4

Let's change the world

Getting involved

Verbs	Nouns
volun**teer** /ˌvɒlən'tɪə(r)/	a volun**teer** /ə vɒlən'tɪə(r)/
do**nate** /dəʊ'neɪt/	a do**na**tion /ə dəʊ'neɪʃən/
raise a**ware**ness of (something) /ˌreɪz ə'weənəs əv/	an a**ware**ness **rai**sing e**vent/** /ən ə'weənəs reɪzɪŋ ɪ'vent/
a**ppeal** /ə'piːl/	an a**ppeal** /ən ə'piːl/
sponsor /'spɒnsə(r)/	a **spon**sor /ə 'spɒnsə(r)/
give to **cha**rity /gɪv tə 't ʃærəti/	(a) **cha**rity /(ə) 't ʃærəti/
fundraise /'fʌndreɪz/	a **fund**raising e**vent** /ə 'fʌndreɪzɪŋ ɪ'vent/
take part in /ˌteɪk 'paːt ɪn/	partici**pa**tion /paː(r)ˌtɪsɪ'peɪʃən/
raise money /ˌreɪz 'mʌni/	
cam**paign** /kæm'peɪn/	a cam**paign** /ə kæm'peɪn/

Example sentences:

1 We're organizing **a fundraising event** at school this term to **raise money** for UNICEF.

2 I'm **taking part in** a sponsored swim for **charity** this weekend. Will you **sponsor** me?

3 Javi and Esther are starting **a campaign** to **raise awareness of** how pollution is killing marine animals.

Cognates

culture (n)	informed (adj)
elections (n)	politician (n)
especially (adv)	quarters (pl n)
equality (n)	responsibility (n)
evolve (v)	rigid (adj)
immature (adj)	zone (n & v)

Issues & action

Verbs	Nouns (person)	Nouns (action / object)
protest /'prəʊtest/	a pro**tes**ter /ə prəʊ'testə(r)/	a **pro**test /ə 'prəʊtest/
demonstrate /'demənˌstreɪt/	a **de**monstrator /ə 'demənˌstreɪtə/	a demons**tra**tion /ə ˌdemən'streɪʃən/
hold a **ra**lly /ˌhəʊld ə 'ræli/		a **ra**lly /ə'ræli/
march /maːtʃ/	a **mar**cher /ə 'maːtʃə(r)/	a march /ə 'maːtʃ/
sign a pe**ti**tion /ˌsaɪn ə pə'tɪʃən/		a pe**ti**tion /ə pə'tɪʃən/
		a **slo**gan /ə 'sləʊgən/
		a **ba**nner /ə 'bænə(r)/
	an **act**ivist /ən'æktɪvɪst/	

Example sentences:

Over 10,000 doctors, nurses and paramedics **held a rally** outside the central hospital today. They then **marched** to parliament to hand in **a petition** signed by over one million people. They **were protesting** about the government's **health cuts**. The **demonstrators** carried **banners** with the **slogan** 'Health care NOT health cuts' written on them.

KEY SKILL

Word stress on nouns and verbs

Sometimes the stressed syllable changes when a verb becomes a noun. Look at *protest* in the table above. Mark the stress on words carefully in your notebook.

Types of conditional

There are four common types of conditional sentences: zero, first, second and third.

Type	Conditional clause	Result clause
zero	*If* + present simple	present simple
	If we **go out** in the rain,	we **get** wet.
first	*If* + present simple	*will* + infinitive
	If we **organize** a sponsored walk,	people **will donate** money.
second	*If* + past simple	*would* + infinitive
	If we **organized** a sponsored walk,	people **would donate** money.
third	*If* + past perfect	*would* + *have* + past participle
	If we**'d organized** a sponsored walk,	people **would have donated** money.

Punctuation

We always use a comma if the conditional clause comes before the result clause. But we don't when the result clause comes first. For example,
If I see Matt, I'll ask him to join the campaign.
I'll ask Matt to join the campaign if I see him.

The zero conditional describes a **general truth**.
If = when.
Do we always get wet in the rain? Yes.

The first conditional describes **possibilities in the present and future**.
Do I think it's possible to organize a sponsored walk? Yes.
Do I think it's likely that people will donate money? Yes.

The second conditional describes things **unlikely to happen** in the present or future.
Do I think it's possible to organize a sponsored walk? Yes.
Do I think we will organize one? No.
If we did, do I think people would donate money? Yes.

The third conditional describes **hypothetical situations** in the past.
Did we organize a sponsored walk? No.
Did people donate money? No.
Why didn't they donate money? Because we didn't organize a sponsored walk.

Be careful!

1   The difference between the first and second conditional can be confusing. The first conditional describes something that is **possible and likely** to happen. The second conditional describes something that is **possible but unlikely** to happen.

2   We do NOT use *will* or *would* in the conditional clause, only in the result clause.
If I ~~will be~~ am free, I'll go on the march.

Contracted forms of *would* & *had*

The contraction *'d* is very common in second and third conditionals. It can show either *had* or *would*. For example,
If I'd known, I'd have come to the rally.
If I had known, I would have come to the rally.

Alternative modal verbs

We can use *can* / *may* / *might* instead of *will* in first conditionals to show possibility rather than certainty.
We can use *could* / *may* / *might* instead of *would* in second and third conditionals in the same way. For example,
If I'm not too tired, I may come out tonight.
If Justin worked a bit more, he might get better grades.
If they'd asked me, I could have helped them.

if & *unless, provided that, as long as*

In some situations, we can replace *if* with *unless, provided that* or *as long as* in the conditional clause.

1   We can use *unless* to mean *if … not* in conditional sentences.
Example sentences:
Finn will do well if he <u>doesn't get</u> too nervous. (negative verb form)
Finn will do well unless he <u>gets</u> too nervous. (positive verb form)

2   We can use *as long as* or *provided that* (usually in first conditional sentences) to mean *but only if* (which is more emphatic than *if*).
Example sentences:
You'll be fine if you eat more healthily.
You'll be fine, but only if you eat more healthily.
You'll be fine as long as / provided that you eat more healthily.

Be careful! We do NOT use *will* + infinitive after these time expressions.

1 Complete the sentences by making words with the letters in brackets.

1 I think it's sad that so many people still need *charity* (yrticah) in order to live.
2 I'm organizing a _____ (giamcapn) to save the children's playground in the park. Will you help me?
3 The charity hasn't got any money. We need to organize a _____ (iisandufrgn) event!
4 No one knows about our organization. Let's do something to raise _____ (nwreassea) locally.
5 I'm going to give some money to UNICEF. I saw their _____ (lppaea) on TV last night.
6 Can you help? We're looking for people to work as _____ (ereslnuvot) at the sponsored swim.

Score: ___ / 5

2 Complete the sentences with the words in the box.

charity   donate   part   raise   sponsor   ~~volunteer~~

1 I worked as a *volunteer* in a children's home last summer.
2 My parents _____ €150 to Médicos Sin Fronteras every Christmas.
3 I'm doing the Camino de Santiago this summer to _____ money for the Red Cross. Will you _____ me?
4 I'd like to work for a _____ that protects animals like the World Wildlife Fund.
5 Have you ever taken _____ in an environmental campaign like beach cleaning?

Score: ___ / 5

3 Correct the underlined spelling mistake in each sentence.

1 I give money to charity, but I'm not an <u>activister</u>. *activist*
2 My brother is <u>campeining</u> for better conditions in the factory where he works. _____
3 I think 'Health care NOT Health cuts' is a great <u>slowgun</u>. _____
4 We want to raise <u>awereness</u> about air pollution here because people deserve to know. _____
5 The <u>protestors</u> made a lot of noise, but they were well behaved. _____
6 We stood in silence outside school for five minutes today to <u>demonstraight</u> against the education cuts. _____

Score: ___ / 5

4 Complete the text with the words in the box.

banners   ~~demonstration~~   slogans   marched   petition   rally

(1) *Demonstration* EMBARRASSES PRIME MINISTER

People from all over the UK came to London yesterday to hold a (2) _____ in support of gender equality.

After the meeting in Trafalgar Square, the demonstrators (3) _____ through the city to the Prime Minister's house in Downing Street. They carried (4) _____ and shouted anti-government (5) _____ as they marched. When they arrived at Downing Street, they handed in a (6) _____ signed by over three million supporters.

The Prime Minister apologized for not meeting them and said he had forgotten they were coming that day.

Score: ___ / 5

⚷ KEY SKILL

Silent letters

Many words in English have silent letters – letters that are not pronounced. The letters *e* and *r* at the end of words are usually silent, but you need to learn each word one by one. Examples in this unit include: *rac(i)al*, *si(g)n* and *awa(re)ness*.

Total score: ___ / 20

Vocabulary Standard ★ ★

1 Match the words in bold with definitions A–F.

1 I'm not eating chocolate for a month to raise money for charity and my dad is one of my **sponsors**. I'm going to give the money to Action Against Hunger. *D*
2 My aunt gives 10% of her salary to a different **charity** every month. _____
3 I **took part in** a half-marathon last week and raised €234 for Greenpeace. _____
4 I'm **volunteering** on a wildlife project in Asturias this Easter. _____
5 I'm collecting money for the children's library. Would you like to make a **donation**? _____
6 Our last membership **campaign** was very disappointing. We only got four new members. _____

A participate in a charitable event
B a gift (usually of money) to help a person or an organization
C an organization that gives help to people in need
D a person or an organization that provides money for an activity
E an activity that is organized for a specific purpose
F offer to work without wanting money

Score: ____ / 5

2 Correct the underlined mistake in each sentence.

1 More than eight million people have taken place in Cancer Research UK's Race for Life. *part*
2 My family always give our old clothes to a caring. _____
3 Telethons have become very popular and successful money making events. _____
4 TV campaigns are still the best way to raise knowledge of social problems. _____
5 Did you see the volunteering to help the homeless on TV last night? It was very sad. _____
6 I'm going to try to win some money to build a new playground in the local park. _____

Score: ____ / 5

3 Look at the picture and complete the description with words in the box. There are *two* extra words.

activist   appeal   banner   demonstration   ~~demonstrators~~   marching   protesters   rally   slogan

The picture shows a group of (1) *demonstrators* holding a protest (2) _____ in support of racial equality. The (3) _____ are (4) _____ along a city street. The woman in the foreground is probably an (5) _____ because she is carrying a (6) _____ which has the (7) _____ 'Stop Racism' on it. She looks very serious.

Score: ____ / 6

4 Complete the text using the correct words. The first letter has been given.

The family who got the vote

The Pankhurst family from Manchester organized the first (1) c*ampaigns* for gender (2) e_____ in the UK. In particular, they demanded women's (3) r_____ to vote. The mother, Emmeline, was their leader, although her husband was also an (4) a_____ and an enthusiastic supporter until his death in 1898. In 1903, the family helped start the Women's Social and Political Union (WSPU). They believed in non-violent (5) p_____ , but they were often attacked by the police. In 1908, the WSPU held a (6) r_____ in Hyde Park in London which 500,000 women attended, waving (7) b_____ and shouting the (8) s_____ 'Votes for Women'. But the male politicians ignored them. In 1914, Emmeline was arrested when she and 2,000 supporters (9) m_____ to Buckingham Palace to give a (10) p_____ to King George. The Pankhursts never gave up and women finally won the right to vote in 1918.

Score: ____ / 9

Total score: ____ / 25

1 Complete the table by matching example sentences A–D with the types of conditional sentences.

Type	Sentence
zero conditional	
first conditional	
second conditional	
third conditional	

A If we have time, we'll go to the rally.
B If you had sent me the petition, I would have signed it.
C If you sponsored me, I'd raise more money.
D If we raise money for charities, we help lots of people.

Score: ____ / 4

2 Correct the underlined mistake in each sentence.
1 If humans don't have clean water to drink, they <u>would get</u> ill. *get*
2 She'll meet us at 6.00 p.m. if she <u>will leave</u> work on time. _____
3 If I <u>would have</u> some money, I'd go out tonight. _____
4 If they had created a petition, I <u>had have</u> signed it. _____
5 If the weather is good, will <u>you coming</u> to the rally? _____
6 If <u>I have</u> a million euros, I'd give some of it to charity. _____
7 I'd have sponsored you if you <u>have asked</u> me. _____

Score: ____ / 6

3 Answer the questions about the sentences.
1 If you heat water, it boils.
  a Is this always true? Yes. / ~~No~~.
  b Can we replace *if* with *when*? Yes. / ~~No~~.
2 If I work hard, I'll pass the exams.
  a Do I work hard? Yes, usually. / No, not usually.
  b Will I pass the exams? Yes, but I need to work hard. / No.
  c What time does this sentence describe? The past. / The present and future.
3 If I worked hard, I'd pass the exams.
  a Do I work hard? Yes, usually. / No, not usually.
  b Will I pass the exams? Yes. / No.
  c What time does this sentence describe? The past. / The present and future.
4 If I'd worked hard, I would have passed the exams.
  a Did I work hard? Yes. / No.
  b Did I pass the exams? Yes. / No.
  c What time does this sentence describe? The past. / The present and future.

Score: ____ / 9

4 Complete the sentences using the correct forms of the verbs in brackets.

My **beliefs**, my **life** …

1 If I *want* (want) to do something, I can always do it.
2 If I have time, I _____ (donate) it to others.
3 If I worried less, I _____ (be) happier.
4 If I _____ (help) others, they'll help me.
5 If I take part, I _____ (learn) more.
6 If I _____ (be) richer, I would not be happier.
7 If I had known this in the past, I _____ (relax) more.

Score: ____ / 6

Be careful! **Conditional sentences**

Remember that conditional sentences have two clauses (the conditional clause and the result clause) and they can change order.
If Jo's tired, she won't come out.
Jo won't come out if she's tired.
Check carefully that you have used the correct tenses in each clause. Remember, we don't use *will* and *would* with *if* in the conditional clause.

Total score: ____ / 25

1 Correct the *one* mistake in each sentence.

1 If Ethan is late, he miss the beginning of the match.
If Ethan is late, he'll miss the beginning of the match.

2 If they'll do the walk, we'll sponsor them.
_____

3 If she doesn't work tonight, she doesn't pass the exam.
_____

4 I'd volunteer if I wouldn't have so much homework.
_____

5 He's have played better if he had been fitter.
_____

6 If we would raised public awareness, we'd have got more donations.
_____

Score: ____ / 5

2 Complete the sentences using the correct forms of the verbs in brackets.

1 If you give me your petition, I'*ll sign* (sign) it.
2 Would you take part in a demonstration if you _____ (feel) strongly about an issue?
3 I'd have called you if I _____ (know) you were ill.
4 I'll pay the bill if you _____ (catch) the waiter's eye.
5 Ben _____ (enjoy) the concert if he had come.
6 My dog's very well behaved. If I _____ (say) 'sit', he sits.

Score: ____ / 5

3 EXAM **Rewrite each sentence so it means the same, using the words in bold.**

1 I didn't work hard, so I failed the exam. (**pass**)
If I'*d worked hard, I'd have passed the exam.*
2 I go for a run when I wake up early. (**always**)
If I _____ .
3 I am not rich, so I can't give lots of money to charity. (**were**)
If I _____ .
4 I didn't see Maria because she wasn't at home. (**been**)
I _____ .
5 I'd like to go on the march, but I have to do homework. (**didn't**)
If I _____ .
6 I'll see you later if I don't have to look after my sister. (**unless**)
I'll _____ .

Score: ____ / 5

4 Complete the text with the correct forms of the verbs in brackets.

❌

To: Fox, Connor
From: Young, Alice
Subject: Something I need to say

Dear Connor,

I just wanted to write to you to explain why I was feeling annoyed with you the other day.

Firstly, I was upset that you didn't come to the sponsored swim. I feel that if you (1) *were* (be) a better friend, you would support me when I do things to raise money for charity. Secondly, I thought you would sponsor me, but you didn't. If you (2) _____ (sponsor) me, I'd have raised more money and so I (3) _____ (be able) to donate more money to the World Wildlife Fund. I thought that you loved animals as much as I do. I'm not so sure. Surely if you wanted to help animals, you (4) _____ (take part) in fundraising events with me. Obviously I still want us to be friends, but I want you to make me two promises. Firstly, if you really like animals, you (5) _____ (promise) to volunteer to work at the next event. And secondly, as long as you (6) _____ (apologize), I'll feel a lot better and will be able to forget about all this. I'll see you at school on Monday.

Alice

Score: ____ / 5

Total score: ____ / 20

Reading

1 **Read an article about Model UN. Put the topics in the order they are mentioned.**

A How the UN helps MUNs. _____

B Model UN in Spain. _____

C Real life examples of making a difference. _____

D Two different ways of making resolutions. _____

E What Model UN was first named. _____

F How a Model UN conference works. _____

MODEL UN:

LEARN how to CHANGE THE WORLD

Are you interested in learning more about current world issues while developing your public speaking and critical thinking skills? If the answer is 'yes', you'll enjoy Model UN (MUN), the United Nations' educational programme in diplomacy and international relations.

Model UN began in 1921 as The Model League of Nations. Although the first simulated 'international assembly' took place at the University of Oxford in the UK, the idea became most popular in the US. Renamed Model UN after the Second World War, the programme is now global. Spain ran its first programme in 2006 and Madrid hosted the Harvard World MUN in 2019 with 2,300 participants, 500 of whom were local students.

Participants are called 'delegates', and they are divided into teams called 'delegations'. Each delegation represents a country (not their own) and gets topics to prepare for debate at a 'conference', a meeting of many delegations. Conferences are usually in English, although some have been held in Spanish and other languages recently. Delegates get time to prepare their ideas before they present their 'policies'. At the end of the conference, the delegates vote on which policies are best.

The UN itself does not hold MUN conferences, but it provides a very detailed guide on their website on how to organise events that resemble real UN assemblies, to help educators at all levels. In it, teachers and students around the world can find a step-by-step outline with everything they need to know about putting together a MUN in their school or university. This includes, among other steps, choosing different roles, drafting resolutions, types of negotiations and how to address an audience.

One of the main points the outline makes, for example, is how decisions are reached. While in most MUNs voting is the preferred method, most resolutions in the actual UN are made through consensus. This means that countries thoroughly discuss the content and text of a resolution, in order to agree on a final text. This method is preferred because it takes into consideration everyone's views.

Model UNs are not just exercises of imagination. Participants develop important real-life skills, and often resolutions lead to concrete action to support the values the UN promotes. This includes their Sustainable Development Goals (SDGs) which are a list of seventeen objectives that aim to transform the world. They include eliminating poverty and hunger, ensuring quality education and clean water for everyone, and taking climate action.

2 **Read the text and decide if the statements are *true* or *false*. Justify your answers.**

1 MUN helps young people develop abilities that they would not usually learn at school. _____

2 The programme used to be called The Model League of Nations. _____

3 Students in the US were the first to participate in this kind of educational debate. _____

4 Spain started to run MUN almost as soon as the programme began. _____

5 Spanish delegates represent Spain. _____

6 MUN events are organised directly by the UN. _____

7 The UN's guide teaches different ways of negotiating. _____

8 The UN's SDGs include environmental and economic objectives, among others. _____

3 **Complete the sentences with a word, number or short phrase.**

1 You can find a guide to organise a MUN on the UN _____ .

2 The guide explains, among other things, how to talk to _____ .

3 The real UN reaches most of its decisions by _____ .

4 MUN often results in _____ in the real world.

5 The number of SDGs set by the UN is _____ .

6 Examples of SDGs include making sure everybody has access to good schools and _____ .

4 **Read the text and answer the questions.**

1 What can you learn more about by participating in the MUN programme?

_____

2 How many Spanish students took part in the Harvard World MUN in 2019?

_____

3 What does the UN guide contain?

_____

4 Why is consensus considered better than voting?

_____

5 What do SDGs aim to end?

_____

Listening

5 🔊 **4.1** **Listen to a presentation about a charity called 'Puppies Behind Bars.' Tick the topics that are mentioned:**

A Where 'Puppies Behind Bars' started. _____

B The people who train the dogs. _____

C Ways to control dangerous dogs. _____

D How dogs help people in prison. _____

6 **Listen again and answer the questions in your own words.**

1 Where are the dogs trained and who trains them?

_____

2 How long does the training take?

_____

3 Who do the dogs help after training?

_____

4 What is the most important benefit of the programme for the prisoners?

_____

5 How do the new owners benefit from the programme?

_____

7 **Complete the sentences with a word, number or short phrase.**

1 Robert is going to talk about the _____ _____ of the project first.

2 'Puppies Behind Bars' started in the year _____ .

3 Puppies enter the programme at the age of _____ .

4 The prisoners might be able to get a job as _____ afterwards.

5 Those interested in taking part should give their contact details to the _____ .

Writing An opinion essay

Before you write

1 **Read the essay. Which question is it writing about?**

A Which is better: giving to charities or giving directly to those in need? _____

B Is simply following charities online and liking their posts enough? _____

C Is volunteering for a charity better than donating money to it? _____

> It is generally agreed that charities have a key role in society, helping those in need. So lots of people donate money, while others give up some of their time to volunteer for them. In my opinion, charities need all the help they can get, so volunteer work and financial donations are equally important.
>
> First of all, both donations and volunteer work are essential for any charity. Without them, it would be very difficult to make any difference. Secondly, there is no need to choose one or the other; if you can help financially and also give up a bit of your time, why not? Finally, it doesn't really matter how much of each you can give. Everything helps.
>
> To conclude, I believe that people who are able to donate money to charities should do so. In the same way, those who are able to give up their time to volunteer, should also do so. And if you can do both, even better to make sure those in need receive help.

2 **Read the essay again. Are these sentences *true* or *false*? Justify your answers.**

1 The writer presents three arguments to support their opinion.

_____

2 The writer states their opinion only once.

_____

3 The writer encourages people to take action.

_____

3 **In which paragraph (1–3) does the writer …**

A present arguments to support their opinion? _____

B conclude their argument? _____

C explain the general situation? _____

D repeat their opinion? _____

E give their opinion for the first time? _____

Writing skills

4 **In what order does the writer use the expressions below? What punctuation do they all use?**

A To conclude, … _____   **C** First of all, … _____

B Secondly, … _____   **D** Finally, … _____

5 **Complete the underlined phrases that help to sequence ideas in an opinion essay.**

all   furthermore   in   more   sum

1 To _____ up, I believe that charities have the power to make changes.

2 What's _____ , many environmental causes are led by charities.

3 All in _____ , I'd say that charities are a key part of our society.

4 _____ , the government should work more closely with charity organizations.

5 _____ conclusion, we should do what we can to help charities do their job.

6 **Choose the correct word to complete the sentences.**

1 In addition *for / to* this, many people also help directly those in need.

2 Some charities support animal causes, *such / like* as pets that don't have a home.

3 According *to / with* recent research, more than half of the population donate to charities.

4 Charities work with the government, *particular / particularly* in difficult areas.

5 To *conclude / conclusion*, charities need support.

6 I *strong / strongly* disagree with the statement that charities are not doing enough.

7 On the other *hand / side*, giving some of your time to society can make a difference.

7 **Which of the sentences in exercise 6 can you use to …**

A refer to a source of information? _____

B express an opinion? _____

C add an idea? _____

D contrast ideas? _____

E give an example? _____

F emphasize an idea? _____

G introduce the final argument? _____

For further consolidation, go to your Online Practice.

Writing An opinion essay

Preparing to write

8 **Read the task. Which topic would you prefer to write about?**

Choose one of the topics below and write an opinion essay. Write 120–150 words.

Is working as a volunteer the best way to prepare a young person for a career in a similar area?

Should schools organize volunteer work for their students in the local community?

9 **Complete the tips for opinion essays with one word from the box.**

background   qualify   topic   variety

1   Keep on _____ and make sure your ideas are related to the question.

2   Introduce the topic at the start. Give _____ information.

3   Use a _____ of opinion expressions.

4   End with a clear conclusion. You can _____ your opinion.

▶ Think and plan

10 **Make notes for the task above.**

Paragraph 1

• Rephrase the situation and add background information if necessary.

• Give your general opinion.

_____

_____

_____

_____

Paragraph 2

• Give three points to support your opinion.

_____

_____

_____

_____

Paragraph 3

• Conclusion.

• Give your opinion again.

_____

_____

_____

_____

▶ Write and check

11 **Write your review using your notes. Include:**

– three paragraphs as above.
– phrases from the box below.
– phrases for adding and ordering.

🔑 USEFUL LANGUAGE

Giving background information
According to (the media, etc.), …
It is generally agreed that …

Expressing opinions
I (strongly) agree / disagree that …
In my opinion / view, …
I believe that …

Adding and ordering ideas
Furthermore, / Moreover, …
What is more, …   In addition (to this), …

Contrasting ideas
On the one hand, …   On the other hand, …
However, …

Giving examples
For instance, …   … , such as …

Highlighting specific ideas
… , especially …   … , particularly …

Concluding
All in all, / To sum up, …
In conclusion, / To conclude, …

12 **Read your review and answer the questions below.**

1   Have you written three paragraphs? _____

2   Have you used any phrases for adding and ordering from exercises 4 and 5? _____

3   Have you used any other phrases from the Useful Language? _____

4   Have you checked your spelling and grammar? _____

5   Have you made your opinion clear and supported it with arguments? _____