

# Unit 4 FOR A BETTER COMMUNITY

## Reading

Complete each of the following sentences with a suitable words/phrase from the box below.



character / ignorant / broad / professional / attachment



(←) 1. The magazine covers a \_\_\_\_\_ range of subjects, from sports to psychology.

2. Politeness is traditionally part of the British \_\_\_\_\_. (→)



3. Jean had a special \_\_\_\_\_ to these disadvantaged students after six months teaching them. (→)



4. Many people, especially teenagers, are still \_\_\_\_\_ about the importance of following 5K message.

5. Teamwork and communication are important \_\_\_\_\_ skills for those who want to work in marketing.



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## LOOKING BACK

### Vocabulary

Choose the words from the box to complete the following sentences.

excited  
donate

meaningful  
disadvantaged

interesting  
meaningless

1. Before he joined our volunteer team, he felt his life was boring. Sometimes he thought it was \_\_\_\_\_.
2. They all got \_\_\_\_\_ about the trip to Ha Long Bay, so they had a sleepless night.
3. The donation of warm clothes from the donors last winter was really \_\_\_\_\_ to those poor children.
4. The charity music night was \_\_\_\_\_. All the audience thought it was interesting.
5. The public service announcement called for volunteers to \_\_\_\_\_ time to look after sick people in the local hospital.
6. Those volunteers spent a sleepless night preparing gifts for \_\_\_\_\_ children in Cao Bang.

# Unit

# 4

## FOR A BETTER COMMUNITY

### Grammar

**1** Write the sentences. Use the past simple or the past continuous form of the verbs.

1. The telephone / ring / while / we / have dinner

\_\_\_\_\_.

2. I / wait / at the bus stop / when / I / receive / his text message

\_\_\_\_\_.

3. It / start / to rain / while / we / walk home / from school

\_\_\_\_\_.

4. You / listen / when / the teacher / call / your name?

\_\_\_\_\_.

5. He / walk along / the corridor / he see / a job advertisement / on the notice board

\_\_\_\_\_.

# Unit 4 FOR A BETTER COMMUNITY

2 Read the text about Tilly Smith and put the verbs in brackets in the past simple or the past continuous.

## FROM A GEOGRAPHY LESSON TO A REAL LIFE EXPERIENCE

Tilly Smith was born in 1994. She came from Surrey, England. At school, she was very interested in her Geography classes. On 26<sup>th</sup> December, 2004 Tilly \_\_\_\_\_ (1. have) a holiday with her family in Thailand when she \_\_\_\_\_ (2. realise) that Geography was not only an interesting school subject but also helped to save people's lives.

While Tilly \_\_\_\_\_ (3. sit) on Maikhao Beach in Phuket, Thailand, the sea water suddenly receded from the shoreline. Tilly \_\_\_\_\_ (4. recognise) the symptoms of a tsunami because two weeks before her holiday she learnt about tsunamis in a Geography lesson from her teacher at school. Tilly \_\_\_\_\_ (5. want) to leave the beach quickly because she knew what \_\_\_\_\_ (6. happen), but the people on the beach didn't seem to care. She was very worried and \_\_\_\_\_ (7. tell) her parents about it immediately.

When Tilly's father warned others on the beach and the staff at the hotel where they were staying about the possible tsunami, she \_\_\_\_\_ (8. run) to a safe place with her mother and sister. The tsunami \_\_\_\_\_ (9. be) a terrible disaster for thousands of people, but it \_\_\_\_\_ (10. not kill) anybody on Maikhao Beach thanks to Tilly.