

### Reading

1 Look at the text. Why do you think these boys are heroes?

2 Listen and read.  110

### Young Heroes

#### Boy helps earthquake victims

Charlie Simpson, from England, watched the news on TV about a strong earthquake in Haiti and felt very sad. Charlie was only seven years old, but he wanted to help the people in Haiti. He decided to do a sponsored bike ride around his local park to raise money for UNICEF, a large charity which helps children around the world. Charlie started a webpage to ask people to sponsor his bike ride for UNICEF. Soon lots of people heard about Charlie's idea, including the British Prime Minister! Lots of people sponsored Charlie, and his bike ride raised £136,000 to help the victims of the Haiti earthquake.



#### Boy starts 'clean water' charity



Ryan Hreljac, from Canada, was six years old when his teacher, Mrs Prest, told his class about a big problem in Africa. Many people there don't have clean water. Because of this, they often get ill. Ryan wanted to help, so he started doing chores for money. It took several months, but Ryan finally raised \$2,000 to pay for a well near a school in Uganda. Ryan was happy, but he wanted to do more. He started a charity called Ryan's Well Foundation. Since 1999, Ryan's foundation has raised millions of dollars to provide clean water to people in Africa.

3 Underline these words in the text. Guess their meanings and then check them in the Workbook 4 Dictionary (page 132).

hero earthquake sponsored bike ride  
raise money charity well chores

4 Read again. Circle the wrong word and write the correct word.

- 1 Charlie decided to do a sponsored bike ride around his town. park
- 2 UNICEF helps children around the country. \_\_\_\_\_
- 3 Charlie started a magazine to ask people to sponsor him. \_\_\_\_\_
- 4 Many people in Africa don't have clean air. \_\_\_\_\_
- 5 Ryan raised money to pay for a school. \_\_\_\_\_

Listening

1 Listen and number.  111



2 Listen again and match.

- |                                                        |                          |             |
|--------------------------------------------------------|--------------------------|-------------|
| 1 This person sometimes works in dangerous places.     | <input type="checkbox"/> | a doctor    |
| 2 This person helps 25 people every day.               | <input type="checkbox"/> | b teacher   |
| 3 This person helps to make our cities and roads safe. | <input type="checkbox"/> | c fireman   |
| 4 This person likes making children smile.             | <input type="checkbox"/> | d policeman |

Speaking



3 Think of a job. Ask and answer.

Does he work with ...  
(a computer / people)?

Does he wear a ...  
(uniform / hat)?

|           |         |         |
|-----------|---------|---------|
| nurse     | teacher | fireman |
| housewife | pilot   | farmer  |
| actor     | singer  | waiter  |

Writing preparation

We can use a **sub clause** in a sentence to give more information. Again, we use **which** for things and **who** for people. We put two **commas** around the new information.

Lin Hao, **who** is a ten-year-old pupil, was very brave ...

4 Underline the sub clauses in these sentences.

Then say each sentence without the sub clause.

- 1 This doctor, who works in a hospital, helps children.
- 2 The earthquake, which was very strong, happened in China.
- 3 This teacher, who teaches English, has got 25 pupils in her class.
- 4 The fireman, who has a dangerous job, rescues people after storms.

Complete the  
writing tasks  
on pages  
100–101 of  
the Workbook.

