

Longman English

# EDGE

2nd Edition

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 **Pearson**

 Global  
Scale of  
English  
Fast-track your progress


# 2B



# 5 Helping others

## My learning journey:

### Reading

- An article about a teenage volunteer and a poster about a fundraising event  Life & Society (Personal & Social Development)
- A formal email about a fundraising event 



Identifying the main theme or ideas of a text (I)

Technology Education (Strategies & Management)

### Vocabulary

- People in need
- Volunteer activities

### Language

- Asking questions politely (Indirect questions)
- Explaining the purpose of something (To-infinitive clauses)
- Commenting on amounts (Enough, too many / much, not enough, too few / little)

### Listening

- A discussion about organising a fundraising event



Identifying views

### Speaking

- Beginning group discussions about volunteering and fundraising



Beginning a group discussion

### Task

I will write an **email of invitation**.



Using a polite tone





## Warm-up

Here are some activities young people take part in to help others or to raise money for charities. Which of them would you like to do? Choose and tick three activities.

1 Flag day



2 Charity run



3 Dress Casual Day



4 Making items to sell



5 Dogathon



6 Tree planting



Which are the three most popular activities in your class? What other things would you like to do to help others?

## Pre-reading

## 1 Match these words (A–C) with their meanings.

- A tutor (n)  
(line 1) ☐ a group that helps people who are poor, ill, etc.
- B volunteer (n)  
(caption) ☐ someone who gives private lessons to a person or group
- C charity (n)  
(line 19) ☐ someone who works for free without being forced

## 2 Scan the text.

Which two non-profit groups are mentioned in the article?

\_\_\_\_\_

\_\_\_\_\_



Look for capital letters.

Have you ever thought about being a volunteer? Read an article to learn about a young person and his experiences while volunteering.

# More teens helping out

## Helping Hong Kong (HHK) matches teenagers with volunteer opportunities

1 Calvin To, a teenage volunteer tutor, remembers a special moment. One of his students, Timmy, shouted 'Hey, Mr Calvin! Let's go!' as he sat down to be tutored. 'It sounds pretty ordinary,' Calvin says, 'but I felt moved. It meant that the boy looked forward to our tutoring session.'

2 Not all of Calvin's primary-age students are like Timmy. Some feel that studying is too difficult.

5 'Too many don't get enough support at home. Their parents have too little time to help them with homework,' Calvin says. 'To improve their attitudes towards learning, one of my goals is to show them they can succeed.'

10 3 Calvin is one of a growing number of teenagers who have found voluntary work through Helping Hong Kong (HHK), a non-profit group that connects volunteers with charities. Thanks to its campaign to promote volunteering among students, the group now has nearly one thousand volunteers between the ages of thirteen and eighteen.



Young volunteer Calvin To with his student

15 4 Louise Fung, the Director of HHK, points out that volunteering benefits the volunteers as well as the people they help. 'It feels good to help others, but it's also an opportunity to make new friends,' she says. 'It's a great way to use your talents too. Someone who's good at badminton, for example, can volunteer to coach people with physical disabilities in the sport.'

**5** A year ago, Calvin contacted HHK. They connected him with Bookshelves, a charity that gives free lessons to children from underprivileged families. He also leads storytelling sessions for children in libraries now. Calvin's first experience of tutoring was reading storybooks to his young sister and later, helping her with her homework. 'It was really rewarding,' he says. 'That's what inspired me to volunteer to tutor other kids.'

**6** For students who are wondering if they may be too young to volunteer, Calvin has some advice. 'If you have enough time at weekends, go for it!' he says. 'Age doesn't matter when you're serving others.' This month, Calvin is working with a team of both teens and adults to organise a fundraising event for Bookshelves. 'We all help each other. It's a great experience!'

## WE NEED YOUR HELP TO HELP OTHERS!

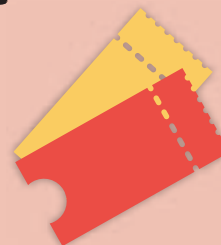
### Bring your whole family to the Bookshelves Fun Fair



Used book sale!



Storytelling!



Raffle with prizes!

Too many children in need receive too little help with reading.  
Help us to continue our work with underprivileged children.

### BOOKSHELVES

A NON-PROFIT ORGANISATION  
[www.bookshelveshk.org](http://www.bookshelveshk.org)

2 May  
2–5 p.m.  
Greenside Centre

### Values corner

#### Care for others

Some people say that 'charity begins at home'. What do you think this means? Do you agree?

### Grammar in text

We can explain the purpose of something by using **to-infinitive clauses**.

*one of my goals is to show them they can succeed*

*a great way to use your talents*

Can you find other examples in the text? Underline them.





## Reading skill


### Identifying the main theme or ideas of a text (I)

If some words and ideas appear often in a text, they may be related to its main theme. Skimming or reading through parts of a text quickly can help us find them quickly.

Heading → **From walking dogs to visiting the elderly**

Subheading → *The **charity Sunlight** offers a **wide range of services***

First sentence of each paragraph → *Laura is a volunteer with the **charity Sunlight**. ...*  
*She has been part of many of the group's **projects**. ...*

Photo → 

Caption → **Sunlight's elderly service**

Repeated words and ideas: *charity, Sunlight, services / projects*

→ **Main idea of the text: Introducing the projects of a charity called Sunlight**

**Part A** Answer the questions using information from Reading 1. Blacken one circle only.



- 1 What sort of people is the article about?
  - ☐ A managers of charities
  - ☐ B teenagers in need
  - ☐ C teenage volunteers
  - ☐ D young students
- 2 According to paragraph 1, Timmy \_\_\_\_\_.
  - ☐ A did not want to be tutored
  - ☐ B did something to upset Calvin
  - ☐ C enjoyed learning with Calvin
  - ☐ D was very intelligent
- 3 Calvin thinks that studying would be easier for some of his students if they had \_\_\_\_\_.
  - ☐ A less difficult homework
  - ☐ B more help at home
  - ☐ C more room to study at home
  - ☐ D more time to do homework
- 4 Louise Fung gives \_\_\_\_\_ reason(s) why volunteering is good for volunteers.
  - ☐ A one
  - ☐ B two
  - ☐ C three
  - ☐ D four
- 5 In paragraph 5, Calvin says he decided to volunteer because he enjoyed \_\_\_\_\_.
  - ☐ A helping his sister
  - ☐ B storytelling in libraries
  - ☐ C tutoring children from poor families
  - ☐ D working with charities
- 6 The main idea of paragraph 6 is that \_\_\_\_\_.
  - ☐ A Calvin likes organising events
  - ☐ B people of all ages can be volunteers
  - ☐ C volunteers always work in teams
  - ☐ D volunteers must help each other
- 7 This article is aimed at \_\_\_\_\_.
  - ☐ A groups looking for volunteers
  - ☐ B people who want to become tutors
  - ☐ C students and parents looking for tutors
  - ☐ D teenagers interested in volunteering
- 8 According to the poster, which of the following can we NOT do at the fun fair?
  - ☐ A buy a used item
  - ☐ B borrow a book
  - ☐ C listen to a story
  - ☐ D win a prize

## Pre-reading

### 1 Skim the text.

Underline the correct answers.

a) This text is a(n) (formal / informal) email.



Look at the greeting and the closing.

b) Michael Li is the (recipient / sender).  
Linda Shum is the (recipient / sender).

### 2 Scan the text.

What company does Michael Li work for?

\_\_\_\_\_

Linda Shum is the secretary of her school's Social Service Club. Read her email to Michael Li, the manager of a store that has supported the club's events in the past.

#### The Green Lake College Family Fair

**To:** Michael Li

**From:** Linda Shum

**Subject:** The Green Lake College Family Fair

Dear Mr Li

**1** I am Linda Shum, the secretary of the Green Lake College Social Service Club. On behalf of the club, I would like to thank you and your company, Saga Department Store, for your very generous support of our club in the past. Your donations have helped us to set up a school programme to visit the elderly and organise fundraising activities.

**2** I am writing to ask for your continuous support this year. Could you let us know if it would be possible for Saga to be a sponsor of our upcoming Family Fair?

**3** The Family Fair will be held at the Green Lake College playground on the 30th of May from 11 a.m. to 4 p.m. All families in the neighbourhood will be welcome to attend. The fair will feature games, competitions and magic shows. There will also be booths to sell art and handicrafts made from recycled materials.

**4** The aim of the fair is to raise funds for Little Friends, a non-profit animal welfare group that rescues and finds homes for abandoned small pets. Too many pet owners think it is acceptable to abandon small animals such as hamsters, and too few groups have the resources to care for them. We hope to raise enough money to help Little Friends to continue their work for another year.



**5** We would appreciate it very much if Saga could donate some small toys or gadgets that we can use as game prizes at the fair. Although we have enough drinks to sell at the refreshment booths, we still have too little snack food, so  
 20 could you let us know whether Saga could donate some light snacks as well? Lastly, we do not have enough judges for the fair's singing competition, so we were wondering if anyone from Saga would like to be our guest judges.

**6** We sincerely hope you will agree to be a sponsor of our Family Fair. We also hope very much that you or a colleague can visit our fair. We are sure  
 25 that you and your family will find it entertaining. Please let me know if you require any further information.

Yours sincerely

Linda Shum

Secretary, Green Lake College Social Service Club

### Values corner

#### Be selfless

Do you think it is equally important to help animals and people if both are in need? Why or why not?

#### Set achievable goals

Linda had an achievable goal of finding a sponsor for the fair. Why is it important to set achievable goals?

### Grammar in text

We can ask questions politely by using **indirect questions**.

*Could you let us know if you would attend the fair with your family?*

*We were wondering if you would be able to help these animals.*

What examples can you find in the text? Underline them.

## Comprehension 2



**Part A Text analysis** Match the paragraphs in the email with their functions. Write the correct letters (A–F) in the spaces provided. Use each letter once only.

Paragraph	
1	
2	
3	
4	
5	
6	

### Function

- A** Explain the purpose of the event.
- B** Give details of the event.
- C** Give the main reason for writing.
- D** Introduce the writer and thank the recipient for past support.
- E** Politely ask for help from the recipient.
- F** Repeat the main request and encourage the recipient to attend the event.



**A** What are some other parts of speech of the words below? Write one word in each space provided.

	Noun	Verb	Adjective	Adverb
a)	continuation		continuous	continuously
b)	entertainment		entertaining	
c)				generously
d)	organiser		organised	
e)	refreshment	refresh	refreshing	
f)	support		supportive	supportively
g)	volunteer			voluntarily

**B** Use some of the words from Part A to fill in the blanks below.

- We joined a tree planting event last month. It was a \_\_\_\_\_ experience because we learnt something new and it allowed us to get close to nature.
- Thank you for donating such a large sum of money to the animal centre. Your \_\_\_\_\_ and support has helped many abandoned animals!
- To be truly \_\_\_\_\_ of others, we must listen carefully to their needs and offer them the right kind of help.
- Z&A Pizza has very <sup>a</sup> \_\_\_\_\_ agreed to sponsor our annual fun fair for three years. They'll give us free pizza this year, and will <sup>b</sup> \_\_\_\_\_ to do so for the next two years!
- As the <sup>a</sup> \_\_\_\_\_ of the charity talent show, we want to hold a very <sup>b</sup> \_\_\_\_\_ event — one that will give everyone a good laugh!
- Lisa helps at the homeless shelter <sup>a</sup> \_\_\_\_\_. It means she doesn't get paid, but she really wants to <sup>b</sup> \_\_\_\_\_ the people there who need help.

## People in need

- |   |                |                  |
|---|----------------|------------------|
| A orphans                               | D refugees     | G the poor       |
| B people with intellectual disabilities | E the elderly  | H the unemployed |
| C people with physical disabilities     | F the homeless |                  |

A Match the people in need with the following descriptions. Write the letters (A–H) in the boxes.

### People who ...

- |   |                          |   |                          |
|---|--------------------------|---|--------------------------|
| 1 are children whose parents have both died | <input type="checkbox"/> | 5 have difficulty in learning and communicating | <input type="checkbox"/> |
| 2 are of age sixty-five or above            | <input type="checkbox"/> | 6 have little money and few belongings          | <input type="checkbox"/> |
| 3 cannot use a part of their body properly  | <input type="checkbox"/> | 7 have no place to live                         | <input type="checkbox"/> |
| 4 have been forced to leave their country   | <input type="checkbox"/> | 8 want a job but do not have one                | <input type="checkbox"/> |

B Complete the newspaper clippings using the words and phrases for **people in need** from the box above.

Mr Wong was a dishwasher at a restaurant that closed. Now he is one of <sup>1</sup> \_\_\_\_\_ and worries that he cannot find another job.

It is difficult for <sup>2</sup> \_\_\_\_\_ to move around the city.  
For example, wheelchair users cannot enter buildings with stairs.

The <sup>3</sup> \_\_\_\_\_ in our community cannot return home, but many of them are not allowed to work and earn money in this country either.

Health care for <sup>4</sup> \_\_\_\_\_ is a challenge because they have more health problems than other age groups.

In the past, it was a common belief that <sup>5</sup> \_\_\_\_\_ could never read or write well. Now, with support, they can become successful students.

More must be done to help <sup>6</sup> \_\_\_\_\_. Many of them are living out in the cold below bridges or in tunnels under streets.

## Asking questions politely (Indirect questions)

If we want to ask for information or help from someone we do not know well, we can do this very politely with an **indirect question**.

### Direct question

Where is the Fun Fair?



### Indirect question

Can you tell me where the Fun Fair is?

To form indirect questions, ...	Examples
<b>1) use an introductory phrase.</b> e.g. Can you explain ... ? Can you tell me ... ? Do you know ... ? Do you think ... ? I was wondering ...	What time does the Fun Fair start? ↳ Can you tell me what time the Fun Fair starts? How can I volunteer? ↳ I was wondering how I can volunteer.
<b>2) use <i>wh</i>-words for information questions.</b>	Who is the organiser of the event? ↳ Do you know <b>who</b> the organiser of the event is?
use <i>if</i> or <i>whether</i> for yes / no-questions (except after <i>Do you think ...?</i> ).	Can I volunteer to deliver food? ↳ I was wondering <b>if</b> I can volunteer to deliver food. Is it difficult to tutor children? ↳ Do you think it is difficult to tutor children?
<b>3) use the same word order as in statements.</b>	What <b>is a non-profit group</b> ? ↳ Can you explain what <b>a non-profit group is</b> ?
<b>4) leave out <i>do</i>, <i>does</i> or <i>did</i>.</b> (Change the form of the main verb if necessary.)	Why <b>does</b> the group <b>need</b> volunteers? ↳ Can you tell me why the group <b>needs</b> volunteers?

### Note

In a statement, the main verb comes after the subject.

**Let's practise** You are preparing questions to ask a speaker from a group that helps the elderly. Change the following direct questions into **indirect questions**.

**1** Why do the elderly need our help?

Can you explain \_\_\_\_\_

**2** How many volunteers does your organisation have?

Do you \_\_\_\_\_

**3** Can students volunteer to help?

I \_\_\_\_\_

**4** Is it rewarding to help the elderly?

Do \_\_\_\_\_



Your friend Chris has prepared a speech about his volunteering experience to give at your Social Service Club. There is a mistake in each numbered line. Underline the mistakes and write the correct words in the spaces provided. Use what you have learnt **in this unit** and **previously** to help you. One has been done for you.

## Hint

Remember what you have learnt in previous units and books:

- Connectives of reason, purpose, result and example
- Defining and non-defining relative clauses
- The present perfect continuous

- Good morning, everyone. I'm Chris Lee. I've come and share my volunteering experience with you.
  - I wonder that anyone here has heard of a charity called Maya.
  - That's where I volunteer. A year ago, I noticed that too many
  - furniture and too much household items were being thrown out at my estate, so I contacted Maya. They resell unwanted items to
  - supporting the elderly, refugees and other people who have too
  - few money. Maya helped me organise a donation campaign at my
  - estate. It was a big success and my neighbours have been donated furniture ever since.
  - After that, I wanted to do more to help, because I now help out at
  - Maya's second-hand shop. We resell used items to raised funds and
  - also to help the poor. For example, for buy a new rice cooker, you
  - usually need a few hundred dollars, but that's often too many for a lot
  - of poor people. The customers which come to our shop are usually very excited to buy a second-hand rice cooker for only thirty dollars!
  - Now you've heard about what Maya does, I am wondering what any of you may consider volunteering. If so, please let me know.
  - I'll stop here to make sure we have much time for questions.
- Thank you for asking me to speak.

to



## Listening skill

### Identifying views

Speakers may express their views (thoughts and beliefs) directly or indirectly. We can identify them by listening for key words and phrases with positive, negative or neutral meanings.

Should we organise a charity walk?

#### Indirect answers:

It's a **healthy** activity. I think it'll be lots of **fun** too.

I **don't mind**. Students **might** enjoy it.

Many students have **no interest** in hiking. You'll **never get people involved**.

#### Direct answers:

It's a **great** idea!

I'm **not sure**.

It's **not** a **good** idea.

#### Positive view

#### Neutral view

#### Negative view\*

\* It is important to listen carefully for words such as **no**, **not** and **never**. They are often used with a positive word or phrase to give a negative view.



#### Let's listen

Three members of the Social Service Club, Alan, Neera and Helen, are discussing what type of fundraising event to organise. Listen to their discussion and complete the note sheet below.

#### Purposes of the fundraising event

- to raise money to <sup>1</sup> \_\_\_\_\_
- to <sup>2</sup> \_\_\_\_\_



**Views on suggested events** Tick the correct boxes and write the reasons in the spaces provided. You do not need to write complete sentences.

Event	Name	Positive	Neutral	Negative	Reason(s) given
Jumble sale	<sup>3</sup> Alan				<sup>4</sup>
	<sup>5</sup> Neera				<sup>6</sup>
	<sup>7</sup> Helen				<sup>8</sup>
Talent show	<sup>9</sup> Alan				<sup>10</sup>
	<sup>11</sup> Neera				<sup>12</sup>
	<sup>13</sup> Helen				a) <sup>14</sup> b) <sup>15</sup>

**Final decision:** The club will <sup>16</sup> \_\_\_\_\_.



## Speaking skill

### Beginning a group discussion

Beginning a group discussion in the right way helps us get it going in the right direction. We can begin a discussion using the following steps.

1

Getting started

*Let's begin / Let's start, shall we?*

2

Introducing the topic

*We need to discuss ideas for encouraging more students to volunteer. / Today we have to make suggestions for encouraging more students to volunteer.*

3

Getting people talking

*Who wants to begin? / What does everybody think? / Shall I go first?*

Work in a group of three or four. Take turns to practise beginning a group discussion. Each of you should choose a different topic below.

**A**ppendix  
→ 6

Your principal has asked you to help organise a storytelling event for children living nearby. Your group is meeting to discuss this.

Your teacher wants you to discuss whether raffles are a good way for schools to raise money.

**GROUP  
DISCUSSION  
TOPICS**

You are members of your school's Volunteering Team. You want to organise a visit for students to learn more about people in need. You are meeting to discuss this.

Your school is planning on requiring all students to spend 50 hours doing voluntary work every year. It has asked students for their opinion on the idea.



## Task

## Write an email of invitation

## HELPING OTHERS DAY

30 May

## Have Fun and Help Out

Featuring: Guest speakers • Workshop • Talent show  
and many more ...

You are the Secretary of the Southern College Social Service Club. You are organising Helping Others Day, a whole-day event with several activities about volunteer work. The Club President has asked you to write an email to invite a guest or a group of guests outside the school (e.g. representatives from a charity, a pop star) to participate in the event.

## STEP 1 Get ready

Let's look at the genre and work out the audience, purpose(s) and style for this task. Tick the correct boxes.

## G.A.P.S.

**Genre:** Email of invitation**Audience:**

A guest or a group of guests outside the school, who is a person / are people ...

- ☐ you are close to  
☐ you do not know well

**Purpose(s):**

- ☐ to give an opinion  
☐ to give information  
☐ to make a complaint  
☐ to make a request

**Style:** ☐ informal ☐ semi-formal ☐ formal

An invitation email should be ...

- ☐ friendly and entertaining ☐ informative and persuasive

# Vocabulary Bank

## People in need

- orphans (*n*) p. 12  
 people with physical disabilities (*n phr*) p. 4  
 the elderly (*n phr*) p. 6  
 the needy (*n phr*) p. 13  
 the unemployed (*n phr*) p. 12  
 people with intellectual disabilities (*n phr*) p. 12  
 refugees (*n*) p. 12  
 the homeless (*n phr*) p. 12  
 the poor (*n phr*) p. 12  
 underprivileged families (*n phr*) p. 5

## Volunteer activities

- caring for rescued animals (*n phr*) p. 13  
 collecting used clothing (*n phr*) p. 13  
 organising fundraising activities (*n phr*) p. 13  
 tutoring children (*n phr*) p. 6  
 voluntary work (*n phr*) p. 4  
 coaching people with disabilities (*n phr*) p. 13  
 delivering food to the homeless (*n phr*) p. 13  
 storytelling in libraries (*n phr*) p. 6  
 visiting the elderly (*n phr*) p. 6  
 walking dogs (*n phr*) p. 6

## Talking about offering help

- find sth\* worthwhile (*v phr*) p. 25  
 get involved (*v phr*) p. 25  
 make a (big) difference (*v phr*) p. 13  
 opportunity (*n*) p. 4  
 for a good cause (*exp*) p. 22  
 give back to (the community) (*v phr*) p. 25  
 make an impact (*v phr*) p. 25  
 raise awareness of (*v phr*) p. 24

## Groups or people that offer help

- charity (*n*) p. 3  
 non-profit group (*n phr*) p. 4  
 volunteer (*n*) p. 4  
 community centre (*n phr*) p. 15  
 outreach worker (*n phr*) p. 24  
 counsellor (*n*) p. 24  
 social enterprise (*n phr*) p. 16

## Organising fundraising activities

- auction (*n*) p. 25  
 drop-off (*n*) p. 22  
 jumble sale (*n phr*) p. 19  
 representative (*n*) p. 21  
 campaign (*n*) p. 4  
 gala dinner (*n phr*) p. 25  
 raffle (*n*) p. 5  
 sponsored walk (*n phr*) p. 25  
 donation (*n*) p. 8  
 handicraft (*n*) p. 8  
 refreshment booth (*n phr*) p. 9  
 talent show (*n phr*) p. 11

## Other vocabulary

- abandon (*v*) p. 8  
 feature (*v*) p. 8  
 on behalf of (*prep phr*) p. 8  
 wheelchair (*n*) p. 12  
 appreciate (*v*) p. 9  
 grateful (*adj*) p. 22  
 recipient (*n*) p. 8  
 Yours faithfully (*exp*) p. 22  
 assure (*v*) p. 25  
 moved (*adj*) p. 4  
 welfare (*n*) p. 8  
 Yours sincerely (*exp*) p. 9

\* sth = something