

8

Give and take



Reading



VOCABULARY Offering assistance

1a SPEAKING Work with a partner and discuss the difference between the pairs of words.

- | | | |
|---|------------|--------------|
| 1 | voluntary | vocational |
| 2 | donation | contribution |
| 3 | beneficial | profitable |
| 4 | motive | incentive |
| 5 | empathy | sympathy |
| 6 | protests | campaigns |

1b Choose the correct alternative.

- The decision raised a storm of protests/campaigns among people living in the countryside.
- It's his own fault. He'll get no empathy/sympathy from me.
- Voluntary/Vocational courses offer job-focussed training for specific roles or careers.
- Exercise is beneficial/profitable to your health.
- Rosie has made a massive donation/contribution to the project, putting in lots of late nights and extra hours.
- Have you been watching that new detective series? It's intriguing! What do you think is the motive/incentive behind the crime?

1c Complete these questions with words from 1a. Then discuss them with your partner.

- How much do you have for celebrities whose private lives are exposed in the media?
- Do you agree that a person doing work should not expect a high salary?
- Which group of people do you think should receive greatest recognition for their to society?
- In your opinion, is it OK for parents to offer their teenagers money as an to study hard?
- Do government aimed at changing the behaviour of young people work? Why/Why not?

2 READING Read the article, ignoring the gaps and paragraphs A–G. What point is the author making?

- It is hard to know how best to help people in need.
- Helping both friends and strangers is a moral duty.
- Online tools have enhanced our ability to do good.

EXAM SUCCESS

You are going to do a reading activity where there are paragraphs missing from a text. In this type of activity, underline examples of referencing in the removed paragraphs, e.g. *it*, *this*, *those* and synonyms for words in the main text.

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3 Read the article again. Six paragraphs have been removed from the article. Choose from the paragraphs (A–G) the one that fits each gap (1–6). There is one extra paragraph which you do not need to use.

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- Find evidence in the text where the author is for/against people travelling to volunteer.
- When the author discusses the value of people going to another country to volunteer, what are they basing their argument on? What would make their argument more valid?

5 Match the underlined words and phrases in the article to these definitions.

- turn away your eyes or thoughts from something
- limit the development and progress of something
- to be affected by emotion in a very strong way
- to unwillingly let go of something, or give it up
- a person who is standing near and observing something but is not participating
- for a very long time
- a difficult or terrible situation
- the ability to understand an event or situation only after it has happened
- a lack of, scarcity
- to challenge an idea, a view

6 SPEAKING What about you?

- To what extent do you agree with the author's views on going to other countries to volunteer your help?
- What social media campaigns do you know of that have made a difference?



CHARITY

MATTERS

ARE OUR ACTS OF KINDNESS AS STRAIGHTFORWARD AS THEY SEEM?



It's a bitterly cold morning as you set off to meet your friend, and the coins in your pocket are sufficient for a hot chocolate. As you turn the corner with the café in sight, you spot a very thin young boy, shivering in a torn and dirty T-shirt. Would you avert your eyes and rush past? Or might you act in a more altruistic way, despite the fact that this child is unknown to you, and buy the hot drink for him instead?

1

In his defence, the other person said he was stressed out and was dealing with personal issues, but my friend knew their tutor had warned him not to let personal problems impede his academic goals. Eventually her altruistic traits won through and she told him he could take the credit as well as her, but that he would have to hurry up and sort his life out. Although similar dilemmas have existed since time immemorial, the term 'altruism' was coined by Auguste Comte, the French philosopher and father of sociology, in 1851. He defined it as 'intentional action, ultimately for the welfare of others that entails at least the possibility of either no benefit or a loss to the actor'.

2

Displays of 'niceness' have an underlying selfish motive, according to this school of thought. For example, in the second scenario above, it may be a case of 'You scratch my back, then I scratch yours'. And by donating a drink to the child, are you just stroking your own ego? While these arguments are nothing new, with the dawn of the digital age, the controversy has grown. But let's start with a belief that is rarely contested. Many people claim that modern technology has made the world a smaller place, and has eliminated international borders.

3

Although some will respond to these in weary resignation, others, refusing to feel powerless, will want to take action. But which action? I was recently introduced to a man who had once jumped on a plane to help out in a region severely affected by flooding. We'll call him 'John'. He said he had been deeply moved by the people's plight and had wanted to do something 'proactive'.

4

However, he was soon brought down to earth, realising that in a disaster zone, he was a useless bystander. As we talked, he confessed that he lacked any specialist training or skills, but this had only occurred to him in hindsight. His heart had been in the right place, but he had ended up eating food that could have been handed out to local people, and requiring medical attention from doctors that were already overwhelmed.

5

Online campaigning appears to offer an alternative approach. It's easy to believe you can be a catalyst for change without looking up from your laptop. In the digital age, we can watch videos of our favourite celebrities protesting against injustice, click on 'like' to endorse a worthy cause, tweet 140 characters about a humanitarian crisis, and generate viral slogans from hashtags. But what does this accomplish?

6

According to relief agencies, there is plenty of goodwill, but a dearth of donations – possibly a result of 'charity fatigue'. Indeed, it was estimated that donations fell by 20% last year. Then the concern that your money won't end up 'in the right place' is also a deterrent. Just as the motives for altruism can sometimes be questionable, you can also be rendered powerless by questions about how best to show it.



Disaster Relief

Students sorting clothes for a disaster relief effort

A It is true that real-time updates and live feeds allow you to view people's tragic situations in far-flung countries as never before. And the images, taken not just by photo journalists but by anyone with a recording device, have become far more intimate.

B The situation turns out not to be as straightforward as it seems. In order to do so, your own needs must come second to the needs of others. According to psychologists, this is easier said than done.

C Certainly it can help people to feel part of a global caring community. However, this is illusory in terms of creating impactful change, and it may also lead them to overlook the most practical thing in a critical situation.

D Scientists and psychologists have been debating the nature and evolutionary origins of altruistic behaviour ever since. It has also been suggested that altruism doesn't really exist.

E Then consider a slightly different situation in which the potential recipient of your goodwill is more familiar to you. This happened to a friend only recently: her contribution to a collaborative project was far more significant in terms of time, effort and ideas than her classmate's.

F Vague notions of tending to the sick, or helping to rebuild the infrastructure had begun to form. As with many other willing volunteers, the relinquishing of home comforts for a few months seemed to him a small sacrifice to make.

G This, according to relief agencies, is not a unique case. In the haste to assist the needy, many would-be volunteers rush in without weighing up what they can realistically contribute against how much they might actually hinder relief efforts.



Reported speech

1a Look at the sentences. How could you rewrite them using direct speech?

- a In his defence, the other person said he was stressed out and was dealing with personal issues.
- b She told him he could take the credit instead of her, but that he would have to hurry up and sort his life out.

1b What parts of sentences a and b needed to change?

2 Look at the sentences from the article and answer the questions.

- 1 ... *their tutor had warned*
let personal problems impede his academic goals.
What are the missing words? Can you think of reporting verbs that could replace 'warn'?
- 2 *Many people claim that modern technology has made the world a smaller place.*
Why can we use present perfect?
- 3 *He said he had been deeply moved by the people's plight and had wanted to do something 'proactive'.*
Why is it necessary to use past perfect in this sentence?
- 4 ... *he confessed that he lacked any specialist training* ...
What other verb pattern can be used here?
- 5 *It was estimated that donations fell by 20% last year.*
What form of reported speech is this? Why does the author use it?

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3 Choose the correct alternative(s).

- 1 Joe insisted us to go/that we went/on us going to the protest with him.
- 2 Lisa instantly regretted posting/that she had posted/having posted that comment.
- 3 My parents discouraged me to volunteer/from volunteering/not to volunteer for the programme.
- 4 It is believed to be/that it is/to have been the most 'liked' social media campaign ever.
- 5 Enrique announced he would be/to us he would be/he has been stepping down as leader.
- 6 Leo objected that he had to share/to sharing/to us that he would share the credit with Bruno.
- 7 Ben regretted that he had not taken/not taking/not having taken the opportunity to train abroad.

4 Use the direct speech to make reported speech sentences with these verbs. Use no more than two words in each gap.

admitted • announced • conceded • congratulated
demanded • denied • pointed out • urged

- 1 'We didn't reach our target this year which sadly means that we can no longer rely on public donations.'
The organiser (a) that they (b) reached their target (c) year and (d) that they (e) no longer rely on donations.
- 2 'We'll be doing further research because we aren't certain how effective our campaign was.'
The director (a) that they (b) be doing further research and (c) to being uncertain about how effective their campaign (d)
- 3 'You've done a great job! Don't let any negative comments on the Internet put you off!'
The team leader (a) the volunteers (b) a great job and (c) them (d) pay attention to negative comments.
- 4 'I didn't take bribes, and I expect an apology from the media for accusing me!'
He (a) taking bribes, and (b) that the media (c) for accusing him.

5 Use the verbs in bold and the underlined text to rewrite the article in reported speech. Use linking phrases if needed.

Middle School Fundraiser

(1) (**predict**) that child poverty will continue to rise over the next few years. On Friday, our school will be holding a fundraising event in response. Last week I spoke to the four student organisers to find out what motivated them.

Organiser Mia Hall told me (2) 'I feel the issue is being ignored. That's why I believe it is my moral duty to do something.' Like Mia, Leo Mills also felt a sense of obligation: he said (3) 'Once all the money has been raised, it'll be going directly to a local charity that we've contacted'.

(4) 'We didn't realise how serious the situation is, until we viewed some videos of celebrities protesting about the situation,' admitted Luke King and Isla Brown. Now they are determined to make a difference.

The students have now set up their own webpage to promote awareness of the issue. Last Monday, Isla urged her classmates to share the page as much as possible. (5) 'If you do this, the event will draw a huge crowd. That's what we need to reach our target,' she explained. (6) (**rumour**) that a celebrity will be attending – so come along!

6 SPEAKING Work with a partner. Make notes about their opinion on the role that celebrities play in raising awareness of global issues. Now 'report' what your partner said to a different person.

Expressions and phrases with self

1 **SPEAKING** How might this behaviour be considered either selfish or selfless?

- 1 A father runs into a burning building to rescue someone else's child.
- 2 A wealthy friend pays for a poorer friend's meal in an expensive restaurant.

2 Match the phrases (A–F) to the definitions (1–6) below.

- | | |
|-------------------|---------------------|
| A self-doubt | D self-serving |
| B self-expression | E self-preservation |
| C self-indulgence | F self-deprecating |

- 1 being excessively modest, or undervaluing oneself
- 2 how one shows their feelings, thoughts or ideas, especially through music, art and writing
- 3 the instinctive protection of oneself from harm, danger
- 4 a lack of confidence in oneself and abilities
- 5 having concern only for one's own interests
- 6 behaviour in which a person does exactly what they want, often for the purpose of pleasure or through laziness

3 Complete the sentences with the phrases in 2.

- 1 Feeling tired and stressed? Come to Muses Spa for a weekend of and relaxation.
- 2 In some extreme cases, when comments have become very vicious, people have deleted their social media accounts as a means of
- 3 Many teenagers go through periods of, and wonder who they are and how they fit in.
- 4 I prefer people who make comments to people who take themselves too seriously.
- 5 Sara says her haircut is a form of, and no-one should criticise her for it.
- 6 Everything that Liam does is completely – he just manipulates people to get what he wants.

4 **SPEAKING** Work with a partner. Ask and answer the questions.

- 1 If friends make self-deprecating comments, how do you respond? Is it a good thing to frequently make these kinds of comments?
- 2 What forms of self-expression can you think of? How do you express yourself?
- 3 To what extent do you think people are self-serving?

5 Here are some other expressions with 'self'. Choose the best word to fill the gap.

- 1 My grandfather is the epitome of the self-..... man. He was very poor as a child, but through his hard work and business-sense, he became incredibly successful.
A created B styled C formed D made
- 2 My uncle was a top footballer player in his youth, but now he's a of his former self.
A shade B shadow C trace D hint
- 3 I think my sister can be a bit up in herself at times. She thinks she's the only one with problems.
A wrapped B folded C turned D bound
- 4 When I feel down, I prefer to myself in my music. I'm not the kind of person to open up to others.
A lose B escape C evade D drop
- 5 It's a movie about a woman who hates her job and her life in general – she goes on a long journey in order to herself again.
A shape B acquire C find D define

6 Read the text and think of the word which best fits each gap. Use one word only in each gap.



TAKING SELFIES

For teens, taking selfies is (a) *very* much part of a daily routine, but now other groups have become hooked, too. Ordinary people of all ages are now caught up in the phenomenon, (b) to mention self-serving politicians and celebrities so wrapped up (c) the 'importance' of their own lives that they think the public wants a new photo every day. But for most of us, no matter (d) generation we may be, we engage in this activity without any real thought simply (e) everyone else is doing it. Often we post them to social media in (f) to develop our own personal 'brand', which is done by careful editing of the photos we choose to show. (g) posting selfies can offer some people a sense of connection and freedom of self-expression, (h) is concern amongst researchers that for others it may lead to self-doubt when they don't receive enough 'likes'. It's worth remembering, however, that self-portraiture is nothing new and artists engaged in this genre have often depicted (i) in a less-than-accurate fashion.

7 **SPEAKING** How often do you take selfies? Which points in 6 do you agree or disagree with?

How to NETWORK

21ST CENTURY SKILLS OBJECTIVES



- To understand the importance of networking
- To evaluate different approaches to networking
- To practise taking some first steps in expanding your network

KEY CONCEPTS



networking [n]: Networking with people who share your interests is a good way to get started in a career. **follow up [v]:** When I meet an interesting new person I always follow up with an email so they remember me. **the company hierarchy [n phr]:** In start-ups, the company hierarchy is often much less rigid than in older firms.

1 **SPEAKING** Work with a partner. Discuss the questions below.

- What kind of job would you like to do after finishing your studies?
- What is it that appeals to you about this kind of job?

2 Look at the networking diagram with 'YOU' at the centre. Answer these questions.

- 1 Who do you already know in each blue circle who might help you with your career?
- 2 In what ways could they help? Compare your ideas with your partner.





Christina W

NE-minute interview

Networking when you're just starting out

PROFILE: Christina W is an entrepreneur and networking expert. She co-founded a networking website to help people find the work opportunities they really want.

Many young people don't go to conferences and presentations. How should they start networking?

For a start, I'd recommend making the effort to join a local club where you can find people with the same interests. I'd also suggest looking for voluntary work or helping out at community events for the same reason. Both these kinds of activities can potentially introduce you to useful contacts who might be impressed by your attitude and initiative. Even if you're naturally shy, you should be able to make small talk about the things you have in common. Ask questions and listen attentively to the answers: you might be able to use any personal information to restart a conversation when you make contact again. And when you're at an event, set yourself a target: decide how many people to talk to, and how many email addresses you're planning to ask for. Even if you later decide that the contact isn't worth following up, be courteous and email to say how it was a pleasure to meet that person. You never know – further down the line – an opening in their company may come up and you want them to retain a positive impression of you.

“ A bit of enthusiasm can go a long way. ”

Is it worth taking a different approach and emailing someone at a company directly?

Yes, but make sure you approach the right person in the hierarchy. One way to do this is by searching for their LinkedIn profile; it'll tell you what their current responsibilities are; and what they've done previously. It may even say what they feel passionate about – a good hook if you're trying to find common ground. If you're still not sure who you should be talking to, call the company, and ask them to point you in the right direction.

How can you make sure your email gets read?

No matter who you're writing to, remember that everyone is busy. Therefore be specific about what you want. A vague 'I'd like your help' will see your email swiftly deleted. So decide before you reach for the keyboard what you're asking for; perhaps a week's work experience or an internship or a useful academic programme. Keep things concise: you can always attach a 'Further details can be provided on request' line if you think it's necessary.

How can you make sure you get a reply?

It's human nature to want to feel important, so a bit of flattery can sometimes work. Explain to the person why you've selected them: admit you've researched their LinkedIn profile and been impressed by their awards, or you've noticed a recent project success. After you've sent the email, wait for a few days before following up by phone. Chances are you won't be offered any immediate work, but it's a chance to make a good impression. Some one-to-one live conversation will always do this more effectively than a chat between avatars. You can ask politely if they'd mind you staying in touch.

And what if things are going well – and the other person does want to extend the conversation?

I can't stress enough that trust is vital, so however tempting it may be, do not inflate and embellish your achievements and qualifications, or you will risk destroying this. Show you've done your research and impress the other person with your knowledge of the company and its products. A bit of enthusiasm can go a long way. At the end of the conversation, thank them for taking time out to talk to you. Most people will have some empathy with your situation: after all, they've probably been there themselves.

3 Make a list of the advantages and disadvantages of networking in traditional ways and through social media.

4 **READING** Read the interview on the subject of networking. Match the sentence beginnings to the endings. (One sentence ending is not necessary.)

- 1 Joining clubs or volunteering for certain projects ...
 - 2 Sending an email to a contact that doesn't seem useful ...
 - 3 Searching for and reading through a LinkedIn profile ...
 - 4 Creating an email that a useful contact will read ...
 - 5 Making favourable comments about a contact's achievements ...
 - 6 Exaggerating your own previous experiences and skills ...
- A will require you to express your requirements clearly.
 B will take up time that is better spent on other things.
 C might increase the chances of them responding to you.
 D will enable you to select the right person in a company to approach.
 E will put you in touch with like-minded people.
 F might lead to the contact losing confidence in you.
 G might result in an unexpected job opportunity later on.

5 **LISTENING** ▶ 25 Listen to Ellie and Octavia meeting for the first time at a party. Make notes on the following:

- 1 The host of the party
- 2 Their shared interests
- 3 How they will stay in touch

6 ▶ 25 Listen again. Give examples of when Ellie networks effectively.

21ST CENTURY SKILLS TASK



You are going to practise your networking technique at a social event. With your partner, follow this plan:

- 1 Decide on a job or industry you can both talk about.
- 2 Brainstorm a set of social questions.
- 3 Do the role-play.
- 4 Evaluate your performance.
 - In what way(s) did the conversation go well?
 - Is there anything you'd do differently next time?



- 1 **SPEAKING** Work with a partner. What can you see in the photo? What might the people be doing and why?



✓ EXAM SUCCESS

While listening, don't just write the first 'possible answer' that seems to fit the gap as this may be a distractor. Listen carefully: does the speaker give other information that may provide a better answer?

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- 2 **SPEAKING** Work with a partner. You are going to listen to a podcast in which Silvia talks about a conservation programme. Read the notes and predict Silvia's answers in 3a.

- 3a **LISTENING** ▶ 26 Listen and complete the sentences with a word or short phrase.

Notepad



- Silvia describes the accommodation as (1)
- She hadn't expected to collect so much (2) from the beach.
- She admits to needing more (3) when she constructed the fences.
- She describes the researchers' efforts to save the seals as (4)
- Silvia's team leader sometimes asked her to take on the role of (5)
- She is surprised at the number of (6) which developed during the time on the island.
- She admits to feeling nervous about the (7) at the end of the week.
- Silvia uses the word (8) to convey her feelings about her time on the conservation programme.

- 3b ▶ 26 Listen again and check your answers.

- 4 **SPEAKING** Would you be interested in taking part in this programme? Why/Why not?

Inversion



- 5 Look at the sentences and complete the text with the words.

- a As the researchers told us, **on no account should** you get too close to the seals.
- b **Not only do** you have to perform in front of all the other volunteers, but you have to do it without music.

adverbial • emphasis • formal
negative • reverse

There are some (1) phrases with a (2) or restrictive meaning that can occur at the beginning of a sentence for (3) They occur mainly in written English or more (4) speech, and occasionally in less formal speech for dramatic effect. When using an inversion, don't forget to (5) the position of the subject and the auxiliary verb. Use *do*, *does* or *did* if no auxiliary verb is present.

- 6 Rewrite these sentences as non-inverted.

- 1 **Never had** the programme seen such a huge number of volunteers.
-

- 2 **Hardly ever do** the seals come to shore.
-

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- 7 Complete the second sentence, using the word given. Use no more than six words.

- 1 After we started the beach clean-up we realised it was a bigger job than we'd thought.

JUST

Not until we started the beach clean-up big a job it was.

- 2 We stopped filming the seals only after the battery died.

RAN

Only we stop filming the seals.

- 3 Scientists didn't understand how rare the birds were until recently.

RECOGNISED

Only recently an endangered species by scientists.

- 4 It's against the rules to swim alone at that beach.

ACCOUNT

On yourself at that beach.

- 5 We had to unpack as soon as we arrived.

HAD

No we had to unpack.

- 6 We didn't understand how challenging the programme would be.

DEMANDS

Little of the programme would be.



Discussing photos - 3



1 SPEAKING Work with a partner. Discuss the questions:
Do you usually prefer to work by yourself or in a team?
What might it depend upon?

2 SPEAKING Work with a partner. Choose two of the photos and talk about them together. Ask each other questions.

3 LISTENING ▶ 27 Listen to Student A doing the task below. Which two photos does the student talk about? Does she manage to compare the two photos, rather than talk about one at a time?

Student A

Here are three pictures. They show people taking part in activities together.

Compare two of the pictures, and say why these people might be doing these activities together, and what they might have just said to one another.

4 ▶ 27 Listen again. In which order are the reporting verbs used? Write 1–5. Are they all used accurately?

ask warn tell suggest insist

5 ▶ 27 Complete the sentences from the recording. Listen and check your answers.

- 1 ... a tutor has work together
- 2 ... the dad has just press down too hard
- 3 ... the girl has just add some decoration
- 4 ... the man on the left has just any assistance
- 5 ... the girl has fine with the experiment

EXAM SUCCESS

If you're working with another student in a speaking test, make sure you listen to what they say. They might make a comment or point which will give you some ideas of your own to talk about.

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6 Look at the second part of the task and Student B's response below. What is the function of the phrases in bold?

Student B

In which situation do you think it might be more beneficial to work as an individual, rather than a team?

Student B: Well, Anna's already (1) **pointed out** that people can get inspiration from each other. But maybe, in the second picture, if you did work alone you'd learn more, because there's a danger that you just depend on your school friends. (2) **Having said that**, in the first picture, if you could do that kind of endurance activity by yourself, you might come first. The rest of the team could be holding you back.

7 Which words or phrases could be synonyms for the phrases in bold? Add them to the Speaking bank.

- | | | |
|----------------------|-------------------|----------|
| 1 mentioned | suggested | referred |
| stated | remarked | |
| 2 on second thoughts | on the other hand | |
| that said | still | anyway |

SPEAKING BANK

Expressions to contribute to what your partner has said

Other ways of saying 'to point something out'

-
-
-

Other ways of saying 'having said that'

-
-
-

8 PRACTICE MAKES PERFECT **SPEAKING** Work with a partner. Look at the photos of people in charge of others on page 145 and follow the instructions.

A report



1 **SPEAKING** Work with a partner and discuss.

Do you agree that:

- charities should be funded by ordinary people?
- today's young generation is more interested in social issues than previous generations?
- the richer you are, the more money you should give to charity?

Which of these causes would you be more likely to give money to?

- building of a new school in a developing country
- improving recreational facilities for teens in your town/city
- providing abandoned animals with a safe home

2 Read the task below and answer the questions.

An international research group is investigating the extent to which teenagers make donations to good causes. You have been asked by the research group to write a report about your country, including the following points:

- the attitudes of teens towards donation
- the factors that affect their ability to donate
- suggestions to encourage teen donation

In order to write this report, how would you go about getting your information, so that you could answer the first two points above? What suggestions do you have for the third point?

3 Read the student's report, ignoring the underlined words/phrases.

- 1 How has the writer got their information?
- 2 Are their suggestions the same as yours?
- 3 How is the report structured? What register is used?

Teenagers Donating to Charitable Causes

Introduction

The aim of this report is to outline the attitudes of teens towards donating money, clothing and other possessions to good causes. Furthermore, it will consider factors that limit their ability to donate and also suggest ideas that may lead to increased donation. The report is based on a survey completed by 50 teenage students at my school.

Attitudes towards donation

Not only did 75% of students agree with the concept of charitable donation, but most also believed that our generation was more concerned with social issues than their predecessors. What is more, 63% thought that wealthier people had an obligation to give more. Indeed, fellow students particularly supported constructing educational facilities in less well-off nations, as well as improving opportunities for teen recreation in their own neighbourhoods.

Reasons donations may be limited

Clearly the lack of a disposable income is a major factor for teenagers. Despite this, 70% of students had donated to one good cause this year and in fact half had made multiple donations. Moreover, a significant number said that they would donate more but had concerns about what their money would be spent on.

Promoting donation

Schools certainly have a role in encouraging social responsibility and it would be a good step forward if the curriculum included lessons on how charities worked, in order to increase young people's knowledge. In addition, I would propose that organisations target young people more effectively by making better use of social media and crowdfunding. Giving clear information about the projects a charity is funding would provide further motivation to donate.



4 Add the underlined words and phrases in the report in 3 to the relevant sections in the Writing bank.

✎ WRITING BANK

• COHESION Useful words and expressions for reports

Introducing and setting a context

- This report is intended to evaluate/describe/analyse, etc.
-
- It will also assess/include/recommend/look at, etc.
-
- This report is based on interviews/research conducted at ...
-

Adding/Developing a point

- Additionally, ■
- ■
- ■
- ■
- ■

Making suggestions

- I (strongly) recommend that ...
-
- It would be worth considering whether ...
- One (possible) course of action would be to ...
-

VOCABULARY Personal growth

5a Complete the sentences with these words.

enhance • expectations • interact • make personal • step

Some people choose to take part in voluntary work so that they can ...

- 1 with other like-minded people.
- 2 use and their practical skills.
- 3 ensure continual development.
- 4 out of their comfort zone.
- 5 a difference in a hands-on way.
- 6 meet the of a peer group.

5b SPEAKING Work with a partner. Put the motives in 5a in order of importance.

6 SPEAKING Work with a partner. Which of these volunteer programmes would you be most/least likely to take part in? Explain your decisions. What other things might you volunteer to do?

- teaching elderly people to use modern technology
- looking after children on a summer holiday camp
- coaching children in a sporting activity
- creating artwork for the walls of your town or city

! COMMON MISTAKES

7 Correct the eight mistakes in this student's work.

This report is based on a survey about volunteering complete by 470 British teenagers. Not did only 62% of them say they are mentors to younger students, but most also organise after-school activities like drama or music. More over, around 29% devote their time to causes not connected to their school, such as campaigns to protect the environment. What's more, students who don't volunteer tend to achieve lower grades.

*Persuading others to take part
One possible cause of action would be to encourage schools to develop strong relations with local charities. This would in deed provide young people with more opportunities to become volunteers. It would also be worth consider whether ...*

✓ EXAM SUCCESS

When writing a report, make sure that the target reader is *fully* informed by answering all parts of the question. It's a good idea to use headings, so that each main point is clearly introduced – therefore making it easier for your reader to follow.

➤ EXAM SUCCESS page 132

PRACTICE MAKES PERFECT

8 Read the task and answer the questions.

An online magazine is planning a feature on young people and volunteer programmes. You have been asked by the magazine to write a report about volunteering in your country to be published as part of the feature. You should include:

- reasons why young people choose to volunteer
- the kind of things that they volunteer to do
- suggestions to encourage more young people to take part in volunteer programmes.

Who is the target reader of the report? What register should you use?

Now write your report.

WRITING BANK ➤ STUDENT'S RESOURCE CENTRE