

## UNIT

#ARE YOU  
TAKING PART?

## Learning Outcomes

**Reading:**

understand and discuss an article about refugees

**Language:**

practise the zero, first, second and third conditional; learn words related to social issues and phrases with *do* and *make*

**Listening:**

listen to and understand a radio interview about volunteering

**Speaking:**

practise talking about social issues

**Writing:**

write a formal email making a proposal

**Life Skill & Project:**

learn about responsible citizenship and create a proposal to present to the council

## UNIT 7 OUR SOCIETY

The theme of this unit is social issues. Students give opinions about how to play an active part in society, learn about reactions to the refugee crisis and discuss the role of volunteers.

### Learning Outcomes

|                               |  |
|-------------------------------|--|
| <b>Vocabulary</b>             | social issues; collocations with <i>do</i> and <i>make</i>                               |
| <b>Grammar</b>                | conditional sentences; <i>if, when, as soon as</i>                                       |
| <b>Reading</b>                | a text about the refugee crisis: 'Welcome to Europe'                                     |
| <b>Listening</b>              | listening to a radio interview about volunteering  |
| <b>Speaking</b>               | talking about social issues  |
| <b>Pronunciation</b>          | linking  |
| <b>Writing</b>                | writing a formal email making a proposal   |
| <b>Get it right</b>           | the position of <i>will</i> in conditional sentences                                     |
| <b>Life skill and Project</b> | learning about responsible citizenship and creating a proposal to present to the council |

### Key Competences

In this unit students will:

- practise vocabulary related to social issues. CLC, SCC
- consider the situation and treatment of refugees. CLC, SCC, CAE, DC
- practise the form and use of conditional tenses. CLC, L2L
- explore the concept of responsible citizenship. CLC, SCC, CAE, DC
- develop critical thinking skills. CLC, SCC
- analyse the role of volunteers in society. CLC, SCC, CAE
- learn to write a formal email. CLC, L2L
- draw up a project proposal. CLC, SCC, SIE
- develop teamwork skills. CLC, L2L, SIE

|             |   |
|-------------|---|
| <b>CLC</b>  | Competence in Linguistic Communication            |
| <b>L2L</b>  | Learning to Learn                                 |
| <b>SCC</b>  | Social and Civic Competences                      |
| <b>DC</b>   | Digital Competence                                |
| <b>CAE</b>  | Cultural Awareness and Expression                 |
| <b>SIE</b>  | Sense of Initiative and Entrepreneurship          |
| <b>CMST</b> | Competence in Mathematics, Science and Technology |

### Class discussion #Are you taking part?

Use the photo as a point of departure for a class discussion.

Ask the question on the page and some or all of the extra suggested questions below. Give students space to lead the conversation off in other directions but staying within the theme.

- What is taking place in this photo?
- In what way are people taking part?
- What kind of things do people protest about?
- Do demonstrations have any effect?
- Is it important to take part in society?
- What other ways are there of taking part in society?

As the discussion proceeds, write some of the key words and phrases that come up on the board. At the end of the discussion, you could take a photo of it, or ask students to do so. You could show this photo at the beginning of the next class and ask students if they can remember what the words and phrases mean.

#### Possible answers

Description of photo

It's a demonstration. The people taking part are carrying signs, banners and placards. Maybe they're chanting slogans or singing as well.

How are people taking part?

They are protesting, trying to change something, sharing opinions, joining others with a similar point of view, showing solidarity.

Protest topics

War, social issues, injustice.

Do demonstrations have any effect?

Yes, they can make people more aware of particular issues. No, because governments don't take any notice of them and people soon forget about the issue.

Is it important to take part?

We are all part of society, so we should do what we can to be active members of that society. If not, we have no right to complain about things we don't like or disagree with.

Other ways to take part

Voting, getting involved in politics, doing charity work.




#### Collaborative learning tip

Divide the class in two groups. One group has to argue in favour of demonstrations and the other group has to argue against them. Give students time to prepare a brief statement and then have the debate. Once the debate is over, students summarise the arguments for and against and have a class vote. They can choose which side to support based on the strength of the arguments.

▶ See page 64 of the Workbook.


## READING

- 1**  You are going to read an article about refugees. Read these words and phrases from the text. What do you think they relate to?


thrown into the sea · war  
prepared to risk everything · live in camps  
make a better life · new culture and way of life  
reaction of local people · poverty



Reading something quickly is called *scanning*. When you are scanning a text, try not to focus on unknown words – concentrate on the general idea of what the text is about.

- 2** Read the article quickly. Put the topics (a–e) in the order they appear in the text.
- a something for the reader to consider
  - b refugees' expectations
  - c a boat accident
  - d one happy ending
  - e a rescue
- 3**  **7.01** Read the text again and listen. Are the following statements true or false? Justify your answer with words from the text.
- 1 The Rhodes boat crashed because of bad weather.
  - 2 Antonis didn't stop saving people when he had problems.
  - 3 Many refugees end up in the same country.
  - 4 A lot of refugees find Germany is what they imagined.
  - 5 Most refugees find a house to live in quickly.
  - 6 In Golzow, accepting refugees has allowed a school to stay open.
  - 7 Halima's daughter has not integrated well in Germany.
  - 8 There will always be refugees if there are problems in the world.
- 4** Find these words in the text. What words do they go with? Work out their meaning from the context.

1 voyage (n) 2 highlighted (v) 3 seekers (n)  
4 harsh (adj) 5 success (n) 6 population (n)

- 5**  Read the text again and answer the questions. Discuss your answers with a partner.

- 1 What is the purpose of each paragraph in the article?
- 2 What do you think the writer's aim was in writing this article?
- 3 What attitude to refugees does the article show?

### Phrasal verbs

- 6** Match the phrasal verbs highlighted in the text with the definitions.

- 1 provide accommodation for
- 2 close or stop operating
- 3 leave or escape
- 4 tolerate someone or something
- 5 return
- 6 start a new hobby

- 7** Match the beginnings of the sentences with their endings.

- 1 When it started to snow
  - 2 We went to our favourite shop
  - 3 I'm thinking of taking up
  - 4 I don't know how you
  - 5 His aunt and uncle took him in
  - 6 The thieves got away
- a from the police in a stolen car.
  - b put up with the noise in this street.
  - c when his parents died.
  - d but it had shut down.
  - e we decided to go back.
  - f karate or kickboxing next year.

- 8**  **Critical Thinking**  
Discuss the questions in pairs.

- 1 Reread the final two sentences from the text. Do you agree or disagree with the writer's opinion?
- 2 How would you answer the final question?
- 3 If you had to live somewhere else, where would you choose? How would you feel?





In this section, students read a newspaper article. *Welcome to Europe* is about an army sergeant from Rhodes in Greece who helped rescue a group of Syrian and Eritrean refugees whose boat capsized in rough waters. Along with local people and members of the coastguard he jumped into the sea and single-handedly rescued 20 of the 93 people on board. A photo of him rescuing an Eritrean woman was seen all over the world and he was awarded a medal for his bravery.

Students practise predicting content, guessing the meaning of key vocabulary in context, following the main argument and reading for specific information and detail.

If students want to find out more about this story, ask them to type 'Antonis Deligiorgis' into a search engine.

### Optional activity

Ask students what they know about the refugee crisis and if they have seen any photos or videos which have had an impact on them. Write *Rhodes*, *Syria* and *Eritrea* on the board and ask them if they know where these places are and what they know about them.

**1** Ask students to look at the photos on page 91 and read the words and phrases in the box. Explain that they are from the article they are going to read and ask them to suggest what they relate to.

**tip** Ask students why they might want to read a text quickly (*to get an idea of the main ideas of the text; to find out what a text is about before deciding whether to read it in more detail*). Explain that this is called *scanning* and that it is not necessary to understand all the words in a text in order to understand the main ideas. Read the tip together and ask students to apply it as they do Exercise 2.

**2** Read the topics a–e and ask students to predict the order they will appear in the text. Give students about three minutes to read the article and check their predictions. Ask them to compare their answers with a partner before checking answers with the class.

### Answers

1 c 2 e 3 b 4 d 5 a

**3** **7.01** Students read the instructions and the eight statements. Ask them to underline the key words and phrases. Play the audio and ask students to decide if the statements are true or false. They will need to justify their answers with words from the text. Put students into pairs to compare their answers before checking answers with the class.

### Answers

- False. It was a beautiful day.
- True. It wasn't easy ... he cut himself quite badly but he didn't care.
- True. More than half eventually go to Germany.
- False. Refugees are often disappointed when they arrive.
- False. Many refugees live for months, sometimes years, in camps.
- True. The town's population was getting smaller and there was a real danger that their only primary school would shut down.
- False. She speaks German and is doing well at school.
- True. As long as there is poverty and war in other countries, people will continue to risk their lives in search of a better future.

**4** Read the instructions and the words in the box. Tell students to use the context and their knowledge about refugees to guess the meanings. Students complete the exercise with a partner before checking answers with the class. Help with pronunciation as necessary as you check answers. Remind students to record the new words and the words that go with them in order to expand their vocabulary.

### Answers

(dangerous) voyage (from Turkey) = sea journey (line 12); highlighted (a great human tragedy) = give attention to (line 22); (asylum) seekers = people looking / asking for (line 26); harsh (conditions) = very hard, arduous (line 40); success (stories) = a positive result (line 44); (the town's) population = the number of people who live somewhere (line 48)

**5** Read the instructions and the questions. Put students into pairs to discuss their answers. Monitor and help as necessary. Check answers with the class and write key words and expressions on the board. Encourage students to justify their answers.

### Possible answers

- Paragraph 1, a dramatic event to emphasise risks; Paragraph 2, the reaction of one man (hero); Paragraph 3, a bridge from rescue to general situation and focus on Germany; Paragraph 4, the reality of refugees in Europe, good and bad aspects; Paragraph 5, conclusion and question for the reader to consider.
- To show in a more personal way the positive side of immigration into Europe.
- It's sympathetic to their situation and the dangers they face; positive, particularly the last paragraph.

### Fast finishers

Ask fast finishers to write three more true / false statements about the article. They should find another fast finisher, read the statement and ask their partner if it is true or false.

# Welcome to Europe

Frank McHughes

| 24 April 2015 14:55 | 20 comments

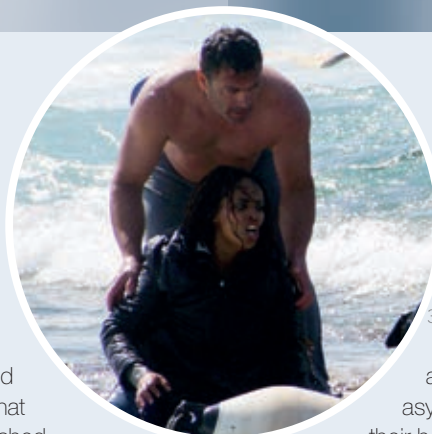
On 20 April 2015, Antonis Deligiorgis was on the Greek island of Rhodes, sitting in a café by the sea, enjoying a cup of coffee. It was a beautiful day and life seemed good. Then, something happened that he will never forget. A small boat crashed on the rocks near the beach, and all of its

occupants were thrown into the sea. In total, there were ninety-three Syrian and Eritrean refugees on the boat, who had made the dangerous voyage from Turkey, desperate to get away from war and conflict in their own countries.

Antonis immediately rushed to save as many people as possible. It wasn't easy because the sea was full of oil from the boat, and the rocks were very sharp. He cut himself quite badly, but he didn't care. In his own words 'all I could think of was saving those poor people'. If Antonis hadn't reacted so quickly, many more people would have lost their lives.

The story of Antonis' bravery went around the world and highlighted one of the great human tragedies of this century: the millions of people who are prepared to risk everything, including their own lives, in search of safety and a better life in Europe. More than half of all asylum seekers eventually go to Germany, which is an attractive destination because of its strong economy. But what is life like for refugees there?

According to Abou Kasem, a Syrian photographer who arrived in Germany in 2015, refugees are often disappointed when they arrive. They tend to think of



Europe as a kind of 'promised land' where life will be easier, but the reality is often very different. Many refugees live for months – sometimes years – in camps where conditions are very basic, with little privacy. Some asylum seekers decide to go back to their home country soon after arriving, but

most put up with the harsh conditions. They hope that if they're lucky, they will be able to stay in Germany permanently, and eventually get a job and make a better life there. Adapting to a completely new culture and way of life is not easy, but there are many success stories.

Take for example, the small town of Golzow, in the east of Germany. A few years ago, the local council decided to take in several immigrant families with young children because the town's population was getting smaller and there was a real danger that their only primary school would shut down. The reaction of the local people to the newcomers was fantastic. In the words of Halima, a Syrian mother of two, 'Everyone came to welcome us here with flowers. I was so surprised, I cried'. Since then, things have been going well for Halima's family in their new life. For example, Kamala, her ten-year-old daughter, now speaks German, is doing well at school and has even taken up horse riding!

Antonis Deligiorgis and the villagers of Golzow show the best of humanity: a desire to help others less fortunate than ourselves. The world would certainly be a worse place if people like them didn't exist. But as long as there is poverty and war in other countries, people will continue to risk their lives in search of a better future. The question is: How are we prepared to treat them when they arrive?

## Culture spot

In 1886, the Statue of Liberty opened in New York Harbour. Often the first thing they saw from their ships, it became a symbol of hope to millions of immigrants arriving at Ellis Island immigration station nearby.

Our Society 91



### Phrasal verbs

**6** Ask students to read the definitions of the phrasal verbs, then read the sentences where they appear in the text (highlighted in yellow) to see them in context. Give more example sentences with the verbs if necessary, e.g. *He was homeless, so we decided to take him in; Have you heard? The local café has shut down; We walked to the next beach to get away from the crowds; I will not put up with your bad behaviour any longer; He recovered from his illness and went back to work; She wanted to get fit, so she took up jogging.* There is a practice exercise for these phrasal verbs on page 94.

#### Answers

**1** take in **2** shut down **3** get away **4** put up with **5** go back  
**6** take up

**7** Tell students to refer back to Exercise 6 and to re-read the text if necessary. Tell them to make a note of the words and their definitions in order to build and extend their vocabulary. They should also record the way to use them: *take in, get away (from), put up with* and *go back* are inseparable, so the object always follows the particle; *shut down* can be intransitive, so it does not have an object: however, it can also have an object: *they shut down the local café*. In this case, it is separable, so if the object is a pronoun it must go between the verb and the particle: *they shut it down*; *take up* is also separable: *When did you take up boxing? I took it up two years ago*.

Ask for volunteers to make more sentences using the phrasal verbs.


#### Answers

**1** e **2** d **3** f **4** b **5** c **6** a

### Optional activity

You might want to familiarise them a bit more with the verbs at this point with one of the following tasks.

- Put students into pairs to find the subject and/or object of each phrasal verb in the text.
- Give students a couple of minutes to memorise the particle that goes with each verb, then ask them to close their books and test each other.

**8**  **Critical Thinking** Put students into pairs or small groups to discuss the questions. Encourage students to think about why people become refugees and how they would feel if they were in a similar situation, how refugees are treated in the European Union and if they know about how they are treated in other parts of the world, e.g. Syrian refugees in Lebanon, South Sudanese refugees in Ethiopia. Do they agree that refugees have unrealistic expectations about their new lives? Could the European Union do more to help them? Why do some countries refuse to accept refugees or even build walls to stop them? Ask students to justify their answers. Ask for the groups to share their answers with the class and encourage a class discussion, which could be conducted as a fishbowl discussion.

### Background information

The Statue of Liberty (*Liberty Enlightening the World*; French: *La Liberté éclairant le monde*) is a huge copper statue on Liberty Island in New York Harbour. A gift from the people of France to the people of the United States, it was designed by French sculptor Frédéric Auguste Bartholdi and built by Gustave Eiffel. The statue was dedicated on October 28, 1886. It is a figure of a woman representing Libertas, a Roman goddess. She holds a torch above her head with her right hand, and in her left hand carries a tablet with 'JULY IV MDCCLXXVI' (July 4, 1776), the date of the U.S. Declaration of Independence. A broken chain lies at her feet. The statue became a symbol of freedom and of the United States and was a welcoming sight to immigrants arriving from abroad.

### Culture spot

Ask students what they know about the Statue of Liberty. If they do not have much knowledge about it, ask them to do an online search for information. It might be a good idea to round off this section by showing Charlie Chaplin's silent film *The Immigrant* (1917, 24 minutes long).

► See pages 66–67 of the Workbook.

► See the Teacher's Resource Bank Unit 7 for extra Reading Practice.

## Conditionals

## Grammar map

## Zero and first conditional

1 Look at the sentences and answer the questions.

|       | If clause                  | Result clause                                     |
|-------|----------------------------|---|
| Zero  | If you want to get asylum, | you have to apply immediately.                    |
| First | If they're lucky,          | they will be able to stay in Germany permanently. |

- 1 What tense is used in the *If* clause?
- 2 Which tenses are used in the result clause?
- 3 Which sentence is a prediction about the future? Which is a general truth?
- 4 Is the action in the *If* clause a likely possibility?

► Language Reference ► see page 166

2 Match the beginnings and endings of the zero conditional sentences.

- |  |                                   |
|--|-----------------------------------|
| 1 If babies are hungry,                    | a I always ask for directions.    |
| 2 If I get lost,                           | b I feel tired the next day.      |
| 3 If I don't sleep for seven hours,        | c you have to show your passport. |
| 4 If you cross most international borders, | d they cry.                       |

tip

You can replace *if* with *unless* when it means *if not*.  
If you don't call me before, I'll pick you up at 8:00. = Unless you call me before, I'll pick you up at 8:00.

3 Rewrite the sentences in Exercise 2 using *unless*.

*Babies don't cry unless they're hungry.*

4 ► 7.02 Look at the signs and make sentences in the first conditional. Then listen and check.

- 1 clean up / be fined  
*If you don't clean up after your dog, you will be fined £50.*
- 2 damage / public property / be prosecuted
- 3 leave / bike here / be removed
- 4 dump rubbish here / be fined
- 5 park / designated spaces / car / be taken away
- 6 trespass / be prosecuted



92 – Unit 7

*If, when, as soon as*

5 Match the sentences with their meanings.

- 1 If I have time, I'll phone you.
  - 2 When I have time, I'll phone you.
  - 3 As soon as I have time, I'll phone you.
- a When the time is available, my action will be immediate.  
b I almost certainly will have time.  
c I might have time.

► Language Reference ► see page 167

6 Choose the best option.

- 1 I'll call you *if / as soon as* I get home.
- 2 *If / When* you don't go away, I'll call the police!
- 3 I'll pay you back *if / when* I see you next.
- 4 You won't pass the exam *if / as soon as* you don't study.



We say:

- ✓ If you **complain**, they will do something about it.  
✗ If you ~~will~~ complain, they will do something about it.

tip

When a first conditional is used for a promise, you can replace *if* with any of these phrases: *as long as, provided that, on condition that*.

7 Finish the sentences to make promises.

*I'll buy you a guitar as long as you practise every day.*

- 1 I'll buy you lunch ...
- 2 I'll help you with your homework ...
- 3 I'll lend you my car ...
- 4 I'll give you €50 ...



## Conditionals

### Grammar map

### Zero and first conditional

#### Optional activity

Books closed. Draw two stick men on the board, with a speech bubble coming from each of their mouths.

A: 'I want to drive.'

B: 'I don't want to drive.'

Ask *Who needs a licence – A or B? Who doesn't need a licence?*

Now draw a third stick man on the board called C. Ask students *Does C need a licence?*

Students will probably try to express a conditional. Try to elicit one of these sentences: *If he wants to drive, he needs a licence, or If he wants to drive, he'll need a licence.*

Explain that this kind of sentence is called a conditional.

- 1 Read the instructions and the two sentences. Point out that conditional sentences have two parts, the *if* clause and the *result* clause. Direct them to the Language Reference on page 166 for more information if necessary. Check the answers with the class.

#### Answers

- 1 present simple 2 present and will future  
3 first conditional, zero conditional 4 yes

- 2 Students complete the activity individually. Ask for volunteers to read out the full sentences to check answers.

#### Answers

- 1 d 2 a 3 b 4 c

**tip** Ask students to read the tip. Write the following sentence on the board: *I don't drink water if I'm not thirsty.* Ask them to rewrite it using *unless*: *I don't drink water unless I'm thirsty.* Point out that with *if* sentences the order of the condition and the result can be reversed: *If I'm not thirsty, I don't drink water.* However, with sentences using *unless*, the condition usually comes second.

- 3 Read the instructions and look at the example. Point out that the meaning is the same as in sentence 1 of Exercise 2: *If babies are hungry, they cry.* Ask students to continue the activity individually. Ask them to compare their answers with a partner before checking answers with the class.

#### Answers

- 2 I never ask for directions unless I get lost.  
3 I feel tired the next day unless I sleep for seven hours.  
4 You don't have to show your passport unless you cross some international borders.

- 4 > 7.02 Read the instructions and go through the example. Remind them that these sentences are a prediction about the future and are in the first conditional. Check understanding of the vocabulary or ask students to look up the words in an online dictionary: *premises, prosecute, dump, fine, trespass.* Students complete the exercise individually before comparing their answers with a partner. Play the audio, pausing after each sentence for students to check their answers.

#### Answers

- 2 If you damage public property, you will be prosecuted.  
3 If you leave your bike here, it will be removed.  
4 If you dump rubbish here, you will be fined.  
5 If you don't park in the designated spaces, your car will be taken away.  
6 If you trespass, you will be prosecuted.

### If, when, as soon as

- 5 Point out that *when* and *as soon as* can be used in place of *if* but the meaning is slightly different. Ask them to explain the differences in meaning: *if* refers to a possibility but *when* refers to a sequence in time – *first I'll get home, then I'll call you.* *As soon as* also refers to a sequence in time but it means *immediately* or *straightaway*: *I'll get home, and then I'll call you immediately / straightaway.* Do the matching exercise with the class. Direct students to the Language Reference on page 167.

#### Answers

- 1 c 2 b 3 a

- 6 Read the instructions and ask students to do the exercise individually. Monitor and help as necessary. Nominate students to give answers and a second student to say if they agree or not before feeding back.

#### Answers

- 1 as soon as 2 If 3 when 4 if



Remind students not to use *will* in the *if* clause – even when the meaning is in the future. This is also true after *when* and *as soon as*. Write some sentences on the board and ask students to correct them. *We'll tell him if we'll see him. If you'll be out when I'll call, I'll leave a message. He'll make the dinner as soon as he'll get home.*

- tip** Explain that *if* is often used when making a promise but there are other expressions that can also be used. Read the tip with the class. Check pronunciation of *provided* (/prə'vaɪdɪd/).

- 7 Go through the example and elicit different conditions, e.g. *provided that you pay me back the money, as long as you learn to play Happy Birthday.* Ask students to complete the exercise individually using the phrases in the *Tip* box and ask them to think of creative and interesting conditions. Put students into pairs to compare their answers before asking for volunteers to share their answers with the class. Students choose who has come up with the most interesting, most creative or strangest conditions.

#### Possible answers

- 1 I'll buy you lunch as soon as our class has finished.  
2 I'll help you with your homework provided that you play football with me afterwards.  
3 I'll lend you my car when you go away for the weekend.  
4 I'll give you €50 on the condition that you pay me back.

#### Fast finishers

Ask fast finishers to think of a different condition to complete each of the sentences and read them out at the end.



## Second conditional

- 8 Look at the sentences and answer the questions.

| Result clause                              | If clause                         |
|--|-----------------------------------|
| The world would certainly be a worse place | if people like them didn't exist. |
| I wouldn't go there                        | if you paid me.                   |

- 1 Which tense is used in the *If* clause?
- 2 Which structure is used in the result clause?
- 3 Is the action in the *If* clause a likely possibility?

► Language Reference ► see page 167

- 9 Complete the sentences using the verbs in brackets.

- 1 Life *would be* different if we *didn't have* the Internet. (be / not have)
- 2 If people ... more tolerant, the world ... a better place. (be / be)
- 3 I ... a car if I ... more money. (buy / have)
- 4 The air ... cleaner if there ... so much traffic. (be / not be)
- 5 I ... to sleep better if it ... so noisy. (be able / not be)

- 10 Imagine the situations below. Make sentences to say what life would be like. Use the second conditional.

- 1 there are no parking rules  
*If there were no parking rules, the streets would be blocked by parked cars.*
- 2 there are no police officers
- 3 children don't go to school
- 4 people can fly

## Third conditional

- 11 Look at the sentences and answer the questions.

| If clause                                  | Result clause                                 |
|--|---|
| If Antonis hadn't reacted so quickly,      | many more people would have lost their lives. |
| Result clause                              | If clause                                     |
| The refugees wouldn't have left their home | if there hadn't been a war there.             |

- 1 Which tense is used in the *If* clause?
- 2 Which tense is used in the result clause?
- 3 Did the action in the *If* clause really take place?

► Language Reference ► see page 167

- 12 ► 7.03 Complete the conversation with an appropriate verb in the correct tense. Then listen and check.



- A: If we <sup>1</sup> *had* stopped to ask for directions, we wouldn't <sup>2</sup> ... got lost! Why don't you ever listen to me?!
- B: It's not my fault! You had the map. If you had <sup>3</sup> ... me the right instructions, we <sup>4</sup> ... have arrived already!
- A: But this map's rubbish. We wouldn't <sup>5</sup> ... got into this mess if you <sup>6</sup> ... forgotten the GPS!
- B: I only forgot the GPS because we were late. If you hadn't <sup>7</sup> ... so long to get ready, we wouldn't have <sup>8</sup> ... late!
- A: Oh, so now it's my fault?! If you hadn't <sup>9</sup> ... 20 minutes in the shower, I <sup>10</sup> ... have been ready a lot sooner.
- B: Right. Well, you'd better phone them and tell them we're going to be late.

- 13 Work with a partner. Read out the conversation in Exercise 12. Then close your book and try to say it again.

- 14 Complete the text in the leaflet with conditionals in the correct form. Use the verbs in brackets.

### CAN YOU HELP US HELP THEM?

'If **HelpOut** hadn't been there for me, I <sup>1</sup> ... (end) up on the streets. Now my life has totally changed and I'm so happy. I can't thank you enough!' **Jenni, 16**

'I wouldn't go back to my old life if you <sup>2</sup> ... (pay) me. I have a job now, and stability. Coming to the centre once a week gives me the motivation to keep going.' **Alfie, 20**

**Would you be** interested in helping people like Jenni and Alfie? If your answer <sup>3</sup> ... (be) yes, we **need** you at **HelpOut**! **HelpOut** is a voluntary organisation which supports young homeless people. We're looking for people to work in our after-school centre and online service as mentors. When you <sup>4</sup> ... (sign) up with us we'll **give** you training. And as soon as you **become** a volunteer, you <sup>5</sup> ... (find) out how good it can make you feel. So why not come along to the centre and see for yourself? You'll never know if you <sup>6</sup> ... (not try)!

For more information email [volunteer@helpout.org](mailto:volunteer@helpout.org) or text on ...

## Second conditional

### Optional activity

Write on the board: *If I had a million euros, I'd give you half.* Ask students *Would this promise make you happy? Why? / Why not?* Explain that a conditional like this, where the *if* clause is either unlikely or impossible, is called the second conditional.

**8** Ask students to look at the example sentences and answer the questions. Point out that the *if* clause and result clause can go in either order without changing the meaning of the sentence. Direct students to the Language Reference on page 167.

#### Answers

**1** past simple **2** would + infinitive without 'to' **3** No, because in the first sentence people like them do exist and in the second sentence I do not expect you to pay me.

**9** Go through the example and ask students to complete sentences 2–5. Remind them of the rules for verb tenses in each part of the sentence. Check answers as a class.

#### Answers

**2** were, would be **3** would buy, had **4** would be, wasn't **5** would be able, wasn't

**10** Read the instructions and the four situations. Go through the example with the class. Ask students to complete the sentences. Compare as a class to see how similar their ideas are.

#### Possible answers

- 2** If there were no police officers, people wouldn't pay attention to laws.
- 3** If children didn't go to school, they wouldn't get an education
- 4** If people could fly, we would be able to see the world for free / we wouldn't need to travel by plane.

### Fast finishers

Ask fast finishers to think of some more alternatives for each situation in Exercise 10.

## Third conditional


### Optional activity

Write *If I'd been born in China, I would speak Chinese.* on the board. Ask students *Was I born in China?* (no). Explain that a conditional like this, where the *if* clause is impossible because it didn't happen, is called the third conditional. Explain that the third conditional always refers to past situations.

**11** Ask students to look at the example sentences and answer the questions. Point out that the *if* clause and result clause can go in either order, without changing the meaning of the sentence. Direct students to the Language Reference on page 167.


#### Answers

**1** past perfect **2** would + have + past participle of the main verb **3** No, Antonis did react quickly. There had been a war.

**12**  **7.03** Tell students to look at the photo and to describe the situation. Ask them to predict any words they think will occur in the conversation. Write suggestions on the board before asking students to read the conversation, ignoring the gaps. Write key words and phrases on the board. Go through the example and ask students to complete the dialogue. Ask them to compare their answers in pairs. Play the audio pausing at the end of each of the turns for students to check their answers.

#### Answers

**2** have **3** given **4** would **5** have **6** hadn't **7** taken **8** been **9** spent **10** would

**13**  Put students into pairs to read the dialogue in Exercise 12. Now ask students to close their books and have a similar conversation. Tell them they can use the key words and phrases on the board from Exercise 12 if they need help.

#### Answers

Students' own answers.

**14** Ask students to look at the leaflet and suggest what it is about. Ask them if they have ever volunteered or helped out with a charity organisation or if they know someone who has done so. Ask them what the purpose of the leaflet is (*to look for volunteers*). Point out that they need to think carefully about the verb tenses, as examples of all the conditionals they have studied are used. Do the first item as a class. Ask students to complete the exercise individually and then compare their answers with a partner. Check answers with the class. If there are any difficulties refer students to the Language Reference section on pages 166–167. Ask students if they would consider volunteering for this project or a similar one.

#### Answers

**1** would have ended **2** paid **3** is **4** sign **5** will / 'll find **6** don't try

▶ The grammar is reviewed on page 102. The Language Reference section can be found on pages 166–167.

▶ See pages 68–69 and 73 of the Workbook.

▶ See the Teacher's Resource Bank Unit 7 for extra Grammar Practice.

## Social issues

- 1 > 7.04 Match the words and phrases in the box with the photos. Then listen and check. Look for the meanings of the two extra words.

ethnic diversity · gender equality · graffiti  
litter · noise pollution · non-violence  
racial prejudice · sexual orientation

- 2 Match the words with their meanings.

- |               |   |
|---------------|---|
| 1 graffiti    | a acceptance of different beliefs             |
| 2 tolerance   | b attitude or preference                      |
| 3 prejudice   | c being treated the same                      |
| 4 orientation | d an unfair opinion not based on fact         |
| 5 diversity   | e inability to stop taking or doing something |
| 6 pollution   | f killing or hurting people                   |
| 7 equality    | g painting on public property                 |
| 8 violence    | h rubbish dropped on the street               |
| 9 litter      | i damage to our environment                   |
| 10 addiction  | j a variety of different types                |

- 3 > 7.05 Make a related word with the endings given. Is the same syllable stressed in the new word? Listen and check.

- |                               |                    |
|-------------------------------|--------------------|
| 1 sexist +ism = <i>sexism</i> | 5 tolerant +ce =   |
| 2 equal +ity =                | 6 extreme +ist =   |
| 3 race +ial =                 | 7 pollute +ion =   |
| 4 addict +ion =               | 8 orientate +ion = |



When you come across words with the same suffix, record them together. This will help you remember them, e.g. *equality* and *diversity*.

- 4 Work with a partner. Complete the sentences about behaviour with the words in the box.

anti-social · extremist · sexist · homophobic · racist

- Not talking to someone because of their sexual orientation is ...
- Hurting people because of their religion is ...
- Playing loud music that annoys your neighbour is ...
- Not employing someone because of their race is ...
- Expecting a woman to do more of the housework is ...



- 5 Complete the sentences with words and phrases from Exercise 1.

- ... is a positive thing for society, because people of different cultures learn to respect each other.
- Many wars would not happen if there were more ...
- People living near airports often find it hard to sleep because of the ...
- ... is basically discrimination against people just because of their skin colour.
- The demonstration was peaceful because the protesters have a policy of ...

- 6 Work with a partner. Decide how serious the behaviour in Exercise 4 is.



- 7 Work with another pair and discuss your answers to Exercise 6. Give reasons why.

## Phrasal verbs

- 8 Make six sentences from the table below.

|                             |      |      |                                     |
|-----------------------------|------|------|-------------------------------------|
| 1 We've taken               | down | from | her rude behaviour?                 |
| 2 I want to take            | in   | to   | exciting sport, like rock climbing. |
| 3 My grandparents always go | up   | an   | puppy we found in the street.       |
| 4 They shut                 | away | a    | their village in the summer.        |
| 5 How can you put           | back | our  | noise in big cities.                |
| 6 It's hard to get          | up   | with | local cinema last year.             |

## Social issues

### Target vocabulary

|                  |                     |
|------------------|---------------------|
| anti-social      | noise pollution     |
| drug addiction   | non-violence        |
| ethnic diversity | racial prejudice    |
| extremist        | racist              |
| gender equality  | religious tolerance |
| graffiti         | sexism              |
| homophobic       | sexist              |
| litter           | sexual orientation  |

### Optional activity

Books closed. Write *Social issues* on the board. Ask students to name some issues, particularly any that affect people they know or the area where they live. Write key words on the board.

**1** **> 7.04** Read the instructions and put students into pairs to do the activity. Point out that they can use parts of the words or phrases to help them. Ask them to compare their answers with another pair. Play the audio, pausing after each item for students to check their answers. Ask them which two phrases were not used. If there are any problems in understanding, tell students the following exercise will help.

#### Answers

**a** sexual orientation **b** noise pollution **c** gender equality  
**d** litter **e** racial prejudice **f** ethnic diversity **g** non-violence  
**h** graffiti **Extra words:** drug addiction, religious tolerance

**2** Read the instructions and do the first item with the class. Put students into pairs to continue the task. Check answers with the class.

#### Answers

**1 g 2 a 3 d 4 b 5 j 6 i 7 c 8 f 9 h 10 e**

**3** **> 7.05** Go through the example with the class, pointing out the spelling change. Ask students to complete the exercise. Remind them to think about spelling and syllable stress in the new word. Play the audio for students to check their answers. Highlight that in words with the endings *-ity* and *-tion*, the stress moves to the syllable before the ending, often changing the stress pattern. Check spelling.

#### Answers

**1** sexist – sexism **2** equal – equality **3** race – racial  
**4** addict – addiction **5** tolerant – tolerance  
**6** extreme – extremist **7** pollute – pollution  
**8** orientate – orientation



Read the tip. Encourage students to classify the target vocabulary by its suffix and add other words with the same suffixes to their lists. Ask them to think of more adjectives that add *-ity* to become nouns, e.g. *able* – *ability*, *available* – *availability*, *captive* – *captivity*, *complex* – *complexity*, *electric* – *electricity*, *familiar* – *familiarity*.

**4** Ask students to read the sentences and say what part of speech the words in the box are (*adjectives*). Ask them to do the exercise individually. Check answers with the class.

#### Answers

**1** homophobic **2** extremist **3** anti-social **4** racist **5** sexist

**5** Read the instructions. Students use the words and expressions from Exercise 1 to complete the exercise individually and then compare their answers with a partner. Check answers with the class and check understanding of all the vocabulary. Ask students if they agree with these statements, justifying their opinions with reasons.

#### Answers

**1** Ethnic diversity **2** religious tolerance **3** noise pollution  
**4** Racial prejudice **5** non-violence

**6** Read the instructions and put students into pairs. Encourage them to justify their opinions. Monitor and help as necessary.

#### Answers

Students' own answers.

**7** Put students into groups. Encourage them to make comparisons and to give reasons for their opinions. Monitor and help as necessary. Remind students to listen to each other and respond politely. As a class, ask students what can be done to combat negative attitudes and behaviours. Write their suggestions on the board and have a vote on which ideas would be most effective.

### Phrasal verbs

**8** Refer students back to the *Phrasal Verbs* box on page 90 if necessary. Ask for volunteers to read their complete sentences.

#### Answers

**1** We've taken in a puppy we found in the street.  
**2** I want to take up an exciting sport, like rock climbing.  
**3** My grandparents always go back to their village in the summer.  
**4** They shut down our local cinema last year.  
**5** How can you put up with her rude behaviour?  
**6** It's hard to get away from noise in big cities.

### Fast finishers

Write the following words on the board: *slum*, *civic values*, *segregate* and *polytheism* and ask fast finishers to check the meaning of the words using an online dictionary. Tell them to write a sentence using each one.

▶ The target vocabulary is reviewed on page 102 and further practice is featured in the Vocabulary Extra on page 138.

▶ See pages 65 and 73 of the Workbook.

▶ See the Teacher's Resource Bank Unit 7 for extra Vocabulary Practice.



## A radio interview about volunteering



- 1 You will listen to a radio interview with a volunteer for a food bank. Look at the photo. What do you think food banks are? What kind of people work in them?

- 2 > 7.06 Listen to the introduction to the interview. Check your ideas in Exercise 1.

**tip**

In a radio interview, listen carefully to the introduction so you can use the context to predict what the interview will be about.

- 3 > 7.06 Listen to the introduction again. Imagine you are interviewing Javier. Write questions for him using the prompts. Compare with a partner.

Why · How long · What · Would you

- 4 > 7.07 Listen to the rest of the interview. What questions does the interviewer ask?

- 5 > 7.07 Listen to the rest of the interview again and choose the best option.

- 1 Javier volunteered at the food bank because ...
  - a he didn't have much work as a student.
  - b he met some local people who contacted him.
  - c he wanted to get away from student life.
  - d he was always interested in volunteering.
- 2 Talking about his experience, Javier says ...
  - a he started about eight months ago.
  - b understanding English wasn't a problem for him.
  - c most volunteers come from the same background.
  - d he appreciates the way people work together.
- 3 Javier says that some people who come to food banks ...
  - a don't have a job.
  - b often experience delays in getting money from the state.
  - c can't find a job.
  - d are usually disabled.

- 4 He recommends this kind of volunteering because ...
- a it's not too personal.
  - b you can see immediate results from your work.
  - c most of the people who you help are very humble.
  - d it helps you to judge people.

- 6 Do you know anyone who has volunteered at a charity or organisation? Was their experience similar to Javier's?

### Real English

- 7 Read the extracts from the interview. Match the underlined idioms with their meanings.

- 1 ... they want to give something back, too.
- 2 but they don't earn enough to make ends meet.
- 3 if you want to make a real difference, ... it's one of the best things you can do.
- 4 you're certainly doing your bit to help others ...

- a manage with the money you have
- b have an important effect on something
- c contribute to society
- d do what you can to help or your part of the work (in a team)

- 8 **Critical Thinking**

Discuss the questions in pairs.

- 1 Are there similar food banks in your country? Why do people need them?
- 2 Would you like to volunteer? If so, what organisation would you choose and why?
- 3 What can you learn from volunteering?

### DigiQuest

Do an Internet search to find other organisations looking for volunteers in Manchester. Choose one that you like and make a note of the details. Then find out if there are any similar organisations in your city.

## A radio interview about volunteering

In this section, students listen to a radio interview with a Spanish student, Javier, who is doing volunteer work at a food bank in the city of Manchester. The interview is part of a show called *Britain Today* on Manchester Live! radio. Students listen for gist and for specific details and practise taking notes while listening.

**1** Ask students to look at the photo and answer the questions. Ask students if they know of any food banks in their community. Ask them what kind of people work in food banks. Write key words and phrases on the board.

**2** **7.06** Tell students they are going to listen to the introduction of a radio interview with a volunteer at a food bank. Ask them to make a note of the main points and check their ideas from Exercise 1. Play the audio and ask students to give you their answers.

### Answers

Food banks are charitable organisations that give free food to people who can't afford to buy their own. Most people who work in them are local volunteers, usually local people who've lived in the community for years. But now some international students, who are in the UK for a short time, are deciding that they want to volunteer too.

► The audioscript can be found on page 315.

**tip** Ask students how the introduction can help them to predict what the interview is about (*it gives them a context*). Read the tip and tell students they are going to listen to the introduction again to make predictions about the main part of the interview in Exercise 4.

**3** **7.06** Read the instructions and ask students to read the phrases before playing the audio again. Ask them to write questions that they could ask if they were the interviewer and compare their ideas with a partner. Ask for volunteers to share their questions with the class. They listen to see if the interviewer asks Javier any of their questions.

### Possible answers

Why did you decide to volunteer? How long have you lived in Manchester / been a volunteer? What do you do at the food bank?

**4** **7.07** Explain to students that they are going to hear the rest of the interview and they should make a note of the questions the interviewer asks. Play the audio. Put students into pairs to compare their answers before checking answers with the class. Point out that, although they might not have noted down the exact words, their notes should contain the key words. Ask if the interviewer asked Javier any of their questions from Exercise 3.

### Answers

Why did you decide to work at a food bank?  
How long have you been volunteering at the food bank?  
What's it been like?  
What do you think you've learnt from the experience?  
Why do you think it (people coming to food banks) is happening?  
Would you recommend working in a food bank?  
Why's that? (Paraphrased = Why does this experience make you feel humble?)

► The audioscript can be found on page 315.

**5** **7.07** Read the instructions and tell students to look at the options for questions 1–4 and underline the key words and phrases. Play the audio again and ask students to compare their answers with a partner before checking answers with the class.

### Answers

**1** c I always felt that I didn't want to spend all my time just studying and being with other students. **2** d There's a real team atmosphere at the food bank, and that's helped me to learn to work with people from lots of different backgrounds. **3** b A lot of other people have problems with government benefits. Sometimes it's because the government takes a long time to pay them. **4** b You can see the immediate effects of what you're doing.

**6** Read the questions and put students into pairs to answer them. Ask for volunteers to share their answers with the class.

## Real English

**7** Read the instructions and put students into pairs to match the idioms with their meanings.

*give something back* Mahatma Gandhi said 'The best way to find yourself is to lose yourself in the service of others' which is a helpful way of explaining the idea of *giving something back*. *make ends meet* first recorded in 1661 but probably much older. It may be connected with accounting (balancing the figures at the end of a column) or dressmaking (having just enough cloth to go around).

*make a real difference* this idiom appears to be relatively new and is often used by companies who want to improve their reputation by showing what they are doing for society or local communities.

*do your bit* a fairly informal phrase, more frequent in spoken than written English.

### Answers

**1** c **2** a **3** b **4** d

**8** **Critical Thinking** Put students into pairs to discuss the questions. Encourage them to use the idioms in Exercise 7.

- If students are not sure about this, suggest they do an online search. Do they think the situation is similar in Spain to the situation in the UK?
- Encourage students to think about the kinds of activities volunteers can do, for example with refugees, with underprivileged people, with specific groups such as the elderly, helping the environment, working with abandoned animals, etc.
- Remind students of Javier's motives for volunteering and what he has learnt from his experience.

Invite some students to share their answers and open it out to have a whole-class discussion.

## DigiQuest

Tell students to work in pairs and use a search engine to find out about volunteering in Manchester. Suggest they search under *Manchester volunteer opportunities* or *List of voluntary organisations Manchester*. Monitor and help with ideas and vocabulary as necessary. For volunteer activities in your own community, search for *ONG*, *voluntariado* or a similar term and the name of your town or region. Bring the class together to discuss their findings.

► See page 70 of the Workbook.

► See the Teacher's Resource Bank Unit 7 for extra Listening Practice.

## Do and make

- 1 > 7.08 Complete the text with the correct form of **do** or **make**. Then listen and check.



### Gandhi's Ashram

In 1917, Mahatma Gandhi and a group of followers formed a commune called the Sabarmati Ashram in India. Everybody had to <sup>1</sup> ... their fair share of the **work**. People took turns <sup>2</sup> ... the **housework**: <sup>3</sup> ... the **laundry**, <sup>4</sup> ... **meals** and <sup>5</sup> ... the **washing-up**. Everybody had to <sup>6</sup> ... **everything**, from cleaning to <sup>7</sup> ... important **decisions**. Nobody was exempt from <sup>8</sup> ... the **chores**, even Gandhi himself. The commune was self-sufficient – they <sup>9</sup> ... their own **clothes** and grew their own food.

► Language Reference ► see page 167

**tip**

Remember to use **do** with work, jobs and tasks and non-specific activities (*something, nothing, etc.*). Use **make** when referring to plans and decisions, preparing food and producing things.

- 2 Do the words in **bold** in the text follow **do** or **make**? Copy the table and put them in the correct column.

| Do          | Make         |
|-------------|--------------|
| <i>work</i> | <i>meals</i> |

- 3 Add the words in the box to the table in Exercise 2.

a comment · a cup of coffee · a fire · a joke  
a mess · a noise · a suggestion · an exercise  
anything · arrangements · breakfast  
nothing · the dishes · your homework

## Pronunciation: linking

- 4 > 7.09 Listen to the phrases in the table and answer the questions.

- 1 What happens to the underlined sounds in column A?  
2 What happens to the underlined sounds in column B?

| A. linking:<br>consonant – vowel              | B. linking:<br>consonant – consonant                            |
|---|---|
| I <u>made</u> a cup of tea.<br>(may da cup)   | I <u>made</u> breakfast.<br>(may breakfast)                     |
| I <u>hate</u> eating alone.<br>(hay teating)  | I <u>hate</u> doing the housework.<br>(hay doing)               |
| I don't <u>mind</u> at all.<br>(mine da tall) | I <u>don't</u> <u>mind</u> making coffee.<br>(don' mine making) |

- 5 Work with a partner. Make true sentences from the box.

*I hate doing the housework.*

|                |        |                  |
|----------------|--------|------------------|
| I like         |        | decisions.       |
| I hate         | doing  | holiday plans.   |
| I can't stand  | making | the housework.   |
| I'm no good at |        | nothing all day. |

**tip**

We can also use **make** to mean *cause* or *force*, before an adjective: *Sexist remarks make me angry*, or before a verb: *We should make them apologise*.

- 6 Make true sentences using the adjectives in the box. Tell your partner and say if you agree.

angry · depressed · happy · sad · sick · tired

A: *Racist comments make me angry!*

B: *Yes, me too!*

- 7 Work with a partner. Make suggestions to complete the sentences.

- 1 If people vandalise buildings, we should **make** *them repair the damage*.  
2 If people cover walls with graffiti, we should ...  
3 If people play their music too loud, we should ...  
4 If people make racist remarks, we should ...

- 8 Work with a different partner. Choose two topics from Exercise 7 and exchange opinions.



## Do and make

### Target vocabulary

#### Collocations with do and make

|                    |                            |
|--------------------|----------------------------|
| do / make anything | make clothes               |
| do chores          | make a comment             |
| do the dishes      | make a cup of (tea/coffee) |
| do everything      | make decisions             |
| do an exercise     | make a fire                |
| do your homework   | make a joke                |
| do housework       | make meals                 |
| do the laundry     | make a mess                |
| do nothing         | make a noise               |
| do the washing-up  | make plans                 |
| make arrangements  | make a suggestion          |
| make breakfast     |                            |

**1** **7.08** Ask students to read the text without paying attention to the spaces. Remind them to use the correct form of the verb when they complete the text. Students re-read the text and fill in the missing words. Play the audio for them to check their answers. Ask students how they can remember which word to use (*by making a note of the noun which comes after do / make and adding to the list when they come across new examples, as they will do in Exercise 2*).

#### Answers

**1** do **2** doing **3** doing **4** making **5** doing **6** do **7** making  
**8** doing **9** made

► See the Language Reference on page 167.

**tip** Read the tip aloud and ask students to give some examples of each of the categories.

**2** Tell students to copy the table and add more words from the text in the appropriate columns.

#### Answers

Do: the housework, the laundry, the washing up, everything, the chores  
Make: decisions, clothes

**3** Ask students to do the activity individually and compare their answers with a partner before checking answers with the class. Advise them to add the words in the correct box of the table in Exercise 2.

#### Answers

Do: an exercise, anything, nothing, the dishes, your homework  
Make: a comment, a cup of coffee, a fire, a joke, a mess, a noise, a suggestion, arrangements, breakfast

## Pronunciation: linking

**4** **7.09** Read the instructions and the two questions. Play the audio. Students listen to and read the phrases in the box. Point out that below each phrase, in brackets, is the phrase written as it sounds. Tell them to look at these carefully in order to answer questions 1 and 2. Check the answers. Point out that the apostrophe in the last two phrases in column B represents a very short silence known as a glottal stop. Explain that in speech, words are often linked together. If one word ends with a consonant and the next

begins with a vowel, the final consonant of the first word may sound like it is part of the next word. If one word ends with /d/ or /t/ and the next begins with a consonant, the /d/ or /t/ is often silent. Play the audio again for students to repeat the phrases.

#### Answers

- 1 They join the beginning of the following word.
- 2 They are not pronounced.

**5** Put students into pairs and ask them to tell their partner true facts about themselves using the phrases from the box. Monitor and help as necessary. Ask for volunteers to tell the class about their partner's preferences.

#### Answers

Students' own answers.

**tip** Point out that the use of the word *make* in these sentences is distinct from its use in a phrase such as *making a cup of coffee*. Point out that, when followed by a verb, the *to* of the infinitive is omitted. Ask students to think of a way of expressing the ideas without using *make*, e.g. *When I hear sexist remarks I get angry. We should force / oblige them to apologise / We should demand that they apologise.*

**6** Look at the example. Ask students what they would say if they didn't agree (*I'm sorry, I don't agree*), and encourage them to add a reason. Put students into pairs to do the activity. Monitor and offer suggestions as necessary. Ask for volunteers to share their partner's sentences with the class and whether or not they agree with them.

#### Answers

Students' own answers.

### Optional activity

As a whole-class activity, ask one student to make a statement using one of the adjectives and nominate another to respond. Continue until all the adjectives have been used.

**7** Read the situations and check understanding. Go through the example together. Put students into pairs to do the activity. Monitor and help as necessary. Ask for volunteers to give suggestions in class.

#### Possible answers

- 2 ... make them clean the walls.
- 3 ... ask them to turn the volume down.
- 4 ... tell them not to be offensive and intolerant.

**8** Students compare their ideas with another partner. They could also discuss other anti-social behaviour.

#### Answers

Students' own answers.

► The target vocabulary is reviewed on page 102 and further practice is featured in the Vocabulary Extra on page 138.

► See pages 71 and 73 of the Workbook.

► See the Teacher's Resource Bank Unit 7 for extra Vocabulary Practice.

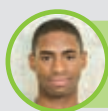


## Talking about social issues



- 1 Look at the photos. What do you think the main differences are between women working today and women working in 1970?

- 2 > 7.10 Read and listen to the conversation. What do Ben and Ana agree on at the end?



Ben

Apparently, women in part-time employment get paid a third less than men for the same job. That's so unfair.

Ana



Well, it was worse in the past, so at least things are improving.

Pardon? I didn't catch that.

I said that at least things are getting better.

That's true, but it's not good enough. In my opinion, the government should make employers pay men and women equally.

I'm not sure I agree. I think if they did that, fewer women would be employed.

That wouldn't happen with positive discrimination laws.

Sorry, what do you mean?

Laws which make employers take on equal numbers of men and women.

I'm afraid I don't agree with that idea.

Well, OK, but companies should be obliged to employ a certain percentage of women. Only 15% of company directors are women at the moment.

But if you made them employ a fixed quota of women, that would be unfair too. Sometimes they would have to employ a female candidate, even if there was a better qualified male candidate.

Hmm. I think we'll have to agree to differ on this issue!

- 3 Find phrases in the conversation for the following functions:

- 1 introducing an idea which you are not sure is true
- 2 indicating you didn't hear something
- 3 expressing agreement
- 4 asking for clarification
- 5 politely expressing disagreement

### Key language

|                                       |  |
|---------------------------------------|--|
| Indicating you didn't hear something  | Sorry? / Pardon?<br>I didn't catch that.<br>Could you say that again, please?  |
| Asking for clarification              | I'm not sure what you mean.<br>What do you mean?   |
| Expressing agreement and disagreement | That's true.<br>Well, OK, but<br>I'm not sure I agree.<br>I'm afraid<br>I don't agree with (that).<br>I think we'll have to agree to differ (on this issue). |

- 4 > Practise the conversation in Exercise 2 with a partner.

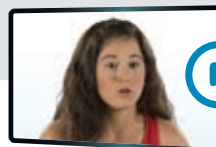
- 5 Work with a partner. Make notes about this topic or choose your own.

- Graffiti is freedom of expression.



When you haven't heard something, or if you're unsure you have understood correctly, don't be afraid to check with the other person.

- 6 > Have a conversation like the one in Exercise 2 with your ideas from Exercise 5.



### Agreeing and disagreeing

- 1 > Think of two arguments in favour of the following statements and one against.
    - Everyone should follow a vegetarian diet.
    - Students today are under too much academic pressure.
    - Teenagers should have part-time jobs.
    - 16-year-olds should be allowed to drive.
    - Free speech is a basic human right.
  - 2 > Watch the video. The young people talk about the statements in Exercise 1. Do any of them use the arguments you thought of?
  - 3 > Discuss with a partner which of the people you agree with and which you don't (and why).
- ▶ See our online resources web page for more video activities.

## Talking about social issues

This lesson is based around a conversation between two people talking about trends in women's employment. Students practise spoken interaction, asking for clarification, indicating they did not hear and agreeing and disagreeing. They also practice expressing a point of view.

**1** Ask students to look at the picture and think about the main differences between women working today and women working in 1970. Monitor and help as necessary. Ask for volunteers to share their opinions with the class.

### Answers

Students' own answers.

**2** **7.10** Read the instructions and play the audio. Students read and listen. Play the audio a second time if necessary. Ask students for the answer to the question.

### Answer

They only agree to disagree (differ).

### Optional activity

Ask the following comprehension questions.

- 1 Why doesn't Ana think it is a good idea to make it compulsory for employers to pay women the same as men? (*Employers would take on fewer women.*)
- 2 What does Ben suggest could be done to make sure equal numbers of men and women are given jobs? (*Make laws*)
- 3 Who do you agree with more? Why?

**3** Ask students to find the phrases for the functions in the conversation and compare their answers with a partner. Check answers with the class.

### Answers

**1** Apparently **2** Sorry? / Pardon? I didn't catch that. **3** That's true. **4** Sorry, what do you mean? **5** I'm not sure I agree, I'm afraid I don't agree with that idea, Well, OK, but..., I think we'll have to agree to differ on this issue!

### Key language

Give students two minutes to study the *Key language* box. Write these words on the board: *mean, true, catch, afraid, differ, agree*. Ask students to close their books and make phrases from the *Key language* box using the words before checking their answers.

**4** Put students into pairs to practise the conversation in Exercise 2. They then swap roles. Encourage them to use good intonation.

**5** Read the instructions and the topic. Put students into pairs and give them time to make a note of some key words and phrases which reflect their opinion. If they do not want to discuss this topic, ask them to choose their own.

### Answers

Students' own answers.

**tip** Read the tip aloud and tell students to find the phrases for this in the *Key language* box.

**6** Read the instructions. Remind students to ask for clarification if they are not sure what their partner means and to give reasons when they express their opinion. Ask for volunteers to have their conversations in front of the class or in small groups. Other students listen for phrases from the *Key language* box.

▶ See page 70 of the Workbook.

▶ See the Teacher's Resource Bank Unit 7 for extra Speaking Practice.

## Video: Vox pop

### Agreeing and disagreeing

The video consists of five young people giving their point of view about five different statements. Students listen to authentic clips and identify key words and facts.

**1** Put students into pairs to come up with two arguments in favour and one against each of the statements. Ask them to make brief notes on their ideas.

**2** ▶ Explain to students that they are going to see a video in which five young people give their opinions about the statements in Exercise 1. Tell them they are going to see the video twice. The first time they see it they should make a note of which statement each person talks about and whether they agree or disagree. They should try not to be too dependent on the subtitles. It is not necessary for them to understand every word, but to get the main ideas and listen for key words. Play the video. Check the answers and ask students what they can remember about what each person said. What reasons did they give to justify their opinions? Did they use any of the ideas students thought of in Exercise 1? Play the video again if necessary.

### Answers

**Tristan:** 16-year-olds should be allowed to drive. If I had a car, I could go somewhere more interesting where there'd be activities focused on my age.

**Lucy:** Teenagers should have part-time jobs. It's a way for teenagers to be more self-sufficient and not so dependent on their parents.

**Olivia:** Everyone should follow a vegetarian diet. It's completely unnecessary to kill animals to eat. Animals are in small spaces and live horrible lives. Baby chicks are killed, which is unethical.

**Callum:** Free speech is a basic human right. Our ability to demonstrate publicly has changed everything from the Suffragettes to promoting women's rights to Martin Luther King's 'I have a dream' speech.

**Hannah:** Students today are under too much academic pressure. It's increasingly more competitive. If you don't get the grades to get to university you feel you've failed the expectations of your parents and the people around you.

**3** Read the instructions and play the video again. Put students into pairs to discuss which of the young people they agreed with and which not. They should give reasons for their opinions. If there is time, choose one of the statements and have a class discussion.

▶ See the Teacher's Resource Bank Unit 7 for extra Vox pop Video Practice.

## WRITING

### A formal email

To: Greenbridge Town Council  
From: Jessica Burns  
Subject: Use of waste ground near St Paul's School

Dear Sir/Madam,

I am writing to you concerning the waste ground next to our school. Apparently, the council is considering building a car park there. I regret to say that we do not agree with this proposal. There are already plenty of car parks in the town. **Moreover**, we don't think that it is a good idea to encourage more people to use their cars.

We believe you should consider building a skatepark there. **In the first place**, there are not many facilities for young people in the local area. **In addition**, it is much better for everyone if young people skateboard in a designated area and not on the pavement. **Finally**, building a skatepark will not cost a lot of money.

I would appreciate it if you could let us know your opinion on this proposal. I look forward to hearing from you.

Yours faithfully,

Jessica Burns (on behalf of Form 5A, St Paul's School)

#### 1 Read the email and answer the questions.

- 1 What is the council planning to do?
- 2 Why don't Form 5A think this is a good idea?
- 3 What is their proposal?

#### 2 Complete the text with the words in the box.

contractions · essential · faithfully · formal language · Madam · purpose · spelling

When you are writing a <sup>1</sup> ... email, you should use the same <sup>2</sup> ... as you would use in a formal letter. You shouldn't use <sup>3</sup> ... or informal expressions. Include a short description of the subject of your email in the subject box. Make sure it is accurate with no <sup>4</sup> ... mistakes so it gives a good first impression. Also, in a formal email you don't often know the name of the person you are writing to. In that case you should begin your email with *Dear Sir*<sup>5</sup> ...

Start the body of the email with a sentence which explains its <sup>6</sup> ... . Then write any extra information, but keep the email brief. Only mention what is <sup>7</sup> ... . End with a sentence that thanks the reader for having read your message or mentions a reply. Finish a formal email with *Yours*<sup>8</sup> ... or *Yours sincerely*, and your full name.



When writing formal emails, use polite expressions with *would*, *should* and *could* like the ones in Jessica's email.

### Formal email expressions

#### 3 Match each expression with its function.

- 1 Dear Sir/Madam, / To whom it may concern:
- 2 Yours faithfully,
- 3 I am writing to you concerning
- 4 Yours sincerely,

- a introducing the purpose of the email
- b opening the email to someone whose name you don't know
- c closing the email to someone whose name you know
- d closing the email to someone whose name you don't know

### Making a formal request

#### 4 How is this request expressed more formally in Jessica's email?

*How about building a skatepark?*

#### 5 Put the words in order to make formal requests.

- 1 you should / building / I think / a skatepark / consider / .
- 2 let me / your opinion / I would / if you / know / could / appreciate it / .
- 3 I hope / my proposal / due consideration / give / you will / .
- 4 propose that / I would / disabled access / like to / you improve / in the park / .

## A formal email

In this section, students read a formal email, which serves as a text for analysis and a model for a final writing activity. Students learn formal expressions used in emails, how to make a formal request and how to sequence a proposal.

### Optional activity

Books closed. Ask students what there is for them to do in the evenings where they live and if they would like better facilities for young people.

**1** Ask students to look at the photos and to suggest what they think the email will be about. Put students into pairs and set a two-minute time limit for them to read and answer the questions. Check answers with the class.

#### Answers

- 1** Build a car park on the waste ground next to the school.
- 2** They think there are enough car parks and the council shouldn't encourage car use.
- 3** They want the council to build a skatepark on the waste ground.

**2** Ask students if the email is formal or informal. Explain that there are several differences between formal and informal mails. Tell them to read the advice in Exercise 2, ignoring the gaps for the moment. Then they should complete the text using words from the box. Ask for volunteers to read each completed sentence and ask the class if they agree.

#### Answers

- 1** formal **2** language **3** contractions **4** spelling **5** Madam  
**6** purpose **7** essential **8** faithfully

**tip** Read the tip and point out that expressions using conditionals *would* and *could* as well as the modal verb *should* are frequently used in formal writing and particularly in requests and proposals. Ask students to find the sentences with these words in Jessica's email. Students will also come across vocabulary used more frequently in written English than in conversational spoken English. Suggest students make a list in their notebooks of the formal words they come across and their informal equivalents.

## Formal email expressions

**3** Read the instructions and ask students to do the matching exercise. Ask them to compare their answers with a partner before checking answers with the class.

#### Answers

- 1** b **2** d **3** a **4** c

## Making a formal request

**4** Read the request and ask students to find the formal expression in Jessica's email.

#### Answer

We believe you should consider building a skatepark there.

**5** Read the instructions and ask students to put the words in order to make formal requests. Ask them to compare their answers with a partner before checking answers with the class. Explain the phrase *to give due consideration (to something) (to give serious consideration / attention, to think about something carefully)*.

#### Answers

- 1** I think you should consider building a skatepark.
- 2** I would appreciate it if you could let me know your opinion.
- 3** I hope you will give my proposal due consideration.
- 4** I would like to propose that you improve disabled access in the park.

### Optional activity

Ask students to express the requests in Exercise 5 in informal, spoken English. (*How about building a skatepark? Please tell me what you think. I hope you'll think carefully about my suggestion. Why don't you improve access for disabled people in the park?*)



## Sequencing a proposal

- 6** Look at the highlighted words and phrases in the email and answer the questions.

- Which two words are synonyms?
- What do these words help to do in the email?

- 7** Complete the text with the words in the box.

due · concern · consider · finally · in  
moreover · place · regarding

To whom it may <sup>1</sup> ... :  
I am writing to you <sup>2</sup> ... the situation of elderly people in our town. The council needs to do more for the people who live alone and are unable to leave their homes. In the first <sup>3</sup> ... , a food home delivery service should be provided, to make sure these people eat properly. <sup>4</sup> ... addition, my school could organise students to do shopping and other small jobs for pensioners after classes. I feel that both young and elderly people could benefit from this. <sup>5</sup> ... , many elderly people are lonely and would appreciate receiving visitors. I believe the council should <sup>6</sup> ... asking voluntary organisations to help with this. <sup>7</sup> ... , I would like to propose that every pensioner is issued with an alarm to wear, in case they fall and need help.  
I hope you will give this matter <sup>8</sup> ... consideration.  
Yours faithfully,  
Thomas Wright

### Key language

|                          |   |
|--------------------------|---|
| Formal email expressions | Dear Sir/Madam,<br>To whom it may concern:<br>I/We am/are writing to you concerning/regarding<br>I/We look forward to hearing from you.<br>Yours faithfully,<br>Yours sincerely,      |
| Making a formal request  | I/We believe you / the council should consider<br>I/We would like to propose that<br>I/We would appreciate it if you could<br>I/We hope you will give our proposal due consideration. |
| Sequencing a proposal    | Moreover, / In addition,<br>In the first place,<br>Secondly, Finally,   |

# Write!

- 8** Write a formal email (120–150 words) to your local council on the subject below:

There is a lack of facilities for young people in your neighbourhood, but there is an abandoned space covered in rubbish. Write an email to the council asking for permission for your youth club to clean up the space to create an art area, a skatepark or an idea of your own.

## STEP 1: Getting and organising ideas

- Work with a partner. Decide what you would like to do with the abandoned space.
- Brainstorm what you are going to propose and why you want to do this.

WRITE NOTES ON  
YOUR PROPOSAL AND  
YOUR REASONS.

## STEP 2: Plan your email

Decide where to put all the information from Step 1. Plan your email using the following paragraph plan:

- Paragraph 1: explain the problem and make a proposal.
- Paragraph 2: develop your ideas, giving reasons why your proposal is a good idea.
- Paragraph 3: thank the reader and include a closing sentence.

## STEP 3: Write!

When you write your email, try to include:

- some formal email expressions
- expressions for sequencing a proposal

Remember to avoid informal language.

## STEP 4: Check!

Reread your email and answer these questions:

- Have you used the suggested paragraph plan?
- Have you included examples of the different types of Key language?
- Have you used formal language?
- Is your grammar, spelling and punctuation correct?

▶ Writing Guide > see page 147



## Sequencing a proposal

**6** Read the instructions and ask students to find the highlighted words in the email. Ask which two are synonyms. Then put students into pairs to discuss functions of these words in the email or indeed in any formal piece of writing. Tell them to try and think of three reasons why they are used. Check the answers with the class.

### Answers

- 1** Moreover, In addition
- 2** They are used to sequence the ideas and build up an argument for the request, to make the email flow better and to give structure to the email.

**7** Remind students that they need to use formal vocabulary when they are writing a proposal, as Jessica did in her email. Ask them to read the passage without worrying about the gaps. Do the first item together and then ask students to complete the exercise using the words in the box. Tell them to compare their answers with a partner before checking answers with the class.

### Answers

- 1** concern **2** regarding **3** place **4** In **5** Moreover **6** consider
- 7** Finally **8** due

### Key language

Ask students to look at the *Key language* box. Point out that the headings of the columns give the function for the words and phrases that are used. Give students three minutes to study the box. Ask them to close their books and put them into pairs or small groups to write as many phrases as they can remember.

## Write!

**8** Students follow steps 1–4 to organise, plan and write a formal email.

### STEP 1:

Put students into pairs to follow the stages in Step 1. They are going to decide what they would like to do with the abandoned space. First, they should brainstorm ideas of what they could propose and why it would be a good idea. Monitor and help with ideas as necessary as students write notes. Tell them to decide which idea they will use for their proposal. Bring the class together to share suggestions.

### STEP 2:

Ask students to follow Step 2 individually. They are going to plan their proposal following the structure outlined in Exercises 2 and 3. They should select formal words and phrases from the exercises in this section and the *Key language* box.

### STEP 3:

Ask students to read the instructions in Step 3 and write their email. They can refer to Jessica's email on page 98, the *Key language* box and the Writing Guide on page 147.

### STEP 4:

When they have finished, they should check their writing according to the instructions in Step 4 and make any necessary changes.

### Fast finishers

Students who finish early can exchange their work and read each other's emails as if they were the person receiving it. They briefly tell their partner how they would reply.

- ▶ The writing is reviewed on page 102.
- ▶ There is a guide to writing a formal email in the Writing Guide on page 147.
- ▶ See page 72 of the Workbook.
- ▶ See the Teacher's Resource Bank Unit 7 for extra Writing Practice.

## LIFE SKILLS

# RESPONSIBLE CITIZENSHIP

### A. Warm-up

1 What is a responsible citizen?  
Read these quotes. Do you agree with any of them? What is your answer to the question?

'I used to think it was about not breaking the law and voting, but now I think it's about more than that. I try to be kind to my neighbours and help people.'  
*Ali, 47. Melbourne, Australia*



'For me a responsible citizen is someone who considers other people and doesn't play loud music or have all-night parties. Anti-social behaviour really annoys me!'  
*Janine, 32. Dublin, Ireland*



'A responsible citizen should give something back to the community – as a volunteer for example, or by being politically active.'  
*Danny, 17. Glasgow, Scotland*



## LIFE SKILLS

### KEY CONCEPT

A responsible citizen does not simply obey the law. A good citizen must also be actively involved in their community, respect others and contribute to the well-being of all.

## Responsible citizenship

In this section, students are asked to consider what it means to be a responsible citizen. They discuss some quotes about responsible citizenship, formulate their own definition and then consider how they would react in specific situations.

### A Warm-up

1 Write *Responsible citizenship* on the board and ask students what they think it refers to. Read the questions. Put students into pairs to discuss the three quotes and answer the questions. Bring the class together to discuss their answers and then ask students to work with their partner to produce an extended definition of what being a good citizen means in their opinion. Ask for volunteers to share their definitions. Read the *Key Concept*. Does it reflect their definitions? Do they agree with it? Would they add or take away anything? Allow students plenty of time to express their ideas and write key words and phrases on the board. Ask them what examples of responsible citizenship they have encountered in this unit.

**B. Now you try!**

**1** Look at the situations below and answer the questions.  
What do you think most people would do in that situation? What would you do?



- You see someone spraying graffiti on a newly painted wall in your area.
- You have a new classmate and he/she is from another culture.
- You see an elderly person in your bus queue.

a What do you think a responsible citizen would do in each situation?

b What would be the effect of their actions?

**B Now you try!**

**1** Ask for volunteers to describe the photos. Ask students to keep the *Key Concept* in mind as they look at the photos and read the situations. Put them into pairs to discuss the questions, consider what a responsible citizen should do and think about what the possible consequences or outcomes of their decision could be. Bring the class together for a discussion. If possible, a fishbowl discussion could be a good strategy here. To stimulate debate, you might want to show students the video referred to in the links in the Teacher's Resource Bank.

► See the Teacher's Resource Bank Unit 7 for more information and weblinks.



# PROJECT

## A PROPOSAL TO THE COUNCIL

The council has agreed to provide you with a grant of €300 to clean up an abandoned space in your neighbourhood, if you present a detailed proposal for the project.

### > STEP 1

WORK IN GROUPS OF FIVE OR SIX AND PLAN YOUR PROPOSAL



1.1



**Plan** your proposal to the council as a **PowerPoint** or **online presentation**, to look professional.

1.2

**Discuss ideas** for the following aspects (refer to your ideas in Exercise 8 on page 99):

- what the space will be **used for** / what needs to **be done**
- how this will **benefit** your community
- how the clean-up will be **organised** / **who** will be involved
- what **equipment** you will need / how you will **spend the money**

### > STEP 2

CHOOSE AND ORGANISE YOUR IDEAS



2.1

**Choose the best ideas** for each aspect in Step 1.2.

2.2

**Decide on a logical order** to present them in.



100 – Unit 7

## Project

### A proposal to the Council

In this section, students work in groups to draw up and present a proposal to the local council for use of an empty space in their area.

Explain to the students that they are going to work in groups of five or six to present a proposal to the local council. Remind them of the Steps for Teamwork on pages 152–153.

#### STEP 1:

Read the situation and put students into groups of five or six. Ask them to read Steps 1.1 and 1.2. Suggest that each group brainstorms ideas for what the space could be used for. They can refer to their ideas from the writing task on page 99. When they have generated some ideas, they should discuss what needs to be done in order to put each idea into practice. They should select the two best ideas for using the space and then consider the other three questions and make notes for each one about how the project will benefit the community, how improving the space will be organised and who will be involved, and what equipment they will need. They may need to do some research in order to draw up a budget.

#### STEP 2:

The next step is to select one idea for using the space and the best ideas for the remaining points in Step 1.2, decide on the proposal and decide on a logical order to present their ideas. Encourage students to listen and respond to each other's points of view and to present their opinions clearly, giving reasons and defending their ideas. Monitor and help as necessary.

### > STEP 3

#### CREATE YOUR PRESENTATION

3.1



**Design and write** the slides to **present your information**.

3.2

If possible, find visuals to go with the texts.



3.3

As a group, decide what information should **go on the slide** (essential only) and what will be presented **orally** as **more detail** about each slide.

### > STEP 4

#### PRACTISE PRESENTING YOUR PROPOSAL

4.1

Decide **who will present** each part of the proposal.



4.2

Practise the **parts of the presentation** individually.

4.3

Practise giving your presentation to your group. Try **not to just read it**.



**Finish your project and present it to the council (the class). Which proposal would impress the council the most?**

Our Society 101

#### STEP 3:

Students should now work on creating their presentation. They should analyse what needs to be done and assign the tasks to be carried out, e.g. designing the slides, deciding on the text for each slide, looking for images, being responsible for putting the information together and keeping track of time. They need to agree on what information goes on each slide, including text, and what will be presented orally. Remind them to keep the text on the slides to a minimum.

#### STEP 4:

Ask students to decide who will speak first to introduce the proposal and who will present each part of the presentation. Give students time to practise individually and then in front of the group. Ask them to give practical and positive feedback to each other regarding their roles. Students should speak slowly and clearly and pause where necessary. They should make sure they can pronounce all the words in their part of the presentation and use good intonation. They should sound confident and positive. They can speak using notes if necessary, but they should not read their text.

Finally, each group presents their proposal to the class, who take the role of the council members. They should be prepared to answer any questions asked by the council members. The class votes on the proposal which has impressed them the most.

Encourage students to self-reflect on how well they did and ask the class what they have learnt from the project.

## Vocabulary

### 1 Complete the definitions.

- 1 discrimination against people of other races = r... p...
- 2 discrimination against people of different s... o... = homophobia
- 3 not discriminating against people of other religions = r... t...
- 4 not discriminating against women = g... e...
- 5 deliberately disturbing people around you = a...-s... behaviour
- 6 loud sounds in the environment around us = n... p...
- 7 dependence on drugs = d... a...
- 8 a wide mix of races and cultures = e... d...

### 2 Match the beginnings of the sentences with their endings.

- |                  |                                    |
|------------------|------------------------------------|
| 1 Frank did      | a any holiday plans yet.           |
| 2 Monica made    | b a decision tomorrow.             |
| 3 Have you done  | c a cake yesterday.                |
| 4 Have you made  | d enough housework today.          |
| 5 I haven't done | e lunch yet?                       |
| 6 I haven't made | f anything until we hear from you. |
| 7 We won't do    | g the laundry yesterday.           |
| 8 We'll make     | h the washing-up yet?              |

### 3 Choose the correct option.

- 1 Sometimes it's difficult to *put* / *take* up with my sister's annoying habits.
- 2 I can't believe you've *put* / *taken* up ballroom dancing!
- 3 The nursery school I went to *went* / *shut* down last year.
- 4 Historically, the USA has *taken* / *gone* in millions of immigrants.
- 5 I had so much work it was nine o'clock when I *took* / *got* away from the library.
- 6 Ceris lives in Cadiz but she *goes* / *gets* back to see her family in Wales once a year.

## Grammar

### 4 Make sentences in the zero conditional from these prompts.

- 1 heat ice – melt
- 2 don't water plants – die
- 3 don't use suncream – get sunburnt

### 5 Write a sentence in the first conditional for each sign.

- 1 DON'T DROP LITTER – FINE £50  
*If you drop litter, you will be fined £50.*
- 2 NO PARKING. CARS REMOVED.
- 3 VISIT OUR WEBSITE. GET 20% DISCOUNT!
- 4 BUY 1 GET 1 FREE.

### 6 Complete the text with the verb *to be* or an appropriate auxiliary in the correct tense.

What would the world be like if there <sup>1</sup> ... any oil? Well, first of all, if there <sup>2</sup> ... any oil, we <sup>3</sup> ... have electricity. If we <sup>4</sup> ... have electricity, computers <sup>5</sup> ... work. We <sup>6</sup> ... have the Internet if computers <sup>7</sup> ... work. And what <sup>8</sup> ... happen if we <sup>9</sup> ... have the Internet? It's hard to imagine that, these days!

### 7 Complete the sentences in the third conditional. Use the verbs in brackets.

- 1 If I ... this area was so noisy, I ... here. (know / not move)
- 2 If we ... the GPS, we ... lost. (take / not get)
- 3 You ... the window if you ... more careful. (not break / be)
- 4 If you ... so rude, I ... you. (not be / help)

## Writing

### 8 Choose the correct option to complete the email.

Dear Sir/Madam,

I am writing to you <sup>1</sup> *considering* / *regarding* the council's proposal for a skatepark in Greenham Park. I regret to say I do not agree with this.

<sup>2</sup> *In the first place*, / *Secondly*, it will seriously affect the quiet atmosphere of the park. <sup>3</sup> *Moreover*, / *Addition*, there are already enough facilities for young people in the park. I think that the council <sup>4</sup> *should* / *can* consider using the space to provide a bowling green for pensioners. I would <sup>5</sup> *appreciate* / *enjoy* it if you could consider this proposal.

Yours <sup>6</sup> *sincerely*, / *faithfully*,

John Smith

## Vocabulary

### Optional activity

Before students do the exercises, do some general revision. Choose a vocabulary theme, e.g. social issues or collocations of *make* and *do*. Put students into groups of three or four. Ask half of the groups to write words and phrases that collocate with *make* and the other half to do the same with *do*. Give them a time limit of three or four minutes. Ask each group to read out their list. The group with the highest number of correct items wins.

**1** Ask students to read the definitions and the initial letters of the missing words. Ask them to complete the exercise and compare their answers with a partner before checking answers with the class. If necessary, check spelling.

#### Answers

**1** racial prejudice **2** sexual orientation **3** religious tolerance  
**4** gender equality **5** anti-social behaviour **6** noise pollution  
**7** drug addiction **8** ethnic diversity

**2** Read the instructions. Point out that some of the sentences are questions and that the sentences use different tenses, both of which help them match the beginnings with the endings.

#### Answers

**1** g **2** c **3** h **4** e **5** d **6** a **7** f **8** b

**3** Tell students to think about the phrasal verbs they practised on page 90. Ask them to complete the exercise individually before comparing answers with a partner. Check answers with the class. Ask students to give a synonym or brief definition of each verb to check understanding.

#### Answers

**1** put **2** taken **3** shut **4** taken **5** got **6** goes

## Grammar

**4** Direct students to the Language Reference on page 166 to review the grammar before they do the exercise if necessary.

#### Answers

- 1** If you heat ice, it melts.
- 2** If you don't water plants, they die.
- 3** If you don't use sunscreen, you get sunburnt.

**5** Go through the example and ask students to continue individually. Ask them to compare their answers with a partner before checking answers with the class.

#### Answers

- 2** If you park here, your car will be removed.
- 3** If you visit our website you will / 'll get 20% discount.
- 4** If you buy one you will / 'll get one free.

**6** Tell students to read the text ignoring the spaces and say what it is about. Remind them to think about positive and negative conditions. In some gaps they need to supply a suitable verb, too. Ask students to compare their answers with a partner before checking answers with the class.

#### Answers

- 1** wasn't **2** wasn't **3** wouldn't **4** didn't **5** wouldn't  
**6** wouldn't **7** didn't **8** would **9** didn't

**7** Remind students that the third conditional uses the past participle. Ask students to complete the exercise and compare their answers with a partner before checking answers with the class.

#### Answers

- 1** had known, wouldn't have moved
- 2** had taken, wouldn't have got
- 3** wouldn't have broken, had been
- 4** hadn't been, would have helped

## Writing

**8** Point out to students that this is a formal email. Ask them to complete the exercise, choosing the correct options. Check answers with the class. Ask them if they agree with Mr Smith.

#### Answers

- 1** regarding **2** In the first place **3** Moreover **4** should  
**5** appreciate **6** faithfully

▶ See the Teacher's Resource Bank Unit 7 for extra practice worksheets and exam practice material.

▶ Remember that the video documentary *The gender gap* is available in the Teacher's Resource Bank.