

# 10A | Good deeds

## REFLEXIVE VERBS

1 Replace the words in italics with phrases from the box.

adapt yourself to    expressed yourself  
content yourself    distinguish yourself  
ask yourself    you should consider yourself

- 1 *I think you were* lucky – it could have been much worse.
  - 2 *Think about* what would be better: to lose or not to have tried at all.
  - 3 You need to learn to *cope with* new situations or you'll end up having a nervous breakdown!
  - 4 Congratulations, I think you *put your ideas into words* really well.
  - 5 If you can't change a situation, then the best thing is to learn to *be happy* with it.
  - 6 If you want to *be successful* as an artist, you're going to have to work much harder.
- 2 Add the reflexive pronoun *themselves* to the text where necessary (seven times).

It is natural that parents endanger in order to protect their young, both in the human and animal world. But this decision to sacrifice for their children is not always the best choice. How will the children survive without their parents if they are too young to look after? Parents need to remind that they need to look after their own safety first, so that they are then in a better position to look after that of their children. This is also true in day-to-day life. Parents who dedicate not only to their children, but also to their other interests and passions, make better parents. They should not consider to be the slaves of their children, but rather pride on being happy, satisfied individuals who share their love of life with their family.

## VOCABULARY FROM THE LESSON

3 Complete the questions with prepositions from the box.

against    for    from (x2)    to (x2)

- 1 What exactly is it that **sets us apart** \_\_\_\_\_ the beasts?
- 2 Do you **attach great importance** \_\_\_\_\_ material goods?
- 3 Are you willing to **sacrifice yourself** \_\_\_\_\_ a good cause?
- 4 Will they ever be able to **provide an answer** \_\_\_\_\_ the question?
- 5 Would you ever consider **giving evidence** \_\_\_\_\_ your best friend?
- 6 Do you think you would **benefit** \_\_\_\_\_ a holiday?

4 Complete the sentences with the expressions in bold and a preposition in exercise 3. Make any necessary changes.

- 1 I think this room would really \_\_\_\_\_ a complete makeover.
- 2 My grandparents \_\_\_\_\_ their independence and never like asking for help.
- 3 The ability to control our tempers is another thing that \_\_\_\_\_ primitive man.
- 4 The jury listened attentively as she \_\_\_\_\_ her ex-husband.
- 5 There's no need for you to \_\_\_\_\_ your job. The company would never do the same for you.
- 6 We believe we can \_\_\_\_\_ your problem.

## TRANSLATION

5 Translate the proverbs into your language.

- 1 Actions speak louder than words.
- 2 Saying is one thing, and doing, another.
- 3 A good deed is never lost.
- 4 Easier said than done.
- 5 One good deed deserves another.
- 6 The evil that men do lives after them.
- 7 It is not how long, but how well we live our lives.

# 10B | Giving

## REPORTING

- Rearrange the words in italics to complete the sentences.
  - She asked him *wanted the jacket to keep if he him for her*  
\_\_\_\_\_.
  - He said *he'd later back for it afternoon come that* \_\_\_\_\_.
  - They told us *charity giving they to it were*  
\_\_\_\_\_.
  - We asked them *they'd coming be back day next the whether* \_\_\_\_\_.
  - He told them *couple days of he away for a going might be* \_\_\_\_\_.
  - She asked him *thought when getting back he he'd be* \_\_\_\_\_.
  - He said *finished with want it it he'd and didn't anymore* \_\_\_\_\_.

2 Change the sentences in exercise 1 into direct speech.

3 Find and correct six mistakes in the text.

I asked him where was his new jacket and why wasn't he wearing it. He said it had been stolen from his office. I asked him why hadn't he told me and he said he doesn't want to upset me. When I told him I had known the truth, he said was he really sorry, he hadn't liked the jacket from the start, but he didn't know how to tell me.

4 Complete the report of the dialogue.

- 'We found your jacket.'
- 'Did you know about the money in the pocket?'
- 'I was going to use it to pay a builder.'
- 'Have you got the money with you?'
- 'How much money did you leave in the pocket?'
- 'There should be two thousand pounds in twenty-pound notes.'
- 'Why did you throw the jacket away?'
- 'I didn't throw it away; it was my ex-girlfriend who threw it away.'

She told him that (1) \_\_\_\_\_ and she asked him (2) \_\_\_\_\_. He said (3) \_\_\_\_\_ and he asked (4) \_\_\_\_\_. She asked him (5) \_\_\_\_\_. He told her (6) \_\_\_\_\_ and she asked him (7) \_\_\_\_\_. He explained that (8) \_\_\_\_\_.



'I'm not asking you, Mister, I'm telling you!'

## COLLOCATIONS WITH GIVE

5 Complete the sentences with words from the box.

consideration lecture permission priority  
piece of my mind problems speech warning

- I'll give it top \_\_\_\_\_ and do it right away.
- We won't decide now, but we'll give your idea some \_\_\_\_\_.
- This car's been giving us \_\_\_\_\_ for ages now. I think we should get rid of it.
- I'm feeling really nervous - I've got to give a \_\_\_\_\_ at the dinner.
- He refused to give \_\_\_\_\_ to film on his premises.
- His father gave him a \_\_\_\_\_ about the importance of studying hard.
- People get into trouble there every year, even though they're given plenty of \_\_\_\_\_ about the dangerous currents.
- He really shouldn't have done that. I'm going to give him a \_\_\_\_\_!

## ● DICTATION

6 ● 28 Write the text that you hear.

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# 10c | Aid worker

## JOB RESPONSIBILITIES

1 Complete the words with vowels to form verbs often used in job descriptions.

- 1 p r \_ m \_ t \_                      5 c \_ \_ r d \_ n \_ t \_  
2 l \_ \_ \_ s \_                         6 t r \_ c k  
3 \_ v \_ r s \_ \_                      7 s \_ \_ k \_ \_ t  
4 p \_ r t \_ c \_ p \_ t \_               8 f \_ c \_ l \_ t \_ t \_

2 Replace the words in italics with a verb in exercise 1.

- 1 I was asked to *take part* in an international aid conference.  
2 I had to *act as a messenger* between the headquarters and the grassroots workers.  
3 I often need to *check and sometimes correct* the writing of promotional materials.  
4 One of my responsibilities is to *look for* new volunteers.  
5 We attempt to *help local groups to overcome problems with* decision making.  
6 A key part of my job is to *attract people's attention to* local events and projects.  
7 Someone needs to *organize* the work of the various departments and volunteers so that they work efficiently together.  
8 We *follow* the progress of all new projects very closely in the first year.

## REPORTING VERBS & PATTERNS

3 Report the direct speech with the verbs given.

- 1 'We don't want to have anything to do with the project.'  
They refused \_\_\_\_\_.  
2 'We're thinking of visiting your site in the North.'  
He mentioned \_\_\_\_\_.  
3 'I really don't know much about recent developments.'  
She admitted \_\_\_\_\_.  
4 'You really must come and see our new offices.'  
They invited us \_\_\_\_\_.  
5 'I'll pass the information on as quickly as possible.'  
He promised \_\_\_\_\_.  
6 'The company has no connection whatsoever with the local authorities.'  
They denied \_\_\_\_\_.  
7 'I really think you should try again.'  
She encouraged me \_\_\_\_\_.  
8 'Don't travel through the mountains after dark.'  
They warned them \_\_\_\_\_.

4 Find and correct four mistakes in the text.

After lengthy talks with our delegates, the local education authority has agreed opening four new schools in the area. We have managed to persuade them putting forward 50% of the funding and we have suggested to spend this money on the school buildings. In return the education authorities have asked us supplying the teaching staff and materials.



## 5 DICTATION

5 Write the text that you hear.

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# 10D | A good job

## JOB INTERVIEWS

1 Complete the texts with one word in each gap.

- I know I have a tendency (a) \_\_\_\_\_ take on too much work and I need to learn to delegate more.
- I've been working (b) \_\_\_\_\_ the voluntary sector (c) \_\_\_\_\_ the last five years. To start (d) \_\_\_\_\_, I worked (e) \_\_\_\_\_ a volunteer at a charity shop and then gradually worked up to being regional manager.
- I think this job would give me the chance (f) \_\_\_\_\_ develop my interpersonal skills.
- I'm usually good (g) \_\_\_\_\_ motivating staff and I take pride (h) \_\_\_\_\_ my ability (i) \_\_\_\_\_ initiate and manage change and innovation.
- Mainly my experience in similar projects. I've worked (j) \_\_\_\_\_ various projects where I've been successful in implementing structural changes.

2 Match the questions a–e to the responses 1–5 in exercise 1.

- a Can you tell us something about your work experience to date?
- b Why are you interested in the post?
- c What do you think you can bring to this job?
- d What do you see as your strengths?
- e And what about your weaknesses?

## VOCABULARY FROM THE LESSON

3 Complete the dialogues with an appropriate form of verbs from the box.

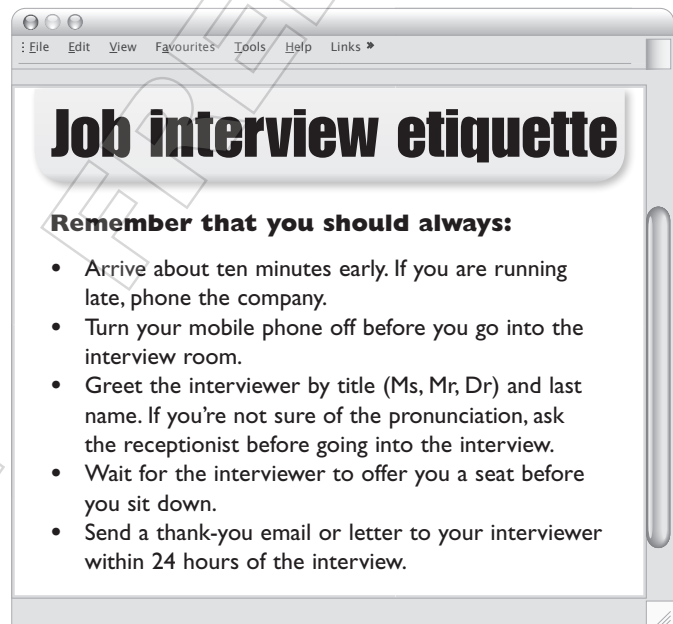
attend   develop   give   meet   set   write

- A:** How's the new job going?  
**B:** Fine, a bit stressful, there are so many deadlines to (a) \_\_\_\_\_. And they're all impossible!
- A:** I'm going to New York at the weekend.  
**B:** Wow! Really?  
**A:** Yeah, I'm (b) \_\_\_\_\_ a conference.  
**B:** Are you (c) \_\_\_\_\_ a talk?  
**A:** No! Thank goodness!
- A:** I had a chat with my boss today.  
**B:** And?  
**A:** She says I've got to learn to be more organized, (d) \_\_\_\_\_ priorities, that kind of thing.

- A:** How come you're so late?  
**B:** We had to (e) \_\_\_\_\_ a last-minute press release.  
**A:** Oh yeah, what had happened?
- A:** So are you really going to take the job, then?  
**B:** Yeah, I know it isn't a great job, but at least I'll get a chance to (f) \_\_\_\_\_ my computer skills.

## TRANSLATION

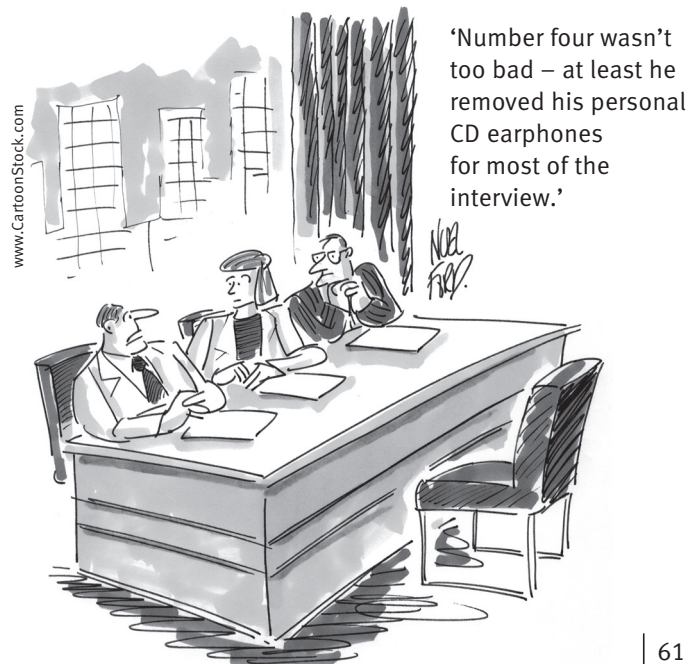
4 Translate the text into your language.



**Job interview etiquette**

**Remember that you should always:**

- Arrive about ten minutes early. If you are running late, phone the company.
- Turn your mobile phone off before you go into the interview room.
- Greet the interviewer by title (Ms, Mr, Dr) and last name. If you're not sure of the pronunciation, ask the receptionist before going into the interview.
- Wait for the interviewer to offer you a seat before you sit down.
- Send a thank-you email or letter to your interviewer within 24 hours of the interview.



# 10 | Reading

1 Put the lines in the correct order.

- Peace Prize for its fight against torture.
- the death penalty. It has over two million
- Amnesty International campaigns for
- human rights and the end of torture and
- members and was awarded the Nobel

2 Look at the extracts 1–6 from the website. Match them to the hyperlinks A–F on the main web page.

3 Look at the extracts 1–6 again. Which of the following ways of supporting Amnesty are mentioned?

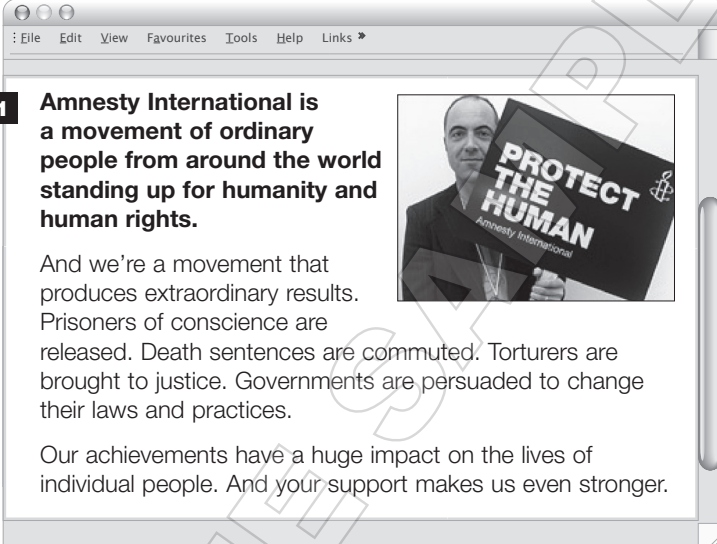
- 1 exchange information with other people online
- 2 join Amnesty groups on Facebook™ and Twitter™
- 3 organize a sponsored cycle ride
- 4 put on events with a local group
- 5 recycle old things to make money
- 6 sign online petitions
- 7 speak to Members of Parliament
- 8 work with other students to raise awareness of Amnesty issues

4 Explain the phrases 1–7 in your own words.

- 1 standing up for human rights (extract 1)
- 2 death sentences are commuted (extract 1)
- 3 like-minded people (extract 2)
- 4 making a big impact on campus (extract 3)
- 5 makes a lasting contribution (extract 3)
- 6 taking joint action (extract 5)
- 7 a gift in your will (extract 6)

## READ & LISTEN

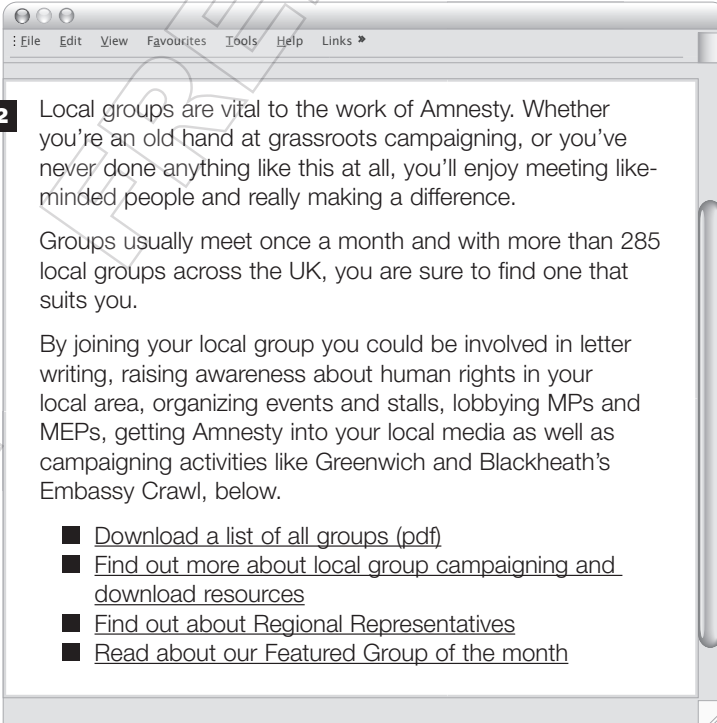
5  30 Listen to Reading 10 *Amnesty* on the CD and read the website extracts again.



**1 Amnesty International is a movement of ordinary people from around the world standing up for humanity and human rights.**

And we're a movement that produces extraordinary results. Prisoners of conscience are released. Death sentences are commuted. Torturers are brought to justice. Governments are persuaded to change their laws and practices.

Our achievements have a huge impact on the lives of individual people. And your support makes us even stronger.

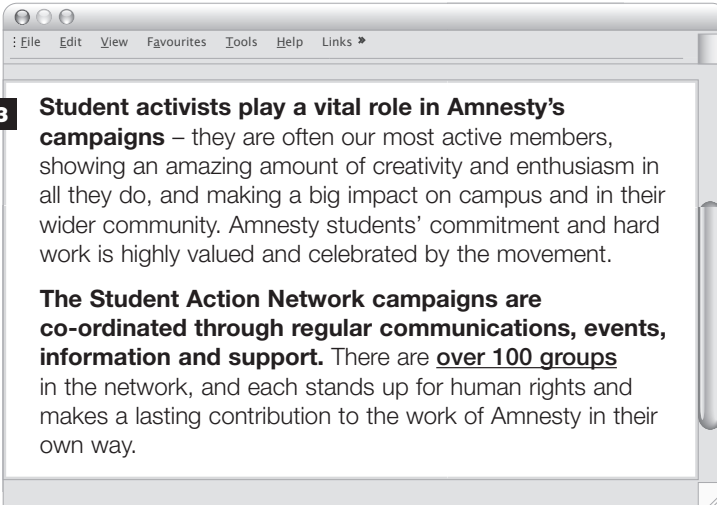


**2 Local groups are vital to the work of Amnesty. Whether you're an old hand at grassroots campaigning, or you've never done anything like this at all, you'll enjoy meeting like-minded people and really making a difference.**

Groups usually meet once a month and with more than 285 local groups across the UK, you are sure to find one that suits you.

By joining your local group you could be involved in letter writing, raising awareness about human rights in your local area, organizing events and stalls, lobbying MPs and MEPs, getting Amnesty into your local media as well as campaigning activities like Greenwich and Blackheath's Embassy Crawl, below.

- [Download a list of all groups \(pdf\)](#)
- [Find out more about local group campaigning and download resources](#)
- [Find out about Regional Representatives](#)
- [Read about our Featured Group of the month](#)



**3 Student activists play a vital role in Amnesty's campaigns – they are often our most active members, showing an amazing amount of creativity and enthusiasm in all they do, and making a big impact on campus and in their wider community. Amnesty students' commitment and hard work is highly valued and celebrated by the movement.**

**The Student Action Network campaigns are co-ordinated through regular communications, events, information and support.** There are **over 100 groups** in the network, and each stands up for human rights and makes a lasting contribution to the work of Amnesty in their own way.

4



**AmnesTea**  
– Get your friends and community together to drink tea and raise money for human rights.  
[Find out more.](#)



**Gifts and occasions**  
– Got enough stuff? Raise funds for Amnesty on special occasions.  
[Find out how.](#)



**Recycle for Amnesty**  
– Every phone recycled raises £5 and every ink cartridge £1 to support our work.  
[Find out how.](#)



**Sponsored events** – Jump, Run or Cycle for Individuals at Risk Worldwide.  
[Join Team Amnesty.](#)



**Organize an event**  
– Read our creative ideas and advice to help you [organize an event.](#)



**Student fundraising**  
– Join student groups across the UK in raising funds for human rights.  
[Find out more.](#)

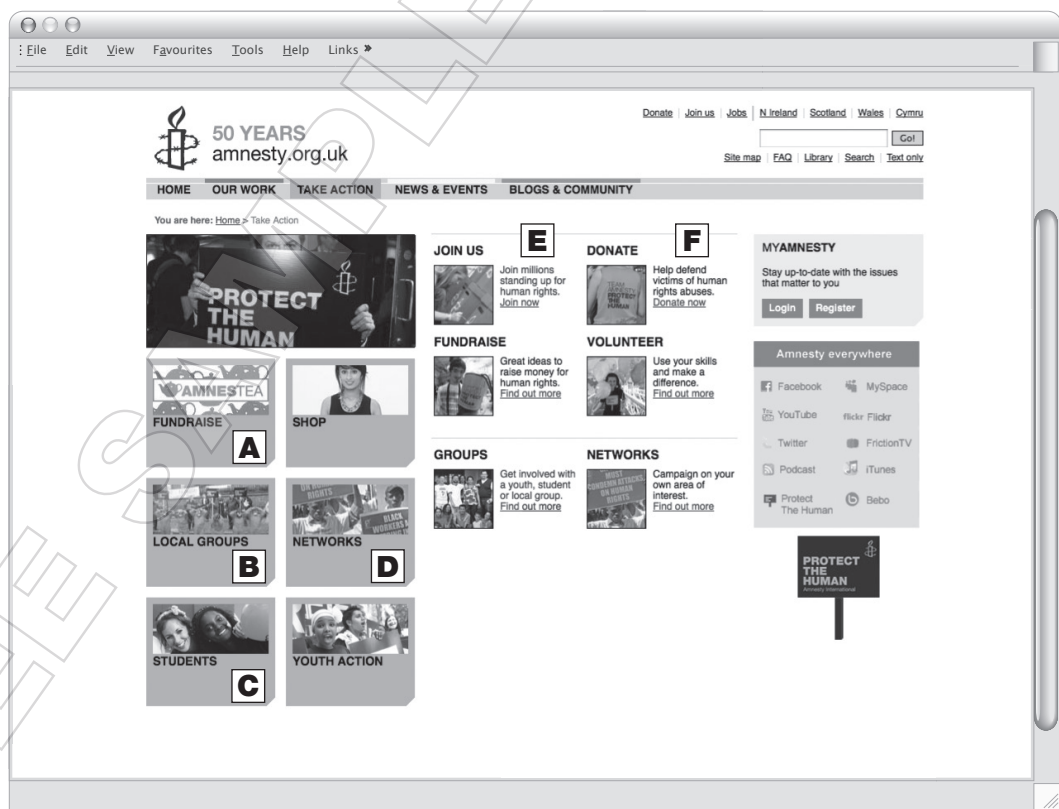
5

Amnesty's specialist e-networks put their interests and professional skills to work. The e-networks campaign on their professional or personal interests, and by sharing information and taking joint action, they create far more pressure than would be possible working alone. When you **sign up**, you will receive regular emails with news, updates and campaigning actions. You can also stay informed by visiting your network's homepage.

6

If you would like to help Amnesty's work to protect human rights, you can give money in a variety of ways. Select from the options below for the way that suits you best:

- [Donate now](#)
- [Join us now and become a member of Amnesty](#)
- [Open an Amnesty saver account](#)
- [Leave a gift in your will](#)
- [Give in memory](#)
- [Company giving](#)
- [Personal loans](#)
- [Ethical investments](#)
- [Wedding list giving](#)
- [Give at an event](#)



The screenshot shows the Amnesty.org.uk homepage with a navigation menu and several content blocks. The blocks are labeled with letters A through F:

- A**: FUNDRAISE
- B**: LOCAL GROUPS
- C**: STUDENTS
- D**: NETWORKS
- E**: JOIN US
- F**: DONATE

Other visible elements include the '50 YEARS amnesty.org.uk' logo, a search bar, and a 'MYAMNESTY' section with social media links for Facebook, MySpace, YouTube, Flickr, Twitter, FrictionTV, Podcast, iTunes, and Bebo.