CAPITOLO

8

Making a Difference

Every big change starts with somebody who decided to try.

OBIETTIVI

1. I can talk about volunteering, charities and social issues, and make nouns with *-ity* and *-ism*.
2. I can use the present perfect continuous to say how long an activity has been going on.
3. I can choose between the present perfect simple and continuous.
4. I can persuade and encourage people to support a cause, and respond to persuasion.
5. I can write a formal letter or email to support a campaign.
6. I can talk about the campaign for votes for women in Britain and compare it with Italy.

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Can one person make a difference? Aoife thinks so. Since October she has been spending her Saturday mornings at a community pantry in Galway, where families who are finding it hard to pay their bills can pick up food for free. In Bristol, Callum and Sam have been collecting signatures for a safer road outside Hillside, and Sam has been training for a sponsored walk. A little more than a hundred years ago, other people made a much bigger difference: the women who campaigned, marched and went to prison so that women could vote.

To talk about activities that started in the past and are still going on, English has a new tense: the **present perfect continuous**. *Aoife **has been volunteering** for five months. How long **have** you **been collecting** signatures? Women in Britain **have been voting** since 1918.*

8.1 Vocabulary: Volunteering and Social Issues

8.1.1 Helping and giving

Tabella 8.1 collects the words you need to talk about helping other people. Watch the stress: *volunteer* /ˌvɒlənˈtɪə(r)/ is stressed on the last syllable, *charity* /ˈtʃærəti/ on the first. Like *suspect* in Unit 6, *protest* changes its stress: the noun is /ˈprəʊtest/, the verb is /prəˈtest/.

Tabella 8.1 Volunteering and charities

Word	Meaning	Example
volunteer (noun and verb)	a person who works without being paid; to do this kind of work	*Aoife volunteers at a community pantry.*
charity	an organisation that collects money to help people in need, animals, etc.	*She gives her old clothes to a charity shop.*
donate (*donation*)	give money or things to a charity	*Local farms donate vegetables every week.*
raise money	collect money for a cause (*English 1*, Unit 13)	*We raised €850 with a sponsored swim.*
fundraising	the activity of raising money for a cause	*The fundraising starts next week.*
sponsor	promise money to somebody if they complete a challenge	*Will you sponsor me for the walk?*
campaign	a planned series of actions to change something	*a campaign for a safer road*
petition	a written request signed by many people	*Have you signed our petition?*

protest	a public event where people show that they disagree	*Thousands of students joined the protest.*
community	the people who live in an area; a group with something in common	*a community centre*
food bank	a place that gives free food to people in need	*The food bank needs tins and pasta.*

ERRORE FREQUENTE

Volunteer è sia sostantivo sia verbo, e *a volunteer* è sempre una persona. Per l'attività si usa *volunteering* o *voluntary work*.

✗ *I do a volunteer at the pantry.* → ✓ *I **volunteer** at the pantry.* / ✓ *I do **voluntary work** at the pantry.* · ✗ *She is a volunteering.* → ✓ *She is a **volunteer**.*

Attenzione anche a *donate*: si dona qualcosa **a** qualcuno con *to*. ✗ *We donated the charity some books.* → ✓ *We donated some books **to** the charity.*

8.1.2 Social issues

Volunteers and campaigners usually want to change something in society. These are some of the **social issues** they work on:

- **homelessness**: the situation of people who have no home (*homeless* people). A **night shelter** gives them a bed for the night.
- **poverty**: being poor; not having enough money for basic things like food, heating and rent.
- **inequality**: an unfair situation in which some people have more money, chances or rights than others.
- **rights**: things that the law says every person can have or do: *the right to vote, the right to education, human rights*.
- **vote** (noun and verb): choose a person or a decision in an election: *Women couldn't vote. Every vote counts.* The people who vote are **voters**.

8.1.3 Word formation: *-ity* and *-ism*

The suffix ***-ity*** makes nouns from adjectives: *equal* → **equality**, *possible* → *possibility, real* → *reality, similar* → *similarity, popular* → *popularity, active* → *activity*. Adjectives in *-ble* change their spelling: *able* → *ability, responsible* → *responsibility*. And there is a useful stress rule: in a word with *-ity*, the stress always falls on the syllable just before the suffix: *equal* /ˈiːkwəl/ → *equality* /iˈkwɒləti/; *active* /ˈæktɪv/ → *activity* /ækˈtɪvəti/.

The suffix ***-ism*** makes nouns for beliefs, movements and attitudes: *active* → **activism** (taking action for a political or social cause), *real* → *realism, optimist* → *optimism, tour* → *tourism, race* → *ra-*

cism. A person who believes in or practises an *-ism* is often an *-ist*: *an* ***activist****, an optimist, a tourist*.

> **DA RICORDARE**
>
> Many *-ity* and *-ism* words look like Italian words in *-ità* and *-ismo*: *possibility* = *possibilità*, *activism* = *attivismo*, *tourism* = *turismo*. But not all of them: *equality* = *uguaglianza*, *inequality* = *disuguaglianza*. Don't invent words like ✗ *egality*: check the dictionary.

8.2 Reading: Saturdays at the Pantry

Before you read. Have you ever done any voluntary work, or do you know someone who does? What kind of people do you think use a free food project? Read Sam's interview with Aoife for the Bristol–Turin Link blog and check your ideas. (*testo della redazione*; the Corrib Community Pantry is an invented name)

Saturdays at the Pantry

Since October, Aoife Byrne, who left Bristol last summer, has been spending her Saturday mornings at the Corrib Community Pantry, a small food project in Galway. In Transition Year every student in her class has to do a community project, and Aoife chose this one. I called her to find out how it has been going. — Sam Taylor

Aoife, what exactly is the Pantry?

It's a room at the back of a community centre, where families who are finding it hard to pay their bills can pick up food for free. Supermarkets and local farms give us the food they can't sell — yesterday's bread, carrots with funny shapes — and people in the area donate tins and pasta. Nothing is wasted.

How long have you been volunteering there?

Since the first week of October, so about five months now. I've been going every Saturday, apart from Christmas. At the beginning I was really nervous. I didn't know anybody, and I was scared of saying the wrong thing.

Your eyes are a bit red. Is everything OK?

Ha! I've been chopping onions all morning. We make a big pot of soup every Saturday, and today it was my turn. I've chopped about five kilos of onions, so don't come too close.

What do you do on a typical Saturday?

I get there at nine. First we unpack the deliveries and check the dates. Then we fill the shelves. At ten the doors open, and I help people find what they need. Brendan, the cook, has been teaching me to make soup, and I've learned more about cooking in five months than in fifteen years at home. My mum is delighted.

Who comes to the Pantry?

All kinds of people. Some people imagine that only homeless people use places like this, but most of the people we see have a home, and many of them have a job. They just haven't got enough money left at the end of the month. One woman has been coming since the summer with her two little boys. She works part-time in a hotel, and she always asks if she can help us tidy up afterwards.

Has the project changed the way you see things?

Completely. I used to think that poverty and inequality were things you read about in the news. Now they have faces and names. I've learned that people don't want pity; they want respect. So we never ask questions, we always say hello, and nobody has to explain why they've come.

You've started a campaign too, haven't you?

Yes! Our TY class has been collecting signatures for a petition. We're asking the city council to let us use an empty shop in the city centre as a second pantry, because our room is far too small. We've collected about 1,200 signatures so far. We've also been raising money: last month eight of us did a sponsored swim in the sea, in February! We raised €850. My great-aunt sponsored me, and then told me I was mad.

What advice would you give to students who'd like to volunteer?

Start small. You don't have to change the world in a day. Find something you care about — animals, older people, the environment — and give it one hour a week. You'll get back more than you give. Oh, and bring a warm jumper. Our storeroom is freezing!

Aoife's petition is online until the end of March. If you live in Galway, she would love your signature.

Language in context

Look at how Aoife talks about time. For activities that started in the past and are still going on, she uses the **present perfect continuous**: *I've been going every Saturday; one woman has been coming since the summer; our class has been collecting signatures*. For a recent activity that explains what you can see now, she uses it too: *I've been chopping onions all morning* (that's why her eyes are red). But when she gives a **result** or a number, she switches to the present perfect simple: *I've chopped about five kilos of onions; we've collected about 1,200 signatures*. Notice also the collocations: *do a community project, raise money, do a sponsored swim, collect signatures, start a campaign*.

LEARNING TO LEARN

Learn collocations, not single words. A **collocation** (Unit 4) is a group of words that often go together. If you learn *campaign* alone, you may say ✗ *make a campaign*; if you learn *start / run a campaign*, you will say it right.

1. **Write the verb with the noun.** In your vocabulary notebook, never write *money* alone: write *raise money, donate money, spend money, save money*.
2. **Notice the verb that English chooses.** Italian *fare* is often *do*, *make* or something else: *do voluntary work*, *make a difference*, *take part in a protest*, *sign a petition*.
3. **Make a collocation map.** Put a noun in the middle (*petition*) and the verbs around it: *start, sign, collect signatures for, hand in*.
4. **Recycle.** Use three new collocations in a sentence about your own life this week.

Try it: find four verb + noun collocations in Aoife's interview and add them to your notebook.

8.3 Grammar: Present Perfect Continuous

You know the present perfect simple from *English 1* (Unit 13): *I've **been** to Dublin. She's **lived** here for ten years.* In this unit you meet its continuous form, the **present perfect continuous**, which *English 1* left for this year.

8.3.1 Present perfect continuous: form and use

The form is ***have / has been* + *-ing***. Tabella 8.2 shows all the forms.

Tabella 8.2 Present perfect continuous: form

Affirmative	Negative	Questions	Short answers
I / you / we / they **have been working** ('ve been working)	I / you / we / they **haven't been working** (have not)	**Have** you **been working**?	Yes, I **have**. / No, I **haven't**.
he / she / it **has been working** ('s been working)	he / she / it **hasn't been working** (has not)	**Has** she **been working**?	Yes, she **has**. / No, she **hasn't**.
		How long have you **been working**?	*(For two hours. / Since nine.)*

Note: the past participle is always *been*, and the main verb takes *-ing* with the usual spelling rules (*make → making, swim → swimming*). The contraction *'s* can mean *is* or *has*: in *She's been working*, *'s = has*, because *been* follows.

We use the present perfect continuous for two main things.

1. **An activity that started in the past and is still going on now**, especially to say **how long**. We use *for* + a period and *since* + a point in time (*English 1*, Unit 13), and *How long…?* in questions: *Aoife **has been volunteering** at the Pantry **since** October / **for** five months. **How long have** you **been learning** English?* (Figura 8.1)
2. **A recent activity, just finished or not, whose results we can see now.** The time is often not mentioned: *You're out of breath — **have** you **been running**? Your eyes are red. — **I've been chopping** onions. The streets are wet: it **'s been raining**.*

Expressions like *all day, all morning, recently, lately* also go well with this tense, because they stress how long or how often: *I **'ve been revising** all weekend. Josh **has been working** really hard lately.*

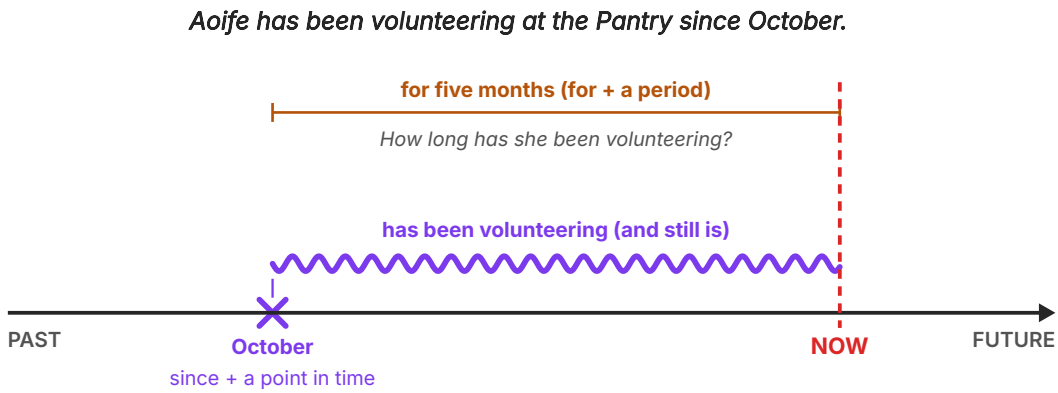


Figura 8.1 The present perfect continuous: an activity that started in the past (October) and continues up to now. *Since* gives the starting point, *for* the length of the period.

GRAMMAR IN ITALIANO

Present perfect continuous. Forma: *have / has been* + verbo in *-ing*. Si usa per un'azione iniziata nel passato che **continua ancora adesso** (spesso con *for, since, How long…?*) e per un'attività appena svolta i cui **effetti si vedono** ora (*I've been running*: sono senza fiato).

Confronto con l'italiano. L'italiano non ha un tempo corrispondente: usa il **presente + *da***. *Faccio volontariato da cinque mesi = I've been volunteering for five months. Da quanto tempo studi l'inglese? = How long have you been studying English? Da* diventa *for* davanti a una durata (*da tre anni = for three years*) e *since* davanti a un momento preciso (*da ottobre = since October*). Per gli effetti visibili l'italiano usa spesso il passato prossimo: *Ho tagliato cipolle tutta la mattina = I've been chopping onions all morning*.

ERRORE FREQUENTE

Il presente italiano con *da* non si traduce mai con il presente inglese.

✗ *I study English since six years.* → ✓ *I* ***'ve been studying*** *English* ***for*** *six years.* · ✗ *How long are you waiting?* → ✓ *How long* ***have*** *you* ***been waiting****?* · ✗ *She has been volunteering since five months.* → ✓ *… **for** five months.* (durata = *for*)

8.3.2 Present perfect simple or continuous?

Both tenses connect the past with the present. The difference is in what we want to say (Figura 8.2). The **continuous** looks at the **activity** and its duration: *how long?* The **simple** looks at the **result**, the finished part: *how many? how much? how many times?*

Tabella 8.3 Present perfect simple and continuous compared

Present perfect continuous: the activity	Present perfect simple: the result
I've been making sandwiches since nine. (how long)	*I've made sixty sandwiches.* (how many)
We've been collecting signatures for six weeks.	*We've collected 1,200 signatures.*
She's been reading my book. (she hasn't finished it, perhaps)	*She's read my book.* (she has finished it)
I've been painting the kitchen. (that's why there's paint on my hands)	*I've painted the kitchen.* (it's finished: come and see!)

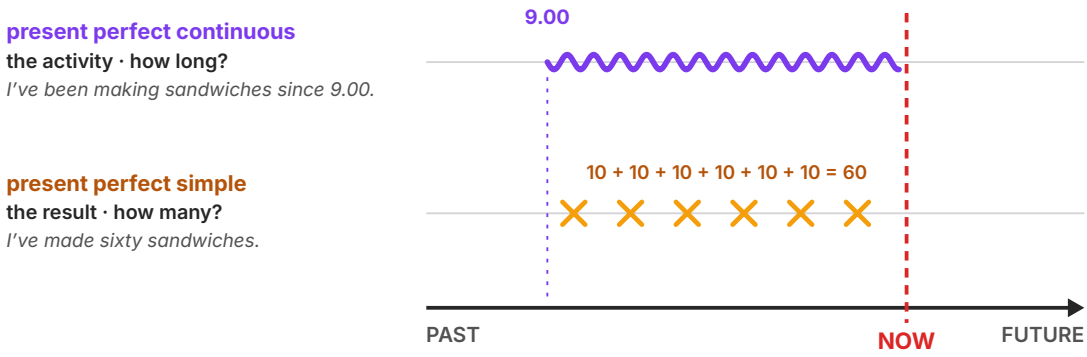


Figura 8.2 The same morning seen in two ways: the activity and how long it has lasted (continuous) and the result, sixty sandwiches (simple).

- **With a number or a quantity, use the simple**: ✓ *I've written three emails this morning*, ✗ *I've been writing three emails.*

- **State verbs** (*know, be, like, love, want, believe, understand, own, have* = possess) **are only used in the simple**, even for how long: ✓ *I**'ve known** Aoife for two years.* ✗ *I've been knowing her.* ✓ *She**'s been** a volunteer since October.* ✓ *We**'ve had** this dog for ten years.*
- **With some verbs both are possible**, with little difference: *live, work, study, teach*. *I've lived / I've been living in Bristol for ten years.* The continuous can suggest that the situation is temporary: *I've been living with my aunt since September* (but not for ever).
- **For a single finished action in the recent past, use the simple**: ✓ *I've lost my keys*, ✗ *I've been losing my keys* (that would mean you lose them again and again).

GRAMMAR IN ITALIANO

Present perfect simple o continuous? Il *continuous* mette l'accento sull'**attività** e sulla sua **durata** (*How long...?*): l'azione può non essere finita. Il *simple* mette l'accento sul **risultato**, su **quante volte** o **quanto** (*How many...? How much...?*): l'azione è compiuta.

Confronto con l'italiano. Spesso l'italiano usa lo stesso tempo per le due idee: *Ho scritto email tutta la mattina* (*I've been writing emails*) / *Ho scritto tre email* (*I've written three emails*). In inglese bisogna scegliere: se c'è un numero, *simple*. I verbi di stato (*know, like, be, have* nel senso di possedere) vogliono sempre il *simple*: *Lo conosco da due anni* = *I've known him for two years*.

ERRORE FREQUENTE

✗ *I've been knowing Callum since Year 7.* → ✓ *I**'ve known** Callum since Year 7.* (*know* è un verbo di stato)

✗ *We've been collecting 500 signatures.* → ✓ *We**'ve collected** 500 signatures.* (con un numero: *simple*)

✗ *I've been studying since two hours.* → ✓ *I've been studying **for** two hours.*

ESEMPIO SVOLTO

Choose the tense. *Sam is tired and his legs hurt. He ___ (walk) for three hours, and he ___ (do) twelve kilometres.*

1. First gap: *for three hours* = how long; the activity explains why he is tired → continuous: *has been walking*.
2. Second gap: *twelve kilometres* = a quantity, a result → simple: *has done*.
3. Check: is any verb a state verb? No. → *He's been walking for three hours, and he's done twelve kilometres.*

8.4 Listening and Speaking: Persuading and Encouraging

When you work for a cause, you need to **persuade** people: to give money, to sign, to help. Persuading politely means asking clearly, giving good reasons and answering doubts — without being pushy. The people you ask need language too: to say yes, to say no politely, or to ask for time to think.

8.4.1 Listening 1: Will you sponsor me?

Sam is doing a sponsored walk with Hillside to raise money for a local homelessness charity. He asks Grandad Arthur for help. Listen to your classmates reading the script (books closed): how much does Grandad promise, and on what condition?

Tabella 8.4 Listening script — Will you sponsor me?

Sam	Grandad, have you got a minute? I'd like to ask you a favour.
Arthur	That sounds expensive. Go on.
Sam	You know Hillside is doing a sponsored walk next month? We're walking twenty kilometres to raise money for a homelessness charity. I was wondering if you'd sponsor me.
Arthur	Twenty kilometres? You take the bus to the corner shop!
Sam	Not any more. I've been training. I've been walking to school every day for three weeks.
Arthur	Is that why your trainers are covered in mud?
Sam	Exactly. Look, it's for a really good cause. The charity runs a night shelter, and in winter it's always full. Even a pound a kilometre would make a real difference.
Arthur	A pound a kilometre! That's twenty pounds.
Sam	I know it's a lot to ask. But think about it: one morning of walking for me, a warm bed for somebody else. And Grandma has already said yes.
Arthur	Has she now? How much has she promised?
Sam	Fifty pence a kilometre.
Arthur	Well, I can't let your grandma beat me. All right — a pound a kilometre. But only if you finish.
Sam	Deal! You won't regret it, I promise.
Arthur	I'm sure I won't. And Sam? I'm proud of you. Now, have you been eating properly? Walkers need a good breakfast.

8.4.2 Listening 2: Sign our petition

Callum has been campaigning for a pedestrian crossing outside Hillside's main gate. He tries to get Sam's help. Listen (books closed): what two things does Callum ask Sam to do, and how does Sam answer?

Tabella 8.5 Listening script — Sign our petition

Callum	Sam! Have you signed our petition yet?
Sam	Which petition?
Callum	The one for a crossing outside the main gate. We've been collecting signatures for weeks. Look — three hundred and forty names already.
Sam	Nice. But do you really think the council will listen to a group of Year 11s?
Callum	Why not? If enough people sign, they can't ignore us. Come on, it only takes a minute.
Sam	I'm not sure. I've got so much revision to do…
Callum	Signing takes thirty seconds, not three hours. And you know how dangerous that road is. Remember the van that nearly hit a Year 7 in November?
Sam	Yeah. That was scary.
Callum	Exactly. What if it's someone you know next time?
Sam	OK, OK, you've persuaded me. Where do I sign?
Callum	Here. Thanks! And could you do one more thing for us? Would you mind sharing the link on the Link blog? Giulia's class could help us design the posters.
Sam	I'd love to help, but I really haven't got time this week… Oh, go on then. I'll post it tonight.
Callum	You're a legend. I knew I could count on you.
Sam	How long have you been doing this, by the way? You sound terrible.
Callum	Since half-term. I've been talking to people at the gate every morning. My voice has nearly gone!

Useful language. Tabella 8.6 collects the phrases from the two scripts and some more.

Tabella 8.6 Useful language: persuading and responding

Function	Phrases
Asking for help for a cause	*I was wondering if you'd (could)… · Would you mind (+ -ing)…? · Could you possibly…? · Would you be willing to…?*
Persuading and giving reasons	*It's for a really good cause. · It would make a real difference. · Think about it: … · It only takes a minute. · What if…? · Just imagine…*

Encouraging	*Go on! · Come on, you can do it! · You won't regret it. · Every little helps. · You'd be great at it.*
Saying yes	*OK, you've persuaded (convinced) me. · Count me in! · Why not? · I'd be happy to.*
Saying no politely	*I'd love to help, but… · I'm afraid I can't right now. · Sorry, it's not really my thing.*
Asking for time	*I'm not sure. · Let me think about it. · Can I get back to you?*
Thanking	*Thanks a lot! · You're a star / a legend (informal). · I knew I could count on you.*

Watch out. *Would you mind* is followed by *-ing*: *Would you mind **sharing** the link?* To say yes, you answer in the negative: *No, not at all. / Of course not.* (= I don't mind). *I was wondering if you'd…* uses the past to sound more polite, not to talk about the past.

Speaking

1. **Pair work.** Student A is doing a sponsored challenge for a cause (a swim, a silence, a bike ride: you choose). Persuade Student B to sponsor you. Student B is not sure at first, then says yes or no politely. Use at least four phrases from the table, and the present perfect continuous to say how you have been preparing.
2. **Role play.** Your class has started a petition (for longer library hours, a water fountain in the playground, bike racks…). Stop three classmates in the corridor and persuade them to sign. Each one gives a different answer: yes at once, no, and "let me think about it".
3. **Discussion.** Look at the invented survey in Figura 8.3. Which kind of help is the most common in the two groups? Which is the least common? Why do you think fewer students volunteer regularly than give money?

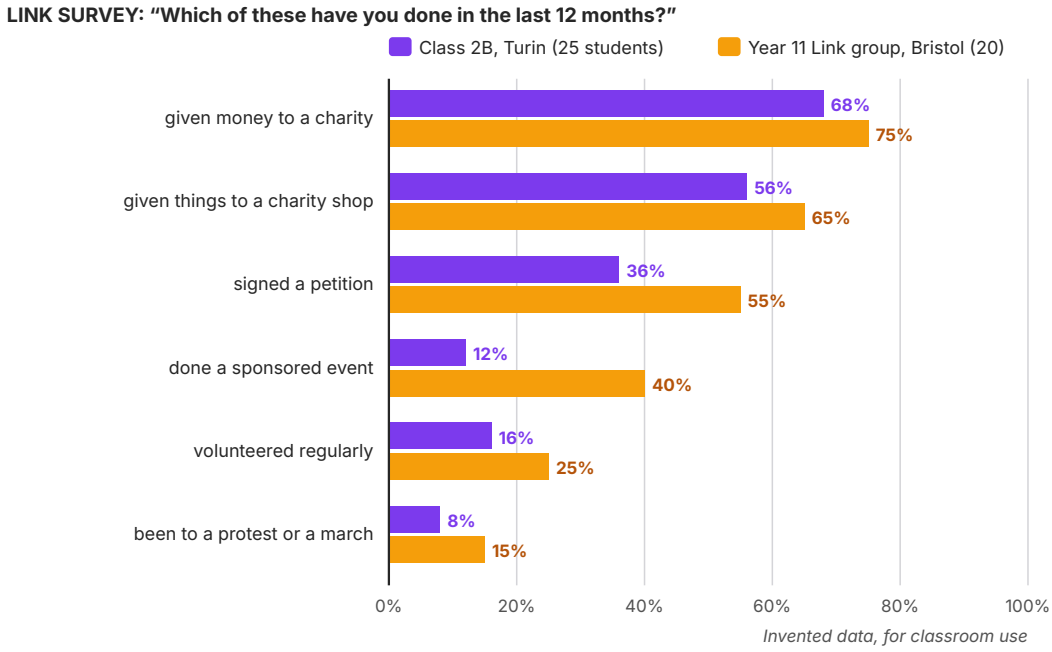


Figura 8.3 An invented survey of the two Link groups: the percentage of students who have done each thing in the last twelve months (invented data, for classroom use).

COLLEGAMENTI

Maths: comparing percentages. In the survey, 4 students in Turin and 5 in Bristol volunteer regularly. Bristol has more, but the groups are different sizes: 4 out of 25 is 16%, and 5 out of 20 is 25%. When two groups are not the same size, compare **percentages** (or fractions), not raw numbers. Try it: 9 students in Turin and 11 in Bristol have signed a petition. Which group has the higher percentage? (Turin 36%, Bristol 55%.) With groups this small, one student more or less changes the result a lot: 1 student in Turin is 4%, in Bristol 5%. That is why real surveys ask hundreds or thousands of people.

8.5 Writing: A Formal Letter to the Council

A campaign often needs a **formal letter** or email to a person with power: a council, a head teacher, the editor of a newspaper. You know the formal email of application from Unit 5; a letter that supports a campaign uses the same formal register, but its purpose is to **persuade**. Here is the email that Callum sent to the council on behalf of the Safe Streets campaign.

Tabella 8.7 Model text — a formal email supporting a campaign

Subject: Request for a pedestrian crossing outside Hillside Academy

Dear Sir or Madam,

I am writing on behalf of the students of Hillside Academy to ask the council to build a pedestrian crossing on the main road outside our school gate.

Every morning hundreds of students cross this road at rush hour. The traffic is heavy, many drivers go too fast, and there is no safe place to cross. Last November a van nearly hit a Year 7 student. In our opinion, it is only a matter of time before somebody is badly hurt.

Since November we have been collecting signatures for a petition, and so far more than 900 students, parents, teachers and neighbours have signed it. We have also been counting the cars at 8.30: on an average morning, more than 300 vehicles pass the gate in thirty minutes.

We would be very grateful if you could consider our request. A crossing would make the road safer not only for students, but for the whole community. We would be happy to meet you and to show you the petition.

I look forward to hearing from you.

Yours faithfully,

Callum Reid
Year 11, Hillside Academy, on behalf of the Safe Streets campaign

ESEMPIO SVOLTO

Analysing the model.

- **Subject line**: short and clear; it says what the email is about.
- **Paragraph 1 — the reason for writing**: *I am writing on behalf of… to ask…* One sentence is enough.
- **Paragraph 2 — the problem**: facts and an example (*Last November a van nearly hit…*), then an opinion (*In our opinion…*).
- **Paragraph 3 — what the campaign has done**: the present perfect continuous for the activity (*we have been collecting*), the simple for the result (*900 people have signed*).
- **Paragraph 4 — the request**: polite and precise (*We would be very grateful if you could…*), with a benefit for the reader (*for the whole community*) and an offer (*We would be happy to…*).
- **Closing**: *I look forward to hearing from you* + *Yours faithfully* (because the letter starts *Dear Sir or Madam*; with a name, *Dear Ms Green … Yours sincerely*).
- **Register**: no contractions (*I am, we have been*), no slang, no exclamation marks; strong but polite verbs (*request, consider*).

Checklist. ✓ a clear subject line or a heading · ✓ the purpose in the first paragraph · ✓ facts and examples before opinions · ✓ what you have done (present perfect simple and continuous) · ✓ a polite request with *would* or *could* · ✓ a formal opening and closing that match · ✓ no contractions · ✓ 140–180 words.

Your task. A campaign in your town wants to save something or change something (a park, a library, a cycle lane, a bus to the school). Write a formal letter to the editor of your local newspaper (140–180 words) to support the campaign. Begin *Dear Editor,* and end *Yours faithfully,*. Say what the problem is, what the campaign has been doing and what you would like readers or the council to do.

8.6 Culture: Votes for Women

In the nineteenth century women in Britain could not vote in general elections, however rich or well educated they were. The people who campaigned for **suffrage** (the right to vote) for women were called **suffragists**. The largest group, the National Union of Women's Suffrage Societies, was founded in 1897 and led by Millicent Fawcett. Its members used peaceful, legal methods: meetings, letters and petitions to Parliament.

Some women thought that this was too slow. On 10 October 1903, in Manchester, **Emmeline Pankhurst** and her daughter Christabel founded the **Women's Social and Political Union** (WSPU), with the motto *Deeds, not words*. Its members interrupted politicians' meetings, held huge marches, chained themselves to railings and broke windows. Hundreds of them were sent to prison, where many went on hunger strike and were force-fed. In 1913 Emily Wilding Davison stepped onto the course during the Derby horse race and was hit by the King's horse; she died four days later. In 1906 the *Daily Mail* called the WSPU women **suffragettes**, and the name stuck.

When the First World War started in 1914, the WSPU stopped its campaign, and millions of women did jobs that men had done before. In 1918 the **Representation of the People Act** gave the vote to women over 30 who met a property qualification — about 8.4 million women — and to all men over 21. Women voted in a general election for the first time on 14 December 1918. Only in 1928 did women get the vote on the same terms as men, at 21. So women in Britain have been voting for more than a hundred years, and on equal terms since 1928. Figura 8.4 shows how Britain compares with other countries.

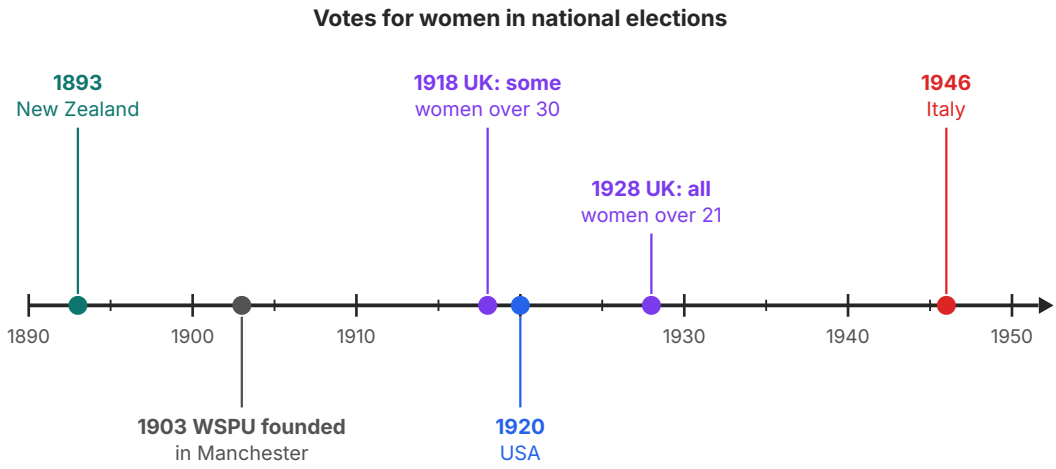


Figura 8.4 Votes for women in national elections: some key dates. New Zealand (1893) was the first self-governing country where all adult women could vote in parliamentary elections.

Britain was not the first. In New Zealand, after years of petitions led by Kate Sheppard — the last one, in 1893, had nearly 32,000 signatures — a new law was signed on 19 September 1893, and women voted in a general election that November. In the United States, the Nineteenth Amendment to the Constitution gave women the vote in 1920.

APPROFONDIMENTO

Why "suffragette"? The suffix *-ette* (from French) often means "small": a *kitchenette* is a small kitchen. The journalist who wrote *suffragettes* in 1906 wanted to make the militant women look small and silly. The women took the name and made it their own: the WSPU even called its newspaper *The Suffragette*. In 1908 the WSPU chose its colours: purple, white and green. You can still see them today at marches for women's rights.

Compare with Italy

In Italy women voted for the first time in 1946. A decree of February 1945 gave the vote to women, and in spring 1946 they voted in local elections, from 10 March. On 2 June 1946 Italian women and men together chose between monarchy and republic in a referendum, and elected the Constituent Assembly; twenty-one women were elected to it. The Constitution that came into force in 1948 says in Article 48: "Sono elettori tutti i cittadini, uomini e donne, che hanno raggiunto la maggiore età" (All citizens, men and women, who have come of age are voters — *our translation*).

COLLEGAMENTI

History and citizenship: who can vote today? In Italy the voting age for general elections is 18 (it was lowered from 21 in 1975). The UK lowered it from 21 to 18 in 1969; in 2026 Parliament was discussing a law to lower it to 16 for all UK elections (16-year-olds can already vote in Scottish and Welsh elections). In both countries the right to vote reached all adults slowly: first only men with money or property, then all men, then women. Look at the dates in Figura 8.4 and work out: how many years passed between New Zealand and Italy? (53.) How many years were there between the first vote for some British women and equal votes? (10.) The idea is Greek, and so is the word: *democracy* comes from *dêmos*, "the people", and *krátos*, "power". But in Athens in the fifth century BC only adult male citizens could vote: women, slaves and foreigners could not.

Discuss. Why do you think it took so long for women to get the vote? Do you agree with the suffragettes' motto *Deeds, not words*, or with the suffragists' peaceful methods? Some people want 16-year-olds to vote: would you like to vote now? Why or why not?

SINTESI

- Volunteering and charities: *volunteer* /ˌvɒlənˈtɪə(r)/, *charity, donate (to), raise money, fundraising, sponsor, campaign, petition, protest* (noun /ˈprəʊtest/, verb /prəˈtest/), *food bank*.
- Social issues: *homelessness, poverty, inequality, rights, vote*.
- *-ity* makes nouns from adjectives (*equal → equality, able → ability*), with the stress just before the suffix: *equality* /iˈkwɒlətɪ/. *-ism* makes nouns for beliefs and movements (*activism*); the person is an *-ist*.
- Collocations: *raise money, do voluntary work, make a difference, sign a petition, start / run a campaign*.
- Present perfect continuous: *have / has been + -ing*: *She has been volunteering since October.*
- Use: an activity that started in the past and is still going on (*for, since, How long…?*), or a recent activity with visible results (*I've been chopping onions*).
- Italian *presente + da* = present perfect continuous (or simple): *Studio l'inglese da sei anni = I've been studying English for six years.*
- Continuous = the activity, how long; simple = the result, how many / how much: *I've been making sandwiches / I've made sixty sandwiches.*
- State verbs only in the simple: *I've known her for years* (✗ *I've been knowing*).
- Persuading: *I was wondering if you'd… Would you mind + -ing…? It's for a good cause. You won't regret it.* Responding: *You've persuaded me. I'd love to, but…*
- A formal letter for a campaign: purpose, facts, what you have done, a polite request (*We would be grateful if…*), *Yours faithfully / sincerely*, no contractions.
- Votes for women: the WSPU (Manchester, 1903, Emmeline Pankhurst), *suffragettes* (1906); some women over 30 in 1918, equal votes in 1928; New Zealand 1893, USA 1920, Italy 1946.

ESERCIZI

Vocabulary

1. ● Match the words (1–6) with the definitions (a–f). 1 petition · 2 charity · 3 volunteer · 4 food bank · 5 protest · 6 sponsor — a a place that gives free food to people in need · b a person who works without being paid · c a public event where people show they disagree · d promise money to somebody if they complete a challenge · e a written request signed by many people · f an organisation that collects money to help people in need

2. ● Complete with the words in the box: *donate · raise · homelessness · rights · campaign · vote*. a In the UK you can _____ in a general election at 18. b The school is doing a sponsored walk to _____ money for a night shelter. c Can I _____ these books to your library? d Our _____ for a safer road has been going on for months. e Everybody should have the same _____, whoever they are. f _____ is a big problem in many cities: thousands of people sleep in the street.

3. ● Aoife does _____ at a community pantry every Saturday.
   - **A.** voluntary work
   - **B.** a volunteer
   - **C.** a volunteering
   - **D.** volunteers

4. ● Hundreds of people have _____ our petition.
   - **A.** written
   - **B.** made
   - **C.** signed
   - **D.** done

5. ●● Word formation. Write the noun in *-ity* or *-ism*. a equal → _____ b able → _____ c possible → _____ d active (a political movement) → _____ e real (a style in art and books) → _____ f responsible → _____ g tour → _____ h popular → _____

6. ●● Pronunciation. Underline the stressed syllable. Then say the words aloud. a equal / equality · b active / activity · c possible / possibility · d similar / similarity · e community · f charity

7. ●● Collocations. Which verb does NOT go with the noun? a ___ money: raise · donate · make · sign · b ___ a petition: sign · start · launch · win · c ___ voluntary work: do · start · make · stop · d ___ a campaign: start · run · launch · sign

Grammar

8. ● Complete with the present perfect continuous of the verbs in brackets. a Sam _____ (train) for the walk for three weeks. b How long _____ you _____ (wait)? c We _____ (not / live) here for long. d Callum _____ (talk) to people at the gate every morning. e It _____ (rain) all day. f _____ Aoife _____ (work) at the Pantry since October?

9. ● Complete with *for* or *since*. a I've been learning the guitar _____ 2024. b She's been volunteering _____ five months. c They've been campaigning _____ the summer. d We've been waiting _____ twenty minutes. e He's been feeling ill _____ yesterday. f I've been revising _____ ages!

10. ● Your hands are covered in paint! What _____ ?

A. did you do
B. have you been doing
C. are you doing since
D. have you done since

11. ● I _____ Giulia since we were in Year 10.

A. have been knowing
B. know
C. have known
D. am knowing

12. ● We _____ 1,200 signatures so far.

A. have been collecting
B. collect
C. are collecting
D. have collected

13. ● "Why are you so tired?" "I _____ for my GCSEs all weekend."

A. have been revising
B. am revising
C. revise
D. had revised

14. ●● Present perfect simple or continuous? Complete with the verbs in brackets. a Lily _____ (draw) all morning. She _____ (draw) six pictures of Biscuit. b How many emails _____ you _____ (write) today? c Josh _____ (apply) to five universities. d I _____ (read) this book for weeks, but I _____ (not / finish) it yet. e Marco _____ (be) a student in Milan for two years. f Oh no! I _____ (lose) my phone!

15. ●● Write questions with *How long…?* and answer them with the words in brackets. a Aoife / volunteer at the Pantry? (since October) b you / learn English? (eight years) c Callum / collect signatures? (half-term) d Giulia and Marta / prepare for the B1 exam? (September)

16. ●● Find the mistakes and correct them. a ✗ I study English since six years. b ✗ How long are you living in Bristol? c ✗ She has been knowing him since primary school. d ✗ We have been sending forty emails this week. e ✗ They've been waiting since two hours. f ✗ Has it been rain? The ground is wet.

17. ●●● Look at each situation and write a sentence with the present perfect continuous and one with the present perfect simple. a Sam started walking at 9.00. It's 12.00 now. He has walked 14 kilometres. b Marta started making posters for Green Week at 3 p.m. It's 6 p.m. She has made eight posters. c Callum started campaigning at half-term. 340 people have signed so far.

18. ●●● Translate into English. a Da quanto tempo fai volontariato? — Da settembre. b Giulia conosce Sam da più di un anno. c Hai l'aria stanca: hai corso?

Reading and Listening

19. ● Read "Saturdays at the Pantry" again. True (T), false (F) or doesn't say (DS)? a Aoife chose the Pantry for her Transition Year community project. b People need to explain why they come to the Pantry. c Most of the people who use the Pantry are homeless. d Aoife's mum has started cooking soup at home. e The TY class wants to open a second pantry. f Aoife's great-aunt sponsored her for the swim.

20. ●● Answer the questions. a Where does the Pantry's food come from? b Why are Aoife's eyes red? c What has Aoife learned about the people who use the Pantry? d What advice does Aoife give to students who want to volunteer?

21. ●● Find words or phrases in Aoife's answers that mean: a not used, thrown away (answer 1) · b very happy (answer 4) · c a feeling of being sorry for someone, which can make them feel small (answer 6) · d crazy (answer 7) · e very cold (answer 8)

22. ●● Listening 1 (Tabella 8.4). Why does Grandad Arthur finally agree to sponsor Sam?

    A. Because Sam has done the walk before.
    B. Because he doesn't want to give less than Grandma.
    C. Because the charity is his favourite.
    D. Because Sam promises to walk forty kilometres.

23. ●● Listening 2 (Tabella 8.5). a What two things does Callum ask Sam to do? b Which persuading phrases does Callum use? Find three. c How does Sam first try to say no? d Why has Callum nearly lost his voice?

Writing and Speaking

24. ●● Write five true sentences about yourself with the present perfect continuous and *for* or *since* (a hobby, a sport, a school subject, a friend, a habit). Then write one with a state verb in the present perfect simple.

25. ●● Write your letter to the editor of your local newspaper (140–180 words) supporting a campaign in your town. Use the model, the analysis and the checklist.

26. ●●● Speaking. Work in groups of three. Student A is collecting money for a cause of your choice; Student B is a friend who says yes after some questions; Student C is a neighbour who says no politely. Act out the two conversations. Use Tabella 8.6.

Towards B1

27. ●● Multiple-choice cloze. Choose the correct word (A, B, C or D) for each gap. *Our school (1) ___ money for a local charity for three years now. This year we (2) ___ a sponsored silence: forty students didn't speak for a whole day! So far we have (3) ___ £620. The charity uses the money to help families who can't (4) ___ their bills. If you would like to (5) ___ , please visit our page. Every pound makes a (6) ___ .* 1 A raised B has been raising C raises D is raising · 2 A did B have been doing C were doing D do · 3 A collected B been collecting C borrowed D signed · 4 A spend B pay C buy D cost · 5 A donate B borrow C sponsor D vote · 6 A change B help C difference D good

28. ●● Open cloze. Write ONE word in each gap. *Hi Giulia! Sorry I haven't written (1) ___ ages. I've (2) ___ really busy. Since half-term I've been (3) ___ signatures for our petition, and I've been revising for my GCSEs (4) ___ the same time. So far we've got 900 signatures! Have you (5) ___ the link on the blog? Could you share it with Marta? (6) ___ long have you been working on the Green Week posters?*

29. ●●● Sentence transformation. Complete the second sentence so that it means the same as the first. Use between two and five words. a Aoife started volunteering five months ago, and she still volunteers. → Aoife _____ for five months. b I met Callum in Year 7. → I _____ since Year 7. c When did you start learning English? → How long _____ English? d Is it OK if I post the link on the blog? → Would you _____ the link on the blog? e I started reading this book in May. I'm still reading it. → I _____ this book since May.

30. ●● Short message. A friend has asked you to sponsor her for a charity bike ride. Write a message to her (35–45 words): say yes or no, explain why, and ask a question about the ride or her training.

31. ●●● Article. Your school magazine wants articles with the title *Small Actions, Big Difference*. Write an article (about 100 words) about a person or a group who has been helping others in your town or school.

PER APPROFONDIRE

- SWA
- EGU
- RED
- OAL

Glossario del capitolo

Activism
attivismo — taking action for a political or social cause; the person is an *activist*

Campaign
campagna — a planned series of actions to change something

Charity
ente di beneficenza — an organisation that helps people in need, animals, etc.

Donate (to)
donare — give money or things to a charity

Equality
uguaglianza — the same rights and chances for everybody

Food bank
banco alimentare — a place that gives free food to people in need

Fundraising
raccolta fondi — the activity of raising money for a cause

Homelessness
il problema dei senzatetto — the situation of people who have no home

Inequality
disuguaglianza — an unfair difference in money, chances or rights

Make a difference
fare la differenza — have a good effect on a situation

Persuade
convincere, persuadere — make somebody agree to do something

Petition
petizione — a written request signed by many people

Present perfect continuous
present perfect progressivo — have / has been + -ing: *I've been waiting for an hour.*

Protest
protesta; protestare — noun /ˈprəʊtest/, verb /prəˈtest/

Rights
diritti — the right to vote, human rights

Sponsor
sponsorizzare — promise money to somebody if they complete a challenge

Suffrage
suffragio, diritto di voto — the right to vote in elections

Suffragette
suffragetta — a member of the WSPU, who campaigned for votes for women with militant methods

Voluntary work
volontariato — work you do without being paid

Volunteer
volontario; fare volontariato — /ˌvɒlənˈtɪə(r)/ *She volunteers at a pantry.*

Soluzioni

1. 1 e · 2 f · 3 b · 4 a · 5 c · 6 d

2. a vote · b raise · c donate · d campaign · e rights · f Homelessness

3. A — *do voluntary work*; *a volunteer* is a person

4. C — *sign a petition*

5. a equality · b ability · c possibility · d activism · e realism · f responsibility · g tourism · h popularity

6. a **e**qual / e**qual**ity · b **ac**tive / ac**tiv**ity · c **pos**sible / possi**bil**ity · d **sim**ilar / simi**lar**ity · e com**mu**nity · f **cha**rity (with *-ity*, the stress falls on the syllable just before the suffix)

7. a *sign* (✗ sign money) · b *win* (✗ win a petition) · c *make* (✗ make voluntary work; ✓ do voluntary work) · d *sign* (✗ sign a campaign; you sign a petition)

8. a 's (has) been training · b have ... been waiting · c haven't (have not) been living · d 's (has) been talking · e 's (has) been raining · f Has ... been working

9. a since · b for · c since · d for · e since · f for

10. B — a recent activity with visible results

11. C — *know* is a state verb: present perfect simple

12. D — a number (result): present perfect simple

13. A — activity + *all weekend*, visible result (tired)

14. a 's (has) been drawing; 's (has) drawn · b have ... written · c 's (has) applied · d 've (have) been reading; haven't finished · e 's (has) been (state verb *be*) · f 've (have) lost (single finished action)

15. a How long has Aoife been volunteering at the Pantry? She's been volunteering there since October. · b How long have you been learning English? I've been learning it for eight years. · c How long has Callum been collecting signatures? He's been collecting them since half-term. · d How long have Giulia and Marta been preparing for the B1 exam? They've been preparing for it since September. (Short answers also correct: *Since October. For eight years.*)

16. a I've been studying (have studied) English for six years. · b How long have you been living (have you lived) in Bristol? · c She has known him since primary school. · d We have sent forty emails this week. · e They've been waiting for two hours. · f Has it been raining?

17. a Sam has been walking for three hours (since 9.00). He has walked 14 kilometres. · b Marta has been making posters for three hours (since 3 p.m.). She has made eight posters. · c Callum has been campaigning since half-term. 340 people have signed his petition (so far).

18. a How long have you been volunteering (doing voluntary work)? — Since September. · b Giulia has known Sam for more than a year. · c You look tired: have you been running?

19. a T · b F (nobody has to explain why they've come) · c F (most of them have a home, and many have a job) · d DS (her mum is delighted, but we don't know if she cooks soup) · e T · f T

20. a Supermarkets and local farms give food they can't sell, and people in the area donate tins and pasta. · b Because she has been chopping onions all morning. · c That they don't want pity, they want respect (and that poverty and inequality have faces and names). · d Start small, find something you care about and give it one hour a week (and bring a warm jumper).

21. a wasted · b delighted · c pity · d mad · e freezing

22. B — *I can't let your grandma beat me.* (He promises a pound a kilometre, but only if Sam finishes.)

23. a Sign the petition and share the link on the Link blog. · b *Come on, it only takes a minute; Signing takes thirty seconds...; What if it's someone you know next time?* (also *Would you mind sharing...?*) · c *I'm*

not sure. I've got so much revision to do… and *I'd love to help, but I really haven't got time this week.* · d Because he has been talking to people at the gate every morning since half-term.

24. Model answer: *I've been playing volleyball since I was ten. I've been learning the piano for three years. I've been going to the same school since I was eleven. I've been reading a fantasy series for a month. I've been getting up early lately, because I walk to school. I've known my best friend for eight years.* (Check: *for* + period, *since* + point; state verb in the simple.)

25. Model answer: *Dear Editor, I am writing to support the campaign to save the public library in Via Roma. The council has announced that the library may close next year because it costs too much. In my opinion, this would be a serious mistake. The library is much more than a building with books. Every afternoon dozens of students do their homework there, because they have no quiet place at home. Older people read the newspapers and use the computers, and young children listen to stories on Saturday mornings. For the past month, volunteers have been collecting signatures in the square, and more than 2,000 people have signed the petition. They have also been organising readings to raise money. I would like to ask your readers to sign the petition and to come to the public meeting next Friday. I would also be grateful if the council could look for other ways to save money. Yours faithfully, Luca Bianchi* (≈ 165 words) Check: purpose, facts, present perfect simple and continuous, a polite request, no contractions.

26. Model (A and C): *A: Excuse me, Mrs Russo, have you got a minute? I was wondering if you'd sponsor me. I'm doing a sponsored swim for the animal shelter. C: Oh, how lovely. How long have you been training? A: Since January. It's for a really good cause: the shelter has been looking after forty dogs this winter. C: I'd love to help, but I'm afraid I can't right now — I've given to three charities this month. Good luck, though! A: No problem. Thanks anyway!* Check: a polite request, reasons, a clear yes / no, the present perfect continuous.

27. 1 B has been raising (activity + *for three years*) · 2 A did (past, finished) · 3 A collected (*have collected* + a number) · 4 B pay · 5 A donate · 6 C difference

28. 1 for · 2 been · 3 collecting · 4 at · 5 seen (also: read) · 6 How

29. a has been volunteering · b have known Callum · c have you been learning (studying) · d mind if I post (also: mind me posting) · e have been reading

30. Model answer: *Hi Elena! Of course I'll sponsor you — it's a great cause, and I know how hard you've been training. I can give you €1 for every ten kilometres. How long have you been cycling every day? Good luck on Sunday! Marta* (≈ 42 words)

31. Model answer: *Small Actions, Big Difference. Have you ever noticed the bookshelf near the school entrance? Since September, a group of second-year students has been running a free book swap there. You take a book, you leave a book: it's that simple. So far they have collected more than 300 books, and they have been giving the extra ones to the children's ward of the local hospital. "We wanted to do something small that everybody could join," says Sara, one of the organisers. So next time you finish a book, don't leave it on a shelf at home. Someone else might love it!* (≈ 100 words) Check: a catchy opening, the present perfect simple and continuous, a final thought.