

MAKE A DIFFERENCE!

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1 Warm-up: Being different means to make a difference

1 a

Speaking

How different are you? Take the quiz below to learn more. Discuss your results with a partner. In your discussion you should

- point out how your answers differ
- outline which statements you strongly agree/disagree with
- reflect on what makes a person unique.

Speak for about three minutes.

1 = strongly agree 2 = agree 3 = not sure 4 = disagree 5 = strongly disagree

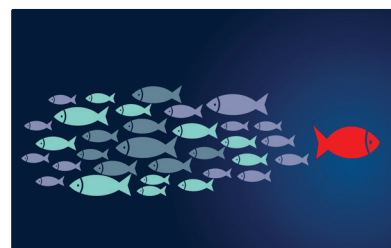
	1	2	3	4	5
1 I always try to see things from another perspective.					
2 I do not care what other people think of me.					
3 I am an empathetic and respectful person.					
4 I am grateful for getting good-quality education.					
5 Everything happens for a reason.					
6 One of my major strengths is that I never give up.					
7 I am good at taking criticism.					
8 I always speak my mind.					
9 I try to form my own opinion by getting the best information possible on the issue.					
10 Being different means to make a difference.					

1 b

Speaking

Get into pairs and discuss the following questions.

- 1 How would you define "being different"? Explain in your own words.
- 2 How different are you compared to others?
- 3 What are some characteristics of your personality?
- 4 What is one thing that many people don't know about you?
- 5 How can you make a difference in this world?



MAKE A DIFFERENCE!

1 c
Speaking
www

Get into pairs. Have a look at the following pictures (1–3) and discuss the questions below. Do some online research if you need help. Compare your findings with another pair.



1
Elon
Musk



2
Martin
Luther
King



3
Mother
Teresa

- 1 What do you know about these people?
- 2 How have they made a difference in our world?
- 3 Which other famous personalities come to mind who have left a mark on humankind? What did they do?

2 Reading: Young people that changed the world

2 a
Vocabulary

Have a look at the VocabBooster. Match the sentence beginnings in A with the appropriate sentence endings in B. Compare your results with a partner.

VocabBooster

	A	B
He wanted to address	1 <input type="checkbox"/>	a the anti-violence awareness campaign <i>Project Orange Tree</i> .
The death of a close friend motivated	2 <input type="checkbox"/>	b our app and to know we have made a difference is incredible.
Some Chicago teenagers created	3 <input type="checkbox"/>	c him to act.
The 14-year-old girl had never	4 <input type="checkbox"/>	d app called <i>Jazzy Recycling</i> .
With a friend she designed an	5 <input type="checkbox"/>	e been a tech geek.
The app aims to get people	6 <input type="checkbox"/>	f expose the problems Rio's shantytown communities are still facing.
To have people actually use	7 <input type="checkbox"/>	g the terrible violence plaguing his city.
He has dedicated himself to	8 <input type="checkbox"/>	h as violent no-go zones run by armed drug gangs.
The shantytowns of Rio de Janeiro were long seen	9 <input type="checkbox"/>	i to recycle by turning the sometimes tiresome task into a game.
In his book, the 19-year-old is trying to	10 <input type="checkbox"/>	j fighting negative stereotypes about his favela community.

2 b
Reading
Test format
Multiple choice

Read about three young people that changed the world. Choose the correct answer (A, B, C or D) for questions 1–6. Write your answers in the spaces provided on page 4. The first one (0) has been done for you.



RaSia Khepra

- 1 College student RaSia Khepra had always wanted to address the terrible violence plaguing his home city of Chicago, where more than 500 people were killed by guns last year. But the death of his close friend
- 5 is what motivated him to act. Hadiya Pendleton, 15, was killed at random by a gunman on Chicago's South Side, a week after she had given a speech at a political event. Khepra was familiar with the sounds of gunfire in his neighbourhood and knew several people who had been shot, but his friend's death inspired him to act. "I don't think having somebody
- 10

that close to you can ever leave your mind if they've been taken in such a way," Khepra told *The Guardian*. "I do, definitely, think about her every day because I was used to seeing her every day."

Khepra and other Chicago teenagers created the anti-violence awareness campaign *Project Orange*



15

20

Tree, which helps co-ordinate community activities to stimulate a conversation about the causes of gun violence and is supported by the rapper Lupe Fiasco. Khepra said gun violence is often written off as a gang problem, but the issue also affects

members of the community who do not belong to any gang. "I don't think a lot of the violence that's being referred to as gang-related violence is as prevalent as it's being hyped up to be," he said.

Zea Tongeman

Zea Tongeman, a 14-year-old from south London, was never a tech geek. "I used to think technology was just fixing computers and saying things like: 'Have you tried turning it on and off again?' like in the IT crowd," she says. But when she realised, after an IT workshop in her school in Elephant and Castle, that tech could be fun and a force for good, she changed her mind. With a friend, Jordan Stirbu, she designed an app called *Jazzy Recycling* that aims to get people to recycle by turning the sometimes tiresome task into a game. "As Mary Poppins says: 'You find the fun and it becomes a game,' and that is exactly what our app does," she says. *Jazzy Recycling* helps users find places to recycle, tells them what they can recycle and then enables them to scan, share and get rewards for

their efforts. Tapping into the teen mania for sharing nearly everything about their daily life on social media, the game is then meant to be shared among friends.

Now Zea has some celebrity backing. Raj Dhonota, business consultant and an angel investor, is helping the pair build the app and make it go viral. Zea says, "To have people actually use our app and to know we have made a difference is incredible, so fingers crossed it all goes according to plan as we move forward."



Rene Silva

While most Brazilian teenagers are interested in computer games, homework or football, Rene Silva has dedicated himself to fighting negative stereotypes about his favela community. He set up his first newspaper at the age of 11, live-tweeted a police raid on his neighbourhood at 17 and has just completed his first book at the age of 19.

The shantytowns of Rio de Janeiro were long seen as violent no-go zones run by armed drug gangs, but Silva has used social media to show a more sympathetic, complex and hopeful side. "The important thing about being young and doing what I do in the favelas is to create new points of reference," he said. "In the past, it was drug trafficking. Today, there is more recognition of the people who are trying to do good and change the reality of the place where they live." Conscious of the shortcoming of the mainstream media, one of his teachers asked him to set up a community newspaper. At first, his family were doubtful but soon he became the focus of every



media organisation in the country. He recently live-tweeted a huge military and police operation to bring peace to the Alemão favela, where he lives. Silva's microblog corrected mistakes made by TV reporters and raised warnings about a young boy who was caught in the crossfire between the police and gangsters. The number of followers jumped from a few hundred to tens of thousands on his social media account and his newspaper is also a huge success. Still not 20, Silva published a book this August, *A Voz do Alemão*, about the residents of his favela, which he hopes will further change perceptions of Rio's shantytown communities and expose the problems they are still facing.

0 RaSia Khepra was forced to take action against gun violence in his home city when

A one of his good friends was killed.

B he realised he knew several people who had been shot.

C he was almost shot himself.

D he witnessed a drive-by shooting.



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- 1 According to RaSia, popular opinion on violence in Chicago
- A refuses to acknowledge the progress that has been made.
 - B does not recognise the struggles of gang members.
 - C blames the government for not taking action.
 - D falsely connects all violence with gangs.

- 2 RaSia's awareness campaign *Project Orange Tree* primarily organises
- A concerts to raise money for victims of gun violence.
 - B activities to spark conversations about violence in the community.
 - C enormous public protests against racial injustice.
 - D events to warn people about the dangers of gangs.

- 3 For the success of her app, Zea Tongeman relies on
- A the user's sense of fun.
 - B the lack of competitive spirit in adults.
 - C how lazy teenagers are.
 - D making people who don't recycle feel bad.

- 4 Speaking about the future of her app, Zea's biggest priority is

- A to make a difference in how people recycle.
- B to get celebrities to support her idea.
- C to make sure no one steals her idea.
- D to increase user participation via social media.

- 5 Rene Silva's main goal when posting about his favela was

- A to protest against governmental action.
- B to fight stereotypes.
- C to find a way to get out of his town.
- D to warn others about dangers he faced.

- 6 Rene was encouraged to publish a newspaper in order to

- A show solidarity with those in the media.
- B inform his fellow citizens about the world.
- C fight against false reporting in mainstream news sources.
- D practice his writing and reporting skills.

0	1	2	3	4	5	6
A						

2 c

Speaking
www

Test format
Individual
long turn

Step 1: Search the Internet for a teenager who did something that changed the world. Take notes in the table.

	my notes
1 general information about the teenager	
2 what the teenager did	
3 how he/she changed the world	
4 why you look up to this teenager	

Step 2: Prepare a 3-minute presentation and a poster (including pictures).
In your presentation you should

- give information about the teenager (place of residence, age, education, etc.)
- outline what he/she did that changed the world
- point out why you respect and look up to this teenager.

be the
change

Step 3: Get into pairs and give your presentation. Take turns.

Presentation
phrases
> page 194

3 Listening: How volunteerism can make a difference

3 a

Speaking
www

Get into pairs. Have a look at the definition of the term *volunteerism* below and fill in the appropriate words from the VocabBooster. Summarise the main idea of volunteerism in your own words. Do some online research if you need help. Compare your findings with another pair.



VocabBooster

financial ■ donating ■ benefit ■ charitable

Volunteerism is the principle of _____¹ one's time, talents and energy for _____² and educational activities, for the _____³ of other people in the community rather than for any _____⁴ reward.

3 b

Vocabulary
www

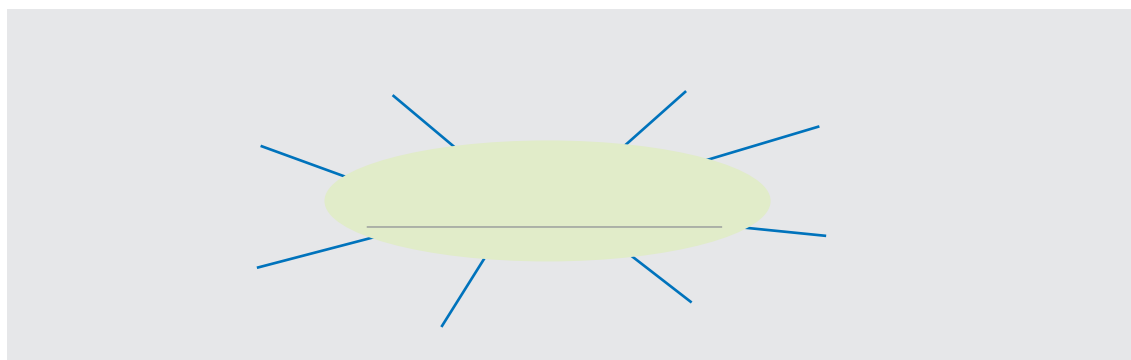
Step 1: Have a look at the words/phrases in the VocabBooster and guess their meaning. Look up all the words you do not know in an online dictionary.

VocabBooster

to volunteer
to dedicate one's time and effort
to grow up in a wealthy country
to give sth. back
to have an impact on society
to be completely dependent on volunteers
to deal with stressful situations

to express one's feelings
to spark a passion in so.
to take the initiative
to share excitement for a project
to communicate a message
to take sth. to a higher level

Step 2: Looking at the words/phrases in the VocabBooster again, what do you think the talk in activity 3c could be about? Write down your ideas in the mind map.



Step 3: Get into pairs and compare your findings. Take turns. Then listen to the talk in activity 3c to check whether you were right.

3 c

Listening
Track 1
Test format
Short answers

You are going to listen to a talk about how volunteerism can change your world. While listening, complete the sentences (1–6) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you.

0	People who are a part of volunteerism culture want to ____.	<i>give something back</i>
1	Many volunteers want to help because they grew up ____. (Give one answer.)	
2	While living among poor communities in Africa, volunteers ____. (Give one answer.)	

>

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3	One of <i>Nowhere's</i> principles mentions that every individual _____.	
4	While on a trip, the author was excited that she learned how to _____. (Give one answer.)	
5	Writing allowed the author's students to _____.	
6	The author urges us to find our true passion and tells us to _____. (Give one answer.)	

3 d

Speaking
www

Get into pairs and discuss the following questions. Do some online research if you need help.

- 1 Why do you/do you not volunteer? Give reasons.
- 2 What are volunteer activities that young people do in your area? Give examples.
- 3 What would the world be like if no one volunteered to do anything? Describe.
- 4 What are the benefits and downsides of doing volunteer work for an individual person? Take notes in the table.

benefits of volunteerism	downsides of volunteerism

3 e

Speaking
Test format
Interaction

You are taking part in a volunteerism workshop at *Caritas Europa*. During the lunch break, you get into a conversation with another participant. In your conversation you should include the following:

- your volunteering experience
- the pros and cons of volunteerism
- necessary skills for volunteering

Interaction
phrases
> page 194

Get into pairs and start your conversation. Use appropriate phrases from the VocabBooster and your notes from activity 3d. Speak for about four minutes.

VocabBooster

to be a team player	to be patient
to be reliable	to have a good command of English
to be helpful and sociable	to be compassionate
to be a good communicator	to have leadership skills
to have time-management skills	to be open-minded
to have problem-solving skills	to be supportive

4 Speaking: All different, all equal

4 a

Speaking

Get into pairs. Have a look at the pictures (1–6) on page 7 and discuss the questions below. Use the phrases from the VocabBooster.

bullet point 2

bullet point 3

Presentation
phrases
> page 194

Step 2: Get into pairs and give your presentation. Take turns.

5 Language in use: Things used to be different from what they are now

Trouble-free grammar: Present tense

- ☐ We use the **present tense simple** to talk about **routines and facts**.

I **usually get up** at 6:30 am.

Robert **never drinks** any alcohol.

My sister **is** a vegan.

Four multiplied by ten **equals** forty.

Negation

I **do not get up** before 9 am on Sundays.

He **is not allowed to** go out often.

They **are not** very interested in the CEO's speech.

Questions and short answers

Do you **like** coffee? – Yes, I **do**. / No, I **don't**.

Does she **like** cricket? – Yes, she **does**. / No, she **doesn't**.

- ☐ We use the **present tense continuous** to talk about **actions** that are happening **right now**.

I **am writing** a speech about tolerance at the moment.

She **is demonstrating** against homophobia **right now**.

Listen! They **are discussing** the topic of discrimination **now**.

Negation

I **am not writing** a text at the moment.

Sue **is not washing** her father's car right now.

We **are not listening** to our parents now.

Questions and short answers

Are you **talking** on the phone? – Yes, I **am**. /

No, I **'m not**.

Is he still **waiting** for her? – Yes, he **is**. / No, he **isn't**.

Trouble-free grammar: Past tense

- ☐ We use the **past tense simple** to talk about **past events**.

I **went** to the shopping mall **last week**.

The students **were** on an excursion **last Monday**.

The incident **happened** **two hours ago**.

Negation

I **did not go** to the gym yesterday morning.

Kim **did not clean** her room at the weekend.

Fortunately it **was not** too windy yesterday.

They **were not** on the basketball court an hour ago.

Questions and short answers

Did you **buy** tickets for the *Electric Love Festival*? – Yes, I **did**. / No, I **didn't**.

Was he in the football stadium last Saturday? – Yes, he **was**. / No, he **wasn't**.

Were they at school yesterday afternoon? – Yes, they **were**. / No, they **weren't**.

- ☐ We use the **past tense continuous** to **express duration in the past**.

The people **were waiting** for their delayed plane at Munich airport yesterday afternoon.

- ☐ We also use the **past tense continuous** when a **longer action in the past is interrupted by a shorter one**.

John **was reading** an interesting article about hybrid cars when suddenly his phone **rang**.

While Susan **was walking** down the street, it **started** to rain heavily.

- ☐ The **past tense continuous** also describes actions in the past that were happening at exactly the same time.

While Sarah **was watching** a *YouTube* video, her little brother **was reading** a book.

While the other group members **were working** on the presentation, he **was texting** his friend.

Negation

She **wasn't waiting** for their delayed plane.

They **weren't watching** the movie at their friend's place last night.

Questions and short answers

Was Tina lining up for the tickets yesterday afternoon? – Yes, she **was**. / No, she **wasn't**.

Were they talking on the phone for hours last weekend? – Yes, they **were**. / No, they **weren't**.

5 a

Listening
Track 2

Step 1: Listen to the radio interview between a father and his son. While listening, take notes in the table. Compare your results with a partner.

	father – Frank Swan	son – Timothy Swan
1 friends		
2 school life		
3 parents		
4 society		

Step 2: Complete the sentences (1–11). Put the verbs in brackets in the correct tense (*present tense simple, present tense continuous, past tense simple, or past tense continuous*). Sometimes there is more than one possibility. The first one (0) has been done for you. Compare your results with a partner.

- 0 As a teenager it was (be) really important for Frank to meet with his friends regularly.
- 1 Timothy _____ (attend) a Higher Vocational College with a specific focus on IT.
- 2 Timothy _____ (not, always, manage) to do assignments on time.
- 3 Why _____ (Frank, look forward to) earning his own money?
- 4 When Frank _____ (be) a child, he _____ (love) to ride his *BMX* bike.
- 5 Timothy claims that he _____ (can, talk) with his parents about almost everything.
- 6 Frank's family _____ (not, have) much money when he was child.
- 7 How _____ Frank's relationship with his parents as a teenager _____ (affect) how he views society as a whole?
- 8 Frank _____ (study) hard since a good education was seen as the only ticket to success.
- 9 Timothy points out that he _____ (get) on very well with his parents.
- 10 Look at Frank! What _____ (he, do)?
- 11 The current environmental situation _____ (worry) Timothy.



MAKE A DIFFERENCE!

5 b

Language
in use

Read the dialogue. Fill in the verbs in brackets in the correct tense (*present tense simple, present tense continuous, past tense simple, or past tense continuous*). Sometimes there is more than one possibility. The first one (0) has been done for you. Compare your results with a partner.

Lars: Hi, how are ⁰ (be) you? How long have you been standing in line so far?

Kim: Well, I guess for four hours.

Lars: Wow, that's quite long. When _____ ¹ (you, get) here this morning?

Kim: I _____ ² (get) here at 6 am. I _____ ³ (come) here by train.

More than fifty people _____ ⁴ (stand, already) here waiting in front of the entrance to the stadium when I _____ ⁵ (arrive).

Lars: Are you serious?

Kim: Yeah, people really _____ ⁶ (love) this band. In fact, this particular concert has been sold out for over a month. I _____ ⁷ (not, know) they had so many fans in Europe, did you?

Lars: No, I _____ ⁸ (be) also quite surprised. When _____ ⁹ (you, buy) your ticket?

Kim: I _____ ¹⁰ (buy) it three months ago. I _____ ¹¹ (know) tickets would be hard to get because I had seen an interview on *YouTube* with a group of people standing in line to get tickets and so I _____ ¹² (decide) to act immediately.

Lars: I don't believe that!

Kim: It's true. I _____ ¹³ (speak) to some other fans earlier who _____ ¹⁴ (tell) me that they _____ ¹⁵ (camp) out in front of the stadium to be the first ones in line this morning.

Lars: This _____ ¹⁶ (be) just crazy! But yeah, well, what _____ ¹⁷ (you, look forward to) most?

Kim: Hmmm, I _____ ¹⁸ (hear) that the light show will be amazing and of course I _____ ¹⁹ (not, can, wait) to see them perform live on stage.

Lars: Absolutely! I need to find my friends now. It _____ ²⁰ (be) nice talking to you. Enjoy the concert!

Kim: Thanks, it _____ ²¹ (be) nice meeting you too. Have fun!

5 c

Speaking

Step 1: Interview a parent or grandparent and ask him/her questions about their youth and take notes. In your interview you should include the following:

- ☐ school life
- ☐ relationship with their parents
- ☐ rules they had to follow
- ☐ going out



Step 2: Compare and contrast your parent's/grandparent's childhood with yours. Use your notes from the interview and appropriate phrases from the VocabBooster. Mind the tenses. Present your findings in class. Speak for about 3 minutes.

VocabBooster

to interview so. about their teenage years
to compare so.'s experiences with one's own
to identify a number of similarities and differences
to be the most important rule to follow in one's childhood
to be a "must" in one's life
to differ strongly

to describe the relationship with one's parents as loving
to associate going out with having fun/a good time
to hang out with friends
to socialise
to meet up with friends
to go to a dance

6 Writing an informal email: Respect is the key

6 a

Vocabulary
www

Have a look at the words/phrases in the VocabBooster and guess their meaning. Look up all the words you do not know in an online dictionary. Write the phrases in the appropriate category in the table below. Compare your results with a partner.

VocabBooster

to be honest ■ to be helpful ■ to be innovative ■ to be humorous/funny ■ to be brave ■ to be different ■ to be strong ■ to be fair ■ to be crazy ■ to be forward-thinking ■ to be aggressive ■ to be smart ■ to be self-confident ■ to be caring ■ to be egoistic ■ to be adventurous ■ to be bossy ■ to be mean ■ to be trustworthy ■ to be sensitive to other people's feelings ■ to be a real bully ■ to be stubborn ■ to be manipulative ■ to be critical ■ to be optimistic ■ to be empathetic ■ to be straightforward

😊 character traits that earn my respect

☹ character traits that do not earn my respect

6 b

Speaking
Test format
Individual
long turn

You are attending the *Peace and Tolerance Conference* for young people in Madrid. You have been asked to give a 3-minute presentation about a person you truly respect and look up to. In your presentation you should

- describe the person and why he/she earns your respect
- point out what you learnt from this person
- outline why respect and tolerance are so important in a relationship.

Presentation
phrases
> page 194

Get into pairs and give your presentation. Take turns. Use appropriate phrases from the VocabBooster in activity 6a.



6 c

Speaking

Get into pairs and discuss the following questions.

- 1 Why is it important to show respect and tolerance in the classroom? Explain.
- 2 What are your classroom rules? Give examples.
- 3 Why is bullying such a problem in schools these days?
- 4 What damage does bullying do to teenagers?

6 d

Vocabulary

Have a look at the VocabBooster. What are the dos and don'ts for victims of bullying? Write the phrases in the appropriate category in the table below. Compare your results with a partner.

VocabBooster

to stay calm ■ to take the situation lightly ■ to report the bullying ■ to talk to the bully ■ to keep a record of bullying incidents ■ to stand up to the bully ■ to show assertive body language ■ to be confident ■ to justify the bullying behaviour ■ to develop problem-solving skills ■ to seek professional help ■ to fight back ■ to believe the bully ■ to save all the evidence of bullying

DOS for victims of bullying

DON'TS for victims of bullying

6 e

Writing

Text type

Informal email

> page 195

You received the following email from your English penfriend.

From: hamish.goodruffe@gmail.com
To: ... (your email address)
Subject: Hello and a difficult situation at school

Hi

How're you doing? How was the school opening party?

Something happened in class last week that I really wanted to ask you about. I'm still kind of confused as to how this started happening, but here we go.

Apparently there has been some online bullying going on with Mac, one of my classmates. People were posting memes via a class *Instagram* account that they'd made to make fun of him – he's definitely a little bit different, but he mostly just sits quietly and does his work.

It got a little bit out of control. In the beginning no one had any idea what was going on, but once it seemed like everybody knew about it or had seen the account, people just kind of went along with the opinion of the person who originally posted.

I feel so bad for Mac; he's normally so friendly towards everybody. The fact that he's shy and introverted made me feel even worse that he's getting picked on. I really want to say something but I'm afraid that if I do the rest of my class will turn against me. Do you have any advice for what I could do?

I'll look forward to hearing what you have to say.

Best
Hamish

You have decided to write back. In your reply email you should

- ☐ inform your penfriend about the school opening party
- ☐ share your own experiences/views on bullying at school
- ☐ advise him what to do.

Use appropriate phrases from the VocabBooster in activity 6d. Write about 180 words.



7 Language in use: This is stunning, isn't it?

Trouble-free grammar: Question tags

A **question tag** is a small statement at the end of a statement. Question tags are used when asking for **agreement** or **confirmation**. They are formed with the **auxiliary** or **modal verb** from the statement and the **appropriate subject**.

- ☐ A **positive** statement is followed by a **negative** question tag.
Jack **is** really different, **isn't** he? Mary **can** speak four languages, **can't** she?
- ☐ A **negative** statement is followed by a **positive** question tag.
They **aren't** funny, **are** they? Cameron **shouldn't** say such a thing, **should** he?
- ☐ If the verb in the main sentence is in the **present tense simple**, we form the question tag with **do/does**.
You **play** the harp, **don't** you? Alison **likes** reality shows, **doesn't** she?
- ☐ If the verb is in the **past tense simple**, we use **did**.
They **went** to the drive-in cinema, **didn't** they? Carina **studied** psychology, **didn't** she?

Please note:

- ☐ If the statement contains a **word with a negative meaning**, the question tag needs to be **positive**.

Peter **hardly ever** speaks, **does** he?

They **rarely** eat in fast food restaurants, **do** they?

- ☐ Some verbs/expressions have **different question tags**.

Let's go to the beach, **shall** we?

I am attractive, **aren't** I?

7 a

Language
in use

Put in the correct question tag. The first one (0) has been done for you. Compare your results with a partner.

- 0 Joe is volunteering at the local fire station, *isn't he* _____?
- 1 She painted graffiti on public buildings in her teenage years, _____?
- 2 Greta Thunberg has managed to really make a difference to this world, _____?
- 3 School life in the 1970s was very different to what it is today, _____?
- 4 Your best friend hardly ever shows how she feels, _____?
- 5 Let's do something different to break the routine, _____?
- 6 Obviously they weren't too sure what to do, _____?
- 7 He really likes ballet dancing, _____?
- 8 You love to build castles in the sand on the beach, _____?
- 9 Ken rarely texts you during the day, _____?

7 b

Speaking
www

Test format
Interaction

You are currently attending an international summer camp in California. You engage in a conversation with an American teenager about differences in your cultures.

In your conversation you should

- ☐ outline the lifestyle of young people in your country
- ☐ describe school life in your home country
- ☐ inform about the dos and don'ts in your culture.



Step 1: Before you start your conversation, read the bullet points carefully and take notes in the table. Do some online research if you need help.

	Austria	US
bullet point 1		
bullet point 2		
bullet point 3		

Interaction
phrases
> page 194

Step 2: Get into pairs and start your conversation. Use appropriate question tags. Speak for about four minutes.

7 c

Writing

You haven't seen Pat, an Irish exchange student who is attending your school this year, for a while. Therefore you have decided to send him a text message. In your text message you should

- ☐ ask him how he is doing
- ☐ invite him to the *Back to School* party
- ☐ tell him your latest news.

Include appropriate question tags. Write about 60 words.

8 Review

8 a

Language
in use

Complete the sentences (1–9). Put the verbs in brackets in the correct tense (*present tense simple, present tense continuous, past tense simple, or past tense continuous*). The first one (0) has been done for you. Compare your results with a partner.

- 0 My boyfriend usually cooks (cook) at weekends.
- 1 My mum _____ (do) her weekly shopping when she _____ (meet) her old friend Erica.
- 2 Mr Smith, who is my favourite teacher, _____ (teach) Maths and Physics at our school.
- 3 The students _____ (have) lunch in the canteen right now.
- 4 What _____ (you, do)? – I'm an IT engineer.
- 5 While Lea _____ (clean) the living room, her brother _____ (do) the laundry.
- 6 What do you think? Who _____ (she, text with) at the moment?
- 7 It _____ (rain) really heavily, so the referee finally _____ (decide) not to play the match.
- 8 Last summer I _____ (spend) my holidays in Ireland.
- 9 What _____ (you, do) when I _____ (phone) you last night?

8 b

Language
in use

Put in the correct question tag. The first one (0) has been done for you. Compare your results with a partner.



- 0 It's time to go to bed now, isn't it?
- 1 You don't have my keys, _____?
- 2 There is no possibility you're wrong, _____?
- 3 Your best friend left for Mexico yesterday, _____?
- 4 I'm not going to have to tell you again, _____?
- 5 Let's go to Italy over the long weekend, _____?
- 6 We've played that video game before, _____?
- 7 They couldn't have forgotten your birthday, _____?
- 8 Your friend rarely has a smile on his face, _____?
- 9 You're telling me the truth, _____?
- 10 Their kids were very well behaved yesterday afternoon, _____?

8 c

Vocabulary

Have a look at the sentences (1–9) and complete them with an appropriate word/phrase from the box. Compare your results with a partner.

manipulative – to stay calm – to investigate – to stand up to – reliable – patient – brave –
compassionate – to support

- 1 Particularly, in an emergency situation, it is most essential to _____.
- 2 I love my best friend for having such a _____ and caring heart.
- 3 It was a _____ decision to quit her job and start her own business.
- 4 Jim is so _____ and really knows how to use tricks to get what he wants.

- 5 My dad's car is old but still _____.
- 6 The government set up a commission to _____ evidence of gang violence.
- 7 Lunch will be ready in ten minutes – just be _____.
- 8 The Hollywood actress _____ charitable activities on behalf of children in Samoa.
- 9 You've got to _____ people who say and do inappropriate things.

8 d

Speaking

Mini-scenario

Step 1: Get into groups of three. Have a look at the role cards (A, B and C) and decide who you want to be.



Role card A: You think that volunteering is a great thing because

- you can help and support people

- _____
- _____
- _____

Role card B: You believe that volunteering is necessary, but it's not for everyone because

- it can be really challenging and physically demanding

- _____
- _____
- _____

Role card C: You are against volunteering because

- you don't get paid for the work you do

- _____
- _____

Step 2: Before you start your discussion, try to find some more arguments to support your view and write them down. Find a partner who has the same role as you and compare your ideas. Add any new ideas.

Discussion
phrases
> page 194

Step 3: Get back into your original group of three and start your discussion. Speak for about four minutes.

8 e

Writing

Text type
Informal
email
> page 195

You have decided to write your Canadian penfriend to tell him/her about a current school project on respect and tolerance.

In your informal email you should

- inform him/her about the project
- point out what you learnt from this project
- suggest appropriate ways to react to disrespect and intolerance.

Use appropriate phrases from the VocabBooster in activity 6d. Write about 180 words.



MAKE A DIFFERENCE!

Key vocabulary

Talking about being different

to see things from another perspective
to lack knowledge
to be intolerant
to not care what other people think
to be grateful for something
to be good at taking criticism
to be disabled

to use a wheelchair
to be homeless
to be homosexual/gay
to have a different cultural background
to have a pigmentation disorder
to cause insecurities
to feel frightened

to want to be right
to look down on someone
to feel stress and discomfort
to accept other people's viewpoints
to understand other people's behaviour
to feel inferior

Talking about teenagers that changed the world

to address the problem of violence
to motivate someone to act
to create an awareness campaign

to (not) be a tech geek
to design an app
to get people to recycle

to have someone use an/the app
to be seen as a violent no-go zone
to try to expose the problem

Talking about volunteerism

to donate one's time, talents and energy
to support charitable activities
to get a financial reward
to volunteer
to dedicate one's time and effort
to grow up in a wealthy country
to give something back
to have an impact on society
to be supportive

to be completely dependent on volunteers
to deal with stressful situations
to express one's feelings
to spark a passion in someone
to take the initiative
to share excitement for a project
to communicate a message
to take something to a higher level
to be a team player

to be reliable
to be helpful and sociable
to be a good communicator
to have time-management skills
to have problem-solving skills
to be patient
to have a good command of English
to be compassionate
to have leadership skills
to be open-minded

Talking about respect and tolerance

to discriminate against someone
to have prejudices against someone
to judge someone
a culturally diverse society
to have different styles of music
to have traditional food from all around the world
to learn from each other
to get to know new traditions and cultures

to gain insight into other people's behaviour
to hear new viewpoints
to organise workshops
to teach someone about other cultures, traditions and religions
to be a role model of tolerance and respect
to involve students in projects
to inform someone about school exchange opportunities

Things used to be different from what they are today

to interview someone about their teenage years
to compare someone's experiences with one's own
to identify a number of similarities and differences
to be the most important rule to follow in one's childhood
to be a "must" in one's life
to differ strongly

to describe the relationship with one's parents as loving
to associate going out with having fun/a good time
to hang out with friends
to socialise
to meet up with friends
to go to a dance

Character traits that earn / do not earn respect

to be adventurous
to be aggressive
to be bossy
to be brave
to be a real bully
to be caring

to be crazy
to be critical
to be different
to be egoistic
to be fair

to be forward-thinking
to be helpful
to be honest
to be humorous / funny
to be innovative

to be manipulative
to be mean
to be optimistic
to be self-confident
to be sensitive to other people's feelings

to be smart
to be straightforward
to be strong
to be stubborn
to be trustworthy

Dos and don'ts for victims of bullying

to stay calm
to take the situation lightly
to report the bullying
to talk to the bully
to keep a record of bullying incidents

to stand up to the bully
to show assertive body language
to be confident
to justify the bullying behaviour
to develop problem-solving skills

to seek professional help
to fight back
to believe the bully
to save all the evidence of bullying