

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

- 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

tip

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.

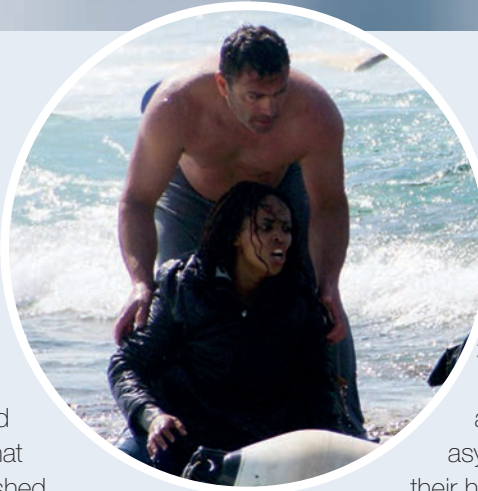
- 1 Reread the final two sentences from the text. Do you agree or disagree with the writer's opinion?
- 2 How would you answer the final question?
- 3 If you had to live somewhere else, where would you choose? How would you feel?



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.

Conditionals

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

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 ...



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 ¹ *had* stopped to ask for directions, we wouldn't ² ... got lost! Why don't you ever listen to me?!
- B: It's not my fault! You had the map. If you had ³ ... me the right instructions, we ⁴ ... have arrived already!
- A: But this map's rubbish. We wouldn't ⁵ ... got into this mess if you ⁶ ... forgotten the GPS!
- B: I only forgot the GPS because we were late. If you hadn't ⁷ ... so long to get ready, we wouldn't have ⁸ ... late!
- A: Oh, so now it's my fault?! If you hadn't ⁹ ... 20 minutes in the shower, I ¹⁰ ... 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 ¹ ... (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 ² ... (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 ³ ... (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 ⁴ ... (sign) up with us we'll **give** you training. And as soon as you **become** a volunteer, you ⁵ ... (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 ⁶ ... (not try)! For more information email volunteer@helpout.org or text on ...

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.

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?

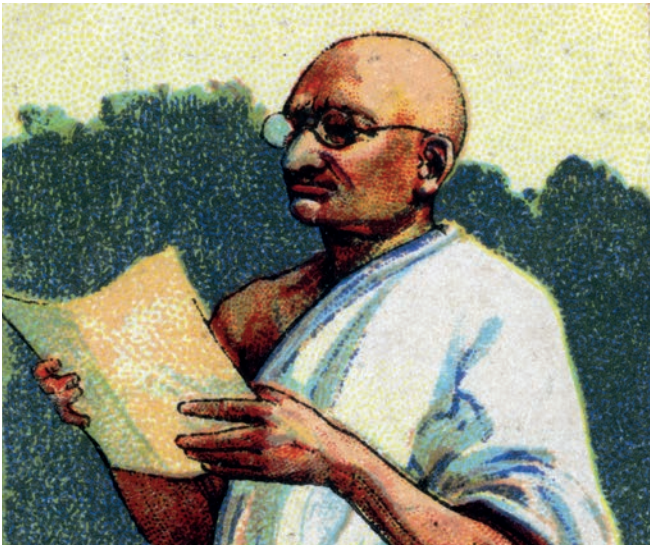


DigiQuest

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.

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 ¹ ... their fair share of the **work**. People took turns ² ... the **housework**. ³ ... the **laundry**, ⁴ ... **meals** and ⁵ ... the **washing-up**. Everybody had to ⁶ ... **everything**, from cleaning to ⁷ ... important **decisions**. Nobody was exempt from ⁸ ... the **chores**, even Gandhi himself. The commune was self-sufficient – they ⁹ ... 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.

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

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

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

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



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? I didn't catch that. Could you say that again, please?
Asking for clarification	I'm not sure what you mean. What do you mean?
Expressing agreement and disagreement	That's true. Well, OK, but I'm not sure I agree. I'm afraid I don't agree with (that). 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.

tip

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.

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 ¹ ... email, you should use the same ² ... as you would use in a formal letter. You shouldn't use ³ ... or informal expressions. Include a short description of the subject of your email in the subject box. Make sure it is accurate with no ⁴ ... 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*⁵ ...

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

Sequencing a proposal

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

- 1 Which two words are synonyms?
- 2 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 ¹ ... :
I am writing to you ² ... 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 ³ ... , a food home delivery service should be provided, to make sure these people eat properly. ⁴ ... 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. ⁵ ... , many elderly people are lonely and would appreciate receiving visitors. I believe the council should ⁶ ... asking voluntary organisations to help with this. ⁷ ... , 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 ⁸ ... consideration.
Yours faithfully,
Thomas Wright

Key language

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

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

► Writing Guide ► see page 147

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

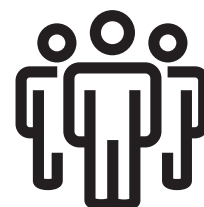
A responsible citizen does not simply obey the law. A good citizen must also be actively involved in their community, respect others and contribute to the well-being of all.

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.



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?



> 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?

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 ¹ ... any oil? Well, first of all, if there ² ... any oil, we ³ ... have electricity. If we ⁴ ... have electricity, computers ⁵ ... work. We ⁶ ... have the Internet if computers ⁷ ... work. And what ⁸ ... happen if we ⁹ ... 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 ¹ *considering* / *regarding* the council's proposal for a skatepark in Greenham Park. I regret to say I do not agree with this.

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

Yours ⁶ *sincerely*, / *faithfully*,
John Smith