

4

4A Introduction Helping others



A better world

- ▶ **Learning situation**
Helping your local community
- ▶ **Mediation**
Presenting information

Unit contents

- ▶ **Vocabulary**
Getting involved, collocations, issues & action



- ▶ **Grammar**
Using conditionals



- ▶ **Speaking**
A short presentation



- ▶ **Listening**
Multiple choice

- ▶ **Reading**
Multiple choice

- ▶ **Writing**
An opinion essay

- ▶ **Skills extra lessons**
Literature



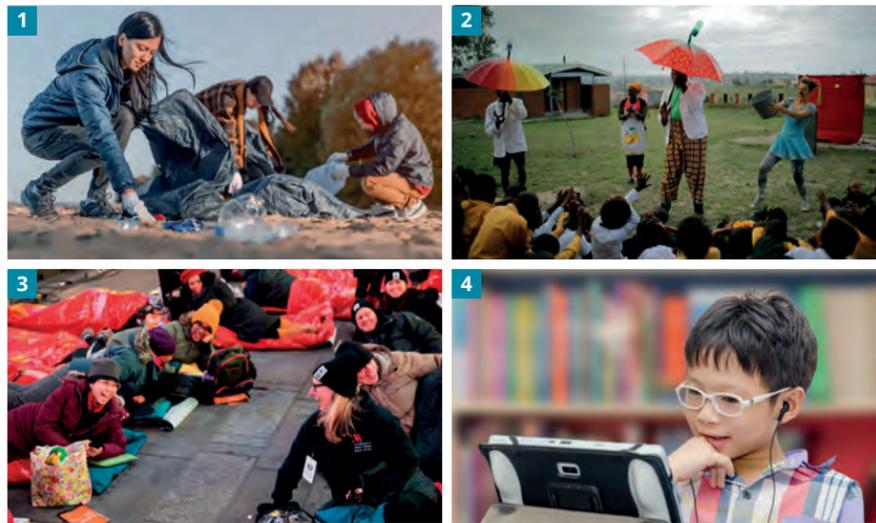
Lead in

- 1 🗨️ Look at the social issues in the box and put them in order of importance for your community.

homelessness the environment vandalism immigration

Vocabulary Getting involved

- 2 📖 Read the texts A–D. Then match them to the photos 1–4.



Looking for a cause to support? Want to get involved?



Why not try some of these ideas?

- A CLOWNS WITHOUT BORDERS** is a **charity** which began in Catalonia in 1993. Local children organized a campaign to raise money to send local clown Tortell Poltrona to Croatia to perform for refugee children. There are now fifteen international organizations of clowns and other performers who work in areas of crisis around the world.
- B LEARNING ALLY** is an organization that helps to produce audiobooks for young people with learning difficulties. They raise money through **donations** to their website. You can also **volunteer** to record books for them.
- C THE CLEAN BEACH INITIATIVE** based in Barcelona, is an environmental organization. It encourages local people to **take part** in a campaign to clean beaches every Saturday morning and raises awareness of the damage that plastics do in everyday life.
- D THE BIG SLEEP OUT** is an amazing annual fundraising event organized by the UK charity, Launchpad. Participants sleep in streets, parks and gardens on 10 October (World Homeless Day) to raise awareness of homelessness. You can donate to the **appeal** or be a **sponsor** and give a friend money to sleep outside.

- 3 Match the **blue** words and phrases from the article with definitions 1–6.

- 1 offer to work without getting paid for it
- 2 an urgent request for money or help
- 3 a person who agrees to give somebody money if they complete a particular activity
- 4 an organization that gives help to people in need
- 5 participate
- 6 something that is given to a person or organization in order to help them

Listening

- 4 🗨️ 1.29 Listen to Maria and Neal talking about being volunteers. Which **two** organizations do they talk about?
- 5 🗨️ Read the Key skill and find the key words in questions 1–5.

KEY SKILL

Listening Before listening

- Read the questions carefully.
- Underline the key nouns and verbs in each question and option.

- 6 🗨️ 1.29 **EXAM** Listen again and choose the correct answers.

- 1 Neal knew about the fundraising event because ...
 - A he heard about it from friends.
 - B he read an article online.
 - C his parents told him about it.
 - D he listened to a podcast.
- 2 Last year Neal spent the night ...
 - A in a park.
 - B in his garden.
 - C in the street.
 - D at a friend's house.
- 3 Maria wants to start an organization that helps ...
 - A local businesses.
 - B the local environment.
 - C tourists in the area.
 - D animals that live on the street.
- 4 Maria and Neal are going to ...
 - A organize a meeting.
 - B organize a fundraising event.
 - C find a sponsor.
 - D think more about what to do.

- 7 Find the words in the box in the article on page 46 and then copy and complete the questionnaire.

awareness campaign donate
raise take part in volunteer

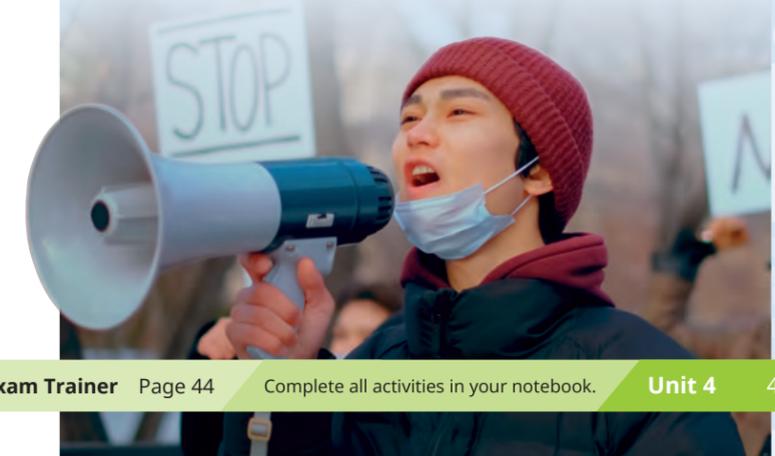
Fundraising event planner



- 1 Which ... do you want to help?
- 2 How are you going to raise ... of your appeal?
- 3 How can people ... to help?
- 4 Where and when can people ... the event?
- 5 How much money do you hope to ... ?
- 6 How can people ... money to you?

Video Changing the world

- 8 🗨️ Watch the video. What is one way you can stand up for something?
- 9 🗨️ Watch the video again and complete the sentences using the words in the box.
 - cause environment effort protests
 - 1 Greta Thunberg is standing up for the ...
 - 2 The Black Lives Matter ... rocked the boat in the USA.
 - 3 Slacktivism is supporting a ... by doing things that take little ...
- 10 🗨️ Think of one more example for each each expression of how people can do these things? Discuss your ideas with a partner.





1 Discuss the questions.

- 1 What is the legal age to do these things in your country?
.....
drive a car get married go to prison join the army vote
.....
- 2 Compare your answers with a partner.

2 Read the text quickly. Which of the activities in the box in exercise 1 is it about?

3 EXAM 1.30 Read the text again and choose the correct answers.

- 1 Some people believe the voting age should be lowered because ...
 - A sixteen-year-olds have the same responsibilities as eighteen-year-olds.
 - B it will encourage young people to pay taxes.
 - C it will help to lower crime figures.
 - D sixteen-year-olds are already treated as adults in some important ways.
- 2 Critics of change claim that ...
 - A more than half of young people won't vote.
 - B people over eighteen aren't mature enough to vote.
 - C sixteen-year-olds are too young to understand what they are voting for.
 - D too many young people might vote.
- 3 Danish researchers discovered that if young people vote, ...
 - A they become better citizens.
 - B they are more likely to live at home.
 - C their parents take a more active part in elections.
 - D their families are happier.
- 4 The writer thinks that it is important that ...
 - A young people are asked if they want to vote.
 - B the voting age is lowered some time soon.
 - C sixteen-year-olds prepare themselves for the responsibility of voting.
 - D young people should answer questions to show they are responsible enough to vote.

4 Read the Key skill.

KEY SKILL

Reading Guessing the meaning of unknown words

To help you guess the meaning of unknown words look at the context and word formation.

- 1 Is the word a noun, verb, adjective or adverb?
- 2 Can you think of another word that will fit in the context?
- 3 Is there a similar word in your language?

5 Look at the highlighted words in the text and use the Key skill help you guess the meaning of each word. Write the number of the tip (1-5) that helped you next to each word.

6 MEDIATION Write a short social media message summarizing the main points in the text for lowering the voting age.

WHEN ARE YOU
OLD ENOUGH TO
HAVE **YOUR** SAY?

KEY VOCABULARY

COGNATES

Find the words below in the text. Which are similar or the same in your language? Are there any more words in the text which are cognates?

quarters responsibilities elections
rigid evolved candidates debate

- A In many cultures, someone's eighteenth birthday marks the day that they legally become an adult. On that day, a young woman or man is given the right to vote. However, there is increasing pressure in some quarters to lower the legal age to vote to sixteen. The reason they give is that sixteen-year-olds already have some important social responsibilities. If they have a job, they will have to pay tax. They are able to get married, if their parents agree. If they committed a serious crime, they would go to prison. If they can pay taxes, get married and go to prison, why can't they take part in elections?
- B Some people believe that the voting age shouldn't be lowered to sixteen. In their opinion, sixteen to eighteen-year-olds are too immature, and they do not have enough understanding

of the issues to make an informed decision. In addition, it is believed that young adults may choose not to vote.

- C However, according to campaigners for change, young adults do show political engagement. In the Scottish Independence referendum in 2014 more than 100,000 sixteen to eighteen-year-olds registered to vote. In addition, activists argue that voting is a lifelong habit that young people need to acquire when they are still young. Furthermore, research in Denmark shows that if people start voting before they leave home, their parents will be more likely to vote, too.

- D Another argument in favour of changing the voting age is that the rules have always evolved. In most countries, women were unable to vote at all until the 20th century. The legal voting age for women and men was only lowered from twenty-one to eighteen in many countries in the 1970s. In countries like Argentina, Austria and Ecuador, voting rights have already been awarded to sixteen-year-olds, and sixteen to eighteen-year-olds have been able to vote in all Scottish elections since 2016.

- E Clearly this is a debate that will continue for some time. Two important questions should form part of that debate. Firstly, will politicians ask young people for their opinions? And secondly, if they do, how will sixteen to eighteen-year-olds answer the question?





Grammar video

▶ Watch the video and then do the activities.

A TYPES OF CONDITIONAL

Zero conditional

if + present simple, present simple

If I **revise**, I always **pass** the exams.

The zero conditional describes a general truth (if = when).

First conditional

if + present simple, will / won't + infinitive

If I **pass** my exams, I'll **work** in IT.
You **won't pass** your exams if you **don't revise**.

The first conditional describes possibilities in the present and future.

Second conditional

if + past simple, would + infinitive

If I **was** a millionaire, I **wouldn't need** a job.

The second conditional describes things unlikely to happen in the present or future.

Third conditional

if + past perfect, would have / wouldn't have + past participle

If we'd **left** the house on time, we **wouldn't have missed** the train.

The third conditional describes hypothetical situations in the past (situations which didn't happen).

We can use other modal verbs, *may*, *might* and *could*, to replace *will* and *would* in conditional sentences.

If the law **is changed**, I **will vote**. → If the law **is changed**, I **may vote**.

1 Match the types of conditional 1–4 with examples a–d.

- Zero conditional
- First conditional
- Second conditional
- Third conditional

- If they committed a serious crime, they would go to prison.
- They are able to get married if their parents agree.
- They would have voted if they had been able to.
- If they have a job, they will have to pay tax.

2 Choose the correct endings for each of the sentences and say what type of conditional it is.

- We'll donate some money ...
A if you did the Big Sleep Out.
B if you sleep in the street.
- How would you feel if ...
A you don't have a home?
B you were homeless?
- If we hadn't raised awareness, ...
A people wouldn't have sponsored us.
B our campaign would be a waste of time.
- I always volunteer ...
A if I have enough free time.
B if I'll have enough free time.

3 Rewrite the sentences using the third conditional.

I went to the charity concert. I met all of those nice people.

If I hadn't gone to the charity concert, I wouldn't have met all of those nice people.

- My sister volunteered. She went to Central America.
- I hurt my leg. I didn't do the sponsored swim.
- We didn't work together. We didn't raise a lot of money.
- You didn't vote for us. You felt bad afterwards.
- We didn't buy tickets in advance. We missed the film.
- People didn't sponsor us. We didn't raise more money.

B IF & AS LONG AS, PROVIDED THAT, UNLESS

as long as / provided that

= **but only if**

They'll succeed **as long as** they try hard.
We'll help, **provided that** we are not on holiday.

= They'll succeed **but only if** they try hard.
= We'll help, **but only if** we are not on holiday.

unless + positive verb

= **the same as if + negative verb**

We'll be late **unless** we **leave** now.
I won't do it **unless** you **help**.

= We'll be late **if** we **don't leave** now.
= I won't do it **if** you **don't help**.

We can replace *if* with *unless*, *provided that* and *as long as* and keep the same meaning.

4 Read the examples and answer the questions.

- Translate the blue expressions into your language.
- Which two sentences from a–c have the same meaning?
- What tenses come after unless, provided that and as long as?
a I won't do it **unless** you help.
b I won't do it if you help.
c I won't do it if you don't help.
d You'll be able to vote **as long as** you've registered.
e We'll help, **provided that** we are not on holiday.

5 Rewrite the sentences. Include the words in bold.

- We won't change anything if we don't try. (**unless**)
- We won't catch the train unless we get up early. (**if**)
- If you don't work harder, you won't get into university. (**unless**)
- I won't run the half marathon unless you do, too. (**provided that**)
- You'll enjoy going camping if it doesn't rain. (**as long as**)

C CONTRACTED FORMS OF WOULD & HAD

If you'd told me, I'd have understood.

= If you **had** told me, I **would** have understood.

If I **had** lots of money, I'd go skilling.

= If I **had** lots of money, I **would** go skilling. (*had* is the main verb here)

Had and *would* can be contracted to 'd in conditional sentences.

Had can only be contracted to 'd when it is an auxiliary verb, not when it is a main verb.

6 Rewrite the sentences using full forms of would and had.

- If we'd started earlier, we'd have finished by now.
- I'd have given some money to charity if I'd had any.

7 Rewrite the sentences without contractions.

- I'd have seen her if she'd been there.
- If you'd gone, you'd have enjoyed it.
- We'd have seen more if we'd had more time.
- Who would you have voted for if you'd been able to?

Consolidation

8 Choose the correct options.

Anyone of any age can get involved in fundraising (1) *unless / provided that* they care enough. During the Covid-19 pandemic in 2020 Sir Tom Captain Moore, who was 99 years old, decided to raise money to support health service workers by walking up and down his garden 100 times before his 100th birthday and asking people to sponsor him. Captain Moore, decided that if he (2) *would raise / raised / had raised* £1000, he would stop. But, thankfully, he didn't stop because if he had, Captain Moore (3) *might raise / won't raise / wouldn't have raised* over £30 million.





Vocabulary Issues & action

1 Look at the issues 1-4 and find the incorrect word in each list.

- 1 animal cuts / rights / protection
- 2 education / health / gender cuts
- 3 human / women's / education rights
- 4 gender / animal / racial equality

2 Answer the questions about the issues in exercise 1.

- 1 Which issues interest or worry you?
- 2 Which issues are important these days?
- 3 Which issues have been in the news recently?

3 EXAM Complete texts A-C with the words in the boxes next to each picture.

4 MEDIATION Read the texts A-C again. Choose one and explain to a partner what it is about.

A



The (1) ... 'Say no to high speed rail' appeared on the streets of London again yesterday when there was (2) ... against the planned rail link between London and Leeds. The (3) ... are campaigning to save hundreds of trees in the area.

a protest protesters slogan



B



Several thousand (4) ... held (5) ... in the capital city to protest against rising food prices. They brought vegetables with them and carried anti-government (6) ...

banners demonstrators a rally

8,745

C



Gun control (7) ... organized (8) ... in Washington DC last week in support of stronger gun laws. Over 500,000 people have already signed an online (9) ... in support of the campaign.

activists a march petition

9,426

Video

5 Watch or listen to Chloe and Liam giving presentations about the RSPCA and Greenpeace. Which person mentions 1-6? Write C (Chloe), L (Liam) or B (both).

- 1 campaigns
- 2 protests
- 3 marches
- 4 changing the law
- 5 social media
- 6 online petitions

6 Read the Key skill.

KEY SKILL

Speaking Giving a presentation

- Introduce yourself and summarize your presentation.
- Divide the information into different points.
- Speak clearly.
- Look at your audience or the camera as much as possible.
- Give a conclusion and thank your audience for listening.

7 Watch or listen to the two presentations again. Complete the table giving Chloe and Liam marks out of five for each of the skills in the Key skill. Compare your marks with a partner.

	Chloe	Liam
Introduce and summarize		
Make the information clear		
Speak clearly		
Look at audience		
Conclusion		

Pronunciation Sentence stress

8 Listen to the Key phrases and practise saying them with the correct stress and rhythm.

KEY PHRASES

A short presentation

- I'm going to look at three things. (2 stresses)
- First of all I'd like to explain ... (2 stresses)
- The next thing I'd like to explain ... (2 stresses)

9 Listen to the phrases below and underline the stressed words in each phrase.

- 1 Finally, let me tell you ... (2 stresses)
- 2 That's all I have to say for now, ... (2 stresses)
- 3 Thanks very much for listening. (2 stresses)

Speaking A short presentation

10 In pairs, research and prepare a short presentation about a well-known charity or cause.

SPEAKING GUIDE

TASK

Choose the charity or cause you want to write about.

Think and plan

Find out the following information about the charity or cause you have chosen:

- Name / Where is it based?
- Objective?
- When and where did it start?
- Who are the leaders? What do / did they do?
- Why support it?

Write

- 1 Write your introduction. Explain:
 - what charity or cause you have chosen to talk about
 - why you have chosen to talk about this charity
- 2 Write the main part of your presentation. Include the information you found out for Step 1. Find some photos or video clips to illustrate your presentation.
- 3 Write a conclusion to your presentation.

Practice

Read the Key skill in exercise 5 again and practise your presentation. Then do your presentation for another person or show them a video of the presentation.

Self-assessment

What was good about your presentation? What will you improve next time?



Model text

- 1 Read the model text. Does the writer agree with the statement in the task?
- 2 Read the model text again and answer the questions.
 - 1 Does the writer argue both for and against the statement?
 - 2 Do you agree with the statement?
 - 3 Which of the writer's arguments do you think are strong or weak?

'Charity should begin at home. People should donate money to national charities rather than international charities.' Discuss.

- 1 There are now so many different charities at home and abroad that it is difficult to decide which one to donate to. In my opinion, national and international charities are equally important, and people should be free to support the causes they feel most strongly about.
- 2 **First of all**, we need to remember that people are donating their money, and so it is their choice. If I want to give money to an international charity, I have the right to do so. **Secondly**, although there are many social problems in this country, people in other countries often have even worse problems and need help more. **Finally**, helping other countries brings us into contact with other cultures, and in the future these connections could be good for trade or tourism.
- 3 So **in conclusion**, I believe there are good reasons to disagree with the statement that charity should begin at home. On the contrary, it would appear there are many good reasons why we should support international charities just as much as national ones.

The writer gives a general opinion and explains the situation.

The writer introduces their three arguments using linkers to order their ideas.

The writer repeats their position in the conclusion.



Writing skills Adding & ordering

- 3 Copy and complete the table with the words and phrases in the box.

Furthermore In addition First of all Moreover
To sum up What's more

Firstly	1
Secondly	2
Finally	3
	4
	5
In conclusion	6

- 4 Listen to three people talking about what they would do if they were president. Using the notes below tell a partner what they say.

create more jobs
build more schools / luxury schools
give money to charities
work for a charity
make more places at university
protect animals and the environment
make all cars electric
catch or eat fish
buy one kilogram of meat

KEY PHRASES

Expressing opinions

In my opinion, ...
I believe ...
I'm not sure, but ...
Personally, I feel that ...
I (don't) think that ...

Preparing to write

- 5 Read the tasks in the Writing guide. Choose one task and make notes about the following
 - 1 What is the situation at the moment? (What do people do when they are sixteen OR do charities do work the government should do?)
 - 2 Do you agree with the statement?
 - 3 What would be the advantages of this?
OR What would be the disadvantages of this?
 - 4 Can you think of any examples?

Writing

- 6 Follow the steps in the Writing guide.

WRITING GUIDE

TASK

Write an opinion essay on one of these statements:

'Every student should work for a charity for a year when they are sixteen.' Discuss.

OR

'Charities should not exist. It is the responsibility of the government to provide for all in society.' Discuss.

Write 120–150 words.



Think and plan

Spend a couple of minutes thinking about the task. Write down any words that you think are important. Then look back at exercise 6. Organize your notes from questions 1–4 under these headings:

- Paragraph 1 General opinion
- Paragraph 2 Reasons
- Paragraph 3 Conclusion

Write and check

Read the Key phrases. Write a rough version of your opinion essay using notes from your plan. Then check these points and write a neat version.

- Have you used appropriate phrases for adding and ordering information?
- Have you given reasons for your opinion?
- Have you used any of the Key phrases?

Conditional sentences

There are four types of conditionals. They express different degrees of probability and possibility.

Zero conditional

Form *If + subject + present simple, subject + present simple*

Use to describe a general truth. *If = when.*

If I work hard, I get good marks.

First conditional

Form *If + subject + present simple, subject + will + infinitive*

Use 1 to describe things we think are probable in the present and future.

If I have enough money, I'll buy you a coffee.

We can use **may / might instead of will** in the result clause = less probable.

Use 2 to make promises and give warnings.

We'll be late if we don't leave now.

Second conditional

Form *If + subject + past simple, subject + would + infinitive*

Use to describe things we think are improbable in the present or future.

If I was / were taller, I would be better at basketball.

We can use **may / might** instead of **would** in the result clause = more improbable.

We can use **could** instead of **would** in the result clause.

If I had a car, I could drive to school.

Third conditional

Form *If + subject + past perfect, subject + would + have + past participle*

Use to describe hypothetical situations in the past (situations which didn't happen).

If I'd gone to bed earlier, I wouldn't have been so tired. = I didn't go to bed early, so I was tired.

if & unless, providing that, as long as

Use *as long as or providing that* means *but only if* = more emphatic than *if*.

We'll go if we have enough money. (neutral)

We'll go as long as we have enough money. (stronger)

Use *unless* means *if ... not* in conditional sentences.

I'll help you if I am not too tired. (negative verb form)

I'll help you unless I am too tired. (positive verb form)

Contracted forms of would & had

Had and *would* can both be contracted to *'d* in conditional sentences.

This is common when speaking.

If you'd (= had) told me, I'd (= would) have understood.

KEY VOCABULARY

GETTING INVOLVED

(an) appeal (v, n)
 (a) campaign (v, n)
 a charity (n)
 donate (v), a donation (n)
 a fundraising event (n)
 raise awareness of (exp)
 raise money (v)
 a sponsor (v, n)
 take part in (v)
 (a) volunteer (v, n)

ISSUES & ACTION

activist (n)
 a rally (n)
 banner (n)
 a demonstrator (n), a demonstration (n)
 march (n & v), marchers (n)
 a petition (n)
 protest (v, n), protester (n)
 a slogan (n)

COGNATES

culture (n)
 elections (n)
 especially (avb)
 evolve (v)
 immature (adj)
 informed (adj)
 politician (n)
 quarters (pl n)
 responsibility (n)
 rigid (adj)
 vote (n & v)

EXTENSION VOCABULARY

GETTING INVOLVED

campaigner (n)
 donate (v), (donor (n)
 sponsorship (n)

ISSUES & ACTION

animal rights (n)
 attend a protest rally (exp)
 demonstrate (v)
 go on a march (exp)
 human rights (n)
 marchers (n)
 protest (v, n),
 protest rally (n)
 sign a petition (exp)
 women's rights (n)

Use of English

1  **EXAM** Read the text below. Use the word given in brackets to form a word that fits in the gap.

Cyberactivism

Modern technology is nowadays the tool people use to change the world. Many political (1) ... (protest) just turn on their computer and go online to raise (2) ... (aware) about important issues. In the past, an (3) ... (active) might have asked people in the street to support a particular cause. If politicians made decisions that were unpopular, (4) ... (demonstrate) would go on marches. People still organize (5) ... (campaigners), but these are often done as online petitions. Although marches still take place, the internet has become a valuable tool to bring about social change.



2 **EXAM** Copy and complete the text. Use only *one* word in each gap.

Are you interested in helping others but don't quite know how? (1) ... you want to get involved with a charity, you'll need to spend some time finding out how you can help. Here are some tips.

Firstly, decide how you want to help. If you've got lots of free time, you could take (2) ... in a campaign or you may be able to work for free as a (3) Whether you're interested in helping inner-city schools or if you want to (4) ... money for cancer research, there are lots of groups out there that need assistance. You could even launch an (5) ... to help people in your area who need financial support. Remember, if more people got involved in charity work, our world (6) ... be a much better place.

Writing skills

3 **EXAM** Copy and complete the text with the words in the box.

addition finally first of all more secondly

Have you heard of the latest fun way to raise money for charity? People donate money for you to do nothing, and what's (1) ... , say nothing! The British Red Cross (BRC) is encouraging people to sign up for a sponsored silence. So, what do you need to do? (2) ... , you choose a date to do it. (3) ... , you email the BRC for a sponsorship form and ask everyone you know to sponsor you. Then, on the day you are completely silent. (4) ... , when you have successfully not spoken all day, you collect your money and send it to the BRC. In (5) ... to being a great way to make money, it's also a great way for the lazy to participate in fundraising.

Reading A biography

1 **2.05 Listen and choose the correct option to complete the sentences.**

- 1 Gandhi was Indian / South African.
- 2 He studied to become a lawyer in Durban / London.
- 3 In 1893 he moved to Durban / London.
- 4 He believed in using force / non-violent activism to achieve his goals.

2 **EXAM 2.06 Read the text and choose the correct answers.**

- 1 Why did Gandhi buy a first-class train ticket?
 - A To sit with a white man.
 - B To be comfortable.
 - C To sit with his luggage.
- 2 Why did he think he had been treated unfairly on the train?
 - A Because he had the correct type of ticket to sit in that compartment.
 - B Because another passenger had asked him to move seats.
 - C Because he had been forced to sit in that compartment at the start of the journey.
- 3 What effect did what happened to Gandhi on the train have on his life?
 - A He decided to return to India.
 - B He decided to make the world a fairer place.
 - C He wanted to experience racism.

3 **Discuss the questions with a partner.**

- 1 What three adjectives describe Gandhi?
- 2 What would you do if you were in the situation described in the text?

When Gandhi arrived in Durban, South Africa, he met Abdullah Seth, a wealthy businessman. Seth had had an argument with an Indian who lived in Pretoria, the capital of Transvaal. The man owed Seth a lot of money. So Seth asked Gandhi to be his lawyer and to go to Pretoria to try to get his money back.

Therefore, after only a week in Durban, Gandhi bought his train ticket and began the long journey to Pretoria. He bought himself a first-class ticket in order to have a seat in a comfortable compartment of the train. The train stopped at Pietermaritzburg, the capital of Natal, and a white passenger got into the compartment where Gandhi was sitting. He looked at Gandhi and then called the guards, who asked Gandhi to move out of the first-class compartment because he was not white. Gandhi refused. He explained that he had a first-class ticket and that he had been allowed to get into the compartment in Durban.

'You must leave the compartment or we shall call the police,' the guards said. Gandhi still refused and the police pushed him off the train with his luggage. Gandhi went to the station waiting room. It was 9 p.m. and there was no light in the room. It was dark and extremely cold. Gandhi sat alone all night thinking about what had happened and about his future. He was 23 years old. Should he go back to India, or should he stay and fight against injustice? He realized the injustice he was experiencing was caused by deep racism. That night, in the station in Pietermaritzburg, Gandhi realized that he was prepared to fight against racism.



From Oxford Bookworms Factfiles, Level 4: Gandhi by Rowena Akinyemi, 9780194237802

Video The Raging Grannies 

1 **Watch the video and answer the questions.**

- 1 What organisation are Shirley and Hinda part of?
- 2 What age group are the people who lead the organisation?



2 **EXAM Watch the video again and write True or False for 1-5. Make a note of any phrases you hear which support your answers.**

- 1 The Raging Grannies try to promote peace, justice and equality.
- 2 Shirley and Hinda think that buying and consuming stuff creates too much waste.
- 3 They think that growing the economy should put garbage first.
- 4 They meet with economic experts in Seattle.
- 5 They want to educate the older generation about alternative ways to grow the economy.



3 **Copy and complete Hinda and Shirley's sentences using the words in the box. Then watch the video to check your answers.**

other people human being the planet
can't stand change

- 1 **Hinda:** I ... to look at all this stuff. It's garbage.
- 2 **Shirley:** I just want to talk to a ... that has some ideas about growing the economy.
- 3 **Hinda:** How is it possible to make ... ?
- 4 **Shirley:** We've got to do something. We've got to help ... understand.
- 5 **Hinda:** Growth, what does it mean for ... today? For our children, our children's children, and our children's children's children?

4 **MEDIATION Summarise the information from the video in an email to your friend who missed today's lesson. Use the questions in Ex. 1 and 2 to help you.**

Writing Workshop A narrative

In a **narrative** you describe a past event or tell a story.

Example task: Write about an exciting experience that you've had.

A GET IDEAS

- ▶ Think of an event or story to write about. Remember, it doesn't have to be true.
- ▶ Make notes to answer these questions:
What happened? **When** did it happen?
Where did it happen? **Who** did it happen to?
How did people feel? **What** happened afterwards?

B PLAN

- ▶ Put your ideas in order. What happened first / next / in the end?
- ▶ Organize your ideas into paragraphs. For example:
Paragraph 1 Introduction to the story
Paragraph 2-3 The main events (before / during / after)
Final paragraph How the experience affected you

C WRITE

Give an interesting beginning

Use time expressions and sequencers to connect events

Use different narrative tenses

Describe feelings as well as events

Say how the event affected you

Bring your narrative to a clear end

The day of my achievements ceremony at school was the most exciting day of my life so far. In my neighbourhood, we celebrate this day in a very unusual way.

Every year, local teenagers hire luxury cars to take them to the ceremony. Weeks beforehand, everyone had been boasting about the cars they would hire. Unfortunately, I didn't have enough money to do the same.

On the big day, I was getting ready, when I heard excited voices from outside. I rushed out to see my brother who was greeting the driver of a black Ferrari. I thought I was dreaming when he hugged me and opened the door for me to get in. I have never been so excited in my life.

Riding in a Ferrari was unforgettable and the experience of a lifetime for me. But apart from being thrilled, I also realized how cool my brother is!

USEFUL LANGUAGE

Describing feelings

I was / felt (*terrified, delighted*, etc.)

It was a terrible shock / wonderful surprise.

I've never been / felt so ... before / in my whole life.

... was so (adjective, e.g. *sad*) that ...

Adverbs to comment on events

Amazingly, ... Incredibly, ...

Luckily, ... Fortunately, ...

Sadly, ... Unfortunately, ...

Time expressions

I (**past simple**) while / when / as I (**past continuous**)

for / since / just / ever / never / already / yet (with **past perfect** or **present perfect**)

Last year / Yesterday / A few days ago (with **past simple**)

Before I (**past simple**), I (**past perfect**)

After / Because / By the time / When I (**past perfect**), I (**past simple**)

Suddenly, ... / Just then, ... / At that moment, ...

Other narrative sequencers

At first, / First, / In the beginning, / First of all, ...

Next, ... / Then, ... / After that, ... , Later ...

Eventually, ... / Finally, ... / In the end, ...

Reflecting on events

It was the (*best, worst, most frightening*, etc.) day of my life!

It was a day / time I'll never forget.

I'll remember this day / time forever.

Tips for... narratives

- ▶ Choose a simple story.
- ▶ Give your story a clear beginning, middle and ending.
- ▶ Use the **past continuous** to set the scene and to show longer actions, the **past simple** for main events, and the **past perfect** for events that happened earlier.
- ▶ Describe atmosphere and feelings as well as what happened.