

WHAT'S NEW?

Communication Objectives: Ss will be able to:
 - use expressions used to contradict and summarising information, ideas and arguments.
 - use vocabulary, phrases and idioms related to social issues.

Educational Objectives: Ss will address social problems that governments must deal with for the benefit its citizens.

Connected Topics:

- Immigration and refugees	- Substance abuse
- Crime	- Social integration
- Healthcare reform	- Slums and ghettos
- Homelessness	- Public transport
- Job creation	- Affordable housing

Grammar: Word forms

Reported speech

Idioms

Key Vocabulary:

assimilate

homelessness

sciatica

audit *n*

hostel

social integration

consultant

illegal immigration

squat

cope

imminent

statutory

crush

intolerance

stem from

digital divide

job creation

substance abuse

drug rehabilitation centre

on sufferance

utterly

era

prolapsed disc

vandalism

favela

rough sleeper

gap

scandalous

The BIG question: ARE WE DOING ENOUGH TO HELP?**VIEWPOINT**

Facts: These two sets of information are completely unrelated. They were meant to introduce different social issues. It may be worth pointing this out to students in case there may be any possible misunderstanding.

The refugee information comes from the Office of the United Nations High Commissioner for Refugees. Established in 1951 by the Convention relating to the Status of Refugees, the UNHCR has helped over fifty million people.

Source:

www.unhcr.org/cgi-bin/texis/vtx/home

EQ: *Some famous refugees include Albert Einstein, Victor Hugo, Madeleine Albright, Claude Lévi-Strauss, Czeslaw Milosz, Vladimir Nabokov, Haing Ngor, Sitting Bull and Maria von Trapp. Does knowing this change your opinion of refugees? Why do you think negative opinions of refugees persist*

in developed countries? How does the UN help refugees?

The crime statistics are from the UK Home Office, which reports that overall crimes have declined from a peak in 1995 of nearly 20 million crimes.

Source:

www.crimestatistics.org.uk/output/Page54.asp

EQ: *Although overall crime appears to have declined since the 1990s, media coverage of crime has increased substantially. Do you think we worry too much about crime? Do people always report crime? If not, why not?*

Quotes: Aristotle (384–322 BC) was an influential Greek philosopher known for his analytical way of studying the natural world.

EQ: *Is this statement true? How are these things connected? Is there much poverty in your country? Do you think most people worry about poverty, or world poverty in general? Is there a gap between poor and rich?*

John Florence Sullivan – ‘Fred Allen’ (1894–1956) was an American comedian known for his radio programmes in the 1940s.

EQ: *Why is this funny? Do you think people should feel regret about being human?*

Photos: The photos show a refugee and her child in a refugee camp, and some illegal immigrants who have been stopped by police.

1 WORD POWER

A 1 gets students to consider some of the key social issues facing governments today. It is up to students to decide on the order of importance and whether they are social or individual problems.

1 WORD POWER B

Sample answers

B Summarising – **To sum up**, I think the government is doing a great job with job creation. / **For this reason**, I feel social integration is working. / **As I have already pointed out**, we have less homelessness today.

Contradicting – **Frankly, I can't see it**. Healthcare is worse today than a decade ago. / **Do you honestly think so?** Illegal immigration is continuing to rise. / **In actual fact, it's just the opposite**. Substance abuse is increasing every year.

C 1 This addresses the issue in many Western countries about who should pay for healthcare and how well healthcare is run. The US private healthcare model is often shown as a model of efficiency, but 47 million people do not have health insurance and many more are underinsured.

2 Students should be encouraged to decide whether they see drug addicts as criminals or victims of an illness. Many people continue to blame the individual for their drug addiction and would therefore not like to see their tax money being spent on helping them.

3 This is a touchy issue that should be handled with some discretion. Students should be encouraged to question their own feelings on the matter. However, it may be easier to allow them to explore the issue from the point of view of people around them.

ARTICLES

380,000 Homeless ‘Going Unrecorded’

In the UK, especially in the urban areas around London and Manchester there is a chronic shortage of housing. In the London area many people come from other parts of Britain and abroad to look for work. As people have moved into the region, the cost of buying and renting housing has soared, making the London area one of the most expensive places to live in the world. In many cases this has priced many low-paid workers out of the housing market. Add this to the social problems, such as unemployment and family breakdown, as mentioned in the article, and it is not difficult to see why there are so many people living without a fixed address.

EQ: *Why do you think so many people in Britain are homeless? Do you think the situation is the same in your country? What can be done about it?*

Ex-Soldier Told of 70-Week Wait to See Neurologist

This article discusses one of the worst examples of inefficiency in the UK healthcare system. This case was in Scotland, where since devolution the Scottish government has taken control of many aspects of government including healthcare (see Unit 9, Exercise 8). This has meant making a lot of difficult choices to balance the budget, including closing many clinics and hospitals. Some critics believe the Scottish government has in fact made too many cuts, and there have been several cases of pregnant women giving birth on their way to the nearest hospitals over 50 km away. In the rest of Britain, some people also often have to wait a long time for medical treatment.

EQ: *Does your country have public or private healthcare? Which is better? Why? Do you think governments make a good job of running healthcare systems?*

2 READING

A is a skimming activity that will help students with the Use of English section of the CAE exam and the Reading section of the IGCSE.

2 READING A**Answers**

1 e 2 c 3 a 4 d 5 b

B requires students to identify specific information, but also to provide the supporting arguments to these ideas.

2 READING B**Answers**

B 1 The hidden homeless are hidden because they are not recorded in official statistics as homeless. They are homeless because they do not have a permanent place to live that they can call 'home'.
2 Rough sleepers are people who sleep rough on the street.
3 Here *see* means to have a meeting with; *stem (from)* means to come / originate from; *face* means to confront something or someone, usually a challenge.

C It may be useful to have students work in pairs for question C.

1 This question gives students a chance to practise reported speech. They can make up a story here.
2 Students can role-play this situation, one of them taking the role of Graeme Martin and the other, the role of someone who is one of the hidden homeless.

D 1 This question relates to a type of question in the Trinity exam which requires students to speculate on issues that are not explicitly stated. You may want to help the students by asking them to think about concrete examples.

EQ: *Where would you get food, have a shower or sleep?*

2 This question requires students to make the kind of decisions that people administering a healthcare system must make. Ask students to look at the issue two ways: what if there was no money for expensive treatments, or what if someone close to you was seriously ill?

3 SPEAK YOUR MIND

This section covers the topics of: social responsibility, homelessness, and universal healthcare.

A EQ: *How does your government try to help with social problems? Are they doing a good job? Are they doing enough?*

B EQ: *How big a problem is homelessness in your country? Why? Do you think the hidden homeless are as badly off as rough sleepers? Why / Why not? Should all forms of begging be against the law? Why / Why not?*

C EQ: *How good is your healthcare system? Why? How should the government try to improve healthcare? Do you think doctors, nurses, paramedics and hospital support staff are: not well enough paid, paid enough, paid more than enough? Why?*

4 LISTEN**DVD**

This audio clip comes from Interworld Radio, a non-profit organisation that provides free access to radio programmes from around the world. The aim is to give people an international perspective on issues and to stimulate debate on issues relating to different countries. The clip deals with the issue of bridging the digital divide in the *favelas* (slums) of Brazil. There is a significant gap between the rich and poor in Brazil, which means that the poor are often lost or forgotten when it comes to important new advances such as the internet and computers. As a result, a community action group called the Committee to Democratise Information Technology was set up by local *favela* residents to give *favela* dwellers with IT education and access to the internet in the hope of providing employment opportunities. This programme has been so successful that it has spread to many neighbouring countries as well.

4 LISTEN B**Answers**

True: They have computer education programmes. They use the internet.

4 LISTEN C**Answers**

1 Over one million
2 children's party videos
3 75,000 young people
4 Colombia, Uruguay, Mexico

E You can also encourage students to discuss other issues where people take action themselves rather than wait for the government to do it for them. You can introduce vocabulary such as *grassroots* and *people power*.

5 TEAMWORK

This activity is an attempt to discuss a difficult aspect of globalisation. As companies seek to cut costs and protect their profits, they often have to make difficult decisions such as relocating jobs or production facilities. Relocating to another country can bring advantages from cheaper labour costs to lower business tax rates. For the community losing a large employer, the results can be devastating, especially in small communities with limited employment opportunities. Unemployment rates rise and people move away to look for work. Poverty and crime rates also begin to increase. Like most problems, there are some limited solutions. This activity tries to address some of the more common ones. It may be helpful to get students to discuss any concrete examples they have heard of.

EQ: *How well do small, medium-sized or large communities cope with a loss of a large employer? Do you think globalisation has helped or hurt your country? Why? Do you agree that the government should spend money to attract new jobs to an area? Should these be public works projects?*

6 CONTROVERSY

Immigration is a major issue for any country. Although it is very complex because each immigrant's case must be looked at individually, it is common for the public, the media and conservative political groups to put all immigrants together as one group. This is often the case where communities have unemployment rates higher than the national average. When people feel their jobs are threatened, they often tend to react negatively towards newcomers, feeling that immigrants are taking away jobs from locals. The reality in many cases is that most immigrants, through necessity, lack of education or not having their qualifications recognised abroad take jobs that many locals would not choose to do. These are often low-paid manual labour jobs. In some countries, entire industries would not be able to operate without immigrant workers, for example, intensive agriculture where fruit or vegetables are picked by hand.

EQ: *Do you see immigration as a positive or negative thing? What do immigrants bring to a country? Many conservative groups like to blame immigrants for many social problems such as crime. What do you think of this?*

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources:

Global Report on Crime and Justice, Centre for International Crime Prevention
www.interpol.int, www.uncjin.org/Statistics/statistics.html

B Sources:

Critical Challenges for Healthcare Reform in Europe, Richard Saltman
www.scottish.parliament.uk/home.htm,
www.therightssite.org.uk

8 SOCIAL STUDIES in English [CLIL]

Chicago is the third largest city in the United States and the largest city in the state of Illinois. It has had a unique history in US history, serving as the main junction point between the western and eastern US. Most rail lines and truck routes travel through Chicago, making it an important commercial hub.

There has also been a long history of social and political challenges, from racial integration and unrest to organised crime. The city and suburbs of Greater Chicago continue to be divided along racial lines. A case in point is the two areas of Highland Park and Englewood. Highland Park has wealthy celebrity residents like sports star Michael Jordan, while Englewood was the scene of race riots in the 1950s and 1960s.

Sweden generally sees itself to be a model of social integration, priding itself on its social equality and finding consensus among its citizens. The reality is that immigrants have often found themselves socially isolated on the outskirts of larger urban communities. Although, compared to Chicago, the welfare state in Sweden has managed to limit the gap between rich and poor in Stockholm, economic opportunities can still be limited for many immigrants. Many Swedes complain of new Swedish

dialects (such as Rinkeby Swedish) developing, as the socially isolated immigrants begin peppering broken Swedish with words from different languages.

Notes:

- The Fittja statistics include children of non-Swedes born in Sweden. Ethnic Swedes make up only 12 per cent.
- For the state of Illinois there are 722 vehicles per 1,000 people.
- The urban density given is for the city of Chicago.
- Violent crime includes homicide, rape, robbery and assault.

EQ: *How do these cities compare to communities in your country? What solutions to social and racial integration would you suggest? What would life be like in Englewood or Fittja? Highland Park or Ostermalm? How important is it to have parks and lakes or rivers in a city? What effect does population density have on a community?*

9 FURTHER DISCUSSION

This section covers types of social issues in politics, crime, city planning and transport, immigrants, and housing.

A Ask students to discuss concrete examples of issues that are currently in the news.

EQ: *How do social issues benefit and hurt politicians? How much real control do politicians and the government have over social problems?*

B Try to get students to think about crime on a local level.

EQ: *Do you know anyone who has been a victim of crime? How does crime affect people? Do you think the police are doing a good job managing crime in your community?*

C Students should think about different types of transport in their area.

EQ: *How important is public transport in your community or country? How good is it? Who uses it? Is there any way of getting people out of their cars and reducing car use?*

D Try to get students to think about immigration in their community.

EQ: *What effect does immigration to Western countries have on the countries that the immigrants leave? What would it be like to emigrate to another country?*

E You can make this question more concrete by getting students to look at the classified ads of newspapers. Look at house prices or rents and work out how much they would need to pay for mortgage or rent and compare this with the minimum wage in your country.

EQ: *If there is not enough affordable housing available, what options do people have?*

10 Your answer: ARE WE DOING ENOUGH TO HELP?

This question tries to get students to think about society and the individual's role in solving society's problems. Students should be encouraged to make a critical assessment of their government's policies for dealing with the social problems mentioned in the unit. With either positive or negative opinions, students should be asked to justify their opinions with relevant arguments and examples.

WORKBOOK

1 WORD POWER

This activity will get students practising new vocabulary in the unit and expressions to contradict from **Language Bank 18**. Sample answers are given, but there may be different opinions.

1 WORD POWER

Sample answers

1 *Intolerance towards foreigners* is the root cause of anti-immigration feelings. – **Do you honestly think so?** I think it is much more complex. **2** *Two-tiered healthcare, for those who can and can't afford to pay* is the way of the future. – **Not if we consider that** this same system has led to big problems in the United States. Many people think the system there is not working there. **3** *Vandalism* only occurs in deprived areas. – **I would argue that it's actually** happening in all areas of the community. **4** *Substance abuse* can lead to involvement with crime. – **In actual fact, it's just the opposite.** It's involvement with criminals selling the drugs that leads to the abuse. **5** *Young*

people move to large cities to find work but many end up *sleeping rough*. – **Come on, you have to admit** that many of those people don't really want to have a job and responsibilities. **6** The government isn't doing enough to stop *illegal immigration*. – **Frankly, I can't see it**. They spent millions on new border security.

2 USE OF LANGUAGE: Word forms

This activity introduces the issue of anti-immigration policies in different countries. The activity is based on an activity type for the CAE and CPE exams.

2 USE OF LANGUAGE

Answers

1 remains	2 immigration	3 employment
4 falling	5 crashing	6 nationality
7 dangerous	8 shortage	

3 WRITING

A Sources:

Getting By: Begging, Rough Sleeping and the Big Issue in Glasgow and Edinburgh, Suzanne Fitzpatrick
Sleeping Rough Stories of the Night, Christina Dunhill
www.homeless.org.uk

B Sources:

Class and schools: Using Social, Economic and Educational Reform to Close the Black-White Achievement Gap, Richard Rothstein
Effective School Intervention, Enid Lee
Beyond Heroes and Holidays, Natalie Rathvon
http://europa.eu.int/comm/employment_social/soc-prot/index_en.htm

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS

Answers

1 b 2 d 3 e 4 a 5 f 6 c

1 to tighten our belts = to make economies to save money
 2 out of the public purse = from public or government funds
 3 to throw the book at = to punish severely
 4 to fight a losing battle = to try to do / change something but failing
 5 to take the drastic step of = to perform a very strong or extreme action
 6 to kick the habit = to cure / stop the addiction

Ask students to use the idioms when answering these questions orally. This can be done as pair work or as a class.

- *Should drug users be convicted or treated for their crime?*
 - I think we *are fighting a losing battle against* drugs. It would be better to provide more treatment facilities.
 - I think we need to *take the drastic step of* decriminalising some drugs.
 - It's too hard for some drug users to *kick the habit*. They should go to jail where they can't get drugs.
- *Are immigrants given fair treatment?*
 - Many think we pay too much *out of the public purse* to help them.
 - If you want my opinion, we are *fighting a losing battle against* illegal immigration.
 - If you ask me, they should *throw the book at* illegal immigrants.
- *What would you change about your government's social policies?*
 - I think we should *tighten our belts*. Too much money is spent on frivolous projects.
 - I would take *the drastic step of* making healthcare a legal right.
 - I would make sure that if something is *paid for out of the public purse*, it is something we really need.