

1 SOCIETY

Discussion point

Discuss with a partner.

- 1 A lot of young people in the U.S. care about people receiving a good education. Do you think this is important?
- 2 What charities do people support where you live?
- 3 What type of charities do you think people should support?



WHAT DO YOU GIVE?



7 in 10 young adults in the U.S.A. support charitable causes

They do this by:



Donating time



Donating money

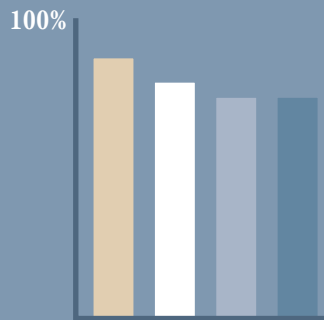


Going to meetings and staying informed



Sharing news and information online

Causes they care most about:



88% care about receiving good education

80% care about finding new ways to treat illnesses

75% care about ways to save energy to help the environment

75% care about universal access to healthcare

VIDEO



A ROYAL VISIT

Before you watch

Read the statements and choose *T* (True) or *F* (False).

- 1 Charities only give money to people in need, nothing else. T / F
- 2 There are hundreds of charities in almost every country around the world. T / F
- 3 It's common for members of the British Royal Family to support charities. T / F
- 4 Only women in the British Royal Family do charity work. T / F



Charity workers deliver supplies in Niger.

While you watch

Answer the questions.

- 1 What kind of charities does the Duchess of Cambridge work with?
- 2 What do **volunteers** do?
- 3 Why are the Duke and Duchess visiting the Child Bereavement UK charity?
- 4 How many charities do the Duke and Duchess of Cambridge visit in the video?

After you watch

Answer the questions with a partner.

- 1 The video says William and Kate “do their bit for society” by supporting various charities. Would you like to support a charity? Why / why not?
Yes, I'd like to because ...
No, not really because ...
- 2 How many charities do you think exist in your local community, and in your country? Explain what some of these charities do.

Community service

A Vocabulary preview

1 Circle the word or phrase that has a similar meaning to the words in bold.

- | | | | | |
|---|------------------------------|---------------|----------------|----------------|
| 1 | community service (n) | a job | b education | c volunteering |
| 2 | concept (n) | a view | b opinion | c idea |
| 3 | consider (v) | a think about | b talk about | c worry about |
| 4 | donate (v) | a give | b receive | c change |
| 5 | duty (n) | a choice | b preference | c obligation |
| 6 | fortunate (adj) | a lucky | b unlucky | c unhappy |
| 7 | institution (n) | a charity | b organization | c individual |
| 8 | recommendations (n) | a tasks | b suggestions | c rules |

2 Complete the sentences with the correct form of the words in bold from Exercise 1.

- I am _____ enough to have my own car.
- The university is the oldest educational _____ in this city.
- I always _____ my old clothes to charity shops.
- My school requires us to do _____. I visit sick people at the local hospital.
- It's your _____ to take care of your parents when they are old.
- My mother asked me to _____ volunteering my time to help others.
- Can you explain the _____ of being prosocial to me?
- I asked my college advisor for his _____ of the best medical schools.

B Before you listen

1 What do you consider to be community service? Check (✓) the following.

- building a house
- cleaning your room
- cooking dinner for your family
- helping your brother / sister with homework
- planting trees in the park
- reading to the blind
- teaching children
- visiting hospital patients

2 Work with a partner. Look at the list of community service projects from Exercise 1. Have you done any of these? Can you think of any other ideas?

Preparing to listen

GLOSSARY

blind (n) unable to see

C Global listening

1.1 Listen to *Community service* and check (✓) the three main ideas.

- Community service includes volunteering time and service to help others.
- Volunteers usually serve people who have enough money or are in good health.
- Volunteers work in different types of public institutions.
- Doing your duty is a form of community service.
- Caring about others has nothing to do with the person helping, it's about the people receiving the help.



Listening for examples

D Close listening


Speakers often give examples to support their ideas or arguments. There are phrases you can listen for to help you recognize when to expect an example:

For example like such as ...

For instance ... To illustrate, ...

A good way to note down examples is to write *e.g.*

community service e.g., tutoring, building houses


- 1  **1.1** Listen to *Community service* again. Write one or two examples of each concept.

Community service e.g., volunteering

Community institutions e.g., _____

Work at hospitals e.g., _____

Types of manual work e.g., _____

- 2  **1.2** Listen to excerpts from *Community service*. Complete the sentences with the signal word or phrase used to give each example.

- _____, some volunteers tutor children who need help in their studies in summer school programs.
- A lot of volunteers work in hospitals. _____, they donate time to visiting patients who have no relatives or help busy doctors and nurses.
- Sometimes volunteers do manual work _____ helping build a house or planting trees in a local park.
- It could also be something very simple, _____ giving a ride to people who can't drive.

E Critical thinking

Discuss the questions.

- 1 Which things in the box are benefits and which are drawbacks of doing community service?

college applications feel good learning new skills
not enough money not enough time other duties teamwork

- 2 How can doing community service help you achieve your future goals?

I think doing community service will help me by ...

If you want to combine study and employment, it is worth investigating potential obstacles and ways of managing these.

If you are already in employment and have a good relationship with your employer, talk to them about how to manage work alongside study:

Could your study be used as professional development?

Can you do useful work-based projects that could be part of your degree?

Would your employer be willing to provide study leave, quiet space, and time to study at work, or support your costs?

Some jobs do not work well as work-study combinations, but other projects may still be possible.

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1 Discuss these questions with a partner.

- 1 What kinds of charity work would you recommend for someone who wants to be a ...
 - a doctor? _____
 - b teacher? _____
 - c gardener? _____
 - d psychologist? _____
- 2 What charity work would support what you are studying?
- 3 How can you balance charity work and study?

2 Rank these benefits to combining work and study from 1 (most useful) to 5 (least useful). Compare with a partner.

- ___ A wider range of experience and skills
- ___ Greater confidence in adult work settings
- ___ Increased responsibility
- ___ Professional and/or business awareness
- ___ Salary (how much work pays you)

3 Answer these questions with a partner.

- 1 What other benefits would combining work and study bring for you?
- 2 What arrangements would you need to make?
- 3 What kind of job combines well with the subject(s) you study?

Can money buy happiness?

A Vocabulary preview

1 Match the words in bold with the correct definitions.

- | | |
|--------------------------|--|
| 1 cause (n) | a a person you work with |
| 2 charity (n) | b cost a lot of money |
| 3 colleague (n) | c a test to find out what happens |
| 4 expensive (adj) | d an organization that supports people in need |
| 5 experiment (n) | e completely different from something else |
| 6 opposite (adj) | f existing at the beginning of a period or process |
| 7 original (adj) | g an organization that you support or work for |
| 8 provide (v) | h to give someone something they need |

2 Complete the sentences with the correct word from Exercise 1.

- The _____ the psychologist conducted determined that money can buy happiness.
- Some people think it's a good idea to support a _____ by donating money or time.
- José wants to buy a new car, but cars are very _____. He will need to save some money.
- My _____ plan was to study on Friday, but when my friends called about dinner, I changed my plan and decided to study on Saturday instead.
- Giving money to people that need it can _____ food or a bed for a night.
- I often help my _____ when he has too much work to do.
- I thought a lot of people volunteered, but actually the _____ is true.
- Save the Children is a very big _____.

3 Discuss these questions with a partner.

- Have you ever given money to a charity or worked with a charity? Did you enjoy it? Why / why not?
- Which causes do you think are most important? Why?
- What is the most expensive thing you have ever bought for yourself? For someone else?

B Before you listen

1 Discuss these questions with a partner.

- 1 When you have a little extra money, what do you spend it on?
- 2 When do you buy things for other people? Give an example of something you bought for someone else.

I like to buy ...

I bought ... for ... because ...

- 3 Do you think money can buy happiness? Why / why not?

2 You are going to hear a lecture on a psychology experiment. Number the points in the order you think you will hear them.

- ___ Answer the question about the experiment
- ___ Ask a question about the experiment
- ___ Describe the experiment
- ___ Describe the results

C Global listening

1.3 Listen to *Can money buy happiness?* and complete these sentences about the main ideas with no more than two words.

- 1 The lecture is about _____ and _____.
- 2 First, the speaker experimented on a group of _____.
- 3 *Prosocial* means to use money to _____.
- 4 Helping others rather than helping themselves made these people _____.
- 5 Doing _____ things can make you just as happy as doing the _____ things.
- 6 The experiment was also done in a sales _____ in New Zealand.

Predicting

Listening for the main ideas

GLOSSARY

piñata (n) a container filled with candy or presents that you hang from the ceiling at a party for children to hit with sticks and break




Listening for details

D Close listening

Detailed information is the facts and further information a speaker provides to support their main idea, such as numbers, places, examples, or evidence. Below are some phrases often used to indicate more detail will follow:

According to Dr. Smith, ... *Specifically, ...*
Furthermore, it is believed that ...

When you listen to something for the first time, it's a good idea to listen just to understand the topic and the speaker's opinion or aim. When you listen a second time, you can take notes on the detailed information you hear.

- 1  **1.3** Listen to *Can money buy happiness?* again. Take notes on the two experiments. Use the exercise in C *Global listening* to help.

Question professor wants to answer

Describe experiment

Describe results

Answer the question

- 2 Work with a partner. Compare your notes from Exercise 1. Did they write down any details that you can add to your notes?

E Critical thinking

Discuss these questions in a group.

- 1 Do you believe money can buy happiness for people? Why / why not?
I believe money can buy happiness because ...
I don't believe money can buy happiness because ...
- 2 How did the listening text make you feel about giving money to others? Do you agree that this makes people happier?

Pronunciation for listening

Elision of vowel sounds

In words that have three or more syllables, speakers often miss out a vowel sound in order to say the word more easily and more quickly.

chocolate = choclote

camera = camra

family = famly

vegetable = vegtable

interesting = intresting

beverage = bevrage

evening = evning

history = histry

1 1.4 Listen to the words. Underline the letters you don't hear.

- 1 every
- 2 comparable
- 3 generally
- 4 different
- 5 favorite
- 6 reasonable
- 7 suppose
- 8 miserable

2 Read these sentences to a partner. Practice leaving out the vowel sounds.

- 1 I go to school every week.
- 2 The prices at the two stores are comparable.
- 3 My mother generally cooks a family dinner on Sunday.
- 4 My friends all have different majors.
- 5 My favorite subject is _____.
- 6 Be reasonable when planning time to work and study.
- 7 I suppose it is a good idea to do community service.
- 8 _____ is one thing that makes me miserable!

Vocabulary development

Verb and noun collocations

Collocations are words that are often used together. Collocations can be formed from different parts of speech. The most common type of collocation is verb and noun collocations. For example:

verb	+	noun
<i>care for</i>	+	<i>others</i>
<i>do</i>	+	<i>community service</i>
<i>donate</i>	+	<i>money or clothing or time</i>
<i>give</i>	+	<i>time or money</i>
<i>make</i>	+	<i>a difference</i>
<i>take</i>	+	<i>a break or a call</i>

- 1** Match the verbs in the box with the correct nouns to make common collocations.

answer do give make manage order pay take

- _____ homework
- _____ a presentation
- _____ the bed
- _____ the phone
- _____ your workload
- _____ a drink
- _____ a chance
- _____ attention

- 2** Answer the questions with a partner.

- When did you last take a break?
- What is one thing you think will make a difference to someone's happiness?
- When did you last donate time to something or someone?
- What is one good way to care for others?
- Do you know anyone who does community service? Who?
- When was the last time someone gave you their time? What was it for?

Academic words

1 Choose the best definitions for the words in bold.

- 1 You can take an **intermediate** English test if you already know some of the language.
 - 2 Lucinda didn't like anything to interrupt her **normal** work-study hours.
 - 3 The **principal** aim of community service is to help those less fortunate.
 - 4 Being prosocial is an **abstract** idea.
 - 5 Pamela read the instructions on the **label** of her food to see how to cook it.
 - 6 Jacques is **cooperative**; he always helps new volunteers when they first start community service.
 - 7 Liza will make a **revision** to her college application after she completes her community service.
 - 8 Community service at the hospital **benefits** the patients, doctors, and volunteers.
- a _____ (adj) exist as thoughts but are not physical things that you can touch
 - b _____ (adj) main or most important
 - c _____ (v) helps
 - d _____ (n) a change or improvement to something
 - e _____ (adj) willing to do what you ask
 - f _____ (n) piece of paper or material that gives information or instructions about something
 - g _____ (adj) expected; not unusual or surprising
 - h _____ (adj) a level between beginning and advanced

2 Work with a partner. Answer the questions and explain your answers.

- 1 Do you think community service can benefit your college application?
- 2 What is one abstract idea you can think of?
- 3 Talk about what a normal Friday is like for you.
- 4 Why is it helpful to have labels on food or medicine?
- 5 What have you recently made a revision to? How did you change it?
- 6 Talk about someone you know who is cooperative. What makes them cooperative?
- 7 What do you think is the principal part of a college application?
- 8 What could you do to move from intermediate level in English to advanced?

Speaking model

You will learn how to give examples, provide reasons and add information, and to pronounce verbs that end in *-ed* or *-ing*. You are then going to present reasons to support a charity of your choice.

A Analyze

Work in a small group. Read the model and match the beginning of the statements with reasons or details.

- | | |
|---|--|
| 1 It helps provide money and support | a to enable children to do things they can't normally do. |
| 2 I think Doctors Without Borders deserves our money because | b it also helps people who are victims in parts of the world that are suffering from conflict. |
| 3 In addition to providing help to those affected by diseases or natural disasters, | c it gives emergency medical help to people all over the world. |

Yoohee: What kind of charity should we contribute our money to?

Carolina: There are a lot to choose from. We could choose a charity that is dedicated to health because I think it's really important. Make-A-Wish and Doctors Without Borders are both big charities that do lots of good work.

Yoohee: Those sound interesting. What do they do?

Carolina: Make-A-Wish is a charity that aims to make sick children's wishes come true. It helps provide money and support to enable children to do things they can't normally do. Doctors Without Borders is a charity that helps people in countries affected by war.

Yoohee: Wow. They both sound impressive. Which would you like to donate to?

Carolina: I think Doctors Without Borders deserves our money because it gives emergency medical help to people all over the world. In addition to providing help to those affected by diseases or natural disasters, it also helps people who are victims in parts of the world that are suffering from conflict.

Yoohee: How does Doctors Without Borders spend its donation money?

Carolina: Well, over 88% of their donation money is spent on the people it supports. Only 1% is spent on management, resulting in most of the money going to helping people!

Yoohee: Most of the money actually goes to the people. That makes the decision easy, I think. I agree that this is the best charity to donate to.

B Discuss

- 1 What reason finally convinces Yoohee to agree to Carolina's choice of charity?
- 2 How does Carolina explain her reasons for her choice?

Discourse markers for adding reasons or details

Discourse markers are words or phrases that let the listener know what the speaker is trying to say. They help the speaker connect ideas to make the purpose of statements clear.

Below are some of the most common discourse markers we use for adding reasons or details:

<i>Also, ...</i>	<i>Furthermore, ...</i>
<i>In addition, / Additionally, ...</i>	<i>What's more, ...</i>
<i>Another (reason is) ...</i>	<i>Besides, ...</i>
<i>Plus, ...</i>	

In writing, these discourse markers are often followed by a comma (,), which allows the speaker time to consider what they are going to say.

1 Connect the two sentences using a discourse marker.

- 1 You can volunteer at the hospital because they need people to visit patients. They need people to help the nurses.
- 2 Jana worked for 16 hours without a break and she needs to sleep. She doesn't want to get sick.
- 3 Peter might do work experience at the hospital because he wants to go to medical school. He wants to help sick people.
- 4 Lily should become president of the volunteer group because she volunteers the most hours. She knows a lot of charities.
- 5 Kenichi donated all his clothes to the less fortunate. He donated some money to the food bank in his local community.

2 Read the situations. Write a new sentence adding another reason.

- 1 Cassie applied for a job as a teacher because she likes working with children.

- 2 Eduardo wants to volunteer his time. He could read to the blind.

- 3 Mei-li wants to donate some money to charity. She could give some of it to charities supporting international aid.

- 4 Tay hopes to study in the United States next summer. He would like to use the opportunity to improve his English.

3 Compare your answers from Exercise 2 with a partner.

Speaking skill

Giving reasons and explanations

There are several discourse markers we use to let listeners know we are giving a reason or explanation for something. These usually either focus on the cause or the effect of something.

Cause

... *may be due to* ...

... *may be because* ...

one consequence of ...

Effect

resulting in ...

hence, ...

one effect of ... is ...

*The reason I know a lot about this charity **may be due to** my brother working with them for a year when he finished medical school.*

*Only 1% is spent on management, **resulting in** most of the money going to helping people!*

1 Choose one of the phrases in the *Giving reasons and explanations* box to complete the sentences.

- 1 The charity is able to help a lot of people, which _____ many people care about helping others.
- 2 The charity is very successful _____ lots of people donating money on a regular basis, _____ it being able to help a lot of people.
- 3 _____ charity work is that more people are supported all over the world.
- 4 The charity's success _____ excellent teamwork.

2 Work with a partner. Explain why the following statement might or might not be true.


Small charities often give more money to the people they help than large charities.

Pronunciation for speaking

Weak forms

Function words, the words that don't tell us what the sentence is about, such as *and*, *a*, *can*, *the*, *on*, *by*, and *to*, are usually pronounced in their weak form. These words do not carry the main content, so they are not stressed. Weak forms like these usually have the schwa (ə) sound as its vowel sound.

Content words, such as nouns, verbs, adjectives, and adverbs, carry the meaning of the sentence. They are usually pronounced in their strong form.

- 1  1.5 Listen and select the number of words in each sentence.
 - 1 5 6 7
 - 2 6 7 8
 - 3 9 10 11
 - 4 7 8 9
 - 5 6 7 8
 - 6 6 7 8
- 2 Underline the weak forms in these sentences.
 - 1 I went to the market today to buy apples.
 - 2 Daniel wrote an essay about volunteering in his home country.
 - 3 Julie and Nadia are in the same class.
 - 4 My teacher said that I have to study for my test.
- 3 Practice saying the sentences from Exercise 2 with a partner. Did you notice the difference between the strong and weak forms?

Speaking task

Analyze and evaluate which charity to donate to.

Brainstorm

Your teacher will divide you into Group A and B. Your group will prepare a charity profile for one of two charities. Turn to page 188. Group A reads about *Helping the World to Read*. Group B reads about *Rebuilding Helper*.

Make a list of reasons why your charity should receive funding.

Plan

Rank your list of reasons. Put the reason your group feels most strongly about first.

Speak

Present the ideas on your list to one of the other groups. Remember to add reasons and explanations. At the end, ask whether they would donate to the charity you chose based on your argument.

I think we should donate here because ...

Another reason we should donate to this organization is ...

Share

Work with a third group. Talk about your first discussion and the response you got. What could you have done to make your argument more persuasive?

Reflect

Look back at the ideas presented in the unit and answer the question “What makes the best kind of charity?” with a partner.

Review

Wordlist

Vocabulary preview

cause (n) ***	donate (v) *	opposite (adj) ***
charity (n) ***	duty (n) ***	original (adj) ***
colleague (n) ***	expensive (adj) ***	provide (v) ***
community service (n)	experiment (n) ***	recommendation (n) **
concept (n) ***	fortunate (adj) **	
consider (v) ***	institution (n) ***	

Vocabulary development

care for others (phrase)	donate money/clothing/ time (phrase)	make a difference (phrase)
do community service (phrase)	give time/money (phrase)	take a break/call (phrase)

Academic words

abstract (adj) **	intermediate (adj) **	principal (adj) ***
benefit (v) ***	label (n) **	revision (n) **
cooperative (adj) *	normal (adj) ***	

Academic words review

Complete the sentences using the words in the box.

benefit intermediate normal principal revision

- I had to make one _____ to my essay because it was incorrect.
- The _____ idea behind Tom's essay is to demonstrate that scientists can predict earthquakes.
- Around 30 degrees is the _____ temperature in summer.
- You will _____ from learning and practicing good study skills.
- Mariam speaks English well. She is an _____ student.

Unit review

- Listening 1 I can listen for examples.
- Listening 2 I can listen for details.
- Study skill I can manage my work and study commitments.
- Vocabulary I can use a range of collocations of verbs with nouns.
- Grammar I can use expressions to add reasons or details.
- Speaking I can use expressions to give reasons and explanations.