

4

4A Introduction Helping others

Let's change the world

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Vocabulary

Getting involved, cognates, issues & action



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EXTRA VIDEO

Lead in

- 1 Which of the people and things in the box need help in your community?

animals children people with disabilities refugees the elderly
the environment the homeless women

Vocabulary Getting involved

- 2 Look at the photos. Which of the social issues in exercise 1 do they show?

- 3 Read the article and match the photographs to the texts. Which social issue does each organization try to help with?



Want to help? Want to get involved?



Here are some 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.
- B LEARNING ALLY** is an organization which produces audiobooks for young people with learning difficulties. They **raise money** through their website, and even a small financial **donation** can help. If you want to be more actively involved, you can also **volunteer** to record books for them.
- C THE CLEAN BEACH INITIATIVE** based in Barcelona, is an environmental organization which encourages local people **to take part** in a campaign to clean beaches every Saturday morning.
- D THE BIG SLEEP OUT** is an annual **fundraising event** organized by the charity, Launchpad. People sleep in streets, parks and gardens on 10 October (World Homeless Day) to **raise awareness** of homelessness. The **appeal** has raised over £300,000 over the past fifteen years. The Launchpad website tells you how to take part or **donate** money. You can also be a **sponsor** and give a friend money to sleep outside.



- 4 **9** Match seven of the **blue** words and phrases from the article with definitions 1–7.
- 1 an organization that gives help to people in need (paragraph A)
 - 2 get money for something (paragraph B)
 - 3 participate (paragraph C)
 - 4 an activity that is organized to get money for charity (paragraph D)
 - 5 create interest in something (paragraph D)
 - 6 an urgent request for money or help (paragraph D)
 - 7 a person or an organization that provides money for an activity (paragraph D)
- 5 **EXAM** Complete the sentences with the correct words from exercise 3.
- 1 Our group is trying to ... for cancer research by collecting donations in the city centre.
 - 2 He donated €100 to an animal rights
 - 3 Dave's going to do a charity swim for 24 hours. He's already got 45 ... on his list.
 - 4 Our school is launching an ... to save the *Monachus monachus* seal.
 - 5 We are organizing a ... to raise money for a local centre for the elderly.

Listening

- 6 **4.01** Listen to Maria and Neal talking about being volunteers. Which **two** organizations from exercise 3 do they talk about?
- 7 **EXAM** Read the Key skill box.

KEY SKILL

Listening Before listening

- Read the questions and each option carefully.
- Underline the key words (the most important words).
- Key words are usually nouns and verbs.

- 8 **9** Now identify the key words in questions 1–5. Question 1 has been done as an example.
- 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 This year he is going to ...
 - A sleep outside alone again.
 - B raise more money.
 - C take part with friends.
 - D play with a band to raise money.
- 4 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.
- 5 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.

- 9 **EXAM** **4.01** Listen again and choose the correct answers in exercise 8.

Video Changing the world

- 10 **4.01** Watch the video. Which three of the items below are mentioned?
- A Black Lives Matter
 - B volunteering
 - C signing online petitions
 - D organizing a fundraising campaign
 - E Greta Thunberg
- 11 Watch the video again. Complete the sentences with the words in the box.
- make rocked stands
- 1 Greta Thunberg _____ up for the environment because she believes it is important for people to defend and support issues that they believe in.
 - 2 The Black Lives Matter protests _____ the boat in the USA in order to disrupt the political and social system.
 - 3 Slacktivists are people who _____ little effort; they are 'lazy' activists (e.g. signing online petitions).
- 12 **4.01** Are you a 'slacktivist' or an activist? Why?

4B Reading Have your say

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

3 **EXAM** 4.02 Read the text again and choose the correct answers.

- 1 According to the article, some people believe the voting age should be lowered because ...
 - A sixteen-year-olds have the same responsibilities as adults.
 - B it will encourage young people to pay taxes.
 - C it will help to stop crime waves.
 - 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 don't want to vote.
 - B eighteen-year-olds shouldn't vote.
 - C sixteen-year-olds don't understand the issues.
 - D too many young people can already vote.
- 3 Supporters of change suggest that sixteen-year-olds ...
 - A are likely to vote if they can.
 - B need to learn how to vote.
 - C are likely to vote the same way as their parents.
 - D already vote enthusiastically in Denmark.
- 4 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.
- 5 The writer thinks that it is important that ...
 - A we ask young people if they want to vote.
 - B the voting age is lowered as soon as possible.
 - C sixteen-year-olds prepare themselves for the responsibility of voting.
 - D young people should have to answer questions to show they are responsible enough to vote.

4 Read the Key skill box.

KEY SKILL

Reading Guessing the meaning of unknown words

- 1 Look at the whole sentence:
 - is the word a noun, verb, adjective or adverb?
 - does it connect with other words in the sentence?
 - can you think of another word that will fit in the context?
- 2 Look at the spelling of the word:
 - is there a similar word in your language?
 - does it look like another English word?
 - is there prefix or suffix?

5 Look at the highlighted words in the text. Can you guess what they mean?

6 **MEDIATION** Your English-speaking friend has to write an essay giving her / his opinion about lowering the voting age. Now you have read the article send her / him some notes summarizing the most important issues.

KEY VOCABULARY

Cognates

7 Look at the words in the box. They are all in the text. They are called cognates.

elections evolved responsibilities rigid

Choose definition 1 or 2.

- 1 Cognates are words that have similar spelling and meaning in two languages.
- 2 Cognates are words that have similar spelling but a different meaning in two languages.

8 Which of the words below are cognates?

Paragraph A: cultures, right, vote, committed.
Paragraph B: especially, politicians, immature, choose.

9 Look at paragraphs C and D to find more examples.



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



A In many cultures someone's eighteenth birthday marks the day that they legally become an adult. And on that day a young person gets the right to vote in elections. However, in some quarters people want to lower the voting age to 16. The reason they give is that 16-year-olds already have some important social responsibilities and duties. If they have a job, they will have to pay tax. If they committed a serious crime, they would go to prison. So, why can't they take part in elections? Isn't this unfair?

B However, other people, especially some politicians, don't want change. In their opinion, 16 to 18-year-olds are too immature and do not have enough understanding of the issues to make an informed decision in an election. In addition, they say that young adults may choose

not to vote. And it is true that less than 50% of 18 to 24-year-olds voted in the UK election in 2019.

C However, according to campaigners for change, young adults do show political engagement. In the Scottish Independence Referendum in 2014 young people aged 16 and 17 were given the right to vote and more than 100,000 registered to do so. In addition, activists argue that people need to acquire the voting habit when they are still young so they continue to vote for the rest of their lives. Furthermore, research in Denmark shows that if people start voting before they leave home, their parents will be more likely to vote, too. This is good for democracy.

D Of course, the rules concerning the right to vote have never been completely rigid; they have evolved. In most countries women were unable to vote at all until the 20th century. In countries like Argentina and Austria voting rights have already been awarded to 16-year-olds. Since 2016, 16 and 17-year-olds have been able to vote in all Scottish elections and one Scottish political party wants to allow 16-year-olds to be candidates for election to public office.

E Clearly this is a debate that will continue for some time. It is important that we ask young people for their opinions and listen to their answers. Do they want to vote? Do they feel ready for the responsibilities of voting?



4C Grammar Using conditionals

▶ Watch the video and then do the activities.

A TYPES OF CONDITIONAL

Zero conditional

<i>if</i> + present simple,	present simple
If I revise , I always pass the exams.	

We use the zero conditional to describe a general truth. (*if* = *when*).

First conditional

<i>if</i> + present simple,	<i>will</i> / <i>won't</i> + infinitive
If I work hard , I'll pass my exams. You won't pass your exams if you don't revise .	

We use the first conditional to describe possibilities in the present and future.

Second conditional

<i>if</i> + past simple,	<i>would</i> + infinitive
If I was a millionaire, I wouldn't need a job.	

We use the second conditional to describe things that are improbable in the present or future. We can use *could* instead of *would* in the result clause.

Third conditional

<i>if</i> + past perfect,	<i>would have</i> / <i>wouldn't have</i> + past participle
If we'd left the house on time, we wouldn't have missed the train.	

We use the third conditional to describe hypothetical situations in the past.

Alternative modal verbs

We often use the modal verbs **may** and **might** in conditional sentences. They show that we think the result of the conditional clause is less probable. If the law is changed, I **may / might** vote.

1 Match conditionals A-D with examples 1-4.

- A zero conditional
- B first conditional
- C second conditional
- D third conditional

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

2 Match A-C with 1-3 to make zero conditional sentences.

- | | |
|-----------------------------|--|
| A If I have any money, | 1 my dad buys me a present. |
| B If I do well in my exams, | 2 I read it in one night. |
| C If I like a book, | 3 I always give some to homeless people. |

3 Copy and complete the sentences with the verbs in brackets in the first conditional.

- 1 If you ... (do) some revision, you ... (pass) the test.
- 2 If she ... (get) paid tonight, she ... (give) you a donation.
- 3 He ... (not move) to New York if he ... (get) this job.
- 4 People ... (die) if we ... (not do) something to help.
- 5 If you ... (see) her, ... (you / give) her the message?

4 Copy and complete the text with the verbs from the box.

.....
build give know support win
.....

- A If you (1) **won** €1 million, (2) ... some money to charity?
- B Yeah, if I (3) ... that it was going to a good cause.
- A What cause (4) ...?
- B I (5) ... a hostel for homeless people.
- A Nice idea.



5 9 Rephrase 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.

- 1 My sister volunteered. She went to Bolivia.
- 2 I hurt my leg. I didn't do the sponsored swim.
- 3 We didn't work together. We didn't raise a lot of money.
- 4 You didn't vote for us. You felt bad afterwards.

6 9 Choose the correct ending for each sentence and say what type of conditional it is.

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

7 9 Match sentences 1 and 2 to meanings A or B.

- 1 If I save my money, I'll go to Paris.
 - 2 If I save my money, I might go to Paris.
- A I want to save my money and if I do save it, going to Paris is a possibility but I haven't decided yet.
B I want to save my money and if I do save it, I will definitely go to Paris.

B IF, PROVIDED THAT, AS LONG AS, & 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 *as long as / provided that* (usually in first conditional sentences) to mean *but only if*, which is more emphatic than *if*. Compare:
We can replace *if* in a negative conditional sentence with *unless* and a positive verb form. Compare:

8 9 Rewrite the sentences. Include the words in brackets.

- 1 We won't change anything if we don't vote. (unless)
- 2 We won't catch the train unless we leave now. (if)
- 3 If you don't work harder, you won't get into university. (unless)
- 4 I won't donate money unless you do, too. (provided that)
- 5 You'll enjoy going camping if it doesn't rain. (as long as)

Cumulative review

9 9 Read the text. Who was Captain Tom Moore and what was he famous for?

10 9 Choose the correct words.

Captain Tom's Marathon

Fundraising is not just for the young. People of any age can be an activist (1) *unless / provided that* they care enough. A good example is Captain Sir Tom Moore. In 2020 Captain Moore, a 99-year-old retired soldier, decided to raise money to support health workers in the UK. He told people that he planned to walk up and down his garden 100 times before his 100th birthday. If people wanted to sponsor him, the website JustGiving.com (2) *will / would* accept donations. Captain Moore decided that he would stop if he (3) *raised / had raised* £1000. But he didn't. And it was a good thing he didn't. Because if he had stopped, Captain Moore (4) *won't raise / wouldn't have raised* over £30 million for charity. His example shows that if people care enough, they (5) *would / will* make the world a better place.



4D Communication Giving a short presentation

Vocabulary Issues & action

1 Put the words in the box into the correct categories A-C. Use the photos to help you.

activists a banner a demonstration a march
a petition protesters a rally slogan

- A Public protest meetings:
- B People:
- C Written messages of protest:

2   Answer the questions.

- 1 Have you ever signed an online petition? What for?
- 2 Have you ever been to a demonstration? What for?

3  **EXAM** Complete texts A-C with the words in the boxes.

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



 4,680

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

4   4.03  Watch or listen to Chloe and Liam giving presentations. Who talks about Greenpeace and who talks about the RSPCA?

5   4.03 **EXAM** Watch or listen again. Are the sentences true or false?

- 1 The RSPCA is an animal charity.
- 2 The RSPCA operates in many different countries around the world.
- 3 Chloe suggests getting information from the RSPCA's website.
- 4 Liam knows a lot about the history of Greenpeace.
- 5 Greenpeace campaigns for animal rights.
- 6 Greenpeace is organizing a campaign about the use of chemicals in the food industry.



6 Read the Key skill.

KEY SKILL

Speaking Giving a presentation

- Introduce yourself and summarize your presentation.
- Talk about your information in a logical order.
- Speak clearly and don't speak too fast.
- Use your notes, but look at your audience too.
- Give a conclusion and thank your audience for listening.

7 Watch again. Complete the table below for Chloe and Liam.

Who ...	Chloe	Liam
introduces themselves?	✓	✓
starts with a summary?		
talks in a logical order?		
speaks clearly?		
speaks too fast?		
looks at the audience?		
gives a conclusion?		
thanks the audience?		

8 MEDIATION Your friend, Daniel, is interested in animals. Write a short email telling him about Chloe's presentation and what you now know about the RSPCA.

Speaking A short presentation

9 Match the key phrases A-D to labels 1-4.

- 1 Ordering your information:
- 2 Concluding:
- 3 Thanking your audience:
- 4 Summarizing your talk:

KEY PHRASES

Making a short presentation

- A I'm going to look at three things.
 B First of all, I'd like to explain ...
 The next thing I'd like to explain ...
 Finally, let me tell you ...
 C That's all I have to say for now, ...
 D Thanks very much for listening.

10 In pairs, prepare a presentation.

SPEAKING GUIDE

TASK

Research and prepare a short presentation about a well-known movement, charity or cause. Here are some ideas.

- the US civil rights movement
- the UK women's suffrage movement
- the Indian National Movement
- the Red Cross
- Live Aid
- the March for Our Lives

Think and plan

Make notes on the following:

- What is the movement, charity or cause?
- When and where did it start?
- What is its aim / objective?
- In which countries does it work?
- Who are its leaders?
- Why should people support it?

Prepare

Write your presentation. Organize it like this:

- Introduce yourself.
- Summarize your talk.
- Give information in a logical order.
- Conclude
- Thank your audience
- Make sure you use the Key phrases.

Practise

Practise your presentation two or three times.
 Give your presentation to another pair.

Self-assessment

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

Model text

1 Read the model text and answer the questions.

- 1 Does the writer agree with the statement in the task?
- 2 Does the writer argue both for and against the statement?

2 Read the text again. What is the writer's purpose in each paragraph?

'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.

The writer explains the situation and gives a general opinion.

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.

The writer makes three points to support the general opinion.

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 concludes and repeats the opinion.





Writing skills Adding & ordering

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

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

Firstly	1
Secondly	2
Finally	3
	4
	5
In conclusion	6
	7

4 4.04 LISTENING OPTION Listen to three people talking about the same question. Which question, A, B or C, are they discussing?

- A What would you do if you were a famous actor?
- B What would you do if you were president?
- C What would you do if you worked for Greenpeace?

5 4.04 Listen again. Are the sentences true or false?

- 1 Speaker 1 would create more jobs. T / F
- 2 Speaker 2 would help private businesses. T / F
- 3 Speaker 3 would stop people eating meat. T / F

6 Read the Key phrases. What do we use them for? A, B or C?

- A Expressing opinions
- B Summarizing
- C Concluding

KEY PHRASES

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

Preparing to write

7 Look at the task in the Writing guide. Prepare your answers for questions 1–4.

- 1 What is the situation at the moment? Do people work for charities when they are 16?
- 2 Do you agree with the statement? Why (not)?
- 3 What would be the advantages of this?
OR What would be the disadvantages of this?
- 4 Can you think of any examples?

Writing

8 Follow the steps in the Writing guide.

WRITING GUIDE

TASK

Write an opinion essay about the statement:

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

Write 120–150 words.



Think and plan

Look back at exercise 7. Organize your notes from questions 1–4 under these headings:

- Paragraph 1 Current situation and your general opinion
- Paragraph 2 Specific reasons and examples
- Paragraph 3 Conclusion

Write and check

Read the Key phrases. Decide where you can use them.

Read the phrases in exercise 3 again. Decide where you can use them.

Write a rough version of your opinion essay using notes from your plan.

Then check these points:

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

Make any changes you need to and write a better version of your essay.

Language Summary Unit 4

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)

donor (n)

sponsorship (n)

ISSUES & ACTION

animal rights (n)

attend a protest rally (exp)

demonstrate (v)

go on a march (exp)

human rights (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 helps people to change the world. It's becoming usual now for political (1) ... (protest) to turn on their computer and go online to raise (2) ... (aware) about important issues like animal rights. In the past, an (3) ... (active) might have talked to people in the street and asked them for support and donations. If politicians made (4) ... (decide) that were unpopular, (5) ... (demonstrate) would go on marches. People still organize (6) ... (campaigners) but nowadays they may send you an email asking you to sign an online petition.



- 2  **EXAM** Complete the text in your notebook. Use only *one* word in each gap.

Getting involved

Are you interested in helping others, but don't know what to do? (1) ... you want to work for a charity, you'll need to spend time researching how you can help others. Here are some ideas to help.

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) You should think about how your skills could help a charity. Perhaps you're interested in helping inner-city schools or (4) ... money for cancer research. Whatever you are interested in, there are lots of groups that need your support. 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   Complete the text in your notebook with the words in the box.

.....
addition all in all finally first of all more secondly
.....

Here's a new way to raise money for charity. It's fun and really simple. People donate money for you to do nothing and what's (1) ..., say nothing! The British Red Cross (BRC) is asking people to sign up for a sponsored silence! So what do you need to do? (2) ... , you choose a date to be silent – no speaking at all. (3) ... , you ask everyone you know to sponsor you. Then, on the day you are silent – completely silent. (4) ..., after not speaking all day, you collect your money and send it to the BRC. In (5) ... to being a great way to raise money, it's also a very easy way to participate in fundraising – (6) ... a great activity. So what are you waiting for? Sign up today and – shhhh!