read the theory. Then, put the verbs in brackets into the correct form. Write in your notebook.

1. **Cycling (cycle)** is a good form of exercise.
2. Let's **(play)** outside.
3. I love **(go)** shopping.
4. She can **(do)** yoga.
5. These jeans are too expensive for me **(buy)**.
6. He wants **(join)** a gym.
7. He avoids **(try)** new things.
8. I decided **(go)** to the cinema.
9. She wanted **(take)** a photograph of her friends.
10. I like **(cook)** dinner for my family.

2 Complete the second sentence so that it means the same as the first. Use up to three words. Write in your notebook.

1. A visit to England is his dream.
He wants **(to visit)** England.
2. It's not OK to be late for school.
You shouldn't **(be)** late for school.
3. I often go to the beach.
I like **(going)** to the beach.
4. Why don't we watch a film?
How about **(watching)** a film?
5. Lucy's mum let Lucy go out.
Lucy's mum allowed her **(to go)** out.
6. Would you like to eat out tonight?
Do you fancy **(eating)** out tonight?

- 3 Put the verbs in brackets into the correct form: *-ing*, *to*-infinitive or infinitive without *to*. Write in your notebook.

Compose **Inbox** Search

From: Anna
To: Jessica
Subject: Hello from Madeira

Hi Jessica!

How are you? I just wanted 1) ... **(tell)** you all about my holiday. I'm staying at a great hotel on an island called Madeira in Portugal and it's amazing! I've made some new friends who live near the hotel and I love 2) ... **(go)** to the beach every day with them. We spend all day 3) ... **(swim)** or 4) ... **(play)** sports. 5) ... **(sail)** is amazing! You should 6) ... **(try)** it! My new friends have suggested 7) ... **(go)** on a day trip together. I hope my parents allow me 8) ... **(go)**.

Well, I should 9) ... **(stop)** writing now. I promised 10) ... **(help)** my friend choose some new sunglasses. How about 11) ... **(get)** together next week when I'm back home?

Love,
Anna

Send



Note

Commonly confused words:
live/stay

We use the verb **live** when we talk about our home.

I live in a flat in Warsaw.

We use the verb **stay** when we talk about a place that is not our home.

We are staying at a hotel while we're visiting Paris.

- 4 Choose the correct item. Write in your notebook.

1. My best friend can **to speak/speak** three languages.
2. I really enjoyed **to visit/visiting** the science museum.
3. Richard wants **to become/become** a lawyer one day.
4. **Walking/To walk** to school is good exercise.
5. I would like **asking/to ask** a few questions.
6. I am tired of **using/to use** this old mobile phone.

- 5 **Think** Complete the sentences about yourself. Then, tell your partner.

1. I love
2. I can't stand
3. I don't mind
4. I'd love
5. I'm fond of
6. I agree
7. I may
8. I'd prefer
9. I fancy
10. It's no use

1c • Vocabulary

Teen problems

1 a)  Match the pictures with the words/phrases in the list. Write in your notebook.

- arguing with parents/siblings • bullying/cyberbullying
- stress • failing (exams) • acne • eating disorders
- media addiction • parents separating

b)  Listen and check.



Presentation Skills

Give the class a presentation on media addiction and suggest ways to solve it.

See  PS p. 120

Note


Agreeing

I totally agree.
You're right.
No doubt about it.


Disagreeing

I don't think so.
I'm afraid I disagree.
That's not always the case.

Solutions to teen problems

2 a)  Look at the solutions below. Which solution is best for each problem in Ex. 1a? Copy and complete the table in your notebook. Problems can go in more than one column.

see a doctor	talk to/get help from friends	talk to/get help from an adult (teacher, parent, etc.)
acne.		



b)  Discuss the solutions to the problems with your partner.

A: I think that the best solution to the problem of acne is to see a doctor.

B: I totally agree.

Everyday English • 1d

Asking for/Giving advice

- 1  Listen. Are these sentences formal or informal?
- 2  The sentences are part of the dialogue below. What do you think the dialogue is about? Listen, read and check.



Patricia: Hi Jane! What's wrong? You look troubled.

Jane: Hi Patricia. I'm not feeling so well. I just found out that I failed my Maths exam.

Patricia: Oh, that's terrible.

Jane: The worst part is that I studied hard for it. I don't understand why I failed.

Patricia: Why don't you ask your teacher to go over the test with you and explain what you did wrong?

Jane: Do you think so?

Patricia: Of course. I'm sure he'll be glad to do it.

Jane: I guess you're right. I'll go see him right now.

Patricia: Great! Oh, and if you need help in Maths, I'll be happy to help you. It's my favourite subject!

Jane: Thanks, Patricia. See you later!

Patricia: See you!

- 3 Find sentences in the dialogue which mean:


Are you sure?

You don't look happy.

Oh, that's too bad.

Sure.

- 4   Take roles and read the dialogue.

- 5  Act out a similar dialogue. Use the dialogue in Ex. 2 and one of the problems and solutions below.



cyberbullying/
nasty messages/
tell parents/
talk to friends



stress/can't cope
with schoolwork/
extra tutoring/
talk to an adult

Pronunciation

/ɪə/ /eə/

 Listen and repeat.

/ɪə/ fear, here, hear, appear

/eə/ care, hair, wear, parents



We use the **present simple** to talk about:

- **habits/routines.** They **play** basketball every weekend. Chris **doesn't work** on Saturdays.
- **permanent states.** Amy **lives** in London.
- **timetables and programmes.** (buses, trains, etc.). "What time **does** the train **leave**?" "At 8 o'clock."
- **general states & facts.** Water **boils** at 100°C. The Earth **moves** around the sun.

Time expressions: *always, usually, on Mondays/Tuesdays etc, in the morning/afternoon/evening/every day/week etc, at night/the weekend, etc.*

We use the **present continuous** to talk about:

- **actions happening now/around the time of speaking.** She **is listening** to music right now. She **isn't studying** French now.
- **temporary situations and actions.** **Is** she **working** part-time before university starts again? Yes, she is.
- **fixed future arrangements.** Nick **is driving** us to the train station tomorrow.
- **changing or developing situations.** Kate **is getting** better and better at ballet.
- with **always** to **express our annoyance at actions happening too often.** You're **always playing** video games until late at night.

Time expressions: *now, at the moment, at present, these days, tomorrow, tonight, next week, etc.*

Stative verbs don't have continuous forms because they describe a state, not an action. Some of these are: **like, love, hate, want, know, need, believe, understand, remember, forget, sound, cost.** 'I **like** your new smartphone.' (**NOT:** ~~I'm liking~~ your new smartphone.)

1 Read the theory. Put the verbs in brackets into the correct form of the *present simple*. Write in your notebook.

- The children **(wake)** up at 8 o'clock in the morning.
- I **(play)** volleyball with my friends at the weekends.
- Natalie **(walk)** to school every day.
- Andy **(study)** Science at university.
- Lilian **(speak)** French very well.
- Alex **(do)** his homework every evening.

2 Complete the email with the present simple form of the verbs in brackets. Write in your notebook.



Hi Monica,

I'm Anna and I'm 14 years old. I **1** **(live)** in London, England. My favourite hobby is dancing. I **2** **(go)** to jazz lessons every Thursday after school. I **3** **(like)** sports too. I **4** **(play)** on the school basketball team. It's a lot of fun!

I've got an older sister, Emma. She **5** **(not/play)** any sports, but she **6** **(love)** music. She **7** **(practise)** the violin for many hours. What about you? **8** **(you/have)** any hobbies?

Write back,

Anna

Send

Outbox

Inbox

3  Ask and answer, as in the example. Use the *present simple* or the *present continuous*.

- | | |
|---|--|
| 1. you/play sports/every day?
A: Do you play sports every day?
B: Yes, I do./No, I don't. | 3. you and your family/eat out/on Saturdays? |
| 2. you /tidy your room/every weekend? | 4. your dad/get up at 8:00/every day? |
| | 5. your mum/watch TV/now? |

4 Put the verbs in brackets into the *present continuous*. Write in your notebook.

- Dad (make) dinner at the moment.
- Katie (take) the bus to the city in 15 minutes.
- Molly (pack) her suitcase now.
- What (you/have) for lunch today?
- Jerry and Anne (study) hard these days.

5 Complete the gaps with the *present simple* or *present continuous*. Write in your notebook.

- A: What (you/do) after school on Tuesday?
B: I (go) shopping.
- A: What time (Jake/leave) for school?
B: He always (leave) at 8:00.
- A: Frank (not/play) basketball tonight.
B: I (not/play) either - I (go) to the cinema.
- A: (Liz/usually/sit) here?
B: Yes, but she (not/come) to class today.
- A: What time (Mum/finish) work on Fridays?
B: She (finish) at 5:00.

Language Awareness

You're at the cinema with your friend. How will you ask him/her if he/she likes the film?

A: Are you liking it?

B: Why do you like it?

C: What does it look like?

6  Choose the correct item. Write in your notebook.

- He **rarely/always** has time to go to the gym because he works so many hours.
- My family has dinner at 7 o'clock **these days/every evening**.
- Elizabeth is shopping at the supermarket **at the weekend/at the moment**.
- Daniel is eating more healthily **sometimes/these days**.
- We are going to tennis practice **this evening/every evening**.
- Bill and Sarah **sometimes/at present** go out to eat on Saturday night.


7  Write six sentences about yourself in your notebook. Use: *like, enjoy, know, think, understand, need*. Tell your partner.

⚡ Note

In this task, you have to listen to a dialogue between two people and complete the blanks. Read through and decide what type of word each gap asks for (noun, verb, etc.). This will help you to the task.

Gap fill

Preparing for the task

- 1  Read the rubric below and answer the questions. Write in your notebook.

You will hear an interview with an anti-bullying campaigner. Use the information in the recording to complete in the blanks 1-4 in the notes below. Write in your notebook.

1. How many people are talking?
2. What are they talking about?

- 2 Look at the notes below. Which gaps ask for a noun and which for a number?

**TOM
ROBERTS**

**ANTI-BULLYING
CAMPAIGNER**

- was bullied at 1) .
- became an anti-bullying campaigner at the age of 2) .
- advice to people being bullied: 3) someone.
- dream for the future: 4) at every school.



- 3   Now do the listening task. Write in your notebook.

Writing (a comment on a blog giving advice)

- 1 Look at the text below. Where can you see this kind of text?

- 2 Read the text again and answer the questions in your notebook.

1. Who is writing the text?
2. What is he writing about?
3. How does he feel?

Note

Punctuation

We use **full stops** (.) to end sentences, **commas** (,) to separate ideas, **exclamation marks** (!) to end strong emotions and **question marks** (?) to end questions.

Punctuation

- 3 Punctuate the sentences. Write in your notebook.

1. Why don't you set up a study plan
2. I know how you feel
3. Let's hope things get better
4. Have you thought of getting a tutor
5. I hope that my advice helps
6. Help I don't know what to do

Expressing sympathy

I'm sorry to hear... but I think I can help.

Giving advice

- Why don't you...?
- How about...?
- You could...?
- ... might help?

Writing


- 4 Write a comment on Jake's page (80-100 words). In your comment you should:

- express sympathy
- advise him what to do
- express your hope for a response

Across Cultures • 1h

3  Read the texts and answer the questions below. Write Jusuf or Ruth in your notebook.

1. Who has no brothers or sisters?
2. Who shares the same house with their grandparents?
3. Who lives close to their relatives?

4  Read the texts again and decide if the sentences are **R (Right)** or **W (Wrong)**.

1. Families in Croatia are usually bigger than families in the USA.
2. Jusuf has more cousins than Ruth.
3. Jusuf's mum works fewer hours than Ruth's mum.
4. Jusuf's father and Ruth's father have their own business.
5. Ruth would rather be part of an extended family.

5  **Think** Compare and contrast Jusuf's and Ruth's families.

Phrasal verbs: hang

6 Read the box, then complete the sentences. Write in your notebook.

1. Don't hang ... - Paul wants to talk to you!
2. Croatian teens like to hang ... in cafés.
3. If you're late, I can hang ... the shops for a while.
4. Hang ... a minute! I have something else to tell you!

hang around = remain in one area
hang on = wait for a short time
hang out = spend time with friends
hang up = finish a telephone call




Culture Spot

The British Royal Family

The British Royal Family is the most famous family in the world. Prince William is second in line to the throne, after his father Prince Charles. Prince William has one younger brother, Prince Harry. Prince William is married to Catherine Middleton and they have a lovely family.



 Is there a famous family in your country? Who are they? Why are they famous?

Listening

7   Listen to Amelia describing her family and daily routine and decide if the following statements are **R (Right)** or **W (Wrong)**. Write in your notebook.

1. Amelia has got three brothers.
2. Her mum works at a hospital.
3. Amelia's older brothers are in middle school.
4. Amelia's mother drives her to school every morning.
5. Amelia does her homework before dinner every evening.

Speaking

8  **Think** How old is each of your family members? Where do your parents work?

Writing

9  Post a comment on Jusuf's blog describing your family (80-100 words). Write in your notebook.

- 1 What is peer pressure? What can we do to protect ourselves from it? Read through to find out.



PEER PRESSURE

1) ...

The group of friends you choose to be around can influence your character as a person. That is why it's important to be around people who make you happy and you can trust. You need to be aware of your friends' behaviour because somebody might want to persuade you to do something wrong. Peer pressure is the act of another person making you do something that you really don't want to do. It is important to know about peer pressure and what you should do if you're caught in a tough situation.

2) ...

The most common form of 'peer pressure' among teenagers is somebody forcing you to do something. A so-called friend will tell you to do something bad or else they won't talk to you anymore. Of course, this is not the definition of a true friend. Another situation you might find yourself in, is somebody telling you to

skip class, stay out late or lie to your parents, even though you don't want to. They will try to convince you that these are really cool things to do, but they aren't. Teenagers that experience peer pressure feel helpless and it makes them feel as if they can't stick up for themselves.

3) ...

It is important to know that no matter what difficult circumstances you may come across there is always an adult available to help you. An adult can offer you advice and guidance on how to deal with peer pressure. It is important to always talk to your mother, father, teacher, or school counsellor if something is troubling you. So, you should never feel down about yourself or feel alone in a bad situation because there is an adult who will always be there to support you.



Check these words

- trust • tough
- skip class • lie
- convince • helpless
- stick up for • guidance
- support

2



Read the text again and match the headings to the paragraphs. One heading is extra. Write in your notebook. Listen and check.

- | | |
|--|---|
| A A helping hand will be there for you | C It's a hopeless situation |
| B What is peer pressure? | D Different situations of peer pressure |

3




Think What did you learn from the text? How can it help you?

4



Think What tips can you give your friend to say no and to stand up for themselves? In a few minutes, write a few sentences based on the text. Read them to the class.

Project Time 1

- 1  What healthy habits have you got? Do the quiz to find out. Write in your notebook.

QUIZ!

1 Do you eat breakfast every morning?
A Always B Sometimes
C Rarely



6 Do you eat 2 to 3 servings of fruit every day?
A Always B Sometimes
C Rarely



2 Do you play a sport or exercise at least 3 times a week?
A Always B Sometimes
C Rarely



7 Do you drink fizzy drinks?
A Rarely B Sometimes
C Always



3 Do you sleep for 8 to 9 hours every night?
A Always B Sometimes
C Rarely



8 Do you prefer watching TV or going online to playing sports or doing some type of physical exercise?
A Rarely B Sometimes
C Always



4 Do you drink 6 to 8 glasses of water every day?
A Always B Sometimes
C Rarely



9 Do you eat fast food more than three times a week?
A Rarely B Sometimes
C Always




5 Do you eat biscuits and chocolate every day?
A Rarely B Sometimes
C Always





10 Do you feel energetic throughout the day instead of feeling exhausted?
A Always B Sometimes
C Rarely



Results: *Mostly A's* - Congratulations! You are a picture of health!
Mostly B's - Your health isn't perfect, but you can improve!
Mostly C's - You need to change your habits as soon as possible.


- 2  **Think** Based on the results from the quiz what changes do you need to make, if any, to have a healthy lifestyle?

Presentation skills

- 3   Collect information about how teenagers can maintain healthy eating habits. Prepare and give the class a presentation.

VALUES

Health

- 4  **Think** Do you agree with the quote? Why (not)?


*"The greatest wealth is health."
Virgil*

1 • Progress Check

Vocabulary

- 1 Fill in the gaps with: *go, surfing, hang, do, playing, watch*. Write in your notebook.
1. Ted spends hours in his room, ... the Net.
 2. After you finish your chores, you can ... TV.
 3. I can't ... my homework, it's too difficult!
 4. Let's ... shopping in town this Saturday!
 5. Now that I have a job, I don't have time to ... out with my friends.
 6. ... online games is my favourite free-time activity.

6 x 1 = 6

- 2  Choose the correct item. Write in your notebook.

1. Jenna is upset because she is always **arguing/separating** with her sister.
2. Many teens start smoking through peer **pressure/addiction**.
3. If you don't want to **fail/drop** your exams, you should start doing your homework.
4. She never eats lunch – does she have an eating **disorder/problem**?
5. **Bullying/Cyberbullying** is a new problem that started after the invention of the Internet.

5 x 2 = 10

- 3 Complete with: *of, up, to, out*. Write in your notebook.

1. Sally spent her evening hanging ... at the shopping centre.
2. Sorry, I have to hang ... now. Mum's calling me.
3. Fruit and vegetables are full ... vitamin C.
4. The doctor told me to pay attention ... my diet.

4 x 1 = 4

Grammar

- 4 Put the verbs in brackets into the **-ing**, **to-infinitive** or **infinitive without to**. Write in your notebook.

1. He wants ... **(be)** healthy and lose weight.
2. I love ... **(help)** people and want to be a nurse.
3. She can ... **(play)** the piano like a professional.
4. I'd like ... **(go)** to the cinema tonight.
5. ... **(take)** up running will get you fit.
6. How about ... **(order)** a pizza for lunch?
7. Let's ... **(watch)** TV after dinner.

7 x 1 = 7

- 5 Put the words in brackets in the correct tense. Write in your notebook.

1. How ... **(she/get)** to school in the morning?
2. ... **(Bill/work)** as a doctor in a hospital?
3. She ... **(tidy)** her room now.
4. He ... **(study)** English at school.
5. He ... **(not/watch)** TV now.
6. Julie always ... **(have)** breakfast before going to work.

6 x 1 = 6

Everyday English

- 6 Complete the dialogue by filling in the gaps (1-5) with the questions and statements (a-e). Write in your notebook.


- a I guess you're right. d What's wrong?
b Do you think so? e That's terrible!
c Of course.

- A: Hi Kyle! 1) ...
B: I had a big argument with Al.
A: Oh no! 2) ... What happened?
B: I gave him my laptop yesterday, but he dropped it on the floor and broke it.
A: Did you get upset?
B: 3) ... We shouted at each other.
A: I'm sure it can be fixed.
B: 4) ... OK. I'll take it to the repair shop.
A: And don't be too angry with him. He didn't do it on purpose.
B: 5) ... Maybe I was too hard on him.

5 x 3 = 15

Progress Check • 1

Reading

- 7  Read the text below and decide if the sentences are **R (Right)** or **W (Wrong)**. Write in your notebook.

Dear Jack,

Thanks for your letter, it's great to hear from you! I'm sorry to hear that you feel stressed about your upcoming exams.

Stress is a big problem, so it's important to do something about it now - before it gets worse. Why don't you talk to your teachers about it? Maybe they can help you study, or find you a tutor.

Also, you can ask your parents for some support. They can give you fewer chores, so that you have more time to do your schoolwork. Finally, I think it's important to relax. You can go to the park to play football, or watch a film. It's up to you!


Anyway, I hope this helps you. Good luck in your exams!

Write back soon,
Jill

- Jill feels very stressed about things.
- Jill is Jack's tutor.
- Teachers can help students study.
- Jill thinks Jack doesn't do any chores.
- Jill tells Jack not to study all the time.

5 x 4 = 20

Listening

- 8  You will hear a dialogue about a girl Emma and a boy Alex. Emma is facing a problem. Use the information from the recording to fill in the blanks below. Write in your notebook.


TROUBLED TEEN

 Emma Smith

- started to feel 1) ...
- has a lot of 2) ...
- advised to make a 3) ...
- has to 4) ... effectively

4 x 4 = 16

Writing

- 9  Read the extract from Tony's blog. Write a comment on Tony's blog about what free-time activities you like doing at the weekend (80-100 words). Write in your notebook.

Tony's BLOG

I love playing online games in my free time. They're awesome. What about you?

Post a comment 



16 points

TOTAL: 100 points

Competences

★
Good

★★
Very good

★★★
Excellent

Now I can ...

Vocabulary & Grammar

- talk about daily routine & free-time activities
- talk about teen problems & solutions
- use verbs *+ing/to*-infinitive/infinitive without *to*
- use the present simple, the present continuous & the stative verbs

Reading

- read an article (R/W)
- read a blog (multiple matching, R/W)

Listening

- listen for specific information (dialogue; gap fill)

Speaking

- make arrangements • ask for/give advice

Writing

- write a letter
- post a comment on a blog; making suggestions

2. Work

What's in this module?

• **Vocabulary**

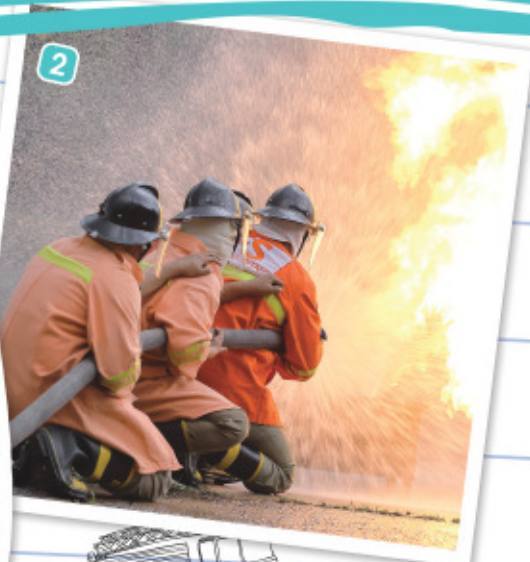
- jobs
- job qualities, qualifications & skills
- volunteer work

• **Grammar**

- modals
- comparisons

• **Everyday English**

applying for a job



Vocabulary Jobs

1 Look at the pictures and match them to the correct job below. Listen and check. Write in your notebook.

- teacher • doctor • hairdresser • receptionist • lawyer
- police officer • firefighter • chef • nurse • plumber
- photographer • electrician




2 What does each person do at work? Use the phrases to tell the class.

- treats sick people
- puts out fires
- receives calls and visitors at an office
- works in a school
- protects citizens
- cooks delicious food
- fixes broken pipes
- looks after sick people
- fixes electrical problems
- cuts people's hair
- advises people on the law
- takes pictures

A doctor treats sick people.

Speaking & Reading

- 1 a) Read the title. In one minute write down as many part-time jobs for teens as you can think of. Tell the class.
- b)  Read the title of each part-time job below. What do you think each job is about? Listen and read to find out.

Part-Time... Paradise?

Are you a teenager looking for a way to make money, or just something helpful to do in your spare time? Are you definitely NOT interested in working as a waitress in a restaurant, or as a shop assistant – as many teenagers do? Well, if you go for one of these exciting part-time jobs, you might find the one that's right for you!

A. Video Game Tester: All Work AND All Play!

- 5 Is playing video games your favourite hobby? Then you might consider getting a part-time job testing video games. That's right; a video game tester gets paid to play! However, it's not all fun and games. Video game testers have to pay careful attention to detail and be willing to put a LOT of time and effort into testing every part of these games. They are responsible for finding glitches, or problems, in the games before they are available in shops.

Temporary and part-time positions are common in this exciting occupation,

- 13 so what are you waiting for? Go ahead and apply today!



B. Animal Shelter Volunteer: Caring for Cute Creatures!

Ever thought about what it might be like to volunteer? If you have pets or are an animal lover, then volunteering at an animal shelter is perfect for you. You can help by bathing, grooming, walking and playing with all kinds of our furry and not-so-furry friends – dogs, cats, hamsters and even snakes! Even though volunteering doesn't pay, the work experience gives you skills that are useful for the future. And the most rewarding part of all? Finding the animals a safe, new home.



C. Golf Caddy: Join the Club!

Do you like the great outdoors? Perhaps a part-time job as a golf caddy is just right for you! There is a lot more to the job than just carrying golfers' clubs for them. Caddies also have to know the names of the clubs so they can hand them over when the golfer asks for them. In addition, caddies clean the clubs, balls and tees and add up the golfer's score. This is a great job for teens because it gives them a chance to work in the fresh air and learn more about this interesting sport!



- 2  Read the text and match the sentences below to the correct text (A-C). Write in your notebook.

Which job is suitable for someone who:

1. likes spending time outside?
2. can find mistakes easily?
3. wants to learn skills for when they're older?
4. doesn't mind working for free?
5. wants to improve in a sport?

Check these words

- spare time • responsible
- available • occupation
- apply • volunteer
- work experience • skill
- rewarding • golf caddy
- the great outdoors
- hand over • add up

Vocabulary

3 Complete the sentences with: *available, occupations, skills, responsible, and rewarding*. Write in your notebook.

1. A police officer is ... for the safety of a neighbourhood.
2. The new video will be ... on Friday.
3. Being a doctor is a ... job because you help save people's lives.
4. You must have excellent writing ... to work as a journalist.
5. Actors, comedians, and dance instructors are all very entertaining

Phrasal verbs: give

4 Read the box and complete the sentences.

1. Can you please give ... these pamphlets to people in your neighbourhood to raise money for the animal shelter?
2. Lisa, can you give me ... the pencil you borrowed from me yesterday?
3. I gave ... my job application last week.
4. The charity shop does not take any items that give ... a bad smell or look too old.
5. Jane is giving ... her old clothing to a charity shop instead of throwing it away.

give away = donate
 give back = return
 give in = submit/hand in
 give out = hand out
 give off = emit (a smell, light, etc.)

Speaking

5 **Think** What part-time jobs do teenagers do in your country? Do you have a part-time job? Tell your partner.

In my country, teenagers ... I have a part-time job as a ...

Writing

6 Imagine you work at one of the places on p. 24. Write an email to your friend and tell them: *what you do - what your duties are - why you like the job so much*. Write in your notebook.

Inbox
 Compose
 Sent
 Trash

Hi ... ,

Hope I just wanted to tell you about my new job! I am a(n)

When I arrive at work, I ... , and after that, I It's perfect for me as I love

Write soon,

...

Send | Forward | Attach a file | Delete

Modals


See **GR** pp. 142-143



- **Permission (can)** "Can I use your laptop?" "Yes, you **can**." (Yes, you are allowed to.) You **can** go to the party tonight. (You are allowed to go.)
- **Refuse permission (can't)** You **can't** go to the party tonight. (You are not allowed to go.)
- **Prohibition (mustn't)** You **mustn't** drive over the speed limit. (It's forbidden; it's against the law/rules.) You **mustn't** use notes during your final exam.
- **Obligation (must)** You **must** listen to the instructor carefully. (You are obliged. It's your duty.) You **must** respect your teachers.
- **Must** can only be used in the present. We use **have to** with all the other tenses. She **had to** pay a fine for not wearing her seat belt. (past) My teacher says that we **have to** hand in our project by Thursday.
- **Necessity/Lack of necessity (need/needn't - don't have/ need too)** You **need/have to** finish the report by Friday. (It is necessary.) You **need/have to** read the first two chapters of the book before the test on Monday. (It is necessary.) You **needn't/don't have to** come to the meeting today. (It isn't necessary.)
- **Advice/Recommendation (should)** You **should** eat more fruit and vegetables. (It's a good idea.) You **should** exercise at least three times a week. (I advise you.) You **shouldn't** eat junk food. (You had better not do it.)
- **Offers/Suggestions** **Shall** we go out to dinner tonight? (Let's...) **Shall** I help you with your homework? (Do you want me to ... ?)
- **Requests (can, could/may)** **Can** you help me write my report? (more informal) **Could** I use your mobile phone? (more polite) **May** I talk to you for a few minutes? (more formal)
- **Ability (can/be able to/could)** Julie **can/is able to** dance very well. (She is able to.) She **could** swim very well when she was younger. (She had the ability to ...; ability in the past.) Harry **couldn't/wasn't able to** find a hotel room available in Paris. (specific ability in the past)
- **Preference (would)** I **would** like a cup of coffee. (specific preference) I **like** drinking coffee in the morning. (general preference)

1 Read the theory. Complete in the sentences using *can, can't, could, or couldn't*. Write in your notebook.

1. ... you speak French when you were eight years old?
2. Alison ... ride a bike at the age of 5.
3. Nick is ten years old. He ... read and write.
4. They ... go to the shopping centre yesterday as their car had a flat tyre.
5. Maria ... help you with your Maths homework.
6. You ... bring any drinks in the computer lab.

2  Choose the correct item. Write in your notebook.


1. **Can/May** you help me with my project?
2. Amy **is able to/could** play the violin when she was six years old.
3. John **should/may** study more if he wants to become a lawyer.
4. The doctor says I **can/have to** avoid eating sweets if I want to lose weight.
5. You **mustn't/needn't** eat in the library.
6. Chris **might/can** be at the gym. His bag is not here.

3  Look at the office etiquette rules for a receptionist. Write sentences in your notebook using *don't have to*, *have to*, or *mustn't*.

Rules for a Receptionist

- answer incoming calls (✓)
- schedule appointments (✓)
- wear casual clothes (X)
- be friendly to customers (✓)
- make personal phone calls (X)
- play games on their mobile (X)
- wear a uniform (X)



4  Replace the phrases in bold with the correct form of the modals in brackets. Write in your notebook.

1. I **advise you to** talk to the manager about that problem. (**should**)
2. **You are not allowed to** take photographs in here. (**can**)
3. **It's possible that Joanne will** be late for work today. (**might**)
4. **It's necessary for him to** wear his helmet while riding his bike. (**have to**)
5. **It's a bad idea for you to** watch TV all night. (**should**)
6. **Perhaps she will** have a birthday party on Saturday. (**might**)

Language Awareness 

You're at the zoo with your friend. How will you inform him/her about an important rule?

- A:** You don't have to feed the animals.
B: You mustn't feed the animals.
C: You couldn't feed the animals.

5 Complete the sentences with modals. Make the sentences true for you. Write in your notebook.

1. When I was young, I
2. At school, I
3. At home, I
4. This week, I
5. Tonight, I
6. In the computer lab, I

Game!

Imagine you work somewhere. Say two things you have to do and two things you mustn't do. Your partner finds what your job is.


2c • Vocabulary

quality /kwɒləti/
(n) = something that is a part of a person's character

qualification
/kwɒlɪfɪkəʃən/
(n) = something which shows a person's level of skill or knowledge in a subject

skill /skɪl/ (n) = an ability a person has learnt well and has practised a lot

Job qualities, qualifications & skills

- 1 a)  Look at the dictionary entries. Which of the words/phrases is a quality? a qualification? a skill? Copy and complete the table in your notebook.

• college/university degree • punctual • honest • work experience • patient
• reliable • good communication skills • hard-working • ambitious
• knowledge of computers • imaginative • sociable • enthusiastic


- b)  Listen and check.

qualities




qualifications & skills



- 2  Which job qualities, qualifications or skills are the most important for someone who wants to work as a teacher? nurse? police officer? hairdresser? photographer? Write sentences in your notebook and then tell your partner.

A teacher needs to be patient and have good communication skills. He/She also needs a university degree.

- 3  Which job would you like to do? What qualities and qualifications do you need? Prepare a short text and present it to the class. Write in your notebook.

Presentation Skills



Give the class a presentation about what job would be perfect for you.

I would like to ... because ... I think that to become a good ... you need ... Also, you ... Finally, you ...

See  PS p. 121

Everyday English • 2d

Sales Assistant Wanted

Job: part-time sales assistant at Harry's Store in the city centre.

Work Hours:
Saturday 9-4,
Sunday 10-3
Applicants must be hard-working, enthusiastic and ready to start straightaway. Send your CV to jobs@harrys.co.uk

Applying for a job

1 Listen. Are these sentences formal or informal?

2 The sentences in Ex. 1 are from the dialogue below. What is the dialogue about? Is the dialogue formal or informal?

Listen and check.

Shop manager: Hello, Roberta. Come in and sit down.

Roberta: Thank you.

Shop manager: Now, I have your CV here. I can see that you are 17 and go to Teddington School, and get good grades. However, what I'd like to know is: why do you want to work for us?

Roberta: Well, I was hoping to earn some extra money during the holidays. So when I saw the ad in the newspaper for a part-time sales assistant, I applied straightaway.

Shop manager: Do you think you have the personal qualities necessary for the position?

Roberta: Yes, I do. I am hard-working, honest and patient. I also have good communication skills.

Shop manager: Thank you Roberta. I will call you tomorrow and let you know our decision.

Roberta: Thank you for your time. I'm looking forward to hearing from you.

3 Find sentences in the dialogue which mean:

Why should I give you the job?

I can't wait for you to call me.

Please have a seat.

Note

Remember that in English we say:
I am 15 years old.
(NOT: ~~I have 15 years old.~~).

4 Write a similar interview and act it out in front of the class. Use the dialogue in Ex. 2 as a model.

Intonation

in compound nouns

Listen and find the stressed syllables.

• sales assistant • part-time • video game • outdoors • firefighter

Comparisons

See  GR pp. 144-145



Comparative

We use the comparative form to compare two people, animals, places, things, or objects.

- **short adjectives: adjective + er + than + noun**
Christina is **taller than** her sister. My hair is **longer than** Lisa's.
The weather today is **colder than** yesterday.
- **longer adjectives: more/less + adjective + than + noun**
The book is **more interesting than** the film.
This dress is **less expensive than** that one.

Types of Comparisons

- **as ... as:** for two people, animals, things that are the same
Agatha's cooking is **as good as** yours.
- **not so/as ... as:** for two people, animals, things that aren't the same
My flat **isn't as big as** Eva's.
- **less + adjective (positive form) + than**
This film is **less interesting than** the one I saw last week.
- **very/really + positive form**
My teacher is **very cheerful** every day. Luke's suit was **really expensive**.
- **much + comparative form of an adjective**
He seems to be **much better** today than yesterday.

Irregular forms: good - better, bad - worse, much/many - more, little - less

1 Complete the *comparative* form of the adjectives in the brackets. Write in your notebook.

- The manager's office is ... (**large**) than everyone else's.
- Tracy is ... (**hard-working**) than the other sales assistants in the shop.
- During the sale, the clothes shop was ... (**busy**) than usual.
- Working as a police officer is ... (**dangerous**) than being a teacher.
- I thought that my old job was stressful, but my new job is ... (**bad**)!
- I think that having work experience is ... (**important**) than having qualifications.

2 Choose the correct item. Write in your notebook.

- Henry's business was **as/much** more successful than his brother's.
- This flower shop isn't as cheap **as/so** the one in Kent Road.
- It's **much/very** more difficult to get a teaching job these days.
- This waiter is less polite **than/of** the one who served us yesterday.
- The products in this shop are **so/as** cheap as the ones we saw online.

3 Make comparisons, as in the example. Write in your notebook.

- | | |
|--|--|
| 1. John, 1.65/Tom, 1.70m (tall)
John is tall, but Tom is taller than John. | 3. Lisa, BA/Victor, Phd (qualified) |
| 2. Mary, 16/Anna, 14 (young) | 4. lawyer, 60 hours/doctor, 80 hours (long) |
| | 5. Kate, 3yrs/Lucy, 5yrs (experienced) |

Superlative

We use the superlative form to compare one person, animal, place, thing, or object with three or more people, animals, places, things, or objects.

- **Short adjectives: the + adjective +est +noun + of/in**
Paul is **the nicest boy in the class**. She's **the best singer of all**.
The Amazon River is **the longest river in the world**.
- **Long adjectives: the + most +adjective + noun +of/in**
Bill Gates is one of **the most successful businessmen in the world**.
This Science project is **the most difficult of all**.

Irregular forms: good – the best, bad – the worst,
much/many – the most, little – the least

My cousin works in NYC and it is one of **the loudest** cities in the world.



I'm sure it is. NYC also has one of **the tallest** buildings in the world too!

4 Complete the sentences with the correct form of the adjective in brackets. Write in your notebook.

1. Mr Richards is ... (**popular**) than the other teachers in the school.
2. Helen is ... (**ambitious**) than her sister – she wants to become a lawyer!
3. Alan is always on time for meetings – he's ... (**punctual**) person I know!
4. David is definitely ... (**funny**) person in the class.
5. This clothes shop is ... (**cheap**) than any other shop in the street.
6. A hospital is one of ... (**stressful**) places to work in.

5 Complete the second sentence so that it has the same meaning as the first. Use the word in bold. Write in your notebook.

1. No one in the office is more organised than Diane. (**MOST**)
Diane is ... person in the office.
2. Cynthia's job isn't as tiring as Seth's. (**MORE**)
Seth's job is ... than Cynthia's.
3. George is the least experienced of all the sales assistants. (**LESS**)
George is ... the other sales assistants.
4. Nick's project is better than anyone else's. (**THE**)
Nick's project is ... of all.
5. Both John and Lisa are equally hard-working. (**AS**)
John is as ... Lisa.
6. Everyone else in the shop is friendlier than Brian. (**LEAST**)
Brian is ... of everyone in the shop.

6 Think of various people you know. Compare them. Use: hard-working, creative, reliable, patient, energetic, ambitious, sociable.


My friend Monica is more hard-working than Anna.

2f • Listening



Note

In this task, you will hear one or two people giving information or opinions. Before the recording starts, read the questions and underline the key words. The first time you hear the recording, choose an answer for every question. The second time you hear the recording, check carefully that your answers are correct. Keep in mind that the questions use different words from the recording.

Preparing for the task

- 1  Read the first sentence. Look at the underlined words. Which statement, *a* or *b*, best paraphrases the sentence? Write in your notebook.
1. She's great with customers.
 - a She is good with people.
 - b She likes to buy things.
 2. He has experience working in a bookshop.
 - a He would like to work in a bookshop.
 - b He has worked in a bookshop before.
 3. She helps out at a library at the weekend.
 - a She visits the library at the weekend.
 - b She works at a library at the weekend.
 4. He is always on time.
 - a He is never late for work.
 - b He never forgets the time.

Multiple choice

- 2 a) The questions (1-4) below are from an interview between a cinema manager and a ticket seller candidate. Read the questions and the possible answers. What do you expect the dialogue to be about?
- b)   Now listen to the dialogue and for questions (1-4) choose the correct answer *A*, *B* or *C*. Write in your notebook.

1. Jenny wants to work at Cinema Max to
 - A pay for a holiday.
 - B learn a skill.
 - C pay for lessons.
2. Jenny's first job was
 - A a newspaper round.
 - B a waitress.
 - C an actress.
3. Jenny can't work on Sunday mornings because she
 - A has football practice.
 - B has a dance class.
 - C has acting lessons.
4. Jenny wants to be
 - A a ticket seller.
 - B an actress.
 - C a teacher.

Cinema
Max



Writing a letter of application

1 Read the letter of application. Which paragraph (1-4) matches (A-D)? Write in your notebook.

- A closing remarks
 B age/qualifications/studies
 C reason for writing
 D personal qualities/previous experience



Dear Mr Drebbin,

1. I am writing to apply for the position of sales assistant which you advertised in the *Oxford Gazette*.

2. I am a 17-year-old student in Year 12 at Darlington School. In a year's time, I will take three A levels, in Mathematics, Physics and Biology.

3. I believe that I will be a great addition to your staff as I am very sociable and patient with people. I am also a team player, so I will become part of your sales team quickly and easily. I also have one year's experience in sales, as a result of working in Liam's Sports on Lambeth Road last year. Therefore, I am familiar with cash registers and bank card machines.

4. I am available for an interview at any time. I look forward to hearing from you.

Yours sincerely,
 Emily Johnson

2 Find examples of formal language in the letter. Write in your notebook.

3 Read the job advertisement from *The Morning Chronicle* and list the key words in your notebook.

Note

When writing a formal letter we use formal language. We write full verb forms, longer sentences, and formal linkers.

Opening remarks

- I am writing to apply for...
- I would be very interested in...

Closing remarks

- I am available for...
- I would be glad to attend an interview...
- I look forward to hearing from you.

WAITERS/WAITRESSES NEEDED

Are you 18 years old? Do you want a part-time job? Apply now for a job at Art Café - the number one café in town!

Work hours: Monday & Wednesday 5-9, Friday 4-9 and Saturday 7-11

You don't need work experience, just lots of energy!

Send your letter to: Mrs Diane Chase, Art Café, 74 Oak St., Calne, SN11


Writing

4 Write a letter of application for the advert in Ex. 3 (80-120 words). Use the letter in Ex. 1 to help you. Write:

- how old you are & what you're studying
- describe your personal qualities
- state when can be available for an interview

charity /tʃærɪti/ (n)
organisation that raises money to help people who are in need

Speaking & Reading

- 1  Read the dictionary entry. What do you think charities in the text are about? Listen and check.



Adam's blog

http://www.adamsblog.com

Adam's blog

Home | About | Info | Photos | Contact

Latest update 30th September

Volunteering for a good cause

I've been a volunteer at Blue Cross for Pets for the past four months. It's a charity that takes care of unwanted or abandoned pets. They have cats, dogs, rabbits, and even horses. Some of the pets that are here are ill or have been injured, and they find it hard to find an owner. Blue Cross for Pets helps care for 40,000 pets every year. Mainly, my duties are to clean the hospital clinics and the equipment such as the kennels. I also help out with meeting and greeting people who want to adopt a pet. I present them with all the information that they need to know about the adoption process and the responsibilities of owning a pet. I feel really great to be a part of the volunteer team at Blue Cross for Pets.

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Emily Haskins says: Hey! Good for you, Adam! I volunteer at Helping Hand in my free time. It's an organisation here in Australia that provides home care and housing for the aged. The number of older people in the population is increasing here in Australia, so I believe volunteering for Helping Hand is very important. I help by giving out pamphlets asking people for donations. Also, a few days a week I spend time with the elderly in the afternoon. I give a helping hand around the house, or we play games, do crafts or just have a friendly chat and a cup of tea. Not only do I feel proud to help older people stay social, but they give a lot back to me, as well. After all, their wisdom and experience is valuable, and I learn a lot from them! In fact, I really feel that they're the ones helping me!

17

Helping Hand
new aged care

Check these words


- volunteer • abandoned
- kennels • adoption
- provide • population
- increase • elderly
- proud • social
- wisdom • experience
- valuable

- 2  Read the text. Decide if the sentences are R (Right) or W (Wrong). Write in your notebook.

1. Adam volunteered for a charity that helps with zoo animals.
2. Blue Cross for Pets is a charity that raises money for stray pets.
3. Adam and Emily both help charities by giving money to them.
4. Emily feels that the elderly give just as much to her as she gives to them.
5. Adam helps out with taking care of injured or ill pets that are at the shelter.

Across Cultures • 2h

Vocabulary (volunteer work)

- 3  What part-time charity work can you see in the pictures?
Use: plant trees, visit the elderly, collect clothes, look after animals, pick up rubbish, help disabled people. Write in your notebook.



Helen



Meg & Tim



Sue & Lyn



Anna




Kary



Jeff

Speaking

- 4  Ask and answer, as in the example.

A: What type of volunteer work does Helen do?

B: She looks after animals.

Prepositions

- 5 Fill in: *for* (x2), *at*, *on*, . Write in your notebook.


- Adam volunteers ... a charity shop in his free time.
- He collects items and puts prices ... them at the charity shop.
- Blue Cross for Pets raises money to care ... animals with illnesses.
- Helping Hand is an organisation that provides housing ... the aged.




Culture Spot

The British Red Cross is one of the largest charities in the UK. They receive millions of pounds of donations every year. They help people that become victims of a natural disaster or an emergency situation.



 What are some well-known charities in your country? Who do they help?

Listening


- 6  Listen to the dialogue between a nursing home supervisor and a high school student, Jacob. Complete the missing information in your notebook.

NURSING HOME

Application Form


Name: Jacob 1) ...
 Date of birth: July 6, 2) ...
 Phone number: 321-156-2578
 High school: 3) ...
 Availability: 4) ... from 10 am to 1pm

Writing

- 7  Imagine you are a volunteer at a charity in your country. Collect information to write your own comment on Adam's blog (100-120 words). Write in your notebook.

Hi Adam! My name is I volunteer at ... , which is a charity in my country: This organisation helps people by I help by ... , ... and It makes me feel ... because

Send 

- 1  Look at the pictures and read the title. What are their jobs in a colony? Listen and read the text to find out.

AMAZING ANTS

soldier ant



worker ants



queen ant



drones



Ants live in a large community called a colony. There are thousands of ants in each colony. They are very organised and have different jobs.

The **queen ant** lives inside the nest and lays eggs. There can be one queen or many queens. The queen usually lives for a year or two, but the queens of some species can live for up to 30 years. Usually, queen ants are much bigger than the other ants in the colony.

The **worker ants** dig tunnels, and find and collect food. They are all female. They usually only live for a few months. Most ants in the colony are worker ants.


Some ant colonies also have **soldier ants**. They protect the colony, attack ants from other colonies and carry heavy objects. They are also female and live for a few months. They are bigger than worker ants and drones.

The **drones** are the only male ants. They have wings and they all fly away on warm days in summer to mate. They live for a few weeks or months.

An ant cannot survive long on its own, but by working together in their colonies they can live almost anywhere.

Check these words


- community • nest
- lay eggs • species
- dig tunnels • protect
- wing • mate



- 2  Read again and replace the words in bold with: *queen ants, worker ants, soldier ants, drones*. Write in your notebook.

1. Some ant colonies don't have **these**.
2. **They** leave the nest when the weather is good.
3. There are many of **these** in each colony.
4. **They** are the biggest kind of ant in most colonies.

- 3 Complete the sentences. Write in your notebook.

1. The queen ant lays ...
2. Worker ants and soldier ants ...
3. The drones have got ...

- 4  Write down three facts from the text that you find interesting. Tell the class.

- 5   Collect more information about ants and prepare a short T/F quiz about them. Swap quizzes with another group and do the quiz.

My ideal job

- 1  **Think** Think of your ideal job. Make notes under the headings in your notebook.

Profession

Workplace

Duties/Working hours

Qualifications


Presentation Skills

- 2 Use your notes in Ex. 1 to present your ideal job to the class.





VALUES

Cooperation

- 3  What does it mean to work as a team? Read what various people say. Do you agree or not? Tell your partner.

1. "We understand that there is no success without teamwork."
2. "We share common goals."
3. "We respect each other."
4. "We exchange ideas and opinions."
5. "We recognise our own abilities and those of others."
6. "We work together on projects."



- 4  **Think**  Why do you think employers consider the ability to be a team player as one of the most important qualities in an employee? Discuss.


2 • Progress Check

Vocabulary

1 Fill in the correct job title. Write in your notebook.

1. Kim protects citizens. She's a p █ o █ .
2. Kevin fixes broken pipes. He is a p █ .
3. Jane cooks delicious food. She is a c █ .
4. Paul takes pictures. He is a p █ .
5. Chris puts out fires. He is a f █ .

5 x 2 = 10

2  Choose the correct word. Write in your notebook.

1. I'm a **punctual/sociable** person; I'm never late.
2. Neil is very **honest/ambitious**; he wants to have his own company one day.
3. The teacher is **proud/patient** with the children.
4. Jack was **honest/reliable**; he told her the truth.
5. Tim was a **hard-working/rewarding** employee.

5 x 2 = 10

3 Fill in the gaps with: *experience, skill, volunteer, responsible, available*. Write in your notebook.

1. The animal centre is looking for a(n) █ .
2. I don't think I'm █ enough to start my own business.
3. Do you have any █ working in an office?
4. It takes a lot of █ to become a professional chef.
5. I'm █ for an interview whenever you like.


5 x 2 = 10

Grammar

4 Fill in: *away, back, to, on, out*. Write in your notebook.

1. I got a job giving █ leaflets on the street.
2. The businessman is giving █ all of his money to charity.
3. When I left my job, I gave █ my uniform.
4. My mum doesn't work █ Sundays.
5. Rachel goes █ bed at 9:00.

5 x 1 = 5

5  Choose the correct item. Write in your notebook.

1. You **mustn't/have to** talk on the phone during meetings.
2. The secretary **can/could** type very fast now.
3. You **must/don't have to** attend the meeting; it's not important.
4. We **must/could** arrive at the office at 9:00 every day.
5. She **had to/couldn't** come in to work because she was ill.
6. Jack is very rich so he **doesn't have to/mustn't** work.
7. Claire **has to/must** call back all of the customers.
8. We **have to/must** be at the meeting on time.
9. **Must/Can** we drink our coffee in the conference room?
10. We **have to/can** finish this project by Friday.

10 x 1 = 10

6 Complete the *comparative and superlative* form of the adjectives. Write in your notebook.

1. Lisa's boss is █ (**friendly**) than most of her colleagues.
2. Jerry works for █ (**successful**) company in the city.
3. Tina is █ (**good**) at working in a team than Julia.
4. Ken is probably █ (**bad**) worker in the shop.
5. Dan's new job is █ (**relaxing**) than his old one.

5 x 1 = 5

Progress Check • 2

Reading

- 7 Read the text below. Decide if the sentences are **R (Right)** or **W (Wrong)**. Write in your notebook.

Compose
Sent
Trash

Dear Sir or Madam,

I am writing to apply for the position of hairdresser as advertised in the *Sunday Morning Times*.

I am 19 years old and I have a hairdressing qualification from Beckworth College. 5

I am hard-working, reliable and punctual. I enjoy working in a team and I have good communication skills. I have helped out at a local hairdressing salon every Saturday for the last two years so I have a lot of experience.

I am available for an interview whenever is convenient. 10

Please contact me on 4523-932873 at any time. I look forward to hearing from you.

Yours faithfully,
Emma Hoskins

Send

1. She is applying to be a newspaper writer.
2. She has studied at university.
3. She likes to work with other people.
4. She works once a week in a local salon.
5. They can contact her by phone.

5 x 2 = 10

Everyday English

- 8 Match the exchanges. Write in your notebook.

- 1 Come in and sit down.
 - 2 I think I will be good at it!
 - 3 Why do you want to work for us?
 - 4 I will call and let you know our decision.
 - 5 Do you think you have the personal qualities necessary for the position?
- a I'm looking forward to hearing from you.
 b It's good to hear your enthusiasm!
 c Yes, I do. I am hard-working and honest.
 d Thank you.
 e I was hoping to earn some extra money.

5 x 2 = 10

Listening

- 9 Listen to the interview between Christina and the bookshop owner. Copy and complete the application in your notebook.

Name: Christina 1) ...

Date of birth: 2) ...

Mobile phone number: 646 - 931 - 3) ...

Availability: Wednesday and 4) ... evening and Saturday 5) ...

Skills: good customer service and people skills

5 x 2 = 10

Writing

- 10 Imagine that you are applying for the job of part-time sales assistant in a bookshop in Ex.9. Write a letter of application. Include: *the position you are applying for, your age, your qualifications, why you would like to work there, days and hours available, and your contact information.* Write in your notebook. (80-120 words)

20 points

TOTAL: 100 points

Competences

★
Good

★★
Very good

★★★
Excellent

Now I can ...

Vocabulary & Grammar

- talk about jobs
- talk about job qualities, qualifications & skills
- talk about different volunteer work
- use modals
- use comparisons

Reading

- read an article (multiple matching)
- read a blog (R/W)

Listening

- listen for detail (dialogue, multiple choice)

Speaking

- act out an interview with a partner
- present my ideal job

Writing

- write an email describing a job
- a letter of application