

UPPER INTERMEDIATE



I hope you are doing great! In the document you will see some exercises to check what we learned in **units 3 and 4**.

Ready?

Activity 1: Read

- Read the extract from a biography.
- Then for questions 1-5 choose A, B or C

READ

Read the extract from a biography and the questions below.
For each question, choose A, B, C or D.

It all started with a job my uncle got me. He was working as a costume designer on a film called *Disaster* – it was about a hurricane that devastated a town, causing floods and landslides and destroying pretty much everything. There was lots of screaming and yelling and crying, death and disease and some terrible dialogue. Everything was so unrealistic that the film itself was a complete disaster.

Anyway, the director needed a few more extras for a school scene, so my uncle suggested me. My parents didn't mind and as it was the school holidays I was allowed to do it. For two days I sat at a desk in a classroom. On the second day, one of the boys just couldn't get his lines right, even though he was a professional actor. I'd heard the lines so many times, I knew them by heart. The director was a bit of a bully. He stopped the boy, who had been trying to get his scene right yet again and groaned loudly. Then he looked round the class. Unexpectedly, he pointed to me.

'You,' he said. 'Come and try.'

'What me?' I said.

'Yes, you. Come here.'

I looked at the other boy who obviously felt terrible. He looked like a dog that had been beaten by its owner. I hated the director for being so horrible to that boy. He *was* a bad actor but he'd been trying really hard.

So I looked for an excuse. 'Erm, I don't know how to act,' I said.

Unfortunately it had the wrong result. 'Well, this boy can't act either!' said the director cruelly. 'Come here!'

So I did the scene. I knew the lines, of course. But I could also feel myself becoming the boy in the film, thinking like him, feeling like him. It was as if I was growing into his skin. When I'd finished my lines, I suddenly became aware of everybody looking at me in silence. Then I felt the director hit me hard on the back. 'Well done, kid,' he said. 'Good job for somebody who can't act.'

Everybody started clapping. Even the real actor, who the director had embarrassed, gave me a small smile and a thumbs up. I smiled back. A whole new world of future possibilities had opened up.

Two weeks later, a letter dropped through the letter box with my name on it and the logo of a big film studio. I opened it. 'Dear Mr Lee,' the letter began. 'We are writing to inform you that we would like to consider you for the lead part in our new film. Please phone me to make an appointment for an audition. Yours sincerely, Davina Estelle (personal assistant).' At the bottom of the letter was a handwritten note from the director. 'Hi kid. You've got an awesome future. See you soon, Ken.' It was the start of a great career on the big screen – but I never ever worked with that director again.

- 1 What did the writer think of *Disaster*?
 - A It had everything a good disaster film should have.
 - B It wasn't successful because it didn't have enough action.
 - C It failed because it wasn't believable.
- 2 The writer uses the phrase 'like a dog that had been beaten by its master' to describe ...
 - A how upset the boy looked.
 - B how angry the boy was.
 - C how stupid the boy was.
- 3 The writer didn't want to do the scene because ...
 - A he didn't like the director.
 - B he was worried that he wouldn't remember the lines.
 - C he didn't want to make the other boy feel worse.
- 4 How did the writer feel about the scene?
 - A He was happy that he had remembered the lines.
 - B Acting the part came very easily to him.
 - C He felt it wasn't a bad performance for his first scene.
- 5 What did the writer do after he got the letter?
 - A He made lots of films with the director.
 - B He made films with other directors.
 - C He decided not to go into film.

Activity 2: Past perfect simple and continuous

- Complete the sentences with the correct form of the past perfect simple or continuous

Our favourite story ending

Dan (1) _____ (wait) for hours and hours. He (2) _____ (think) of her every minute. Where was she? (3) _____ (she / die) or (4) _____ (she / survive)? Perhaps she (5) _____ (not understood) when he yelled the meeting place. Perhaps she (6) _____ (look) for him all this time. Or perhaps she (7) _____ (already / leave) town. He looked up. She was there. She (8) _____ (make) it.

Activity 3: Defining and non-defining relative clauses

- Read Maribel's acceptance speech and choose the correct option to complete it

Choose the correct options to complete Maribel's acceptance speech.

First of all, I'd like to thank all the people (1) *which* / *who* have helped me over the years. My first boss, (2) *that* / *who* is in the audience tonight, didn't believe in me when I first started. I think her criticisms, (3) *which* / *where* were unjustified, helped to make me a stronger person. It was when I made my third film, (4) *which* / *whose* title you all know, that my career took off. There are some films (5) *who* / - you never forget. *Zombies of London* is a film (6) *that* / - will stay with me forever. I'd like to end by thanking the people (7) *that* / *whose* have always believed in me. Thanks Mum and Dad. Home is truly the place (8) *where* / *which* all our careers start.

Activity 4: Asking or granting permission

- Read the text to know how Maribel's story continues. Then drag and drop the correct option to complete the text

allow allowed let (x2) made (x2)

Maribel thought that working in films would be glamorous, but it wasn't. Her boss didn't (1) _____ her do the important jobs, and she wasn't (2) _____ to speak to the actors. The studio (3) _____ her get up very early in the morning and didn't (4) _____ her to have Saturdays off. But Maribel (5) _____ herself work harder every day. She knew she could be the best sound technician ever if her boss would (6) _____ her show it.

Activity 5: Shh! Listen

- Before listening read the following tips



REMEMBER HOW TO ...

focus on important information

- Identify the main topic. Focus only on information that relates to it.
- Listen for information which is repeated or emphasised.
- Ignore small details and examples.
- If you quote somebody (write what somebody says), write their exact words.

- Now listen to the recordings. Then drag and drop the correct letter next to the recording. There are two headlines you don't need

1	Recording 1	_____	A	Young hero faces tornado to save elderly relative
2	Recording 2	_____	B	Lack of support for flooded neighbourhood
3	Recording 3	_____	C	Child survives massive tsunami
4	Recording 4	_____	D	Couple seriously injured in earthquake
5	Recording 5	_____	E	Man uses outdoors knowledge to survive avalanche
			F	Lucky escape from landslide
			G	Happy ending one year after wildfire

- Now listen the recordings again and complete the notes with ONE word you hear in each space.

- Man was (6) _____ and saw snow coming down mountain.
- Man knew how to (7) _____ – removed skis and held onto a tree.
- Snow hit him but he wasn't completely (8) _____ and managed to get out.

EXCELLENT JOB EVERYONE!