

8 Give and take

Reading



1a VOCABULARY Read the sentences and write the words in the puzzle.

- 1 v
- 2 n
- 3 l
- 4 o
- 5 n
- 6 y
- 7 e
- 8 m
- 9 e
- 10 t
- 11 a
- 12 g

- 1 Jamie does work at an animal rescue centre at weekends.
- 2 We collected money and made a to a local charity.
- 3 It's rare for new businesses to become in the first year.
- 4 Local teenagers have made a valuable to the community by cleaning up the park.
- 5 Setting up a food bank has been for families in need.
- 6 I have a lot of for the cause and so I decided to help.
- 7 The possibility of getting into a good university gave Lana the she needed to work hard.
- 8 Sara always shows great towards others. You don't need to ask her for help.
- 9 It's difficult to understand the for his behaviour.
- 10 There were noisy after the announcement that student fees would increase.
- 11 There is a growing trend among students to choose a alternative to academic courses.
- 12 There have been a number of advertising recently about safe driving.

1b Complete the text with words from 1a.

Volunteering has a meaningful and positive impact on your community, but did you know that it can be (a) for you, too?

Doing (b) work is the perfect way to discover something you are good at and learn new skills. Planning and implementing a major fundraising event, for example, can develop goal-setting and budgeting skills. Supervising and training other volunteers is useful in learning how to lead teams. And some placements offer (c) training in catering, woodwork or IT.

It can also be an opportunity to develop new hobbies and interests. Helping to run a radio station or a website for a few hours a week, or assisting in publicising a charity (d) can be fun and relaxing. Meanwhile, doing a sponsored parachute jump in order to raise money to make a (e) is the ultimate thrill.

Volunteering brings people together from all walks of life, so another (f) to get involved is the chance to develop personal and professional relationships. And being involved in the community helps to foster a tolerance of diversity and encourages (g) for less fortunate people.

If all this isn't enough of a (h) for getting involved, volunteering in itself brings a great sense of satisfaction and achievement. I'd recommend it!

2 Read the article. Tick (✓) the main point that the writer is making.

- 1 Celebrities should not be involved in charity work.
- 2 Celebrity promotion of charities is beneficial in some cases.
- 3 Celebrities help to raise awareness of causes.

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

4 CRITICAL THINKING

- 1 How have celebrities contributed to charities in your country?
- 2 To what extent do you agree with the opinion that involving celebrities in campaigns is justified in order to promote causes?

5 What do the underlined words and phrases in the article mean? Guess and then check in your dictionary.



SHOULD CELEBRITIES PROMOTE CHARITIES?

The presence of celebrities has been an unquestioned feature of charity fundraising campaigns for decades. To what extent does their presence help?

Regardless of how famous they are, and despite the star treatment they receive, many celebrities make it a point to give back to charities. Every year, musicians, actors, authors and top athletes share a proportion of their fortune to help those in need, amounting to millions in total. Some have even set up their own private foundations.

1

According to Jane Cooper of Unicef UK, celebrities have a unique ability to reach huge numbers of people, many of whom might not otherwise be engaged in charitable causes.

When asked about their relevance, she pointed out that famous faces had played a significant role in raising funds in recent years, and their energies had produced concrete results, such as enabling millions of children in poorer countries to attend school.

2

When shown a list of well-known organisations and famous people who represent them, over half of respondents were unable to match the celebrity with the cause. What's more, three quarters claimed that they didn't respond to celebrity advocacy in any way. That's not to say that all endorsements were ineffective. The survey also showed that a few names did stand out as being associated with particular charities. But the presence of a celebrity in a campaign, was not a significant factor when it came to a decision to donate time or money.

3

This seems to contradict the general assumption that teenagers are particularly influenced by famous people. One possible explanation is that there is a general fatigue with celebrity culture. There is also a suspicion that the stars are the ones who benefit most when they offer to do charity work. Some critics have accused celebrities of using charity events as promotional opportunities to further their own careers, which might have the effect of actually discouraging potential donors. And even when their commitment is evident, there is always the danger that celebrities might actually take attention away from issues by attracting more attention than the causes they represent.

4

While Jane Cooper agrees that the celebrity touch isn't everything, she insists that the support of an impassioned celebrity for a cause can still have an impact. Though every campaign, whether big or small, must have a convincing message, she says, the fact remains that millions of people are inspired by music, sport and film. And by tapping into that inspiration, charities are able to engage new supporters.

5

However, she concedes that the choice of celebrity to front a campaign is crucial. Celebrity advocacy has been shown to produce the best results when there is a personal connection between the famous individual and the cause they represent.

6

Whichever point of view you favour, there seems to be scope for more research into how charity campaigns might cultivate relationships with celebrities to maximise their potential. This in turn will open up more engagement, and better targeted campaigns – which can only benefit those who really matter – the people and animals that are in need of assistance.



Natasha Kaplinski, ambassador for Save the Children and Unicef

- A** So taking all these issues into account, is it time for charities to rethink their campaign strategies and look for alternative ways to reach new audiences?
- B** The widespread attention that Angelina Jolie receives for her humanitarian efforts, for example, is due in part to her high profile celebrity, but this is helped by the fact that she publicises issues that affect her personally.
- C** They also act as ambassadors for non-profit organisations. Their widely publicised visits to troubled areas of the world help to raise awareness of issues such as famine and poverty. Given their ability to attract attention, it seems to make sense for charities to seek out celebrities to support their causes. But how much difference do they actually make?
- D** Many celebrities are also instrumental in furthering causes away from public attention. In the case of Natasha Kaplinski, another ambassador for Unicef, for example, she was successful in lobbying behind the scenes for vaccines that could prevent diseases and save the lives of up to four million people.
- E** What's more, for many people working in charities, the benefits outweigh the potential drawbacks in order to achieve the changes that are needed. Whether it's partnering with judges from music competitions on TV, or posting a message on social media, celebrities are a way for charities to get their message across.
- F** Instead, the majority of people contribute, it seems, because of personal connections in their lives and families which make a charity important to them. In another study aimed at young people, most participants cited a compelling mission as their main motivation to give. The second most important incentive was if a friend or peer recommended supporting a particular cause. Campaigns that leveraged the community aspects of social media were also shown to be successful. Only two per cent of respondents said they were motivated by celebrity endorsement.
- G** But in spite of these successes, there is evidence to suggest that celebrity endorsement may be overrated. In a survey of members of the public to ascertain if celebrity involvement would encourage people to donate, researchers found that the impact was not as great as previously thought.

“ **CELEBRITIES ARE A WAY FOR CHARITIES TO GET THEIR MESSAGE ACROSS.** ”



1a Read the sentences and complete the table with the verbs in bold.

- a What's more, three quarters **claimed** that they didn't respond to celebrity advocacy in any way.
- b This might have the effect of actually **discouraging** potential donors **from** giving to charity.
- c In a survey to ascertain if celebrity involvement would **encourage** people to donate ...
- d The second most important incentive was if a friend or peer **recommended** supporting a particular cause.
- e There is also a suspicion that the stars are the ones who benefit most when they **offer** to do charity work.

1 verb + (object) + that + sentence in reported speech	<i>admit, complain, confess, demand, deny, insist,</i>
2 verb + (not) + infinitive	<i>claim, promise,</i>
3 verb + object + (not) infinitive	<i>advise, invite, order, warn,</i>
4 verb + gerund	<i>admit, regret, suggest,</i>
5 verb + (object) + preposition + gerund	<i>accuse of, admit to, apologise for, criticise for, congratulate on,</i>

1b Now add these verbs to the table.

agree • announce • concede • deny • insist on
point out • remind • urge • warn against

2 Circle the verb that cannot complete the sentences.

- 1 Our teacher us to be on time.
A asked B told
C advised D demanded
- 2 Most students in the class to help.
A agreed B promised
C insisted D offered
- 3 Alice suggested to a museum this weekend.
A going B to go
C that we go D that we went
- 4 The team coach that the match would take place earlier than usual.
A complained B announced
C pointed out D reminded
- 5 My parents me not to stay up late the night before the exam.
A discouraged B warned
C advised D reminded

3 Complete the second sentence so that it has a similar meaning to the first using the correct form of these verbs.

announce • concede • congratulate • deny • urge

- 1 'There's really no problem,' Jake said.
Jake
a problem.
- 2 'We've bought a new house,' my aunt and uncle said.
My aunt and uncle
..... a new house.
- 3 'Well done, Sarah. You've won first prize,' the principal said.
The principal
..... first prize.
- 4 'You really should apply for a grant,' my teacher said.
My teacher
..... a grant.
- 5 'It's true that the other team deserved to win,' the coach said.
The coach
..... to win.

4 Write the sentences again using *It* + a reporting verb.

- 1 They say that young people prefer to make donations online.
.....
- 2 They reported that it had been the best event ever.
.....
- 3 People think that celebrities sometimes promote themselves.
.....
- 4 We know that charities help people in need.
.....

GRAMMAR CHALLENGE

5 Find and correct 11 mistakes in the article.

When we spoke to the singer Sally Mason about her role as a charity ambassador, she told that she believes in the causes she supports and denied ever volunteered in order to promote her image. In fact, she regrets not be able to do more charity work. She pointed out that she answers the phone on the recent TV charity marathon, and she reminded that she has promised perform at the concert in Central Park next month. In fact, for anyone who doesn't already have a ticket, she suggests to buy one soon, before they sell out. She claimed that if it isn't for celebrities, people don't know about some causes, and insists on charity concerts such as this make a huge difference. The fact that her new album will release next month is a pure coincidence.



1 Complete the words in the sentences.

- 1 My family and friends help to boost my confidence when I feel self-.....
- 2 I couldn't resist having a cupcake – it was a moment of self-.....
- 3 When we got lost in the mountains, we were driven by self-..... to find our way back.
- 4 Jonas is often self-..... about his abilities, but in fact he's a really good player.
- 5 People who are self-..... seldom work well in a team.
- 6 For Lee, playing music is a necessary form of self-.....

2a Match the halves to make expressions.

- | | |
|------------------|---------------------|
| 1 be a self-made | a in something |
| 2 be wrapped up | b oneself |
| 3 lose oneself | c man or woman |
| 4 find | d one's former self |
| 5 be a shadow of | e in oneself |

2b Write the words in bold again with an expression using self.

- 1 My favourite pastime is to **read a book and forget everything**.
.....
- 2 When Liz started running again after her injury, she **was much worse than before**.
.....
- 3 It's difficult to talk to Chris because he's always **thinking about himself**.
.....
- 4 Some people take longer to **discover their sense of identity** than others.
.....
- 5 My aunt is wealthy, but she **became rich through her own efforts**.
.....

3 LISTENING 18 Listen to a student giving a presentation about a project to help others. Are the statements True (T) or False (F)?

- 1 Veronika was a student when she started the project. T / F
- 2 Everyone she met responded positively to her project. T / F
- 3 The main reason the story is inspiring is that she donates things to people in need. T / F



Worker makes coat for homeless people

4 18 Listen again and complete the sentences with a word or short phrase in each gap.

As part of her course at the School of
(a),
Veronika had to do a project that
involved identifying and addressing
(b),
Her idea was to create a coat that was also a
(c),
To make sure the jacket would be warm, she
used a material typical in (d),
.....
One woman suggested that her idea
(e),
She hired people who were (f)
and,
The story is inspiring because she's made
(g),
She gave people the opportunity to get back their
(h)

VOCABULARY EXTENSION

5 Complete the sentences with these words.

self-aware • self-belief • self-defence
self-determination • self-pity
self-proclaimed • self-restraint

- 1 Tara is learning karate as a form of
- 2 Logan was angry but managed, with great, to reply calmly.
- 3 The good thing about Owen is that he knows his strengths and weaknesses. He's very
- 4 Jan is the star of the play, but personally I think some of the other actors are better.
- 5 When something goes wrong, feelings of don't help. You have to do something to make the situation better.
- 6 Successful people don't doubt their abilities. They often have amazing
- 7 Before the country became independent, it had to struggle for



1 Read the sentences with inversion. Complete the non-inverted sentences.

- 1 Not only **is there** high unemployment but there's a lot of homelessness, too.
..... not only high unemployment, but homelessness, too.
- 2 Not until she'd made five prototypes **did she come up with** the right design.
She'd made five prototypes before the right design.
- 3 No sooner **had they got started**, than they were already talking about getting a raise.
..... only just when they started to talk about a raise.
- 4 Rarely **do we see** something like this.
..... something like this.
- 5 Little **did she know** that it was going to change the course of her own life, and the lives of many others.
..... at all that it was going to change her life.

2 Circle the correct alternative.

- 1 Not until it was too late I remembered/did I remember to call Abby.
- 2 No sooner had we got to the cinema when/than the film started.
- 3 Seldom do you hear/you hear such exciting news.
- 4 Only after everyone has arrived can we/we can begin the presentation.
- 5 Never before I had been/had I been so nervous.
- 6 Only two people in the class finished/did they finish their projects on time.
- 7 Under no circumstances should you/you should go out late alone.
- 8 Not only was it raining than/but it was freezing cold as well.

3 Complete the second sentence so that it has a similar meaning to the first.

- 1 I've never met such friendly people before.
Never before such friendly people.
- 2 We didn't know that the question would come up in the exam.
Little that the question would come up in the exam.
- 3 You can't go out without a jacket until after June.
Not until after June without a jacket.
- 4 We had just sat down when the waiter came to take our order.
No sooner than the waiter came to take our order.

- 5 Jake not only sings but he writes songs, too.
Not only but he writes songs, too.
- 6 We hardly ever stay in a hotel.
Hardly ever in a hotel.

4 Write the sentences again with these words and phrases.

at no time • little • no sooner • not only
only once • rarely

- 1 A new business has not often been so successful.
.....
- 2 The students were never in the classroom alone.
.....
- 3 I had no idea then that Carly and I would become best friends.
.....
- 4 I was tired and I was hungry as well.
.....
- 5 They had only been hiking in that area once before.
.....
- 6 I had just sent Ed a message when he called me.
.....

GRAMMAR CHALLENGE

5 Complete the text with one word in each gap.

One day in 2004, Scott Harrison announced to family and friends that he **(a)** going to leave his job and become a volunteer. He **(b)** been living a life of luxury in New York, but felt dissatisfied and wanted to make a difference. He set off for Liberia in Africa. He was shocked at the living conditions he saw. People **(c)** drink unclean water, **(d)** caused them to get sick, and they often had little to eat. He knew that **(e)** he did something, these conditions **(f)** continue so he returned to New York and set up an organisation called *charity: water*. He got people **(g)** donate money, and used it to fund clean water projects around the world. Since then, millions of people **(h)** benefited. The charity uses social media to engage supporters, and money that **(i)** donated goes directly to the cause, making it **(j)** far the most effective in its area of operation.

It's fair to say that if it hadn't been for Scott, many people would still **(k)** living without clean water.



1 LISTENING 19 Look at the photos and read the task. Listen to a student called David doing the task. Which two photos does he compare?

Here are three photos. They show people helping others. Compare two of the photos, and say how they might be helping, and what the people might have just said to each other.



2a Complete the sentences with the correct form of these verbs and any other words necessary. There are two extra verbs.

agree • ask • complain • insist • offer
suggest • warn

- This woman might have stopped the younger woman in the street and (a) help, or maybe the younger woman (b) help ... she saw the older woman struggling a bit and (c) carrying her bag for her.
- He could be the person in charge of the project so he's (d) the girl hold the bag in a particular way. The girl might have just asked him a question. Perhaps this is the first time the girl has (e) do this.

2b 19 Listen again and check.

3a Read the second part of the task. Complete the sentences using the correct form of the word given.

In which situation do you think the help being given is of most value?

- David already that the first situation represents a young woman helping one person. **point**
- In the second photo,, the people are involved in a community project. **hand**
- As David, they're doing something to help the whole community, so that will benefit more people. **state**
-, I think it's important to help elderly people. **having**
- He already that this could be someone she met in the street. **mention**
-, in the second photo, they're having an impact on the environment. **that**
- As David, litter can have a detrimental effect on wildlife. **suggest**

3b LISTENING 20 Listen to a student doing the second part of the task. Which phrases in 3a does she use?

4a LISTENING 21 Look at these photos. Listen to a student doing the task in 1 and make notes.



4b Make notes on how you might respond to the question in 3a.

5 Practise giving your response using phrases from 3a.



1 Match the halves to make sentences.

- 1 The aim of this report is to
 - 2 It will consider factors that
 - 3 It will assess
 - 4 The report is based on interviews conducted
 - 5 The report is based on a survey completed
 - 6 It would be worth
 - 7 It would be a good step forward if
- a relate to organising events.
 b at my school.
 c considering possible improvements.
 d outline attitudes towards ...
 e by 500 students.
 f we consulted students.
 g the usefulness of these events.

2 Read the report about fundraising in schools. Answer the questions.

- 1 What reasons are given for the students' positive attitude towards fundraising in schools?

- 2 What two types of activities are most popular?

- 3 What two recommendations are given to ensure the success of events in the future?

3 Circle the correct alternatives in the report.

4 Read the task and the notes. Use these and your own ideas to write a plan.

A research group is conducting research into teenagers' attitudes towards celebrity involvement in fundraising. You have been asked to write a report. You should include:

- attitudes towards celebrity involvement
- types of events that are successful
- recommendations to improve their success.

survey – 100 students
70% – positive (reasons why?)
events – TV campaigns, ads, concerts ...
recommendations?

Introduction:

Attitudes:

Evaluation:

Recommendations:

5 Write your report. Remember to use:

- phrases for introducing the report and making recommendations
- linking words
- formal language.

Report on fundraising in schools

INTRODUCTION

This report is intended to outline the attitudes of teens towards fundraising in schools. It will (a) *evaluate/recommend* common types of fundraising events and consider factors that influence their success. (b) *Indeed/Moreover*, it will suggest ways to improve the success of fundraising events. The report is based on interviews with class representatives at my school.

ATTITUDES TOWARDS FUNDRAISING EVENTS

The majority of students found fundraising events worthwhile. Not only (c) *they did/did they* consider them to be a good way to raise money, but (d) *also did they believe/they also believed* that these events raised awareness of charitable causes. (e) *As well/Furthermore*, students involved in the organisation of events found them useful in enhancing their own personal skills, (f) *as well as/and in fact* for university and college applications in the future.

EVALUATION OF EVENTS

Although students found all events enjoyable, they preferred the type of event that was beneficial to them personally. Sports events such as sponsored walks or runs were popular because they motivated students to get fit. (g) *And also/In addition*, activities that involved their interests, including concerts and plays, were highly rated. The least popular activities were those that students were unlikely to choose in their free time.

RECOMMENDATIONS

We recommend that schools (h) *continue/continued* to hold fundraising events. We propose that schools (i) *involving/involve* students in making decisions about the choice of events. One possible course of (j) *activity/action* would be (k) *to select/selecting* options and hold a vote.

(l) *What is more/Indeed*, the more that students participate in both the decision-making process and the organisation of the event, the more successful it is likely to be.



Grammar

1 Complete the reported speech sentences.

- 1 'I've got too much to do.'
My brother is always complaining
- 2 'I'll pay for your lunch.'
My friend insisted
- 3 'Don't go out during the storm.'
People are being urged
- 4 'I'm sorry I said what I said.'
I regretted
- 5 'Run around the pitch three times.'
The coach ordered the players
- 6 'I'm afraid we haven't finished the project on time.'
Some students admitted
- 7 'You should stay with us during the holidays.'
Our cousins suggested

2 Find and correct ten mistakes in the text.

We are delighted announce the results of the TV phone-in marathon fundraiser. Only once before we have reached the same levels of participation, and never we have raised so much. No sooner did the call lines open when people started to call. Many famous stars volunteered to attend and at no time there was any doubt about their enthusiasm. Only the call lines were closed they did take a break for a drink and something to eat. Hadn't it been for them, the day wouldn't be such a great success.

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 1 There is a saying that it is better to give than to receive. **SAID**
It to give than to receive.
- 2 I wish my parents had chosen Greece last summer, but we went to Paris instead. **RATHER**
We went to Paris last summer, but I to Greece.
- 3 Don't use my sister's nickname, because she hates it. **CALLED**
My sister her nickname.
- 4 If you see Owen, could you give him a message from me? **HAPPEN**
Should Owen, could you give him a message from me?
- 5 This watch was a present from my grandmother, not my parents. **WHO**
It this watch, not my parents.

Vocabulary

1 Complete the sentences with these words. There are two extra words.

beneficial • campaigns • contribution • donation
empathy • incentive • profitable • sympathy
vocational

- 1 Voluntary work helps others, but being able to meet new people is an added
- 2 Personal stories are effective in fundraising
- 3 Nowadays, apps allow you to make a to charity online.
- 4 Genuine involves imagining yourself in someone else's situation.
- 5 When celebrities support charitable causes, it's for them, too.
- 6 Young people today want to make a meaningful to society.
- 7 Some charities finance apprenticeships and training.

2 Complete the sentences with a word or expression with self. Use a hyphen (-) if necessary.

- 1 This holiday I'm planning a week of relaxation and (a) I'm going to sit in the garden and (b) in a good book.
- 2 My uncle is proud of the fact that he is a (c) man. Growing up, he had very little so his drive to succeed was almost a matter of (d) Some people accused him of being (e) However, he wasn't only thinking about himself, but his family, too.
- 3 We all have moments of (f) when we think we can do nothing right. Sometimes we get (g) and our problems and forget about everyone else. We make (h) comments and hope others will reassure us. In these cases, the best thing is to paint or play music, or find some other form of (i)

3 Circle the word or expression in each pair that can have a positive association.

- | | |
|----------------------|-----------------------|
| 1 enhanced | ruined |
| 2 a slave to fashion | the height of fashion |
| 3 an ordeal | a feat |
| 4 ingenious | unremarkable |
| 5 blunt | vocal |
| 6 naive | gullible |
| 7 slam | praise |
| 8 give up | see something through |