

10A | Good deeds

SPEAKING

- 1 Work in pairs. Read the information about Howard Drew and Li Ka-Shing and decide which man is more generous. Explain your reasons.

Howard Drew

Since becoming a blood donor in the 1940s, Drew has donated over 130 litres of blood, enough to save the lives of countless numbers of people. Drew's own life was saved after a blood transfusion.



Li Ka-Shing

One of the most generous philanthropists in the world, Li Ka-Shing has given over \$140 million to educational causes in East Asia and millions more to help victims of the tsunami in the Indian Ocean.



- 2 Work in small groups. How many different examples of altruistic behaviour can you think of?

altruism /'æltru,ɪz(ə)m/ noun [U] a way of thinking or behaving that shows you care about other people and their interests more than you care about yourself

altruistic /,æltru'ɪstɪk/ adj thinking or behaving in a way that shows you care about other people and their interests more than you care about yourself

- 3 Work in pairs. Discuss these questions.
 - What is the most altruistic thing that a person can do?
 - Have you ever made a sacrifice for another person? If so, explain what happened.
 - Would you ever make a sacrifice for someone you did not know? If so, in what circumstances?

READING

- 1 Look at the title of the article. Imagine that a visitor from outer space asked you this question. How would you answer?
- 2 Read the article and choose the best summary 1–3.
 - 1 Human beings have altruistic genes.
 - 2 Human beings are much less selfish than other animals.
 - 3 Human beings have evolved to behave in an altruistic way.
- 3 Put the sentences 1–6 into the gaps a–f in the article.
 - 1 Genes are no excuse for immorality.
 - 2 Most famously of all, insects like bees and ants will spend their whole lives working for the good of the colony.
 - 3 On the international stage, we honour altruistic individuals like Nelson Mandela, Aung San Suu Kyi or Mother Teresa who sacrifice their freedom or comfort in order to improve the lives of those around them.
 - 4 The puzzle shows that there is a conflict between what is good for the individual and what is good for the group.
 - 5 There are, in other words, very good reasons for us to act in an unselfish way.
 - 6 Why are we ready to help others whose genes we do not share?
- 4 Do you agree with the arguments in the text? Can you remember your last three good deeds?

VOCABULARY: reflexive verbs

- 1 Look at the article again. How many reflexive verbs can you find?

endanger themselves

- 2 Complete the sentences with a word from the box.

adapt content deceive express pride remind

- 1 We often _____ ourselves about our real reasons for doing something.
 - 2 People should _____ themselves on their appearance.
 - 3 People _____ themselves through their actions more than their words.
 - 4 We should _____ ourselves with what we have and not expect more.
 - 5 At some point in their life, everybody has to _____ themselves to new circumstances.
 - 6 It's a good idea to _____ yourself from time to time that life is short.
- 3 Work in pairs. Do you agree with the sentences in exercise 2?

Why are humans good?

Human beings, as a species, like to consider themselves different from other animals. We use words for animals – dog, pig or monkey, for example – as insults, and we pride ourselves on those aspects of our behaviour and culture that set us apart from the rest of the animal kingdom. Unlike other animals, we attach great importance to moral values, and we respect those members of our race who distinguish themselves by devoting their lives to the benefit of others. (a) _____

But recent research into our genetic make-up has shown that human beings and animals are not so different. We share more than 90% of our genes with chimpanzees, and even 60% of chicken genes are very similar to our own. What is more, there is increasing evidence that many animals also share our capacity to behave in an altruistic way. Some birds will help other birds to feed their young and to protect the nest. Some species of monkeys give alarm calls to other members of their troop to warn of danger, even though they endanger themselves in the process. (b) _____

Biologists have known for some time that many animals, including humans, are prepared to sacrifice themselves for their family, especially their young. By doing so, they give the genes that they share with their family a better chance to survive and reproduce. We can expect animals to behave in a way that increases their own genes' chances of survival, but this does not explain why altruistic behaviour is common in humans and other animals. (c) _____

In an attempt to provide answers to this question, scientists have turned to a puzzle known as 'The Prisoner's Dilemma' (see right). In the puzzle, the best move for both prisoners is to give evidence against the other because they do not know what the other will do. But this is only the case when the puzzle is considered from the point of view of the individual prisoner. If we ask ourselves which behaviour is best for the group (the group of two prisoners), the answer is very different. From the point of view of the group, it is better for both prisoners to remain silent because the total amount of time in prison will only be one year (2 x six months). (d) _____

It was Charles Darwin who first suggested that the process of natural selection in evolution works at the level of the group. Selfish individuals have a better chance of surviving than altruistic individuals, and they will benefit from the altruism of the others. But altruistic groups have a much better chance of survival than selfish groups, because, in the long run, selfish groups destroy themselves. It is for this reason, suggest evolutionists, that societies that adopt cooperative behaviour are likely to last longer than those where it is every man for himself. (e) _____

Evolutionary theory can therefore provide at least a partial explanation of why humans and other animals are capable of doing good deeds. Evolutionary biologists offer a genetic explanation for the way we act, but they do not suggest that we have genes for good behaviour and genes for bad behaviour. Our genes do not pre-programme us to behave in a particular way, even though they have contributed to the evolution of our society. (f) _____



The Prisoner's Dilemma

Two criminals are arrested by the police. At first, the two criminals remain silent, but the police have enough evidence to send both of them to prison for six months. The police then speak to each of the criminals and offer them a deal.

If one prisoner agrees to give evidence against the other, he will go free. The other will spend ten years in prison.

If both prisoners give evidence against each other, they will both spend two years in prison. Neither prisoner knows what the other will decide to do. What would you decide?



10B | Giving

SPEAKING


- 1 Work in small groups. Read the situation below and decide what you would do.

A well-dressed woman stops you in the street and asks you, in a foreign accent, for £5. She explains that she has been robbed. Her coat, money and telephone have been stolen. She needs the money to get home. If you decide to give her the money, turn to card #1 on page 144. If you decide not to give her the money, turn to card #2 on page 147.




- 2 Work with students from other groups. Compare your stories.

LISTENING

- 1  2.17 Listen to a dialogue between a woman who works in a charity shop and her husband. Answer the questions.

- 1 What did the three visitors to the shop want?
- 2 Did they immediately get what they wanted?



- 2  2.17 Listen again and complete the sentences. Then check your answers in audioscript 2.17 on pages 160–161.

- 1 The shop assistants were pleased to get £500 for the coat because _____.
- 2 The man's ex-girlfriend had put the coat in the bin because _____.
- 3 Moira took the man's phone number so that _____.
- 4 The shop assistants found the coat again a few weeks later while _____.
- 5 They found the envelope in the pocket of the coat while _____.
- 6 Moira took the money to the bank because _____.
- 7 The second man didn't like the coat because _____.
- 8 The shop assistant didn't admit that she had seen the coat because _____.

- 3 Work in pairs. Discuss these questions.

- What do you think Moira said to her friend?
- Do you think the shop should return the money to the man who had left it in the pocket?

GRAMMAR: reporting

- 1 Correct the mistakes in the sentences.

- 1 She said she has seen it in the window.
- 2 She asked how much did it cost.
- 3 We hadn't thought how much should we ask for it.
- 4 We couldn't help wondering what he is doing.
- 5 He asked us we had any black leather coats.
- 6 She told him that we sold a nice one the day before.
- 7 He explained that his ex-girlfriend put the coat in the bin.
- 8 He wanted to know was there any way to get it back.

- 2 Change the sentences in exercise 1 to direct speech or direct thought.
- 3 Put the sentences into reported speech.
- 1 'An extraordinary thing happened at work today,' she told her husband.
 - 2 'Did Moira arrive on time?' he asked her.
 - 3 'He could probably have bought the whole shop if he'd wanted to,' she said.
 - 4 'What are you going to do?' he asked.
 - 5 'I'll take it to the bank on my way,' she said.
 - 6 'Has Moira gone out for lunch?' she wondered.
- 4 Work in pairs. Imagine the telephone dialogue between the woman in the recording and her friend, Moira.
- 5 Now work with another pair of students. Tell them what Moira and her friend said.

When we report someone's words or thoughts, the verb forms often move into the past.

'It's a bit risky.'

She said *it was a bit risky.*

'I may give him a call.'

She thought *she might give him a call.*

Use the normal word order of statements in reported questions (ie do not use the auxiliaries *do* or *did* in the present and past tense).

He asked what I was doing.

(Not *He asked what was I doing.*)

He asked what it looked like.

(Not *He asked what did it look like?*)

Introduce reported *yes/no* questions with *if* or *whether*.

He asked if we had any black leather coats.

We do not need to change the verb form into the past (1) if we report something that is still true or relevant now, or (2) if the reporting verb is in the present tense.

'Will you lend me your phone?'

She asks if you will lend *her your phone.*

SEE LANGUAGE REFERENCE PAGE 104

VOCABULARY: collocations with *give*

- 1 Look at audioscript 2.17 on pages 160–161. Find and underline examples of the word *give* and the objects of the verb.
- 2 Choose the correct expression to complete the sentences.
 - 1 Hard work often gives me *consideration / a headache*.
 - 2 I don't give a *damn / speech* what other people think of me.
 - 3 I don't give a *lot of thought / piece of my mind* to my future.
 - 4 I like new experiences and I'll give anything a *try / warning* once.
 - 5 I sometimes give people *permission / the impression* that I'm older than I am.
 - 6 If I'm not sure about someone, I always give them a *lecture / the benefit* of the doubt.
 - 7 People often ask me to give them a *hand / problems* with their work.
 - 8 When I'm on holiday, I give my friends a *call / priority* every few days.
- 3 Work in pairs. Are the sentences in exercise 2 true for you? For each sentence, give some extra information.

No, it's not true for me. I often enjoy doing hard work.

DID YOU KNOW?

- 1 Work in pairs. Read about charity-giving in the UK and discuss the questions.



More than 30 million red poppy badges are sold in Britain every year to raise money for people who have been injured or lost their lives serving the country. At other times of the year, you will see people wearing pink geranium flower badges (for the blind), red ribbons (for Aids) or yellow bracelets (for cancer). About two-thirds of people in Britain regularly give money to charities, and each year many millions of pounds are collected. Volunteers collect donations at train stations, in streets and pubs and at work. Throughout the year, thousands of charity events are organized and, at Christmas time, people buy Christmas cards from their favourite charities. The most popular charities are those that fund medical research or provide help for children and young people. Charities that rescue or look after animals are also well supported.

- Is charity-giving popular in your country?
- How do people raise money for charity?
- What are the most popular charities?
- Are there any charities that you support? Why?

10c | Aid worker

Rainforest Protection Agency

Positions vacant



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COMMUNICATIONS COORDINATOR
CENTRAL AMERICA



SPEAKING & VOCABULARY: job responsibilities

- 1 Work in pairs. Look at the advert above and answer the questions.
 - What job is being advertised?
 - What do you think the job might involve?
- 2 Read the job description and check your answers to question 2 of exercise 1.

Post: Communications Coordinator Central America

The Rainforest Protection Agency (RPA) is an international non-profit organization dedicated to protecting ecosystems and the people and wildlife that depend on them.

The Communication Coordinator will

- **promote** the RPA's work in Central America.
- **liaise** between local projects and the central organization.
- **oversee** translation to and from Spanish of written materials as needed.
- **participate** in conferences both nationally and internationally.
- **coordinate** the work of local volunteers.
- visit local projects periodically to **track** developments.
- **seek out** and actively encourage potential projects in the region.
- **facilitate** applications for grants.

- 3 Match the words in bold in the job description to the definitions 1–8.

- 1 follow the progress of something
- 2 create a link between two groups
- 3 look for something
- 4 take part in something
- 5 draw people's attention to something
- 6 organize the various parts of a job
- 7 check something is done correctly
- 8 help people do something

- 4 Work in pairs. Look at the main responsibilities of the job described in exercise 2 and decide which would be ...

- a the most interesting.
- b the most time-consuming.
- c the hardest work.

Justify your answers.

- 5 Work in pairs. Tell your partner about your job or the job of someone you know well. Explain what the job is and what the main responsibilities are.

READING

- 1 Read an article about a communications coordinator's day-to-day life. Answer the questions.

- 1 Which of the tasks in the job description are mentioned in the article?
- 2 What other tasks are mentioned?

- 2 Read the article again and correct the statements.

- 1 John spends about a third of his time travelling.
- 2 He can only access his email when he's at home.
- 3 He spends most of his time preparing promotional materials.
- 4 He doesn't enjoy this aspect of his work.
- 5 He prefers writing to travelling.
- 6 He likes being able to tell people what to do.
- 7 He finds it difficult to find volunteers.
- 8 He's going to stay in his job for the foreseeable future.

- 3 Which aspect of John's job would you find most interesting? Why?

A DAY IN THE LIFE OF ...



John Betterman, Communications Coordinator for the Rainforest Protection Agency, Central America.

5 Days always start early, at about 6am. It's great waking up to a tropical sunrise and it's also the coolest time of day. The first thing I do is make a coffee and go out
10 onto my veranda to check my email and find out what's been happening in the news. Of course, seven mornings out of ten I'm

15 not at home, but that doesn't disrupt my routine. With satellite phones and my faithful laptop, I can surf the web and catch up on the news wherever I am. That's a very important part of my job. I need to know what's happening, not only on a national level, but on an international level too. People are counting on me to tell them what's going on. For example, this morning there
20 was a story from Norway **warning** coffee growers not to sell their beans to the big multinationals. I need to find out more about that and pass the information on.

25 My time is shared more or less equally between sitting in front of my laptop, writing press releases and articles, and travelling around Central America, visiting projects and helping the local people access and administer the grants that are available to them. I love both sides of my job. The writing and translating is stimulating – and challenging. Promoting the RPA's work is easy, the hardest part is **encouraging** big businesses to see the error of their ways and change their business practices. It's easy
30 enough to **persuade** them to give money to sponsor specific projects, but it's very difficult to **convince** them to make changes if they can't see the profits.

35 But much as I enjoy the writing, my favourite part of the job is at grassroots, coordinating the local volunteers and meeting the people who live in and around the rainforest. The day before yesterday I visited a farmers' cooperative in the North. They've just been awarded an RPA grant. The village elders held a meeting to decide what to do with the money. They **invited**
40 me to take part. My role in these meetings is to observe and facilitate. I'm not there to tell them what to do, but I do want to help them make informed decisions. One of the elders **proposed** spending the money on seeds, whilst others **suggested** inviting a consultant to visit the farm and help them make the right
45 choice. I **promised** to find someone who'd do it free of charge. My job now is to seek out the right person, and then to **persuade** them to come and help out. Neither thing should be too difficult, there are a lot of people out there who are very happy to help out, they just need to know how to do it.

50 Today I'm meeting a delegation of journalists from Indonesia who are here to compare the conservation work here in Central America with their projects back home. They're only here for three days and I've **agreed** to show them as much as I can in the short time they've got. It'll be interesting from a personal point
55 of view as well, as I'm leaving my job here in Central America at the end of the year and joining the team in South-East Asia.

GRAMMAR: reporting verbs & patterns

Reporting verbs are followed by a number of different verb constructions. Here are three common patterns.

1 **Reporting verb + verb + -ing**

They **mentioned wanting** to visit our model farm.

(also: *deny, admit*, (1) _____ (2) _____)

2 **Reporting verb + to + infinitive**

They **offered to sponsor** one of our projects.

(also: *refuse, threaten* (3) _____ (4) _____)

3 **Reporting verb + object + to + infinitive**

I **advised them to ask** a consultant to help them.

(also: *tell, ask*, (5) _____ (6) _____ (7) _____ (8) _____ (9) _____)

NB In negatives *not* comes before the verb.

He told me **not to worry**.

She suggested **not telling** him until the next day.

➤ SEE LANGUAGE REFERENCE PAGE 104

1 Look at the highlighted verbs in the article, underline the verb that follows them and then add them to the appropriate list of verbs, 1, 2 or 3, in the grammar box.

2 Report the direct speech using verbs from the grammar box.

- 1 'Honestly, it wasn't me. I didn't have anything to do with it.'
- 2 'Go on, have another one. There's plenty of time.'
- 3 'Listen, I know it's late but I'll definitely have it done by the end of the day.'
- 4 'Why don't we just leave it till tomorrow?'
- 5 'Would you like to join us?'
- 6 'Watch out! Don't cross, there's a car coming!'
- 7 'Don't worry. I'm sure you'll do much better next time!'
- 8 'No, I'm sorry, but I just won't do it. I don't think it's fair.'

3 Work in pairs. Look at the reported speech in exercise 2 and discuss these questions.

- Who's speaking to who?
Number 1 could be a pupil talking to a teacher.
- Have you said any of these things recently?
- Has anyone said any of them to you?

10D | A good job

SPEAKING

- 1 Work in pairs. Discuss this situation. A friend is worried about a job interview they have next week and needs some help preparing for it. What advice would you give him/her?
- 2 Read the advice sheet below and answer the questions.
 - 1 Do you think the advice is helpful?
 - 2 Which question would you find most difficult to answer? Why?
 - 3 Think of three more questions an interviewer might ask.
 - 4 Have you, or anyone you know, been interviewed for a job recently?
 - 5 What was the job? What questions did the interviewer ask? Did you (or they) get the job?

LISTENING

- 1 🎧 **2.18** Listen to Annette being interviewed for John Betterman's job as Communications Coordinator for the RPA. Did she follow the tips in the advice sheet?
- 2 🎧 **2.18** Listen again and complete the questions that the interviewer asks Annette.

| | |
|-----------------------|---------------------|
| 1 Can you tell _____? | 4 What do _____? |
| 2 Why are _____? | 5 What about _____? |
| 3 And what do _____? | 6 Are there _____? |
- 3 🎧 **2.18** Listen again and make notes about Annette's answers to the questions in exercise 2.
- 4 Work in pairs. Discuss these questions.
 - Which question did Annette answer best?
 - What mistake did she make?
 - Do you think she has a good chance of getting through to the next stage in the recruitment process?

The screenshot shows a web browser window with the URL www.preparingforajobinterview.com. The page title is "Preparing for a job interview 1". Below the title, it says "Prepare a 'script' for the three most common interview questions:". There are three numbered tips:

- 1 What are your strengths and weaknesses?**
 - 1 List your strengths and weaknesses.
 - 2 Choose two strengths relevant to the job.
 - 3 Think of examples of these strengths.
- 2 Why are you interested in the job and what can you bring to it?**
 - 1 Read the job description carefully and think of two reasons for wanting the job.
 - 2 Underline all the job requirements and make sure you can fulfill them.
 - 3 Back up all claims with a story about relevant experience and/or qualifications.
- 3 Why do you want to work for us?**

Find out all you can about the company. Visit their website and use a search engine to get extra information.

Remember – be as specific as possible at all times and avoid vague language.

Click here for tip 2

The background of the page features a photograph of a young woman with dark hair, wearing a white shirt, smiling and looking towards the right. She is sitting at a desk with a pen in her hand, appearing to be in an interview or meeting.

FUNCTIONAL LANGUAGE: job interviews

- 1 Complete the sentences in column A with a phrase from column B. Check your answers in audioscript 2.18 on page 161.

A

- 1 I've been working in
- 2 To start with I worked as
- 3 The job involves
- 4 I'm usually good at
- 5 I've worked on various projects where
- 6 I take pride in my ability to
- 7 I think this post would give me the chance to
- 8 I know I have a tendency to

B

- a get carried away sometimes.
- b meet tight schedules and deadlines.
- c a volunteer at a local radio station.
- d develop my skills in this area.
- e the communications sector since I left university.
- f attending conferences and giving talks.
- g I had to coordinate the work of small groups of volunteer workers.
- h setting priorities.

- 2 Match the sentences in exercise 1 to the categories a–d.

- a the job she has applied for
- b past experience
- c her present job
- d strengths and weaknesses

- 3 Use expressions from exercise 1 to write five sentences about yourself, your past experience and your strengths and weaknesses.

- 4 Work in pairs. Show your sentences to your partner. Ask him/her to advise you on what kind of job would be best for you.

- 5 Look at audioscript 2.18 on page 161 again and underline any other language that might be useful in a job interview.

PRONUNCIATION: intonation (questions & statements)

- 1 🎧 2.19 Read the information and listen to the examples.

We can turn a statement into a question by using rising intonation.

So you know something about our work out there already?
Your level of Spanish is pretty good?

- 2 🎧 2.20 Listen to the recording. Are the sentences statements or questions? Insert a full stop or question mark.

- 1 It's the first time you've applied to work for us _____
- 2 You don't mind us contacting your referees _____
- 3 You've already seen the details about pay and conditions _____
- 4 You're happy with the salary _____
- 5 You would be free to start at the beginning of next week _____
- 6 You'd like some time to think about it _____

- 3 Work in pairs. Take it in turns to say the phrases from exercise 2. Your partner must decide if you are asking a question or making a statement.

SPEAKING

- 1 Work in two groups. You are going to prepare for a job interview.

Group A: Turn to page 145. Group B: Turn to page 149.

- 2 Work in pairs (one student from Group A and one student from Group B). Roleplay the job interview.

- 3 Return to your original groups. Discuss these questions.

- Which question was the most difficult to answer?
- Which was the easiest?
- How many of the candidates would progress to the next stage of the recruiting process?



GRAMMAR

Reporting

When we report someone's words or thoughts, the verb forms often move into the past.

| direct speech/ thought | reported speech/ thought |
|---|--|
| simple present <i>I do it.</i> | simple past <i>He said he did it.</i> |
| present continuous <i>I'm doing it.</i> | past continuous <i>He said he was doing it.</i> |
| present perfect <i>I've done it.</i> | past perfect <i>He said he'd done it.</i> |
| simple past <i>I did it.</i> | past perfect <i>He said he'd done it.</i> |
| past continuous <i>I was doing it.</i> | past perfect continuous <i>He said he'd been doing it.</i> |
| past perfect <i>I'd done it.</i> | past perfect <i>He said he'd done it.</i> |
| will/would <i>I'll/I'd do it.</i> | would <i>He said he'd do it.</i> |
| can/could <i>I can/could do it.</i> | could <i>He said he could do it.</i> |
| must/have to <i>I must/have to do it.</i> | had to <i>He said he had to do it.</i> |
| am going to <i>I'm going to do it.</i> | was going to <i>He said he was going to do it.</i> |

When we report questions, we use the normal word order of statements (ie we do not invert the subject and the verb and we do not use the auxiliaries *do* or *did*).

He asked what I did for a living.
(Not *He asked what ~~did I do~~ for a living.*)
He asked what I was doing.
(Not *He asked what ~~was I~~ doing.*)

We introduce reported *yes/no* questions with *if* or *whether*.

He asked if I had done it.

We do not need to change the verb form into the past (1) if we report something that is still true or relevant now, or (2) if the reporting verb is in the present tense.

He said he's done it.
He says he's doing it.

When the reporting takes place some time after the direct speech, we may need to change expressions of time and position or place.

Here are some examples:

| | |
|------------------|--------------------------|
| <i>today</i> | <i>that day</i> |
| <i>yesterday</i> | <i>the day before</i> |
| <i>tomorrow</i> | <i>the following day</i> |
| <i>here</i> | <i>there</i> |
| <i>this</i> | <i>that</i> |
| <i>these</i> | <i>those</i> |

Reporting verbs and patterns

Reporting verbs are followed by a number of different verb constructions. Here are three common patterns.

1 reporting verb + verb + *-ing*

*She **admitted** being wrong.*
admit, deny, mention, recommend, suggest
Some verbs need a preposition before the verb + *-ing*.

*He was blamed **for** losing the match.*
*accuse someone **of**, blame someone **for**, congratulate someone **on**, insist **on***

2 reporting verb + *to* + infinitive

*They **refused to give up**.*
agree, decide, offer, promise, refuse, threaten, warn

3 reporting verb + object + *to* + infinitive

*She **told him (not) to see** a doctor.*
advise, ask, beg, invite, persuade, recommend, tell, warn

FUNCTIONAL LANGUAGE

Job interviews

I know I have a tendency to + infinitive

I take pride in my ability to + infinitive

I think this job would give me the chance to + infinitive

I'm usually good at + noun/-ing form

I've been working in ...

I've worked on various projects where ...

The job involves + noun/-ing form

To start with, I worked as ...

a volunteer at ...

attend conferences

coordinate the work of ...

develop (your) skills in ...

get carried away

give talks

meet a deadline/a schedule

set priorities

the communications sector

WORD LIST

Reflexive verbs

| | |
|----------------------|----------------------------|
| adapt yourself | /ə'dæpt jə(r),self/ |
| content yourself | /'kɒntent jə(r),self/ |
| deceive yourself | /dɪ'si:v jə(r),self/ |
| destroy yourself | /dɪ'strɔɪ jə(r),self/ |
| distinguish yourself | /dɪ'stɪŋgwɪʃ jə(r),self/ |
| endanger yourself | /ɪn'deɪndʒə(r) jə(r),self/ |
| express yourself | /ɪk'spres jə(r),self/ |
| pride yourself | /'praɪd jə(r),self/ |
| remind yourself | /'rɪ'maɪnd jə(r),self/ |
| sacrifice yourself | /'sækɪfais jə(r),self/ |

Collocations with *give*

| | |
|----------------------|---------------------|
| give (sb) a call | /ˌgɪv ə 'kɔ:l/ |
| give (sth) a clean | /ˌgɪv ə 'kli:n/ |
| give a damn | /ˌgɪv ə 'dæm/ |
| give (sb) a hand | /ˌgɪv ə 'hænd/ |
| give (sb) a headache | /ˌgɪv ə 'hedeɪk/ |
| give (sb) problems | /ˌgɪv 'prɒbləmz/ |
| give a lecture | /ˌgɪv ə 'lektʃə(r)/ |

| | |
|------------------------------------|--------------------------------|
| give a lot of thought | /ˌgɪv ə 'lɒt əv 'θɔ:t/ |
| give (sb) a piece of your mind | /ˌgɪv ə 'pi:s əv jə(r) 'maɪnd/ |
| give (sb) a second | /ˌgɪv ə 'sekənd/ |
| give a speech | /ˌgɪv ə 'spi:tʃ/ |
| give (sth) a try | /ˌgɪv ə 'traɪ/ |
| give a warning | /ˌgɪv ə 'wɔ:(r)nɪŋ/ |
| give consideration | /ˌgɪv kən'sɪdə'reɪʃ(ə)n/ |
| give permission | /ˌgɪv pə(r)'mɪʃ(ə)n/ |
| give priority | /ˌgɪv praɪ'ɒrəti/ |
| give (sb) the benefit of the doubt | /ˌgɪv ðə 'benɪfɪt əv ðə 'daʊt/ |
| give the impression | /ˌgɪv ðɪ ɪm'preʃ(ə)n/ |

Job responsibilities

| | |
|-------------------------|-------------------|
| coordinate <i>v</i> * | /kəʊ'ɔ:(r)dɪneɪt/ |
| facilitate <i>v</i> * | /fə'sɪləteɪt/ |
| liaise <i>v</i> | /li'eɪz/ |
| oversee <i>v</i> | /əʊsvə(r)'si:/ |
| participate <i>v</i> ** | /'pɑ:(r)'tɪsɪpɪt/ |
| promote <i>v</i> *** | /'prəʊməʊt/ |
| seek out <i>v</i> | /'si:k 'aʊt/ |
| track <i>v</i> * | /'træk/ |

Other words & phrases

| | |
|------------------------------|-------------------------------|
| access <i>v</i> | /'ækses/ |
| administer <i>v</i> | /əd'mɪnɪstə(r)/ |
| aid <i>n</i> U ** | /eɪd/ |
| altruism <i>n</i> U | /'æltru,ɪz(ə)m/ |
| altruistic <i>adj</i> | /'æltru'ɪstɪk/ |
| ambassador <i>n</i> C ** | /'æm'bæsədə(r)/ |
| attach importance to (sth) | /'ætætʃ ɪm'pɔ:(r)t(ə)n's tu:/ |
| back up | /'bæk 'ʌp/ |
| bean <i>n</i> C ** | /'bi:n/ |
| blood transfusion <i>n</i> C | /'blʌd træn'sfju:ʒ(ə)n/ |
| bracelet <i>n</i> C | /'breɪslət/ |
| charity shop <i>n</i> C | /'tʃærəti ʃɒp/ |
| chimpanzee <i>n</i> C | /'tʃɪmpæn'zi:/ |
| City <i>adj</i> | /'sɪti/ |
| conflict <i>n</i> C/U *** | /'kɒnflɪkt/ |
| count on (sb) | /'kaʊnt ɒn/ |
| countless <i>adj</i> * | /'kaʊntləs/ |
| dedicated to ** | /'dedɪ'keɪtɪd tu:/ |
| delegation <i>n</i> C ** | /'delə'geɪʃ(ə)n/ |
| detriment <i>n</i> C | /'detrɪmənt/ |
| dilemma <i>n</i> C ** | /'dɪ'lemə/ |
| disrupt <i>v</i> * | /'dɪs'rʌpt/ |
| do good deeds | /'du: gud 'di:dz/ |
| donate <i>v</i> * | /'dəʊ'neɪt/ |
| donor <i>n</i> C * | /'dəʊnə(r)/ |
| ecosystem <i>n</i> C | /'i:kəʊ'sɪstəm/ |
| elders <i>n</i> pl | /'eldə(r)z/ |
| faithful <i>adj</i> * | /'feɪθf(ə)l/ |

| | |
|----------------------------|----------------------------|
| film crew <i>n</i> C | /'fɪlm 'kru:/ |
| foreseeable <i>adj</i> | /'fɔ:(r)'si:əb(ə)l/ |
| fund <i>v/n</i> C *** | /'fʌnd/ |
| fur <i>n</i> U * | /'fɜ:(r)/ |
| gene <i>n</i> C ** | /'dʒi:n/ |
| geranium <i>n</i> C | /'dʒə'reɪniəm/ |
| grant <i>n</i> C *** | /'grɑ:nt/ |
| grassroots <i>n</i> pl | /'grɑ:s'ru:ts/ |
| grower <i>n</i> C | /'grəʊə(r)/ |
| hang up <i>v</i> | /'hæŋ 'ʌp/ |
| homeless <i>adj</i> * | /'həʊmləs/ |
| honour <i>v</i> ** | /'hɒnə(r)/ |
| immorality <i>n</i> U | /'ɪmə'ræləti/ |
| knock over <i>v</i> | /'nɒk əʊvə(r)/ |
| light up <i>v</i> | /'laɪt 'ʌp/ |
| limousine <i>n</i> C | /'lɪmə'zi:n/ |
| make-up <i>n</i> U * | /'meɪk_ʌp/ |
| merchant banker <i>n</i> C | /'mɜ:(r)tʃ(ə)n't bæŋkə(r)/ |
| microphone <i>n</i> C * | /'maɪkrə'fəʊn/ |
| nest <i>n</i> C ** | /'nest/ |
| non-profit <i>adj</i> * | /'nɒn'prɒfɪt/ |
| partial <i>adj</i> ** | /'pɑ:(r)ʃ(ə)l/ |
| philanthropist <i>n</i> C | /'fɪ'lænθrəpɪst/ |
| poppy <i>n</i> C | /'pɒpi/ |
| press release <i>n</i> C | /'pres ri'li:s/ |
| puzzle <i>n</i> C * | /'pʌz(ə)l/ |
| quid <i>n</i> C * | /'kwɪd/ |
| rainforest <i>n</i> C * | /'reɪn'fɒrɪst/ |
| raise money <i>v</i> | /'reɪz 'mʌni/ |
| ribbon <i>n</i> C * | /'rɪbən/ |
| rollerblades <i>n</i> pl | /'rəʊlə(r)'bleɪdz/ |
| sector <i>n</i> C *** | /'sektə(r)/ |
| seed <i>n</i> C *** | /'si:d/ |
| self-help <i>n</i> U | /'self'help/ |
| set (sb) apart from | /'set ə'pɑ:(r)t frɒm/ |
| shiver <i>v</i> * | /'ʃɪvə(r)/ |
| single-handed <i>adv</i> | /'sɪŋg(ə)l 'hændɪd/ |
| species <i>n</i> C *** | /'spi:ʃi:z/ |
| tear <i>v</i> ** | /'tiə(r)/ |
| troop <i>n</i> C *** | /'tru:p/ |
| tropical <i>adj</i> ** | /'trɒpɪk(ə)l/ |
| veranda <i>n</i> C | /'vɜ:rəndə/ |
| volunteer <i>n</i> C ** | /'vɒləntiə(r)/ |
| well-supported <i>adj</i> | /'wel,sə'pɔ:(r)tɪd/ |
| worried sick <i>adj</i> | /'wʌrɪd 'sɪk/ |