

4 A helping hand

UNIT OBJECTIVES

LS YOUR PROJECT Record or film a radio interview about helping others
Project Builders 1-5:

- 1 Choose some good deeds to do.
 - 2 Choose a volunteering opportunity.
 - 3 Choose things to donate to charity.
 - 4 Prepare to talk about how doing good is good for you.
 - 5 Write a formal email to a radio station.
- Present your recording or video.

VOCABULARY

- Personality adjectives
- Phrasal verbs

GRAMMAR


- *be going to* for future plans and intentions
- *be going to* and *will* for predictions



LESSON OBJECTIVES

- Learn phrases for talking about good deeds
- Talk about everyday good deeds

WARM-UP

 Warm-up

1 Copy and complete the phrases with the words in the box.

donate help offer put volunteer write

- | | |
|---|--|
| 1 (...) (money / clothes) to charity | 4 (...) (an older adult) across the street |
| 2 (...) your seat to (an older adult) on public transport | 5 (...) some litter in the bin |
| 3 (...) at (an animal shelter) | 6 (...) a thank you message |

2 Match the good deeds in exercise 1 to photos A–F. Can you think of any more good deeds?

3  **Video** Watch Curtis and Amanda's vlog. Answer the questions.

- 1 Why is Curtis doing good deeds?
- 2 What good deeds does Curtis do or plan to do?
- 3 Which of these good deeds were in exercise 1?

4  **Video** Watch the vlog again and answer the questions.

- 1 Why does Curtis donate his jumper to charity?
- 2 Where does Curtis plan to volunteer?
- 3 Why is Amanda unhappy when Curtis calls her?
- 4 What advice does Curtis give about donating money to charity?
- 5 What mistake does Curtis make when he tries to help the woman with her shopping?



PROJECT BUILDER 1

 Choose some good deeds to do.

 Workbook **Project Log** p16

5 Your project is to record or film a radio interview about helping others. Another group will ask the questions and you will answer by talking about your good deeds and the benefits of doing good. Read question 1 below then complete exercises 6 and 7 to help you prepare your answer.




Question 1: What good deeds did you do recently and who did they help?



6  Think about the good deeds from this lesson and discuss the questions.

- Which are easy / more difficult to do?
- Which can you do quickly? Which need more time?
- Which can you do at home or at school?
- Who will the good deed help, e.g. a friend, a family member, or the community?



7  Complete the table with two good deeds for each group member. Then try to do them this week.

Name	Good deeds

4.2 VOLUNTEERING

LESSON OBJECTIVES

- Learn about different ways to volunteer
- Learn personality adjectives
- Use *be going to* for future plans and intentions

VOCABULARY

Vocabulary presentation

1 **THINK** Which of these is not a reason to volunteer? Which reasons do you think are the most important?

- | | |
|--------------------------|-----------------------|
| 1 to help other people | 4 to meet new people |
| 2 to get work experience | 5 to learn new skills |
| 3 to earn money | 6 to feel good |

2 **MEDIATION** Work in groups of three. Each read one of the volunteering opportunities on the website. Then tell your group about it in English. Which volunteering opportunity do you think is the most interesting?

Join our team of generous teenage volunteers and do some good in your community

Today's opportunities

Dog shelter helper

YOUR ROLE: To play with, feed, clean and walk dogs; use social media to help find homes for dogs.

YOU: You are hard-working, kind and an animal lover.

[Click here to apply](#)



Computer skills trainer

YOUR ROLE: To help older adults improve their skills with the internet, mobile phones, printers, etc.

YOU: You are patient, polite and helpful. You have good communication and IT skills.

[Click here to apply](#)



Theatre group performer

YOUR ROLE: To take part in free music and drama performances in children's hospitals, kindergartens and community centres.

YOU: You are confident. You play a musical instrument, can sing, or can act.

[Click here to apply](#)



3 Match the adjectives in the box to their opposites from the website.

impatient	lazy	mean	rude
shy	unhelpful	unkind	

Vocabulary practice

4 17 Listen and match one adjective or its opposite from exercise 3 to each of the four speakers.

5 Read Keya and Daniel's messages. Which volunteering role does Keya think will be good for Daniel and why?

Keya So, are you going to volunteer with me in the holidays, or not?

Daniel I'm still not sure. Are Miko and Charlie going to do it too, or is it just you?

Keya Charlie isn't going to do it, but Miko is. We found a great website with volunteering opportunities. I'm going to apply for the role of Dog shelter helper and Miko's going to apply for the Theatre group performer role. They also need a Computer skills trainer. You're good with computers and quite patient and helpful. Would that be good for you?

Daniel That sounds perfect for me.

Keya Miko and I are going to meet at my house at seven o'clock. Are you going to come over, too?

Daniel Yes, I am.

Keya Great. We also need to talk about our final science project. What are we going to do?

Daniel Let's talk about it later. My football match starts in five minutes. See you at 7.

GRAMMAR

Grammar animation

be going to for future plans and intentions

- 6 Find examples of *be going to* in the text in exercise 5. Then copy and complete the table.

Affirmative		
I'm	going to	apply for the role of Dog shelter helper.
He's / She's / It's		
We're / You're / They're		
Negative		
I'm not	(.3.)	do it.
He / She / It (.1.)		
We / You / They (.2.)		
Questions	Answers	
(.4.) you going to come over, too?	Yes, I (.5.). No, I'm not.	
What are we (.6.) do?	Let's talk about it later.	

CHECK IT! MY GRAMMAR REFERENCE & PRACTICE p112

- 7 Copy and complete the answers (A) to the questions (Q) using the messages in exercise 5.
- Q: What are Miko and Keya going to do in the holidays?
A: They're going to volunteer.
 - Q: Is Charlie going to volunteer in the holidays?
A: No, (...).
 - Q: What role is Miko going to apply for?
A: He's going to (...).
 - Q: Is Daniel going to go to Keya's house at seven o'clock?
A: (...) he (...).
 - Q: What are Keya and Daniel planning to talk about later?
A: (...) going to (...).
- 8 Copy and complete each sentence with the correct form of *be going to* and the verb in brackets.
- I (...) (do) some shopping for the older people who live in our apartment block. My dad (...) (come) with me.
 - Isabel (...) (read) stories for children at the local library. She (...) (not do) it in Spanish. She (...) (do) it in English!
 - Nicolas: How (...) (stay) safe while collecting litter?
Liliana: I (...) (wear) strong shoes and thick gloves.
 - We (...) (plant) new trees around the city. We (...) (not do) it if the weather is really bad though.
 - Alex: (...) (you / help) a dog from the shelter?
Beatrice: Yes, my parents (...) (collect) it. We (...) (keep) it until they can find a home for it.
 - Tom and I (...) (volunteer) at a food bank. We (...) (give) free food to people who need it.

- 9 18 Read the *Pronunciation* then listen and repeat sentences 1–3 using *gonna*.

PRONUNCIATION gonna

Going to is usually pronounced as one word: *gonna*.

- I'm going to volunteer.
- He's going to help someone.
- We're going to plant some trees.

Grammar practice

- 10 Choose one of the goals below or use your own idea. Write your goal as a sentence and include a time limit. Then write four things you are going to do to achieve it. *I want to get better at basketball by next month.*
- I'm going to practise every day.
 - I'm going to ...
- get better at a sport
 - learn a new skill
 - improve my English
 - get fitter and healthier
- 11 Work in groups of three or four. Read out the four things you are going to do to achieve your goal. Can you guess what your group members' goals are?

PROJECT BUILDER 2

Choose a volunteering opportunity.

Workbook **Project Log** p16

- 12 Read question 2 of your radio interview then complete exercises 13–16 to help you prepare your answer.



Question 2: Where are you going to volunteer and why did you choose that role?

- 13 Choose three adjectives from this lesson that describe you.
- 14 Choose the skills and qualities from the list that describe you. Then add two more of your own ideas.
- good IT skills
 - good communication skills
 - an animal lover
 - can play an instrument
 - can sing
 - can act
- 15 Choose a volunteering opportunity from this lesson or use your own idea. Imagine you are going to volunteer in this role in the future. Write three or four sentences about your skills and qualities and what you plan to do in the role.
- I have good IT skills and I'm patient. I'm going to volunteer to teach older people about computers. I'm going to teach them how to download apps and how to post photos on social media.*
- 16 Tell your group about your choice from exercise 15.

4.3 DONATIONS


LESSON OBJECTIVES

- Read about things you can donate to charity
- Use *be going to* and *will* for predictions

Four things you can donate to charity


We don't all have enough money to donate to charity, but there are lots of things you can give to help other people.

1 Teddy bears




SAFE (Stuffed Animals For Emergencies) is an American organization that collects old teddy bears and other soft toys and gives them to police and firefighters to use in emergencies. When young children are scared, they feel safer with a soft teddy bear to **cuddle**.

2 Socks and blankets




Unfortunately, many homeless people must live, and often sleep, on the streets. When it's **chilly**, they need warm clothes and blankets. Charity organizations say that socks are especially necessary because not many people donate them. New socks are best, but clean, used socks (with no **holes!**) are also very welcome, especially in winter.

3 Gaming equipment






Donate your old gaming equipment to Get Well Gamers UK and they will give it to children's hospitals. Playing video games helps entertain bored young people who are in hospital for a long time. Research also shows gaming can help reduce pain.


4 Glasses




An organization called Lions Clubs International sends used glasses to people around the world. Glasses are often expensive and some families can't **afford** to buy them. Getting a pair for free can completely change someone's life.

READING

- 1  What kinds of things do people donate to charity?
- 2  19 Look at the photos in the article. Who might need these donated items? Then read, listen and check. *Homeless people might need the socks and blankets.*
- 3  Answer the questions.
 - 1 Who do SAFE give the donated soft toys to?
 - 2 Why do charity organizations want people to donate more socks?
 - 3 What can people donate to Get Well Gamers UK?
 - 4 How can video games help people?
 - 5 What can people donate to Lions Clubs International?
 - 6 Who do Lions Clubs International send the donations to?


 Reading extra

- 4  Read the *Skill UP!* Then answer the questions to help you guess the meaning of the word *cuddle* from the article.



When you find a word you don't know, try to guess its meaning by looking at the words around it. For example, here we can use the underlined words to help us understand the word *cuddle*:

When young children are scared, they feel safer with a soft teddy bear to **cuddle**.

- 1 Why are teddy bears soft?
- 2 What do young children usually do with teddy bears when they are scared?
- 5 Now try to guess the meaning of the other words in bold in the article.
- 6  **MEDIATION** Look online and find three interesting facts about a charity in your local area. Tell the class in English.

GRAMMAR

Grammar animation

be going to and will for predictions

7 Match underlined sentences A and B from the reader's comment with rules 1 and 2 from the grammar box below.

Readers' comments

Marek_#3

^AThe weather forecast shows it's going to be a very cold winter this year. ^BI think homeless charities will need blankets, strong shoes and warm clothes.

be going to and will for predictions

- We use *will* to make predictions based on what we believe or know.
- We use *be going to* to make predictions based on what we can see / hear / smell / feel.
what we see = black clouds prediction = It's going to rain.

CHECK IT! MY GRAMMAR REFERENCE & PRACTICE p112

8 Match sentences 1 and 2 with A and B in each pair.

- Dad will get tired soon. **A**
 - Dad is going to get tired soon. **B**

A He's always gets tired at this time on Friday evenings.
B It's nearly midnight and he's still working.
- She'll win.
 - She's going to win.

A She's first in the race and close to the finish line.
B She always wins the race.
- He'll miss the bus.
 - He's going to miss the bus.

A He's always late.
B He's running, but the bus is already leaving.
- It's going to be delicious.
 - It'll be delicious.

A He's a great cook. Everything he makes is delicious.
B It smells great.

9 Copy and complete the sentences with *will / won't* or *be (not) going to* and the verbs in brackets.

- I'm sure you (...) (feel) better soon.
- It's a job for two people. You (...) (not manage) on your own.
- He's driving too fast. He (...) (crash).
- We (...) (get) wet if we wait under this bus shelter.
- Look at all this litter! (...) (we / collect) all that in one day?
- We (...) (not go) skiing because there isn't any snow.

Grammar practice

10 Copy and complete the sentences on a piece of paper (not in your notebook). Make them true for you. Don't write your name on the paper.

- The weather today looks (...) so after school I'm going to (...).
- I'm good at (...) so I'll (...) one day.
- I can't stand (...) so I definitely won't (...).
- My best friend is (...) so he / she will (...) when he / she is older.

11 Work in groups of four or more and follow the instructions.

- Fold your pieces of paper from exercise 10 in half so that they all look the same. Then mix them up.
- One of you choose a piece of paper. If you choose your own piece of paper, put it back and take a different one. Read out the sentences.
- The rest of the group must listen and try to guess which person in the group wrote the sentences. If you hear your own sentences, don't say it's you!

PROJECT BUILDER 3

Choose things to donate to charity.

Workbook **Project Log** p17

12 Read question 3 of your radio interview then complete exercise 13 to help you prepare your answer.



Question 3: What are you planning to donate to charity and how will the items help?

13 What do you have at home that you could donate? As a group, think of six items then copy and complete the table. Use the list of categories below to help.

- books
- clothes
- electronics
- games
- glasses
- toys

Item	Who will want it?	How will it help?
a winter coat	a homeless person	It's going to be very cold this winter. The coat will keep them warm.



4.4 FEELING GOOD ABOUT DOING GOOD

LESSON OBJECTIVES

- Discover how doing good is good for you
- Focus on joining video calls
- Learn phrasal verbs


LISTENING


Test your knowledge with our quick quiz.


- 1   Copy and complete the quiz. Are the sentences true (T) or false (F)?

Does doing good do you good?

- 1 Talking over someone's problems with them makes you feel more stressed. T / F
- 2 Doing a good deed once a week makes you feel happier. T / F
- 3 Being kind to others helps you feel more confident. T / F
- 4 Doing good deeds can make your body healthier. T / F
- 5 Volunteering regularly can help you live longer. T / F

- 2   **Video** Watch the video and check your answers to the quiz.

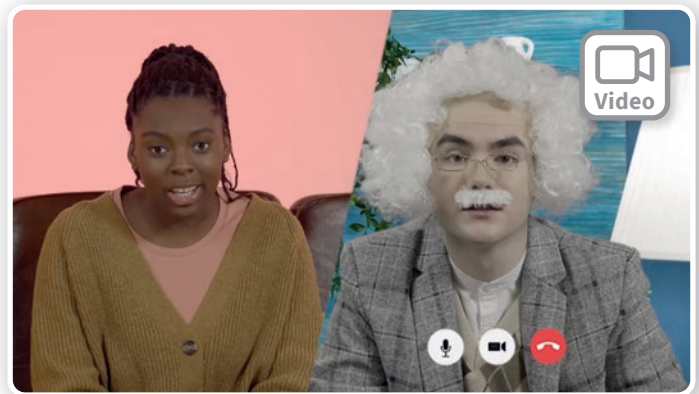
 Mediation skills

- 3  Read the *Video focus*. How do you say the words in bold in your language?




Before you join a video call, remember these tips:

- 1 Ask people around you not to **disturb** you.
- 2 Make sure the room you are in is not too light or dark.
- 3 Think about what other callers will see through your camera.
- 4 Learn how to switch your camera and **microphone** on and off.
- 5 Learn how to control digital **backgrounds** and other special effects.
- 6 **Mute** your other **devices** during the call.




- 4  **Video** Watch again. Which tips from the *Video focus* didn't Professor Perkins follow?

LIFE SKILLS We all make mistakes. Often, a mistake is an opportunity to learn something new or change your behaviour. Think of a time you learnt from a mistake. What happened and what did you learn?

- 5  **MEDIATION** Imagine a friend who doesn't speak English asks you for advice on taking part in video calls. With your partner, give your friend some advice in your own language. Use the *Video focus* to help.

VOCABULARY

i Vocabulary presentation

- 6**  **Video** Copy and complete the extracts from the video with the correct form of the phrasal verbs in the box. Then watch the video again and check.



find out	go away	look after	look at
pick up	take part in	talk over	turn off
turn on	work out		

- This week, we're going to (...) how doing good is good for us.
- Professor Perkins, we can't hear you. Please (...) your microphone.
- When we help a friend (...) their problems for example, we also feel less stressed.
- It's very bright Professor Perkins. Could you (...) the light?
- After we do something kind, such as (...) the neighbour's cat, or (...) some litter, we get a nice positive feeling.
- Another study (...) 11–14-year-olds who regularly helped others.
- Oh no! What happened? How do I make that (...)?
- The researchers tested the helpers' blood and found that they were healthier than other students who didn't (...) the research.
- American scientists also (...) that people who regularly volunteer have a better chance of living longer. This is because volunteering reduces stress.

i Vocabulary practice

- 7** Copy and complete the sentences with the correct form of the phrasal verbs from exercise 6. Use one of the phrasal verbs twice.

- If you can't (...) the meaning of a new word, look in a dictionary to (...) what it means.
- Ask the doctor to (...) your knee. She'll probably give you some medicine to make the pain (...).
- Please (...) your mobile phone during the exam. Do not (...) your phone until you leave the school building.
- I need to (...) a problem I have at school. Will you help me (...) what to do?
- Will you (...) our eco-day this weekend? We're going to (...) litter in the local community.

- 8**   Work in small groups. Follow the instructions to complete the challenges.

- 1** Name five things you need to turn on to make them work.



- 2** Find out the birthdays of the people in your group. Then work out who is the oldest.



- 3** Name three places where people need to turn off their mobile phones.



- 4** Find out what clubs or events the people in your group are taking part in at school this year.



PROJECT BUILDER 4

Prepare to talk about how doing good is good for you.

 **Workbook Project Log** p17

- 9** Read question 4 of your radio interview then complete exercises 10 and 11 to help you prepare your answer.




Question 4: How is doing good good for you?

- 10** Write answers to the questions.

How does doing good help:

- your mental health?
- your physical health?
- you live longer?

- 11**  Compare your answers with the other members of your group.

For number 1, I wrote that doing good makes you feel less stressed. For example, if you talk over a friend's problems ...





4.5 TALK IT OVER

LESSON OBJECTIVES

- Ask for, give and react to advice
- Use phrases that give you time to think

SPEAKING

- 1 Work in small groups. Discuss the questions.
 - 1 Are you good at giving advice?
 - 2 Who can young people talk to if they need advice?
- 2  **Video** Watch the first part of the video. Answer the questions.
 - 1 What did Lucy post on social media?
 - 2 Why is Alessia's mum angry with Lucy?
 - 3 What advice does Marcel give Lucy?
- 3  **Video** Read the *Key phrases* then watch the first part of the video again. Which phrases do they use?

KEY PHRASES

Asking for, giving and reacting to advice

Asking for advice

What do you think I should do?
Have you got any advice?
What do you suggest (doing / I do)?


Giving advice

I (don't) think you should ...
You could ...
Why don't you ... ?

Reacting to advice

I'm not sure that's a good idea.
That's great advice, thanks.
I'll try that, thanks.

 Dialogue builder

- 4  **Video** Look at the photo. Why do you think Lucy is unhappy? Watch the second part of the video and check.



- 5  **Skill UP!** Read the *Skill UP!* Then follow instructions 1–3 below.



Use these phrases if you need time to think before you answer a question:

Hmm. That's a good question.
Well, let me see ...
OK, let me think ...

- 1 Choose a problem from the list below or use your own ideas.
 - You wrote a negative comment about someone online when you were angry and now you feel bad about it.
 - Someone shared a photo of you online that you don't like.
 - Someone wrote something unkind about you online.
- 2 Work together to think of some good advice for the problem.
- 3 Write and practise a role play using language from this lesson. Include one of the phrases from the *Skill UP!*

Student A Explain your problem, ask for advice then react to the advice you get from your partner.

Student B Listen to your partner's problem and offer them some advice.



4.6 REQUEST FOR AN INTERVIEW

LESSON OBJECTIVES

- Write a formal email
- Learn about writing a formal email, letter or message

WRITING

- 1 Who do people usually write formal emails to? Choose two options from the box.

companies and organizations friends and family
people we don't know people we know well

- 2 Read Ingrid's email and answer the questions.

- 1 Why is she writing?
- 2 How did Ingrid and her classmates decide to help their friends and neighbours?
- 3 Why does she think listeners will be interested?

To: sarah_cook@community-radio
From: ingrid_nielson@123mail.co.uk
Subject: **Can we do an interview?**

Hi there,
I'm Ingrid and I'm 13. Just a quick email to ask if my classmates and I could come on the Morning Show and talk about our project to clean up the local community.
As part of our English course at school, our teacher asked us to think of ways to help our friends and neighbours. There is a lot of litter in our neighbourhood so we decided to clean it up.
We would like to come on your show and talk to you about what we did. We think your listeners will be interested to hear from young people trying to make a difference in their community.
Will you help us?
I can't wait to hear from you. Thanks.
Bye for now,
Ingrid Nielson

- 3 Find and replace the informal phrases in Ingrid's email with these more formal phrases.

- Please let me know if you are able to help.
- My name is Ingrid Nielson and I am 13 years old.
- Yours sincerely,
- Dear Ms Cook,
- Thank you.
- I hope to hear from you soon.
- I am writing ...
- Request for an interview

- 4 Read the *Skill UP!* and choose the correct options.

Skill UP! Writing a formal email, letter or message

- 1 **Fill in / Don't fill in** the 'subject' box with a short phrase (emails only).
- 2 **Start / Don't start** with *Dear* plus the correct title, e.g. Mr or Mrs, and the person's surname.
- 3 **Introduce / Don't introduce** yourself in the first paragraph.
- 4 **Say / Don't say** why you are writing in the first paragraph.
- 5 **Use / Don't use** contractions, e.g. *I'm* not *I am*.
- 6 **Use / Don't use** exclamation marks (!) or emojis (😊).
- 7 **Use / Don't use** short forms, e.g. *Thanks* not *Thank you*.
- 8 **Finish / Don't finish** with a formal sign-off, e.g. *Kind regards* or *Yours sincerely*.

- 5 Change the sentences to make them more formal.

- 1 Hello Mr Parker!
- 2 I'm John and I'm a pupil at Grange School.
- 3 I want to ask for your help.
- 4 Will you come to the school event?
- 5 Write back soon!
- 6 Thanks and bye.

Mediation skills

PROJECT BUILDER 5

Write a formal email to a radio station.

Workbook **Project Log** p18

- 6 Write a formal email to one of the local radio stations below. Ask if you can come on a show and talk about your project from this unit. Work in groups for part A only.

A Plan your email

- Why are you writing?
- What is your project about?
- Why will listeners be interested in your project?

B Write your email

- Follow the tips in the *Skill UP!* and write your email.

C Read and check

- Check that your email has a formal style.
- Check your spelling and grammar.

RADIO CITY CHAT

New music, local news,

listeners' calls

Contact: David Night david_night@radio-city

Youth Radio

For young people, by young people.

Music, news and issues.

Contact: Selma Miles
selma_miles@youth-radio



4 PROJECT

LS

Record or film a radio interview about helping others

SHARE AND REVIEW

Use your Project Log
➔ p16-18

- 1** 👥 Look back at your Project Builders 1-5 for this unit. Check that you have:
 - A list of good deeds that you did.
 - Your plans for volunteering work.
 - A list of six things that you could donate to charity.
 - Some reasons why doing good is good for you.
- 2** 👥 Share and review the work from your Project Builders. Is there anything you want to change?



DECIDE



- 3** 👥 Read the interview questions in the boxes below and prepare your responses.
 - Make sure all the members of the group will speak.
 - Use Project Builder 5 to help you with the introduction.
 - Use Project Builders 1-4 to answer questions 1-4.



Introduction

“Welcome to the show. Recently, you wrote an email to the radio station. Please could you introduce yourselves then tell us about your email and why you’re here today.”

Question 1

“What good deeds did you do recently and who did they help?”

Question 2

“Where are you going to volunteer and why did you choose that role?”

Question 3

“What are you planning to donate to charity and how will the items help?”

Question 4

“How is doing good good for you?”





CREATE

- 4 Read the *Project skills*. Then practise your interview. Use the *Key phrases* below to give and respond to feedback while practising.

PROJECT SKILLS Practising in groups

- Listen carefully to the other members of your group while they are practising. Are they speaking slowly and clearly?
- Be honest but respectful when giving feedback to each other.
- Help each other with your English, but remember that it doesn't need to be perfect.
- Practise until all members of the group feel confident.

KEY PHRASES

Giving feedback

- It was great when you ...
- I noticed that you (spoke a bit too fast).
- Maybe you could (speak more clearly).

Responding to feedback

- Yes, you're right.
- OK, I'll try that, thanks.
- I'm not sure. I think it was OK.

- 5 Find another group to work with. Group As ask the interview questions and Group Bs answer. Record or film the interview. Then change roles.

Group As:

- Welcome the radio listeners at the beginning.
- Ask Group B to introduce themselves and explain their project (see exercise 3).
- Take turns asking the questions from exercise 3 as well as any other questions you think of.
- Listen carefully and respond positively to what Group B says.

PRESENT

- 6 Show your recording or video to the rest of the class.

- 7 Give feedback to each of the groups on their recording or video. Use the *Key phrases* above to help.

PROJECT
COACH

Video

REFLECT

- 8 Think about your project work in this unit. Read the statements and choose your reaction.

COLLABORATION

- 1 Our group can give respectful feedback and respond to it.



CREATIVITY

- 2 Our group can record or film an interview.



COMMUNICATION

- 3 Our group can speak slowly and clearly in an interview.



- 9 Copy and complete these sentences for you.

- 1 I am pleased with our radio interview because ...
- 2 I want to improve ...

Workbook **Project Log** p19

