

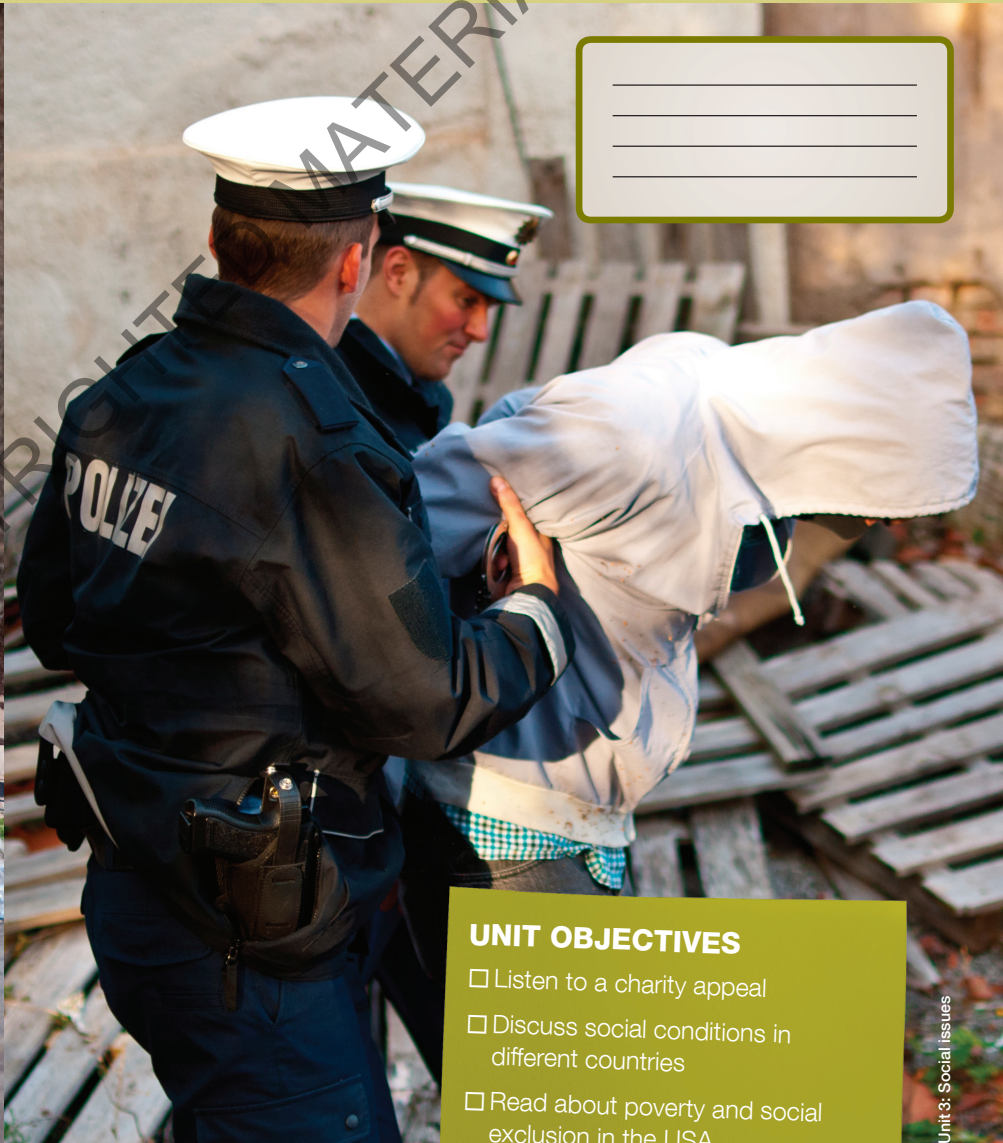
## LET'S START!

In pairs, look at the pictures and write the social issues next to them. Then create a mind map linking the social issues.

abuse  
bullying  
crime  
homelessness  
illiteracy  
malnutrition  
poverty  
unemployment

# UNIT 3

# Social issues



### UNIT OBJECTIVES

- Listen to a charity appeal
- Discuss social conditions in different countries
- Read about poverty and social exclusion in the USA
- Write a proposal requesting funding for a social project
- Create an informative graphic on world poverty



Discuss in groups. Where would you most likely encounter the social issues mentioned above? What are the most worrying social problems in your country? Do social issues change over time? Why? What causes this?



## COMMUNICATION

**A**  **Track 6** Listen and circle the correct answers.

- What is *It Takes a Village* aiming to do?
  - Ensure that all children receive a good education.
  - Set up a hospital for sick children.
  - C** Make sure that each child has food and shelter.
- Which of these problems is *It Takes a Village* NOT trying to tackle?
  - malnutrition and homelessness
  - b** unemployment and low income problems
  - poor health and abandonment
- Why was Stephanie Young in Somalia?
  - She was working with disadvantaged children.
  - She was appearing in a film.
  - c** She was making a documentary.
- Why are children turning to crime in Somalia?
  - to be accepted by other children
  - b** to make the money needed to survive
  - to steal food
- How much does it cost to adopt a child?
  - a** \$30
  - \$75
  - \$20
- How does *It Takes a Village* fight against malaria?
  - by providing medical aid
  - by eradicating mosquitoes
  - c** by providing mosquito nets
- What costs approximately \$150?
  - a** an individual's weekly entertainment in the US
  - an average visit to the cinema
  - monthly support for a family in Somalia
- Why does Stephanie Young say the children deserve homework in Somalia?
  - so that they don't turn to a life of crime
  - b** to show they don't have access to education
  - because their behaviour needs to improve

**B**  **Track 6** Listen again.  
Circle T (true) or F (false).

- T** *It Takes a Village* is the name of a charity.
- T** There are 22,000 homeless children in Somalia.
- T** Some Somali children do not have access to drinking water.
- T** Stephanie Young is a director.
- T** *It Takes a Village* does not supply birth-control tablets.
- T** Stephanie Young believes that everybody should be concerned with world poverty.
- T** When you adopt a child, he or she comes to live with you temporarily.
- T** The average American family would only need to see one less movie per month to cover adoption costs.

**C**  **Track 6** Listen again and complete the notes.*Somalia Files***Help Somalia ... How? Why?**

- Around the world, 22,000 children (1) die due to poverty every day.
- A donation of less than \$1 a day will provide a young child with (2) access to warm shelter, proper nutrition, and (3) a sense of hope.
- Children as young as two or three do not have (4) a place to live enough to eat, or access to (5) clean drinking water.
- You can change a young person's life by giving just \$30 per month in order to provide a (6) family with financial assistance.
- It costs a mere \$30 a month to (7) adopt a child and no more than \$75 a month to (8) adopt a family.
- In 2012, \$150 (9) was spent weekly on entertainment in the United States.
- Each family would only need to give up (10) one night at the cinema a month.

**D**  **Track 6** Complete the excerpts from the listening. Then listen again and check your answers.

I toured Somalia while filming my documentary, *World of Hope*, and found the living (1) conditions absolutely appalling. Children as (2) young as two and three are forced to live in run-down (3) huts, their bellies bloated from starvation and a (4) lack of clean drinking water. Instead of playing, these kids are dodging (5) muggings — and many of them end up (6) turning to crime. We must all work together to bring about change.

Poverty is a (7) global problem. I urge each and (8) every one of you to reach out to your family and friends to create (9) awareness about this important issue. These children, like all children, (10) deserve better than this derelict life — they deserve clean clothes, a full (11) belly, and yes, even homework. This is the (12) vision of *It Takes a Village*. Let it be the vision for all of us.

**E** Discuss in pairs.

- What charity organizations do you have in your country? What are their aims?
- In your opinion, what kind of aid is most helpful in developing countries?
- Do you ever donate to charity? How? What?
- 'Give a man a fish, and you feed him for a day; show him how to catch fish, and you feed him for a lifetime.' How is this proverb relevant to charity work?

**F** Work in pairs. Think about your experience at school. What were the conditions like? What facilities were available to you?



**G** Work in pairs. Look at the three pictures. They show children learning. Compare two of the pictures and consider the questions. Talk for about one minute. Use each phrase in the box at least once.

For example, ... For instance, ... In other words, ... What I mean is ...

- 1 How are the children benefiting from their learning experience?
- 2 What social conditions might have brought about these learning experiences?



**H** Discuss with your partner.

- 1 In your opinion, which learning situation in G is preferable? Why?
- 2 Which of the teachers might be most capable? Why?

**I** Work in groups. What are the most common social issues for teenagers? For each social issue, give a reason and a possible solution. Then discuss your answers as a class.

Social issue	Reason	Solution

**J** Discuss your answers from I as a class. Then answer the questions.

- 1 What are the best ways to avoid the social issues mentioned in I?
- 2 Are there any countries that appear to have fewer social issues than other countries? Why?
- 3 If you could change one thing globally to make everybody's life better, what would it be?



## LANGUAGE BUILDER

**A** Match the phrasal verbs to their definitions.

bring about	dole out	end up	fall off	figure out
give up	look down on	reach out	reason with	

- dole out distribute or give to the needy
- bring about cause to happen
- look down on perceive as lower or less important than yourself
- reach out show that you need help or seek help
- reason with try to change somebody's mind or show them a better path
- end up eventually become or turn out to be
- figure out discover how to do something or solve a problem
- give up stop doing or performing
- fall off decrease in numbers

**C** Complete the article with the correct form of the phrasal verbs in A.

For the first time in history, the number of overweight people has surpassed the number of those who are hungry. Although the numbers of underfed in the world has (1) fallen off since 1980, the number of people suffering from obesity has increased dramatically. The health dangers of obesity far outweigh those of low weight, and many countries need to (2) figure out effective ways to (3) bring about a change in eating habits.

Portion sizes parents are (4) doling out to their children have doubled in the last forty years, meaning their energy intake has greatly increased, whilst the World Health Organization has revealed a marked decrease in physical activity.

Without a solution, health systems are likely to (5) end up massively overburdened with health issues related to obesity. And the young will suffer the psychological trauma of being (6) looked down on by their fitter and slimmer peers.

Governments should not (7) give up what they are doing. However, they need to create a culture where it is possible to educate and (8) reason with overeaters. Likewise, they need to make it possible for young people to (9) reach out for help.

**D** **Track 7** Listen and complete the notes. Use no more than three words in each gap.**Harvey's thoughts**

- can't figure out how countries with (1) a food surplus like the US can have so many people who are underfed
- Europe has successfully managed to (2) bring about changes in attitudes towards tobacco consumption
- still (3) (the) companies that produce cigarettes should be shut down
- foresees alcohol and cigarettes becoming (4) completely illegal in the future
- (5) drug abuse is growing, especially in areas where there is no one to reach out to
- feels countries aren't revealing complete (6) statistics related to drug abuse
- most worrying is corruption, which he sees as the (7) root cause of all other problems
- although countries like the UK look down on their more corrupt neighbours, no country is (8) entirely free of corruption

**E** Discuss in pairs.

- What kind of organizations can people reach out to in your country when they suffer from addiction of any kind (drug, food, alcohol, etc.)?
- Why do you think banning smoking has helped cigarette consumption fall off and attitudes to change?
- Are there any countries that you think are looked down on more than others? Why?

**B** Circle the correct answers.

- In the last few years, the number of people seeking to buy their own homes \_\_\_.  
 a has ended up  
 b has doled out  
 c has fallen off
- People suffering from addiction cannot be \_\_ because their need surpasses their ability to see clearly.  
 a given up  
 b reasoned with  
 c brought about
- Governments may never \_\_ a suitable way to deal with the problems prevalent in low-income families.  
 a figure out  
 b reach out  
 c bring about
- The economic crisis that dominates Europe has \_\_ a general shift in the positioning of successful businesses.  
 a doled out  
 b brought about  
 c ended up
- Adolescents growing up in areas rife with crime often \_\_ turning to gangs and illegal activities themselves.  
 a end up  
 b give up  
 c reach out
- None of the police officers was willing to \_\_ their search for the runaway girl.  
 a dole out  
 b look down on  
 c give up
- The role of the charity is to \_\_ medical assistance wherever it is most needed.  
 a dole out  
 b reach out  
 c give up
- During moments of crisis, it is common for neighbouring countries to \_\_ for assistance.  
 a look down on  
 b dole out  
 c reach out

**USEFUL EXPRESSIONS**

alcohol/drug abuse  
 tobacco/alcohol consumption  
 food surplus  
 smoking bans



### Emphasis: rhetorical questions

Refer to *English Guide C1* page 20

Can we really afford to ignore this problem?

Should we just sit here idly while sea levels rise?

Haven't we waited long enough for the government to act?

Where's our health care?

What does the senator think he is doing?

How many children have to suffer before government acts?

How long will it be before governments realize the seriousness of the problem?

### G Read the rhetorical questions in the grammar chart and discuss what they mean.

I think 'Can we really afford to ignore this problem?' means 'We can't afford to ignore this problem anymore'.



### H Write rhetorical questions for the statements. Answers may vary slightly.

- We cannot sit by and watch the country suffer any longer.  
Can we really sit by and watch the country suffer?
- We will never find a solution to poverty if we don't deal with the problem.  
Will we ever find a solution to poverty if we don't deal with the problem?
- We shouldn't give up and stop fighting for our rights.  
Should we give up and stop fighting for our rights?

- We're not going to let the banks get away with causing the economic crisis.  
Are we going to let the banks get away with causing the economic crisis?
- The homeless shouldn't be held responsible for having to live on the streets.  
Should the homeless be held responsible for having to live on the streets?
- We really cannot place criminals with severe psychiatric problems in prisons.  
Can we really place criminals with severe psychiatric problems in prisons?

### I Play the game.

Split the class into two teams. Choose a theme and take turns saying rhetorical questions using the prompts. You win a point for every acceptable rhetorical question in the theme. If your team cannot continue, you lose a point and the other team starts a new theme.

Can parents truly be ...?

Are wars really ...?

How many casualties ...?

Is that behaviour ... ?

Where do these ideas ...?

How much time ...?



### J Work in groups. Think of some ridiculous rhetorical questions. Then share them with the class.

How much longer must we live without pizza?

Can we really be expected to sit in the classroom and learn when the weather is this beautiful?





# Bread for the USA

## Addresses Poverty & Social Inclusion

Did you know that more than 16% of Americans live in extreme poverty? That's nearly 50 million people living on less than \$2 per day—20% of whom are children. Sadly, many believe this gravely **underestimates** the actual poverty levels in the United States. At present, statistics suggest that 30% of Americans have trouble making ends meet. And, with the current stagnating job market, many believe the poverty rate will only continue to rise.

More than 47 million Americans depend on state food banks each year, and a record number of Americans use the Supplemental Nutrition Assistance Program (SNAP). While access to quality food is a tremendous issue, poverty isn't just about going hungry. In most instances, poverty affects an individual's access to adequate **shelter**, nutrition, and quality education. Did you know that as many as 3.5 million people in the US experience homelessness annually? This is a moral outrage.

*Poverty is also linked to an alarming decline in social inclusion.*

Impoverished children are often **excluded** from society, and **lose out** on opportunities otherwise available to wealthier families. Exclusion affects social **integration**, employment **prospects**, childhood relationships, and general living standards. Perhaps most concerning, a strong link between social exclusion and a life of crime has begun to **emerge**.

*It doesn't have to be this way. Together, we can make a difference.*

## How can you help?

Do you support our goals? Do you believe poverty is a social crisis?

## Bread for the USA Mission

The mission of Bread for the USA is to provide service to people in need, to advocate social inclusion, and to call upon communities throughout the country to do the same.

## Who We Are

Bread for the USA is the national office for the 52 state agencies. We support the work of local agencies in their efforts to reduce poverty, support families, and empower communities so that they may **thrive**. Throughout our 50-year history, Bread for the USA's agencies have helped create hope for more than 500 million people, regardless of faith or socioeconomic status.

## Our Goals

Bread for the USA has set a bold goal: to ensure all Americans work together to cut poverty in the US in half by 2025.

To measure these goals, we will monitor several indicators of poverty, as identified by the 'American Poverty Report', published February 2011. These measures include:

- Health Care: Reduction of infant mortality rate and increased numbers of children with health care coverage.
- Hunger: Increased access to healthy, nutritious food.
- Housing: Reduction of the number of families in emergency shelters and increased numbers of affordable housing units.
- Family Economic Security: Increased median personal earnings/assets and increased father involvement in families.
- Workforce/Training and Education: Increased access to quality affordable early childhood education, increased high school completion rates, and increased numbers of youth participating in post-secondary or workforce training.

## What Are We Doing To Help?

The Campaign to Reduce Poverty is a multi-year, multifaceted, coordinated approach to alleviating poverty and social exclusion in the United States. Our campaign goals include:

- to call upon government to improve public policies to strengthen families and allow them to **flourish**
- to educate policymakers and the public about the struggles of those living in poverty and the good work of those who serve them in local communities
- to engage those who are most impacted by government policies to be active participants in developing solutions to reducing poverty
- to work with individuals and organizations across the country to address poverty in our country

### READING STRATEGY

When you have to read a lengthy passage, it is important to be able to identify key details within the passage without having to go back over the whole passage. Underline important factual details—figures, names, or key dates and what exactly they refer to. This will help you when answering specific questions. You should also underline key words which indicate the overall subject matter of the text.

Join the Campaign now! Call 555-8990 to learn more today.



## READING

### A Skim the leaflet and answer the questions.

- 1 What is the general subject matter of the text? **poverty and social inclusion**
- 2 Who is the text aimed at? **the general public**
- 3 Who would have produced this text? **Bread for the USA or another social welfare organization**

### C Read the leaflet and circle the correct answers.

- 1 According to the leaflet, more than half of the American population is poor.
  - a right
  - b wrong**
  - c doesn't say
- 2 By 2020, poverty rates will double.
  - a right
  - b wrong
  - c doesn't say**
- 3 Over 40 million Americans rely on food banks for quality food.
  - a right**
  - b wrong
  - c doesn't say
- 4 Every year, as many as 3.5 million Americans will be made homeless.
  - a right**
  - b wrong
  - c doesn't say
- 5 Bread for the USA wants to provide homes for 50% of the homeless.
  - a right
  - b wrong
  - c doesn't say**
- 6 Infant mortality rates are not affected by poverty.
  - a right
  - b wrong**
  - c doesn't say
- 7 Bread for the USA would like male parents to play a more active part in supporting families.
  - a right**
  - b wrong
  - c doesn't say
- 8 Education is not part of the campaign to reduce poverty.
  - a right
  - b wrong**
  - c doesn't say

### F Complete the sentences with the correct form of the bold words in the leaflet.

- 1 One indicator of a child failing to **thrive** is low body weight and stature.
- 2 Once the community was given the tools to survive unaided, it began to **flourish** and grow.
- 3 One should never **underestimate** the effect abuse can have on an individual in later life.
- 4 When a child is repeatedly **excluded** from classroom activities, it is demotivating and upsetting.
- 5 Limited access to education could mean children **lose out** on the chance to become socialized.
- 6 In some cultures, the **prospect** of marriage drops dramatically after age 20.
- 7 At last, in patriarchal societies, new attitudes regarding the treatment of abusers are beginning to **emerge**.
- 8 When victims of abuse flee their homes, they are extremely lucky if they can find a place in a homeless **shelter**.
- 9 When immigrant families move to more affluent countries, **integration** is always a greater problem for the parents or elderly.

### B Read the leaflet and discuss these questions.

- 1 What do you understand by the term 'social inclusion'? How important is social inclusion? Why?
- 2 Are there any facts within the leaflet that you found particularly surprising? Why?
- 3 How effective do you think literature like this is?

### D Write six questions about the leaflet and exchange them with a partner. Then answer your partner's questions.

### E Scan the leaflet and write facts about poverty in the USA.

16%—(1) **percentage of Americans who live in extreme poverty**

\$2—(2) **50 million people live on less than \$2 a day**

20%—(3) **percentage of children living in extreme poverty**

30%—(4) **at present, percentage of Americans making ends meet**

47 million—(5) **number of Americans who depend on state food banks each year**

3.5 million—(6) **number of Americans who experience homelessness annually**

February 2011—(7) **year the 'American Poverty Report' was published**

2025—(8) **Bread for the USA hopes to cut poverty in half by this year**

### WORD WORK

*make ends meet*—make just enough money to survive  
Many families are unable to **make ends meet**.

## WRITING

**G** Complete the letter with the correct form of the bold words.

Dear Sir/Madam,

I am writing to express my concern at the (1) appalling conditions in our local recreation area.

I live in a neighbourhood of relative (2) affluence; however, our nearest park borders a council estate. This would not be of any concern to me were it not for the fact that recently the playground facilities have deteriorated to the point of almost total (3) dereliction.

Moreover, a once (4) flourishing environment of happy children is now marred by the (5) emergence of an ever-present group of unsavoury youths. I deduce that their presence is due either to a formal (6) exclusion from school or recurrent truancy. Lastly, (7) muggings have recently taken place in this park, in broad daylight; a further major deterrent for (8) prospective visitors. I strongly recommend that this issue is addressed promptly and effectively. As a tax payer, I feel it is my right and my children's right to have access to (9) suitable and well-maintained facilities that are free of charge.

In the case of these youths, surely there should be some scheme to ensure their (10) integration into a different education programme. Roaming the streets is not the answer.

I look forward to seeing a change.

Yours faithfully,  
Grace Creighton

**APPAL**

**AFFLUENT**

**DERELICT**

**FLOURISH  
EMERGE**

**EXCLUDE  
MUG**

**PROSPECT**

**SUIT**

**INTEGRATE**

**H** Imagine you are the headmaster of a secondary school. You have received an email from a parent. Respond with an email to all parents in order to provide general help and support. Use the problems in the email and the information from the website. Write 180–220 words.

MY\_MAIL

Dear Miss Englehorn,

I have recently become very concerned about Angus' behaviour. He is no longer willing to cooperate when it comes to household tasks and doing homework, whereas in the past he was a helpful, good-natured, and chatty boy. I have noticed a steady decline in his grades as well. Could there be a problem at school perhaps? This has happened since he turned 15.

I would very much appreciate some clarity on this issue or any advice that you can give in dealing with the problem.

Sincerely,  
Eleanor Monahan

www.good-parenting.com

### FIVE TOP TIPS FOR DEALING WITH TEENAGERS:

- 1 Create a culture of communication without judging.
- 2 Impose boundaries, but do give some freedom.
- 3 Always give praise where it is due and don't criticize too often.
- 4 Don't react dramatically to changes in style that you dislike.
- 5 Accept that your teenager will begin to have private relationships.

**I** Read the proposal for the organization of a crèche facility in the workplace. Write the headings in the correct places. Then put the sections in correct order (a–e).

A good reason for change	Final recommendation
The crèche facility	Project costs Proposal

(1) Final recommendation **e**

We would urge the company, in the interests of overall company moral and the happy integration of current and future female staff, to accept this proposal.

(2) A good reason for change **b**

Within this company's workforce, 65% of the employees are women. It has emerged that a high percentage of these women are mothers of toddlers. As a direct result of the necessity to provide childcare, many of these women end up forced to leave work earlier or lose out on sleep in order to make up the working hours they would otherwise be missing when dealing with their childcare needs. This leads to lower productivity overall.

In addition, from a motivational point of view, mothers suffer the stress of constant anxiety, and a crèche facility in the workplace would put them at ease, thereby improving company moral.

(3) The crèche facility **a**

We would like to introduce a crèche facility for employees.

(4) Proposal **c**

We have identified a suitable space within the building which could be transformed into an attractive crèche space at a very small cost. There would be capacity for the children to be separated into age appropriate groups of ten per class.

(5) Project costs **d**

We would suggest that employees using this facility pay a small fee for the service in order to cover the cost of employing qualified staff. The company would input the initial finances for setting up the facility, but these would be recouped within a six month period through the fee paid by parents.

**J** Work in pairs. Read the letter in G again. Underline all the problems and think of possible solutions for them. Then look at the proposal in I. Underline useful phrases for making recommendations.

### HOMEWORK

Complete Activity K at home if necessary.

**K** Imagine that you have received the letter in G. Write a proposal for your boss outlining your recommendations for improving the park. Use I as a model. Write 220–260 words.



## LANGUAGE BUILDER

**A** Match the words to their definitions.

affluent    appalling    derelict    desperate    downside  
dump (n)    mugging    run-down    upside

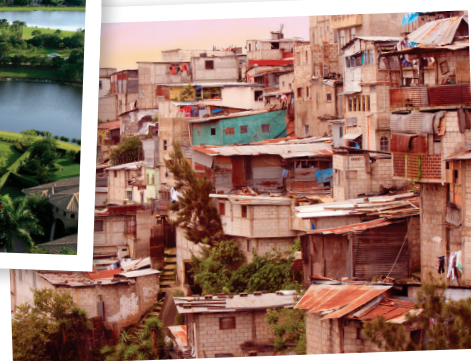
- 1 desperate in dire need
- 2 derelict no longer in use due to poor or dangerous condition
- 3 upside the positive aspect of a situation
- 4 affluent wealthy; having plenty of money
- 5 dump house or location that is in total disrepair and disgusting condition
- 6 mugging attack which involves theft and sometimes beating
- 7 run-down in need of repair
- 8 appalling terrible; shockingly bad
- 9 downside the negative aspect of a situation

**C** Complete the story with words in A.

When Dorian moved to Paris, he knew that on his small income he would never be able to live in one of the more (1) affluent areas of the city. Still, he didn't think he would only be able to afford living in such a (2) run-down area of the city. As he walked through his new neighbourhood, he noticed that some of the buildings were (3) derelict, with warning signs advising people to keep their distance. A movement behind an empty window pane indicated that despite this, some people had been forced to live in the (4) appalling conditions that the building, really more of a (5) dump, provided. How (6) desperate had the people been to stay living there? He wondered how safe the area was. No doubt (7) mugging was common and he wondered if there was going to be any (8) upside to living in this suburb. Then he noticed a pretty girl disappearing into what was going to be his building ...

**B** Put the underlined words in the correct sentences.

- 1 Kirsten's new flat is a total run-down. I don't know how she can live there. dump
- 2 The housing estate which once housed a thriving mining community is now mugging. derelict
- 3 Neither of the parents is employed and they are appalling for money to pay their mortgage. desperate
- 4 When you have been the victim of a vicious downside, it takes years to overcome your fear of walking alone at night. mugging
- 5 The living conditions in post-war Haiti were derelict and the streets were very dangerous. appalling
- 6 We've found a location for a new soup kitchen, but the dump is that it isn't close to the city centre. downside
- 7 The house was so desperate that the inhabitants were forced to cover the windows with cardboard. run-down
- 8 None of the families living in this street is particularly upside. They live from hand to mouth. affluent
- 9 The affluent of living on an estate is that everybody knows each other, but the crime rates are high. upside

**D** Work in pairs. Look at the pictures and describe the environments. Discuss what it might be like to live in these two places.**E** Discuss in pairs.

- 1 What are the upsides of living in the places in D? The downsides?
- 2 Have you ever been or lived anywhere where you have had to stay in appalling conditions? What would living in appalling conditions make you appreciate?

### Passive voice

Refer to *English Guide C1* page 11

£20,000,000 **was spent** on defence last year while only £1,500,000 went on social housing.

Before the end of the decade, 25 million children **will be born** into poverty.

Many families **have been helped** by the new welfare-to-work scheme.

The plight of homeless people **is being highlighted** in a new government report.

2,000 new jobs **are created** every month thanks to the new policy.

Millions of dollars **had been wasted** before they realized the scheme did not work.

### G Correct the sentences. Use *by* where necessary.

- Ten million pounds worth of medical machinery is ~~giving~~ <sup>being given</sup> to a hospital this week.
- Many victims of the flood have ~~providing~~ <sup>been provided</sup> with temporary housing by the relief group.
- The cuts that will ~~make~~ <sup>be made</sup> to the police force will ~~be affected~~ <sup>affect</sup> the London area dramatically.
- The issue of housing will ~~address~~ <sup>be addressed by</sup> the new mayor.
- The funding had ~~being~~ <sup>been</sup> earmarked for a new school, but ~~suddenly been used~~ <sup>was suddenly being</sup> elsewhere.
- As we speak, certain members of the government are ~~ask~~ <sup>being asked</sup> to defend themselves against charges of corruption.

### H Rewrite the sentences using the passive voice.

- We're planning to award funding to those schools with the highest number of pupils from low-income families.  
Funding is to be awarded to those schools with the highest number of pupils from low-income families.
- Non-profit organizations have undertaken the majority of the reconstruction work in the Philippines.  
The majority of the reconstruction work in the Philippines has been undertaken by non-profit organizations.
- The government is organizing an in-depth analysis of behavioural trends within certain communities.  
An in-depth analysis of behavioural trends within certain communities is being organized by the government.
- Five different teenagers have reported independent incidences of abuse at the school.  
Independent incidences of abuse at school have been reported by five different teenagers.
- They're going to knock down five buildings in the old industrial estate that are now derelict.  
Five buildings in the old industrial estate that are now derelict are going to be knocked down.
- The school might award scholarships to students who show exceptional talent in at least two subjects.  
Scholarships might be awarded to students who show exceptional talent in at least two subjects.
- Every year, the state builds two new prisons with a capacity of 500 inmates.  
Two new prisons with a capacity of 500 inmates are built by the state every year.
- Several people in the county died before the government realized the neighbouring chemical factory had polluted the water supply.  
Several people in the county died before the government realized the water supply had been polluted by the neighbouring chemical factory.

### I Work in pairs. Imagine you work for an organization that gives funding to groups for special aid projects. Discuss and create a list of procedures for each application.

First, application forms have to be filled out. And they need to be received six months before the project is expected to start.

Good. And after an application form has been received, it is ...

### F Circle the correct answers.

- When we form a sentence in the passive voice, \_\_\_.  
 a the subject of the active sentence becomes the subject of the passive sentence  
 b the object of the active sentence becomes the subject of the passive sentence
- To form a passive sentence, we use \_\_\_.  
 a a form of *to be* + the main verb in the past participle form  
 b the infinitive form of *to be* + the main verb in the correct tense
- We use the passive voice when \_\_\_.  
 a the action is of greatest importance  
 b the person is of greatest importance
- The passive voice is useful \_\_\_.  
 a for adding emphasis to the action  
 b if we want to appear more polite
- Often, when we use the passive voice, \_\_\_.  
 a we don't know who has completed the action  
 b we know who has completed the action
- To refer to the person who completed the action, we add a phrase using \_\_\_.  
 a *by*  
 b *with*

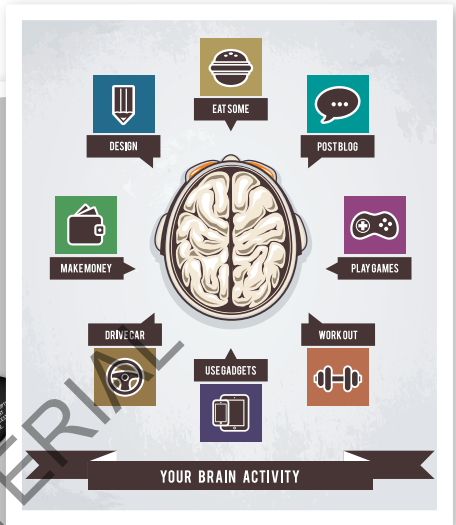
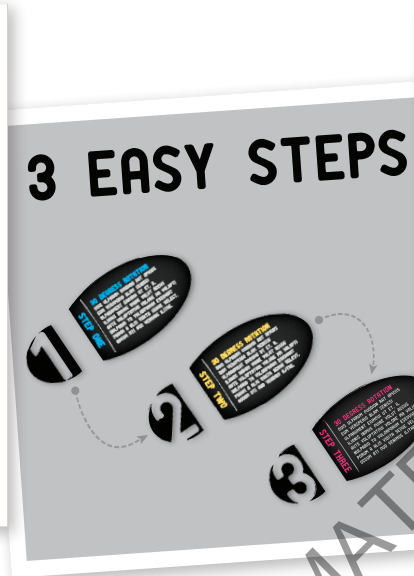
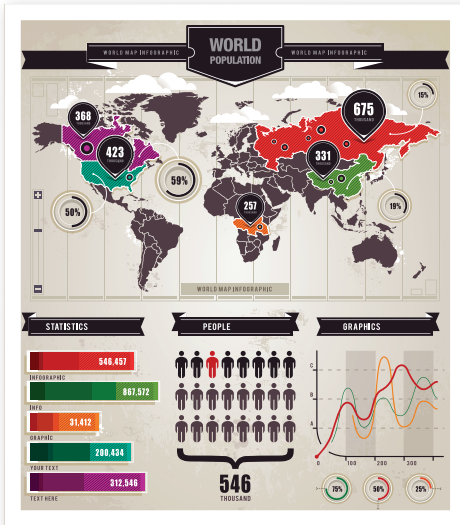
### J Present your procedures to the class. Decide which organization has given the clearest instructions.



## PRE-TASK

**A** You are going to create an infographic about world poverty. Work in groups. Look at the infographics and discuss the questions.

- 1 What sort of information is each infographic suitable for presenting?
- 2 What is the purpose of the different sections in each infographic?
- 3 Which format would be ideal for presenting facts about world poverty? Why?



**B** In your groups, use the Internet to help you complete the facts about world poverty with the correct figures.

\$1.25   £1.40   5   22,000   443 million   870 million   £1.3 billion   3 billion   \$40 billion

- 1 Almost half of the world's population—more than 3 billion people—live on less than \$2.50 a day. More than 1.3 billion live in extreme poverty (less than \$1.25 a day).
- 2 One billion children worldwide are living in poverty. According to UNICEF, 22,000 children die each day due to poverty.
- 3 More than 1 billion people do not have adequate access to clean drinking water. An estimated 400 million of these are children. Because unclean drinking water yields illness, roughly 443 million school days are missed every year.
- 4 In 2011, 165 million children under the age of 5 were stunted (reduced rate of growth and development) due to chronic malnutrition.
- 5 Worldwide, 870 million people do not have enough food to eat.
- 6 It would cost approximately \$40 billion to offer basic education, clean water and sanitation, reproductive health care for women, and basic health and nutrition to every person in every developing country.
- 7 Spread over 10 years, the cost to the UK taxpayer of cancelling £1.3 billion debt is £171 million a year or £2.85 per UK citizen—the price of a pint of beer.
- 8 The average cow in the European Union receives more than £1.40 a day in subsidies. This is more than the amount that half the world's population survives on.

**C** In your groups, select the facts from B which you would like to use in your infographic. Find and add at least four additional facts of your own.

**D** Now create an introduction for your infographic. Then write some rhetorical questions based on your list of facts in C in order to add emphasis and draw the reader in.

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## TASK

- E** In your groups, create your infographic. Make sure you create the appropriate visual cues to help the reader understand the information at a glance.



- F** Exchange your infographics with other groups. Rate the infographics using the criteria.

**1** Visual appeal: Is it attractive and pleasant to look at? Why?

**2** Quality of factual information: Are the facts accurate?

**3** Ability to persuade: How well does it tell the story?

## POST-TASK

- G** As a class, discuss which infographic was most effective and why.