

### Unit objectives and key competences

- Understand, memorize and correctly use vocabulary related to fundraising ideas and expressions with *make* and *do* **CLC, DC**
- Identify the gist and main ideas in an article about two people involved in education projects **CLC**
- Learn about two charities providing education for deprived children **SCC, SIE**
- Understand, contrast and correctly use grammar structures related to the present perfect **CLC, L2L**
- Identify general and specific information through a listening activity about a celebrity charity worker **CLC**
- Learn about a celebrity Goodwill Ambassador **SCC, CAE**
- Use appropriate functional language to make requests and offers **CLC, SCC**
- Write a magazine article **CLC, SIE, CAE**
- Identify the general content of a text about Elizabeth Fry **CLC**
- Learn about Elizabeth Fry **SCC, CAE**
- Assimilate the All Clear Tips and Rules and study the Language Reference from the unit **CLC, L2L, SIE**
- Identify areas of language which need improvement and use ICT for extra practice **DC, CLC, L2L**

More information on Key Competences, page v

### Linguistic content

#### Grammar

- Present perfect
- *ever* and *never*
- *How long ... ?* with *for* and *since*

#### Recycled grammar

- Present simple (Unit 1)
- Present continuous (Unit 1)
- Use of gerund after *love* (Unit 1)
- Past simple (Unit 2)
- Comparatives and superlatives (Unit 4)

#### Main vocabulary

- Fundraising activities: *collect money, do a sponsored swim, etc*
- Expressions with *make* and *do*: *make a decision, do your best, etc*

#### Functional language

- Making requests and offers (2) / A fundraising event

#### Pronunciation

- Contractions

### Skills: learning outcomes

- **Reading** Understand the gist and specific information in a clearly structured article about two young women involved in education projects for deprived children. The student can re-read the more difficult parts, page 53
- **Listening** Identify the gist and main ideas from a report about a celebrity UNICEF Goodwill Ambassador, page 56
- **Speaking** Communicate effectively in an everyday situation. Follow norms of basic courtesy while talking about a fundraising event, page 57
- **Writing** Write a short magazine article about a fundraising event with simple and relevant information, set out in a logical order, page 58
- **Reading** Understand the gist and specific information in a clearly structured biography of Elizabeth Fry. The student can re-read the more difficult parts, page 59

## Lifelong learning skills and content-based learning

### Life skills

- **Socio-cultural awareness** Education projects for deprived children, page 52, A UNICEF Goodwill Ambassador, page 56, Elizabeth Fry, page 59
- **Social development** Awareness of people less fortunate than ourselves and how we can help them, pages 52, 56 and 59; organizing fundraising activities, pages 52 and 57

### Learning strategies

- Become aware of, and use, simple collocations, pages 52 and 56
- Deduce rules by analysing examples, page 54

### Cross-curricular content

- History: Elizabeth Fry, page 59

## Further materials and evaluation

### Digital material

- Student's and Teacher's Resource Centres
- Teacher's Presentation Kit
- Student's Digital Material: interactive vocabulary and grammar activities
- Video *Literature* (Revision Units 4–6, page 74)

**Student's website** [www.macmillansecondary.es](http://www.macmillansecondary.es)

### Workbook

- Vocabulary, pages 32–3
- Vocabulary Reference, page 88
- Grammar, pages 34–5
- Grammar Reference and Practice, pages 74–5
- Revision, page 36
- Culture: Reading and Listening, page 97
- Writing Guide, pages 110–1
- Speaking, page 124

### Teacher's Resource File

#### Multi-level Materials Bank

- All Clear Basics, pages 21–5
- Vocabulary and Grammar Consolidation and Extension, pages 17–20
- Language Excellence, pages 9–10
- Translation and Dictation, pages 5 and 14

#### Lifelong Learning

- Digital Competence, pages 9–10
- Culture Video Material, pages 3–4
- Study Skills, pages 1–12

#### Evaluation and Key Competences

- Evaluation Rubrics, pages 1–7
- Key Competences, pages 9–10 and 27–8

#### Content-based Learning

- CLIL, pages 1–10
- Macmillan Readers, pages 1–7



### Web info

**Tips to find extra information on:** the Street Academy project in Ghana, the Akosia educational project around the world, UNICEF, ideas for fundraising activities, Elizabeth Fry

### Extra help for weaker students

**Teacher's Resource File:** All Clear Basics, pages 21–5

### Material for fast finishers

**Workbook:** Grammar Extension, page 37

**Teacher's Resource File:** Vocabulary Extension, page 19

**Teacher's Resource File:** Grammar Extension, page 20

**Teacher's Resource File:** Language Excellence, pages 9–10

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# Real-life heroes

## Objectives

- Vocabulary** Fundraising ideas; *make and do*
- Grammar** Present perfect; *ever and never*; *How long ... ?* with *for* and *since*
- Speaking** Making requests and offers (2)
- Writing** A magazine article

## Vocabulary

### Fundraising ideas

1  2.01 Listen and repeat the words. Match them with pictures 1–10.

collect money • do a sponsored swim • have a barbecue • have a bring and buy sale • make a charity CD • organize a jumble sale • sell badges • sell cakes • sell raffle tickets • wash cars



2 Complete the text with words from exercise 1.

After Typhoon Haiyan struck the Philippines, lots of people from around the world wanted to help. People collected money in the street and sold <sup>(1)</sup>... for people to eat. Schoolchildren did <sup>(2)</sup>... walks and swims and washed <sup>(3)</sup>... to raise money. In the UK, one charity shop organized <sup>(4)</sup>... with second-hand clothes from Victoria and David Beckham. They raised a lot of money! In Canada, people had a <sup>(5)</sup>... and bought burgers for \$5. In many countries, pop stars worked together to make <sup>(6)</sup>... CDs. Everyone wanted to help.

3  2.02 Listen to Alex and Lucy. What fundraising idea do they choose for their class?

4  In pairs, think of three fundraising ideas to raise money for a school trip.

I think having a barbecue is a good idea because everyone likes burgers.

### Exercise 1

- make a charity CD
- sell cakes
- have a bring and buy sale / organize a jumble sale
- have a barbecue
- collect money
- sell raffle tickets
- sell badges
- have a bring and buy sale / organize a jumble sale
- do a sponsored swim
- wash cars

### Exercise 2

- cakes
- sponsored
- cars
- a jumble sale
- barbecue
- charity

### Exercise 3

a bring and buy sale



## Lesson Aims:

Students learn and practise vocabulary related to fundraising ideas.

Students listen to two young people talking about fundraising ideas and identify the one they choose.

## Vocabulary

### Fundraising ideas

#### Warmer

Books closed. Write the following on the board: *Oxfam, Caritas, UNICEF*. Ask what they are and what they do. Students suggest ways they can raise money. Teach the word *fundraising*. Explain that a *fund* is an amount of money and *raise* means collect.

#### 1 2.01

- Play the audio. Students listen and repeat the words.
- Look at the phrases one by one to make sure students understand them. Expressions such as *bring and buy sale* and *jumble sale* (see *Cultural note*) and *raffle tickets* (a type of lottery ticket to win a physical prize or money) will need to be explained. Also explain that sponsored activities such as runs, swims and walks are very common in the UK.
- Check pronunciation, paying particular attention to the stress in each expression.
- Students say what they can see in the pictures. They match the expressions with the pictures.

#### Extra activity

Books closed. Dictate some of the expressions or play the audio. Students write down the expressions and underline the stress.

- #### 2
- Students complete the text with words from exercise 1.
  - Check answers with the class.

#### 3 2.02

- Read the question with the class.
- Students listen to the conversation and answer the question.
- Check the answer with the class.

#### 4

- Read the example sentence with the class. Highlight the use of *I think* followed by the gerund.
- Students suggest ideas in pairs.



### Cultural note

In Britain and the United States, many young people are involved in fundraising through their schools and communities. For example, they organize carnivals for charity, they sell raffle tickets and they offer to do odd jobs such as mowing the lawn.

A bring and buy sale is an informal sale, often to raise money for charity, in which people bring items to sell and buy items that other people have brought.

A jumble sale is a sale of articles which are usually cheap and second-hand, often to raise money for charity.

#### Mixed-ability solutions

**Students who need extra help:** Exercise 2.

Write the following options on the board.

- 1 *charity / cakes*
- 2 *sponsored / raffle*
- 3 *money / cars*
- 4 *a jumble sale / badges*
- 5 *sponsored swim / barbecue*
- 6 *expensive / charity*

**Fast finishers:** Exercise 4. Students do the exercise again but this time they disagree with their partner's ideas and to try to convince them that their ideas are better.

#### Self-study and extra practice

##### Workbook

- Vocabulary, page 32
- Vocabulary Reference, page 88

##### Teacher's Resource File

- All Clear Basics, page 21
- Vocabulary Consolidation, page 17
- Vocabulary Extension, page 19

## Lesson Aims:

Students read and listen to a text about two people involved in charity projects for children.

## Reading

### An article

#### Warmer

Ask students if they know anyone personally who is involved in charity activities, either as a volunteer or full-time. If so, what do they do?

- 1 • Students read the titles.
  - Students read the text quickly to decide which is the best title.
  - Check the answer with the class, asking students to justify their choice.

### Word Check

Check students understand the new words: *wooden hut*, *deprived*, *teamwork*, *set up*. Explain any they don't know.

- 2  2.03
  - Students read the statements.
  - Play the audio. Students read and listen to the text to decide if the statements are true or false.
  - They copy the sentences with the information that helped them decide.
  - Check answers with the class.
- 3 • Read the questions with class and make sure that they understand them.
  - Students read the text again and answer the questions.
  - Check answers with the class.
- 4 • You might want to make this a timed exercise to train students to look quickly for information. If so, give them two minutes to write down all the fundraising ideas.
  - Check answers with the class.

### All Clear Facts

Read the fact with the class. Ask the class if they think Red Nose Day is a good or a bad idea, and why.

### Extra activity

Books closed. Read out the following incorrect statements. Elicit corrections (given in brackets).

Felicity Marks spent four months teaching adults at the Street Academy school. (She taught children.)

The building is a small metal hut and it has got only two classrooms. (The hut is made of wood and there is only one classroom.)

Felicity's charity has organized quiz nights and it has sold badges. (It hasn't sold badges; it has organized quiz nights, sold cakes and done sponsored walks and skydives.)



### Cultural note

Ghana is a relatively small coastal country in the west of Africa. (It is less than half the size of Spain.) It was the first African country to declare independence from European colonization, in 1957. Economically, Ghana is one of the fastest-growing countries in Africa and it is rich in natural resources (in particular, petroleum, natural gas, gold and diamonds). It is also one of the largest cocoa producers in the world. Most children in Ghana have access to primary and secondary education. All teaching is done in English.



### Web info

Type these words in your search engine for more information about

- the Street Academy: 'the Street Academy Ghana'
- Akosia: 'Akosia'

### Mixed-ability solutions

**Students who need extra help:** Exercise 3.

Write the following options on the board.

- 1 *four months / four years*
- 2 *free education, books and meals / free education and specialist sports training*
- 3 *better teachers / more classrooms and better facilities*
- 4 *how to cook / cooperation and teamwork*
- 5 *Ghana, Mexico and Mongolia / many countries in Africa*

**Fast finishers:** Exercise 4. Students write their opinion relating to which of the two projects is more interesting and why.

### Self-study and extra practice

**Teacher's Resource File**

- Key Competences: Reading, page 9

## Reading

## Word Check

wooden hut deprived teamwork set up

### An article

#### Exercise 1

c) Two inspiring fundraisers

1 Read the text quickly and choose the best title.

- a) How to build your own school    b) Ideas for fundraising projects    c) Two inspiring fundraisers



Have you ever noticed whenever there's a natural disaster people respond by donating time and money? But some people dedicate their lives to helping others. Here are two examples.

#### Felicity Marks

Felicity Marks spent four months teaching children at The Street Academy school in Accra, Ghana. She wanted to do more to help the city's children so she started a charity called the Street Academy Annexe Project.



The Street Academy offers free education to children aged 8–18, as well as books and meals. But the building is a small **wooden hut** and it has only got one classroom. The aim of the project is to build a school with four rooms and better facilities.

Her charity has organized quiz nights and it has sold cakes and done sponsored walks and skydives. So far, the school has bought the land for the new building. When it has raised enough money, it can start construction.

#### Maria Schonfeld

Maria Schonfeld is the co-founder of a charity called Akosia. The aim of Akosia is to develop the creativity and confidence of **deprived** children around the world. They also learn about cooperation and **teamwork**.

Akosia has organized a film-making project for children in Ghana every year since 2009. It has **set up** similar projects in Mexico and Mongolia. The charity has organized fundraising dinners, music festivals and sports tournaments. It has also used platforms like Kickstarter to collect money online.

Maria is passionate about helping children and believes that the sky is the limit for Akosia!

#### i All Clear Facts

In the UK, Red Nose Day is an annual fundraising day. People wear red noses and do something funny to raise money for charity.

2



Read and listen. Write true or false in your notebook. Copy the text that shows your answers.

- 1 Felicity started her charity to help to pay for a new building.
- 2 The school has started the construction of the new building.
- 3 Maria started Akosia on her own.
- 4 Maria is optimistic about the future of Akosia.

3

Read the text again. Answer the questions in your notebook.

- 1 How long was Felicity at the Street Academy school?
- 2 What do children receive at the Street Academy school?
- 3 What does the Street Academy school need?
- 4 What do children learn on Akosia projects?
- 5 Where has Akosia organized projects?

4

Make a list of all the fundraising ideas that the text mentions in your notebook.

#### Exercise 3

- 1 four months
- 2 free education, books and meals
- 3 more classrooms and better facilities
- 4 They learn about cooperation and teamwork.
- 5 Ghana, Mexico and Mongolia

#### Exercise 2

- 1 true – ... she started a charity called the Street Academy Annexe Project. ... The aim of the project is to build a school ...
- 2 false – So far, the school has bought the land for the new building. When it has raised enough money, it can start construction.
- 3 false – Maria Schonfeld is the co-founder of a charity called Akosia.
- 4 true – Maria ... believes that the sky is the limit for Akosia!

#### Exercise 4

organize quiz nights, sell cakes, do sponsored walks and skydives, organize fundraising dinners, music festivals and sports tournaments, collect money online using fundraising platforms

# Grammar

## Present perfect

<b>Affirmative</b>	She <b>has</b> collected
<b>Negative</b>	We <b>haven't</b> collected
<b>Interrogative</b>	<b>Have</b> you collected ...?

Language Reference p60 >>

**1** Complete the sentences with the present perfect form of the verbs in brackets.

I've *done* (do) lots of sponsored swims.

- 1 My dad ... (have) a barbecue for charity in our garden.
- 2 We ... (not organize) a jumble sale.
- 3 She ... (sell) raffle tickets.
- 4 He ... (make) a charity CD.
- 5 I ... (not sell) cakes for charity.

**2** Write complete sentences with the affirmative or negative form of the present perfect in your notebook.

My friends / have / lots of barbecues. ✓

*My friends have had lots of barbecues.*

- 1 I / do / a sponsored swim. ✓
- 2 We / organize / a jumble sale. ✗
- 3 He / buy / a raffle ticket. ✗
- 4 My brother / collect / second-hand books for a bring and buy sale. ✗
- 5 My mum / raise / £2,000 for charity. ✓

**3** Complete the text with the present perfect form of the verbs in brackets.

Have you ever raised money for charity? I *haven't done* (not do) anything before, but I really want to be a volunteer. My brother <sup>(1)</sup>... (organize) a raffle to raise money for cancer research and he <sup>(2)</sup>... (buy) lots of charity badges. My sisters <sup>(3)</sup>... (make) cakes and <sup>(4)</sup>... (sell) them outside school to raise money for the Red Cross. I <sup>(5)</sup>... even ... (not buy) a charity CD!

I want to do a sponsored swim because I think it is a good way to raise money. My brother and sisters <sup>(6)</sup>... (not collect) money for an animal charity, so I want to raise money for the RSPCA.

## ever and never

### Present perfect with ever and never

Have you **ever** done charity work?  
Has she **ever** organized a sponsored swim?  
I've **never** bought a charity CD.  
She's **never** had a bring and buy sale.

### i All Clear Rules

We can use **ever** in questions and **never** in negative sentences to talk about experiences.  
*I've never done a sponsored swim.*

**4** Write questions in your notebook. Use the present perfect and **ever**.

sell raffle tickets for charity  
*Have you ever sold raffle tickets for charity?*

- 1 collect money for charity
- 2 learn to play a musical instrument
- 3 do a sponsored sports event
- 4 buy a charity badge
- 5 meet a famous person
- 6 wash cars for charity

**5** In pairs, ask and answer the questions in exercise 4.

**6** Write the correct words in your notebook.

**Anna** My life is boring. I've <sup>(1)</sup>**ever** / **never** done anything interesting.

**Rob** I don't believe you. Everyone <sup>(2)</sup>**has** / **have** done something interesting.

**Anna** I <sup>(3)</sup>**hasn't** / **haven't**.

**Rob** OK, have you ever <sup>(4)</sup>**eat** / **eaten** Thai food?

**Anna** No, I've <sup>(5)</sup>**never** / **ever** eaten it.

**Rob** Have you ever <sup>(6)</sup>**ride** / **ridden** a horse?

**Anna** No, <sup>(7)</sup>**I** / I've never done that.

**Rob** Have you ever <sup>(8)</sup>**be** / **been** in a film?

**Anna** You mean as an actor? No, of course I <sup>(9)</sup>**have** / **haven't**!

**Rob** Errr, well have you <sup>(10)</sup>**never** / **ever** met a famous person?

**Anna** Yes! I met Pablo Alborán last year!

### Exercise 1

- 1 's had
- 2 haven't organized
- 3 's sold
- 4 's made
- 5 haven't sold

### Exercise 2

- 1 I've done a sponsored swim.
- 2 We haven't organized a jumble sale.
- 3 He hasn't bought a raffle ticket.
- 4 My brother hasn't collected second-hand books for a bring and buy sale.
- 5 My mum has raised £2,000 for charity.

### Exercise 3

- 1 has organized
- 2 has bought
- 3 have made
- 4 (have) sold
- 5 haven't (even) bought
- 6 haven't collected

### Exercise 4

- 1 Have you ever collected money for charity?
- 2 Have you ever learned / learnt to play a musical instrument?
- 3 Have you ever done a sponsored sports event?
- 4 Have you ever bought a charity badge?
- 5 Have you ever met a famous person?
- 6 Have you ever washed cars for charity?

### Exercise 6

- 1 never
- 2 has
- 3 haven't
- 4 eaten
- 5 never
- 6 ridden
- 7 I've
- 8 been
- 9 haven't
- 10 ever

## Lesson Aims:

Students revise and practise making affirmative and negative sentences using the present perfect tense.  
Students practise using *ever* and *never* with the present perfect tense to ask and answer questions about experiences.

## Grammar

### Present perfect

#### Warmer

Write on the board *I've travelled by plane*. Ask students to identify the tense. Then ask the class if we use the present perfect to talk about a past action if we're interested in *when* it was done or if we're *not* interested in when it was done.

- Ask students how the present perfect is formed (*have / has + past participle*).
  - Look at the grammar table with the class. Point out that *collect* is a regular verb but that many verbs have an irregular past participle. Write the following prompts with irregular verbs on the board.  
*I / ride bike*  
*She / spend / a lot of money*  
*They / not come / home*
  - Elicit the complete sentences. Tell students to consult the list of irregular verbs on page 110 if they're not sure of the past participles of these verbs.
  - Look at the example sentence in exercise 1 with the class.
  - Students complete the sentences with the present perfect form of the verbs in brackets. Remind them to consult the list of irregular verbs on page 110 if they're not sure of the past participle of any of these verbs.
  - Check answers with the class.
- Go over the example with the students. Note that the tick mark is for an affirmative sentence and the cross is for a negative sentence.
  - Students write present perfect sentences with the prompts given.
  - Check answers with the class.
- Check that students remember the meaning of the words *raise money*, *raffle* and *charity badges*.
  - Read the first two sentences of the text with the class, looking at the example.
  - Students complete the rest of the text with the present perfect form of the verbs in brackets.
  - Check answers with the class.

### ever and never

#### All Clear Rules

Read the sentences in the grammar table with the class and ask students to translate them.

Read the All Clear Rules with the class.

- Look at the example with the class.
  - Students write questions with the present perfect and *ever*.
  - Check answers with the class.
- 
  - Practice the pronunciation of the questions in exercise 4, paying attention to stress and intonation.
  - Point out that the short answers to questions in the present perfect are *Yes, I/you/they/we have.;* *Yes, he/she/it has.* and *No, I/you/they/we haven't.;* *No, he/she/it hasn't.* We do not repeat the main verb.
  - Encourage students to ask a follow-up question if their partner's answer is *yes*, eg *When did you sell raffle tickets for charity? I sold raffle tickets at a fundraising dinner last year.*
  - Students ask and answer the questions in exercise 4 in pairs.
  - Ask some students to report back their partner's answers using the third person.
- Students choose the correct words to complete the conversations.
  - Check answers with the class.

#### Mixed-ability solutions

**Students who need extra help:** Exercise 1. Write the correct form of *have* on the board for each question. Students just add the past participle.

**Fast finishers:** Exercise 3. Students write three things that they have done today, two true and one false. They then show their sentences to their partner who has to guess the false sentence.

## Lesson Aims:

Students learn and practise asking questions with *How long ... ?* and the present perfect and answering with the present perfect and *for* or *since*.

## Grammar

### How long ... ? with *for* and *since*

#### Warmer

Write on the board:

- 1 She has been a teacher for 20 years. She likes her job a lot.
- 2 She was a teacher for 20 years. Now she works for a charity.

Ask which tenses the underlined verbs are.

Ask if she is still a teacher in sentence 1 and then in sentence 2.

Explain that we can use the present perfect to talk about situations that started in the past and continue now. Ask students to translate statement 1. Elicit whether the verb tenses are the same in English and their own language.

- 7 • Read through the grammar table with the class. Ask students to translate the sentences. Make sure that students understand that the question and answers refer to a situation that is still continuing.
  - Check that students understand the difference between *a period of time* and *a point in time*.
  - Students choose the correct words to complete the rules.
  - Check answers with the class.
- 8 • Look at the examples in the table with the class. Ask why we say *for three weeks* but *since 2010*.
  - Students copy and complete the table with the time expressions in the box.
  - Check answers with the class.
- 9 • Look at the example with the class. Elicit why the answer is *since* and not *for*.
  - Students complete the sentences with *for* or *since*.
  - Check answers with the class.
- 10 • Look at the example with the class. Explain that they must begin the question with *How long* and put the verb in the present perfect interrogative.
  - Ask the class to translate the question and make sure that they understand that it refers to the time up to now.
  - Students write questions with *How long ...*
  - Check answers with the class.

#### 11

- Read the example with the class. Elicit how to say the same thing as *for two years* with *since*.
- Practise the pronunciation of the questions in exercise 10, emphasizing the stressed syllables and weak form /həv/.
- Students ask and answer the questions in pairs.
- Ask some pairs to report their partner's answers using the third person.

- 12 • Students complete the text with *for* or *since*.
  - Check answers with the class.

### All Clear Grammar

- 13 • Tell students that this is a cumulative check of the grammar in Units 1 to 5.
  - As this exercise is quite challenging, you may want students to do it in pairs.
  - Students choose the correct words to complete the text.
  - Check answers with the class.

#### 14 2.04

- Play the audio. Students listen and check their answers.
- Check answers with the class. This is a good moment to check they have understood the new grammar and to review the grammar from the previous units.

### Mixed-ability solutions

**Students who need extra help:** Exercise 11. Students write their answer to each question first.

**Fast finishers:** Exercise 12. Students write three sentences about someone they admire a lot.

### Self-study and extra practice

#### Workbook

- Grammar, pages 34–5
- Grammar Reference and Practice, pages 74–5

#### Teacher's Resource File

- All Clear Basics, pages 23–4
- Grammar Consolidation, page 18
- Grammar Extension, page 20
- Language Excellence, pages 9–10

#### Digital Activities

- Student's Digital Material

## How long ...? with for and since

### Present perfect with for and since

How long has she worked at the school?

She's worked at the school **since** 2013.

She's worked at the school **for** three years.

#### Exercise 7

- a for  
b since

7 Look at the sentences in the table and complete the rules. Write the correct words in your notebook.

- a) We use **for** / **since** with a period of time.  
b) We use **for** / **since** with a point in time.

8 Copy and complete the table with the time expressions in the box.

2010	2 pm	a long time	a month	April
I was born	last night	Saturday	this morning	three weeks
two hours				

for	since
three weeks	2010

9 Complete the sentences with **for** or **since**.

- I've lived in Valencia **since** I was born.  
1 Rob's been at home ... two hours.  
2 I haven't played tennis ... last August.  
3 He hasn't done a sponsored walk ... he was 13.  
4 My sister has known her best friend ... a long time.

#### Exercise 9

- 1 for  
2 since  
3 since  
4 for

13 Write the correct words in your notebook.

<sup>(1)</sup>Do / Have you know someone you really admire? I do. My best friend, Jenny. We've known each other since we <sup>(2)</sup>start / started primary school and we've been best friends <sup>(3)</sup>for / since ten years. Jenny loves <sup>(4)</sup>help / helping other people. She <sup>(5)</sup>is raising / has raised lots of money for charity in her life. She has washed cars and <sup>(6)</sup>sells / has sold cakes. I've done a sponsored swim with her to raise money for Save the Children. We think it's the <sup>(7)</sup>more / most important charity in the world. The only thing Jenny has <sup>(8)</sup>never / ever done is a sponsored walk, but she's going to do one this summer. She's fantastic!

14 Listen and check your answers.



2.04

10 Write complete questions with **How long ...?** in your notebook.

you / be / at this school?

*How long have you been at this school?*

- 1 you / know / your best friend?  
2 you / study / English?  
3 you / have / your mobile phone?  
4 you / live / in your flat?  
5 you and your friends / play / football?

11 In pairs, ask and answer the questions in exercise 10.

How long have you been at this school?

I've been at this school for two years.

12 Complete the text using **for** or **since**.

My hero is my grandfather. He's 65 years old. He loves football and he has watched every Arsenal game <sup>(1)</sup>... 1955. He hasn't missed a game <sup>(2)</sup>... the day he got married – it was a Saturday. He's been married <sup>(3)</sup>... over 40 years and he and my grandma have lived with us <sup>(4)</sup>... five years. He loves music and he's been a fan of jazz <sup>(5)</sup>... he was a teenager. He's the coolest grandfather in the world.

#### Exercise 10

- How long have you known your best friend?
- How long have you studied English?
- How long have you had your mobile phone?
- How long have you lived in your flat?
- How long have you and your friends been at this school?

#### Exercise 12

- since
- since
- for
- for
- since

## All Clear Grammar

1 2 3 4 5 6 7 8 9

#### Exercise 13

- Do
- started
- for
- helping
- has raised
- has sold
- most
- never



## Vocabulary

### make and do

#### Exercise 1

Students' own answers

- 1 Look at the words and phrases. How do you say them in your language?

a decision • a mistake • charity work • exercise • friends • homework • money • nothing • someone a favour • someone happy • someone laugh • your best

2



Copy and complete the table with the words in exercise 1 in your notebook. Listen and repeat the words.

do	make
charity work	

#### Exercise 2

*do*: charity work (example), exercise, homework, nothing, someone a favour, your best  
*make*: a decision, a mistake, friends, money, someone happy, someone laugh

#### Exercise 3

- do homework
- do exercise
- make friends
- make money
- do charity work

The expressions *make a decision*, *make a mistake*, *do nothing*, *do someone a favour*, *make someone happy*, *make someone laugh* and *do your best* are not in the pictures.



- 3 Match pictures 1–5 with *make* or *do* and a phrase from exercise 1 in your notebook. Which expressions are not in the pictures?

#### Exercise 4

- makes
- make
- made
- do
- do
- made
- do
- make

- 4 Complete the questions with the correct form of *make* or *do*.

Have you ever *done* any charity work?

1 What ... you happy?

2 Which people ... you laugh?

3 Have you ever ... a mistake?

4 How often do you ... someone a favour?

5 How often do you ... exercise?

6 Have you ever ... a difficult decision?

7 Where do you usually ... your homework?

8 What's the best way to ... a lot of money?

## Listening

#### Exercise 5

- She's an actress and a pop singer.
- Selena Gomez and The Scene

- 5 Listen to the programme and answer the questions in your notebook. Then check your answers.

1 Who is Selena Gomez?

2 What is her band called?

- 6 Listen again and answer the questions.

1 How long has Selena been famous?

2 Where is Island Dog?

3 What year did she become a UNICEF Goodwill Ambassador?

4 What country did she visit first with UNICEF?

5 Who does she remember from her first visit? Why?



## Lesson Aims:

Students learn and practise collocations using *make* and *do*.

Students listen to a documentary about a UNICEF Goodwill Ambassador and identify general and specific information.

## Vocabulary

### *make and do*

#### Warmer

Ask students if they did any homework last night and how much they did. Once you've got some answers, write *do homework* on the board. Then ask a couple of students if they made their beds yesterday and write *make your bed* on the board. Elicit the translation of both expressions. Explain that the verbs *make* and *do* are often translated by the same verb in the students' own language. Tell students that they need to learn the expressions with *make* and *do* individually as there are no hard-and-fast rules.

- Students translate the words.
-  2.05
  - In pairs, students decide whether we use *make* or *do* with the words and phrases in exercise 1.
  - Students copy and complete the table.
  - Check answers with the class.
  - Play the audio. Students listen and repeat the words.
- Students look at the pictures and describe what they can see.
  - Students match the pictures with *make* or *do* and a phrase from exercise 1. They then identify which expressions are not in the pictures.
  - Check answers with the class.
- Look at the example with the class.
  - Students complete the questions with the correct form of *make* or *do*.
  - Check answers with the class.

### Extra activity

Students ask and answer the questions in pairs.

## Listening

#### Warmer

Introduce the idea of a UNICEF Goodwill Ambassador (see *Cultural note*).

### 5 2.06

- Students look at the picture and discuss the questions in pairs and write their answers.
- Play the audio. Students listen to the programme and check their answers.

- Students read the questions.
  - Play the audio again. Students listen again for the answers to the questions.
  - Check answers with the class.



### Cultural note

UNICEF was originally called the United Nations International Children's Emergency Fund. Its name has since been shortened to United National Children's Fund but it generally known as UNICEF. It provides humanitarian aid to children and mothers in developing countries. UNICEF Goodwill Ambassadors are celebrities who use their fame to draw attention to important issues relating to children around the world. Their work may take the form of public appearances and talks, visits to troubled regions and use of their political access to support UNICEF causes.

### Mixed-ability solutions

**Students who need extra help:** Exercise 6.

Write the following options on the board.

- 1 *for three years / since she was a child*
- 2 *Puerto Rico / Ghana*
- 3 *2005 / 2009*
- 4 *Puerto Rico / Ghana*
- 5 *a 14-year-old boy / a 4-year-old boy; He didn't have enough food. / He couldn't go to school.*

**Fast finishers:** Exercise 4. Students write three more questions using the expressions from exercise 1.

### Self-study and extra practice

#### Workbook

- Vocabulary, page 33
- Vocabulary Reference, page 88

#### Teacher's Resource File

- All Clear Basics, page 22
- Vocabulary Consolidation, page 17
- Vocabulary Extension, page 19
- Key Competences: Listening, page 10

#### Digital Activities

- Student's Digital Material

## Lesson Aims:

Students learn and practise functional language to make requests and offers.

## Speaking

### Making requests and offers (2) / A fundraising event

#### Warmer

Ask students if they have ever participated in a fundraising event, eg by selling raffle tickets, helping out at a jumble sale, etc.

#### Model Dialogue

##### 1 2.07

- Read the question with the class.
  - Play the audio. Students listen to and read the dialogue.
  - Elicit the answer to the question.
- 2
- Play the audio again. Students listen again and this time repeat the dialogue.
  - Focus on and explain the expressions *Do you have a minute?*; *What can I do for you?*; *Would you like to ... ?* and *I'll give you ...*. Get the class to pay attention to stress and intonation.

#### Speaking Task

- 1 **Talk about a fundraising event**  
Students read the information and choose one of the events. Alternatively, they use their own ideas.
- 2 **Prepare a dialogue**  
Students look at the Model Dialogue and change the words in blue to make their own dialogue.
- 3 **Speak**  
Students practise their dialogues in pairs.

#### Mixed-ability solutions

**Students who need extra help:** Speaking Task. Students write out their dialogue before they do step 3.

**Fast finishers:** Speaking Task. Students act out another dialogue about a different fundraising event. If possible, they do this without looking at the Model Dialogue.

#### Self-study and extra practice

##### Workbook

- Speaking, page 124

##### Teacher's Resource File

- Key Competences: Speaking, pages 27–8

##### Digital Activities

- Student's Digital Material

## Speaking

### Making requests and offers (2) / A fundraising event

#### Exercise 1

£1 a mile (£5 in total)

- 1  2.07 Listen to the dialogue. How much money does Mr Moran offer Yasmin?

#### Model Dialogue

	<b>Mr Moran</b>			<b>Yasmin</b>
	Hello, Yasmin.			
	Sure. What can I do for you?			Hi, Mr Moran. Do you have a minute?
	Oh yes?			Well, I'm raising money for charity.
	Sounds fun.			I've decided to <b>do a sponsored walk</b> for five miles.
	Yes, OK. Which charity is it for?			Would you like to <b>sponsor me</b> ?
	OK. I'll <b>give you £1 a mile</b> .			<b>Oxfam</b> .
	And when is it?			Great. Thanks.
	Well, good luck.			Next <b>Saturday</b> .
				Thanks, Mr Moran.

- 2 Listen again and repeat the dialogue.

#### Speaking Task

##### 1 Talk about a fundraising event

Choose one of the events below or use your own ideas.

Menu	Notes	+
Event:	organize a cake sale	
Request:	donate a cake	
Charity:	The Red Cross	
Offer:	make a chocolate cake	
When?	on Thursday	

Menu	Notes	+
Event:	do a 2-kilometre sponsored swim	
Request:	sponsor me	
Charity:	Doctors Without Borders	
Offer:	give €10 a km	
When?	on Sunday	

##### 2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

##### 3 Speak

In pairs, practise your dialogue.

What can I do for you?

Well, I'm raising money for charity.

#### Useful Language

##### Making requests and offers (2)

Do you have a minute?

Sure. What can I do for you?

Would you like to sponsor me?

I'll give you £1 a mile.

## Writing

### A magazine article

1  2.08 Read the Model Text and listen. Answer the questions in your notebook.

- 1 How have they raised money?
- 2 Why did they decide on this fundraising idea?
- 3 Which charity have the students raised money for?
- 4 Why did they choose this charity?

#### Model Text

Students from Highbury School have donated over £1,500 to charity. Organizer Harriet Jones said, 'We all enjoy cycling so we did a 10km sponsored cycle ride at the local park to raise money.' Parents and friends were at the park to support the students.

The students have decided to donate the money to the WWF to help endangered animals. Student Ben Davies said, 'We are supporting this charity because many of us have studied endangered animals at school.'

Headteacher Marion Kemp said, 'This school has done charity work for years but we've never done a cycle ride before. I hope it becomes an annual event because it has been a real success!'



#### Exercise 1

- 1 by doing a sponsored cycle ride
- 2 because they all enjoy cycling
- 3 the WWF
- 4 because many of them have studied endangered animals at school

#### Exercise 2

Students' own answers  
... we did a 10km sponsored cycle ride at the local park to raise money. Parents and friends were at the park to support the students. The students have decided to donate the money to the WWF to help endangered animals.

2 Look at the All Clear Tips and translate the rule. Then find examples in the text. Write the rule in your notebook.

#### All Clear Tips

##### Connectors of purpose: to + infinitive

*We did a 10km sponsored cycle race to raise money.*

We use *to + infinitive* to write sentences showing purpose.

3 Rewrite the sentences to show purpose.

I did a sponsored swim. I raised money for Oxfam.

*I did a sponsored swim to raise money for Oxfam.*

- 1 I'm going to Rome. I'm visiting my cousin.
- 2 Every day my sister goes to the sports centre. She plays basketball.
- 3 Andy went to the supermarket. He bought some milk.
- 4 My best friend has sent me a text. She has invited me to her party.

#### Writing Task

##### 1 Plan

Make notes about a real or imaginary charity event and include:

**Introduction:** *the organizers, the amount of money raised, description of the event*

**Description of charity:** *which charity, reasons for choosing it*

**Final comment:** *the success of the event, any plans to repeat in the future*

##### 2 Write

Use the Model Text, your notes and this structure:

**Paragraph 1:** Introduction

**Paragraph 2:** Description of charity

**Paragraph 3:** Final comment

##### 3 Check

- present perfect, *for* and *since*
- fundraising ideas, *make* and *do*
- to + infinitive*

#### Exercise 3

- 1 I'm going to Rome to visit my cousin.
- 2 Every day my sister goes to the sports centre to play basketball.
- 3 Andy went to the supermarket to buy some milk.
- 4 My best friend has sent me a text to invite me to her party.

## Lesson Aims:

Students practise the use of *to* + infinitive to express purpose.  
Students write a magazine article about a charity event.

## Writing

### A magazine article

#### Warmer

Students look at the picture in the Student's Book. Ask them what they can see and what they think the people in the picture have been doing.

#### 1 2.08

- Students read the questions.
- Play the audio. Students read and listen to the article and answer the questions.
- Check answers with the class.

### Extra activity

Students find examples of the following tenses in the article and to say why there are used: present perfect, past simple, present simple, present continuous.

### All Clear Tips

- Read through the All Clear Tips with the class.
  - Students translate the rule.
  - Emphasize that we use *to* + infinitive to show purpose.
  - Students find examples of *to* + infinitive in the Model Text.
  - Students write the rule in their notebooks.
- Read the example with the class. Make sure they understand how the two sentences have been joined.
  - Students rewrite the sentences using *to* + infinitive to show purpose.
  - Check answers with the class.

### Writing Task

#### 1 Plan

Read the notes with the class. Students make notes about a real or imaginary charity event of their own.

#### 2 Write

Look at the structure with the class. Students use their notes to write their article. Emphasize that they should try to use *to* + infinitive to show purpose.

#### 3 Check

Encourage students to check their work, paying particular attention to the points mentioned.



### Web info

Type these words in your search engine for more ideas for fundraising activities: 'CAFOD + fundraising ideas'

### Mixed-ability solutions

**Students who need extra help:** Writing Task. Students just complete the notes in step 1.

**Fast finishers:** Writing Task. Students read their partner's article and ask them some follow-up questions about the event and the charity it was for.

### Self-study and extra practice

#### Workbook

- Writing Guide, pages 110–1

#### Teacher's Resource File

- Key Competences: Writing, page 10

## Lesson Aims:

Students learn about the British social reformer Elizabeth Fry and why she is considered a heroine.  
Students practise the pronunciation of contractions.

## Culture Reading

### Famous heroes and heroines

#### Warmer

Write *Mother Teresa of Calcutta*, *Angelina Jolie* and *Shakira* on the board and ask students what they have in common. Elicit the fact that they are all women who are (or were) involved in helping people in need. Ask if they know what each of them has done. (Mother Teresa cared for the poorest of the poor and AIDS patients in India. Angelina Jolie is a UNHCR Special Envoy for refugee crises and Shakira, through her Pies Descalzos Foundation, helps poor and impoverished children in Colombia.)



- Students read the questions.
- Play the audio. Students read and listen to the text and answer the questions.
- Check answers with the class.

#### Extra activity

Ask students what the following numbers in the text refer to: 1780, 12, 1800, 1818, 1840.

## Pronunciation

### Contractions



- a**
- Play the audio. Students listen and repeat the sentences. If necessary, write the contractions on the board and isolate them for specific practice.



- b**
- Play the audio. Students listen and repeat the sentences. Once again, if necessary, write the contractions on the board and isolate them for specific practice.



### Cultural note

There were several prominent social reformers in Victorian Britain. They campaigned against the appalling working conditions of the Industrial Revolution and the problems caused by the rapid emergence of large cities produced by the migration of people from the countryside to urban areas. One of the most famous reformers was the Earl of Shaftesbury, a politician who fought for the protection of children in factories and mines, public health legislation and for the proper treatment of the mentally ill.



### Web info

Type these words in your search engine for an interactive page about Elizabeth Fry, including video and an interactive game: 'BBC schools primary history + Elizabeth Fry'

### Mixed-ability solutions

**Students who need extra help:** Reading text.

Write the following options on the board:

- 1 *Because she had a good job / Because she worked to help other people*
- 2 *a banker / a prison officer*
- 3 *She helped them when they were ill. / She brought food and clothes for children in prison and taught their mothers to read.*
- 4 *1818: She became famous. / She became the first woman to talk to the British parliament.  
1840: She started a school for nurses. / She became a nurse.*

**Fast-finishers:** Reading text. Students imagine they are Elizabeth Fry and have seen the children in prison. They write a diary entry describing what they have seen, how they feel and what they are going to do.

### Self-study and extra practice

#### Workbook

- Culture: Reading and Listening, page 97





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## Famous heroes and heroines

**Elizabeth Fry**

Elizabeth Fry is one of the most famous women in British history. All her life she worked to help the poor, especially poor people who were in prison.

**Her early life**

Elizabeth was born on 21st May 1780 into a family with 11 other siblings. Sadly, her mother died when Elizabeth was 12 years old and she had to look after her brothers and sisters. Elizabeth married Joseph Fry, a wealthy banker, in 1800 and they went to live in London.

**Her prison work**

When she was in London, Elizabeth visited Newgate Prison. There she met children who were living in prison because they had no home. The prison was dirty and terrible. She was so shocked by her visit that she went back with food and clothes for the children. She started a school and taught their mothers to read.

**Fame**

Elizabeth's work made her famous. In 1818, she became the first woman to talk to the British parliament. Queen Victoria gave her money. In 1840, she started a school for nurses which helped change the profession of nursing.



Read and listen. Then answer the questions in your notebook.

- 1 Why is Elizabeth Fry famous?
- 2 What did her husband do?
- 3 How did she help prisoners?
- 4 Why are 1818 and 1840 important dates in Elizabeth Fry's life?

### Reading text exercise

- 1 because all her life she worked to help the poor
- 2 He was a banker.
- 3 She gave food and clothes to the children, started a school and taught the women to read.
- 4 1818: She became the first woman to talk to the British parliament.  
1840: She started a school for nurses which helped change the profession of nursing.

## Pronunciation

### Contractions



a Listen and repeat.

- 1 Elizabeth's a famous woman.
- 2 You haven't finished your homework.
- 3 She hasn't got a badge.
- 4 He's raised over €1,000.



b Listen and repeat the sentences.

## Unit 5 Language Reference

### Vocabulary Fundraising ideas

collect money • do a sponsored swim • have a barbecue • have a bring and buy sale • make a charity CD • organize a jumble sale • sell badges • sell cakes • sell raffle tickets • wash cars

### make and do

do your best • do charity work • make a decision • do exercise • do someone a favour • make friends • make someone happy • do homework • make someone laugh • make a mistake • make money • do nothing

### Grammar Present perfect

Affirmative	Negative	Interrogative	Short answers
I / You <b>have</b> raised the money.	I / You <b>have not</b> raised the money.	<b>Have</b> I / you raised the money?	Yes, I / you <b>have</b> .
He / She / It <b>has</b> raised the money.	He / She / It <b>has not</b> raised the money.	<b>Has</b> he / she / it raised the money?	No, he / she / it <b>has not</b> .
We / You / They <b>have</b> raised the money.	We / You / They <b>have not</b> raised the money.	<b>Have</b> we / you / they raised the money?	Yes, we / you / they <b>have</b> .

### ever / never

Have you **ever** lived in France?

I have **never** lived in France.

### How long...? with for and since

How long has she been a Goodwill Ambassador?

She's been a Goodwill Ambassador **since** August 2009.

She's been a Goodwill Ambassador **for** more than a year.

for (a period in time)	since (a point in time)
a month	2010
a long time	2 pm
three weeks	April
two hours	I was born
	last night
	Saturday
	this morning

### Speaking Making requests and offers (2)

Do you **have** a minute?

Sure. What can I do for you?

**Would you like** to sponsor me?

I'll **give** you £1 a mile.

## Unit 5 Progress Check

### Vocabulary Fundraising ideas

- 1 Match 1–5 with a–e to make sentences. Write them in your notebook.

- 1 I bought a charity
  - 2 Pop stars are making a
  - 3 My friends are washing
  - 4 There was a woman collecting
  - 5 We've organized
- a) money for the Red Cross.  
b) charity CD to raise money for famine victims.  
c) raffle ticket to help Syrian refugees.  
d) a jumble sale for the RSPCA.  
e) cars for charity.

### make and do

- 2 Complete the sentences with the correct form of *make* or *do*.



- 1 I've just ... some exercise. I'm really tired.
- 2 I always ... my homework before I watch TV.
- 3 I ... lots of friends at the summer camp last year.
- 4 Can you ... me a favour? I really need some help.
- 5 I think I failed the test. I ... too many mistakes.

### Grammar Present perfect

- 3 Complete the sentences with the present perfect form of the verbs in brackets.

- 1 Dan ... (raise) £200 for charity.
- 2 We ... (decide) to do a sponsored walk next month.
- 3 ... you ... (sponsor) Luis for his charity bike ride?
- 4 I ... (never / do) a sponsored skydive.
- 5 Jo ... (not donate) any clothes to the bring and buy sale.

- 4 Correct the sentences.

- 1 Beth have never done a sponsored swim.
- 2 Have you raised ever money for charity?
- 3 I hasn't visited India, but I want to.
- 4 Have you see the new adventure film?
- 5 Alex was collected lots of money for charity.

### for and since

- 5 Complete the sentences with *for* or *since*.

- 1 I've known my best friend ... 2006.
- 2 Carla's done charity work ... she was 12.
- 3 You've studied ... three hours. Well done!
- 4 I haven't eaten ... this morning. I'm hungry.
- 5 Tom's been here ... a long time. He arrived early.

#### Exercise 1

- 1 c
- 2 b
- 3 e
- 4 a
- 5 d

#### Exercise 2

- 1 done
- 2 do
- 3 made
- 4 do
- 5 made

#### Exercise 3

- 1 's raised
- 2 've decided
- 3 Have (you) sponsored
- 4 've never done
- 5 hasn't donated

#### Exercise 4

- 1 Beth ~~have~~ **has** never done a sponsored swim.
- 2 Have you ~~ever~~ **raised** money for charity?
- 3 I ~~hasn't~~ **haven't** visited India, but I want to.
- 4 Have you see ~~seen~~ the new adventure film?
- 5 Alex was ~~has~~ **has** collected lots of money for charity.

#### Exercise 5

- 1 since
- 2 since
- 3 for
- 4 since
- 5 for

### Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- fundraising ideas?
- *make* and *do*?
- present perfect?
- *for* and *since*?

### Extra Practice

If you need extra practice, go to:

- Unit 5 Grammar Reference
- Unit 5 Vocabulary Reference
- Unit 5 Grammar Exercises
- Unit 5 Vocabulary Exercises

Correct the activities with the class. Students who need extra revision and practice can go to:

#### Workbook

- Unit 5 Revision, page 36
- Grammar Reference and Practice, pages 74–5
- Vocabulary Reference, page 88

**Student's Digital Material**  
allclear.macmillan.es

