

THOMSON

HEINLE

Language Teaching Publications Series

**PHOTOCOPIABLE LESSONS ON  
CONTROVERSIAL TOPICS**

**STRAIGHTFORWARD, EASY-TO-USE MATERIAL FOR BUSY TEACHERS**

Death  
Nudity  
Politically incorrect jokes  
Taboo conversation topics  
It should be banned!  
Not my type  
Sex for sale  
Swearing  
Torture  
Sexual harassment  
Bribery and corruption  
Designer babies  
Children who kill  
Gays and jobs  
Animal rights  
Marriage – for better or for worse  
Nobody needs a gun  
The sale of human organs  
AIDS  
Telling lies

Abortion  
National stereotypes  
Cheating on your partner  
Are you happy with your body?  
Immigration and racism  
Changing sex  
Is this news?  
The right to die  
Old enough to be her grandfather!  
Big Brother is watching!  
Anxiety and depression  
Gay families  
Begging  
Compensation culture  
Sport and money  
Vanity  
Legalising drugs  
Turning the other cheek  
The death penalty  
Addictions

- 40 one-off stimulating lessons
- intermediate level and above
- unit by unit notes with answers
- very motivating
- ready-made lessons for the busy teacher



# Taboos and Issues

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Australia Canada Mexico Singapore Spain United Kingdom United States

# Introduction

## Introduction

Teachers often complain that teaching materials are bland and devoid of the very topics we discuss in our daily lives. The title of this book suggests that the material covers controversial and difficult issues which students may be reluctant to discuss. Many of the issues are indeed controversial but the material is in no way intended to shock. In fact, the contents closely resemble those we find in our newspapers every day.

There are good reasons why general classroom materials avoid topics which may lead to embarrassment or friction in the classroom. Many teachers may be hesitant to use such materials. However, many more experienced teachers recognise the motivational value of materials which more closely reflect the real world.

This book presents just such stimulating and relevant topics. Three broad categories are covered:

1. taboos such as swearing, talking about death and prostitution
2. serious issues such as racism and genetic engineering
3. personal matters such as appearance, hygiene and nudity.

The material is not intended to form the basis of a course but a resource from which teachers can, with their students, select topics which interest them. The material should only be used with classes you know well and where the students are sensitive enough to respect and trust both you and their fellow students. Even then, you must use the material sensitively. Individual students or members of their family or close friends may have immediate, personal, even painful, experience of many of the topics. In some cases, you may want to check with an individual student before using a particular topic in class. It is essential that teachers remain alert for difficulties. If a particular issue becomes too sensitive, the teacher must be willing to abandon the topic and be prepared to move on to something completely different.

## How a unit is organised

Most units follow this pattern:

**left hand page:** introductory discussion and one or more short texts

**right hand page:** language work and further discussion.

The left hand page usually provides the basic material for a lesson, while the right hand page provides extension or follow-up work.

## Methodology

It is expected that this material will be used by experienced teachers. The teachers' notes, therefore, have been kept to a minimum and comprise only short notes, the answers, and occasional extra ideas.

Bearing in mind the sensitive nature of many of the topics, we suggest it will usually be best to start by asking students to think silently about some of the questions before they are asked to say anything at all. They then work in pairs and small groups before the topic is opened up to the whole class.

In a similar way, with the reading texts, students often work in pairs, with each reading a different short text, which they then report to their partner, before the material is dealt with in the whole class.

During individual or pair work, monitor what is happening. You may wish to help out with language where necessary, but you can also judge whether and how the topic(s) can be opened out to a wider class discussion.

It goes without saying that, as the teacher, you should remain neutral throughout any discussions, seeking only to encourage students to express their views.

Students will often have strongly-held views and possibly profound personal experiences which they are willing to share with the class. Indeed, trying to engage students in this way is perhaps the prime purpose of the materials. While encouraging and helping them to express their views and experiences, you must, however, never lose sight of the fact that it is a language lesson and they must be in no way pressurised into discussing or revealing things about themselves with which they are in any way unhappy. A student who wishes to remain silent must have their right to do so respected.

## Using the internet

Because the topics are controversial and regularly in the news, it will almost always be easy to find related material by a quick search of the internet. Usually typing two or three key words into a search engine will be sufficient to give you contemporary examples relevant to the topic.

*Richard MacAndrew*  
*Ron Martínez*

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40. **Addictions**  
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# Death

## Introduction

**Do you find this conversation offensive?**

I haven't seen Harry for months. How is he?  
> Dead! He died just before Christmas.

**Which would you prefer to say?**

He passed away just before Christmas.  
or We lost him just before Christmas.

**Do you use similar expressions in your language to avoid the words *dead* or *died*? If so, what are they?**

## Discussion

**In your country:**

1. When someone dies, what happens to their body?  
*a. It is buried. b. It is cremated. c. Something else*
2. Where do funeral ceremonies take place?  
*a. In a church b. At a shrine c. Somewhere else*
3. Who usually attends funerals?  
*a. Only men b. Men and women c. Anyone*
4. What colour do people wear to signify death?  
*a. Black b. White c. A different colour*
5. What do people usually do at funerals?  
*a. Cry openly and express strong emotions.  
b. Keep their emotions under control.  
c. Try not to cry, but cry quietly if they cannot help it.*

**When you die, would you prefer to be buried or cremated?**

## Reading

**Read the two articles opposite. Then choose the best answers to these two questions:**

1. Why do you think nobody sang the final song at the funeral of George Ramsbottom?  
*a. Because they didn't agree with George's brother.  
b. Because they were shocked by what had happened.*
2. What is Maplethorpe council going to do?  
*a. Order the body to be re-buried in a cemetery.  
b. Nothing.*

**Discuss the questions below in pairs:**

1. Was Frank Ramsbottom right to make the speech?
2. "You should never speak ill of the dead." Do you agree?
3. Can you bury someone in their garden in your country?
4. Can you scatter their ashes wherever you like?
5. How would you feel if your next-door neighbours buried their grandmother in their back garden?

**"Die, my dear doctor? That's the last thing I shall do!"**

*Lord Palmerston*

### **SURPRISING HONESTY AT FUNERAL**

Family and friends at the funeral of George Ramsbottom in Honley, West Yorkshire, were stunned when his brother, Frank, stood up in the church and told everyone that his brother would not be missed.

Describing his brother as the meanest man he had ever met, he went on to list all the people who would be glad to know that George had died, and gave the reasons why. He claimed that George was a liar, a cheat, a womaniser and a drunk. "He owed money to half the people in the village; he had ruined a number of marriages; and he was often incredibly rude for no good reason. No one will be sad that he has gone," said Frank Ramsbottom.

Mr Ramsbottom's unexpected speech was followed by complete silence. Eventually Margaret Dudley, the minister in charge of the service, stood to say, "Let us give thanks for George's life with our final song." She then sang on her own while everyone else stood in silence. The service ended shortly afterwards.

### **HOME BURIAL CAUSES ANGER**

A family who buried a relative in their back garden have angered neighbours.

Residents of a care home were shocked to see the coffin of Daniel Stevens lowered into a grave in Chesterfield Road, Maplethorpe. Staff at the Adamson care home, which overlooks the garden, want the body re-buried in a cemetery.

Geraldine Thomson, the manager of the home, said: "Someone sent me a letter last week to say the funeral would happen on Thursday. I thought it was a joke.

There were about 200 people in the garden for the service. When I called the police they said they couldn't do anything to stop it because it wasn't illegal."

Maplethorpe council said it was not able to prevent a burial on private land as long as certain rules were followed.

## Language

Use the correct form of these verbs below:

die                  kill                  murder

1. I'm just going outside. I'm . . . . . for a cigarette.
2. Do you want a drink?  
> Yes, I could . . . . . a cup of tea.
3. What's your new boyfriend like? I'm . . . . . to meet him.
4. I've been out shopping all day. My feet are . . . . . me!
5. The train doesn't leave till 4, so we've got nearly an hour to . . . . .
6. Just keep quiet. Whenever you open your mouth, you . . . . . the English language!

Add the following words to these sentences:

death                  murder

7. When is it going to stop raining? I'm sick to . . . . . of this weather!
8. Sorry I'm so late. The traffic was . . . . .

9. You look like . . . . . warmed up! Are you ill?
10. I don't just want to sit on the beach all day. I'll be bored to . . . . .

Do you have similar idioms in your language?

Do you know these idiomatic expressions?

*He's kicked the bucket.*

*He's popped his clogs.*

*He's gone to meet his maker.*



*“Will you please take your feet off my best chair!”*

## Discussion

Answer the questions below on your own:

1. How do you feel when the subject of death comes into the conversation?
  - a. Uncomfortable – I don't want to talk about it.
  - b. It depends how other people react.
  - c. Fine – it's perfectly natural to talk about death.

Or do you have another reaction?

2. You have to tell a close friend that a mutual friend of yours has died. You know that they were very close. How would you start the conversation?
  - a. I'm afraid we won't be meeting Mary for lunch on Friday after all.
  - b. Have you heard? Mary's just died.
  - c. You'd better sit down. I've got some bad news about Mary. She died last night.

Or would you say something else?

3. A friend of yours (a rather unreliable one) has just died, owing you a lot of money. After the funeral his sister comes to talk to you. Do you say:
  - a. I was hoping to meet one of the family so I can get my money back.
  - b. Poor George! He was such a good friend. (and forget about the money)
  - c. I shall miss George – but not as much as the £1000 he owed me!

Or would you say something else?

4. If the only work available was working with dead bodies – for example as an undertaker or a pathologist – what would you do?
  - a. Take the job. Somebody has to do jobs like that. It's no big deal.
  - b. I could never do a job like that. What would my friends think? I'd rather starve.
  - c. I'd ask for a huge salary. It would be OK if I was paid a lot.
  - d. Please stop talking about it. I feel sick.

Compare and discuss your answers in pairs or small groups.

Is it OK to joke about death?

# Nudity

## Vocabulary

**Nude / Naked** – both words mean wearing no clothes. For example:

He was completely naked. She was standing there, in the nude.

**Naturism** is the activity of not wearing any clothes because you believe it is more natural or healthy. The people who do this are called **nudists** or **naturists**.

## Discussion

How would you react in the following situations? Would you laugh, be embarrassed, cover your eyes, have a good look, or do something else?

1. You are watching a football match when a naked woman runs onto the pitch and stops the game.
2. Some new friends of yours have a sauna. After dinner, they suggest you all relax and chat in the sauna. When you are getting ready, you discover that you are expected to be naked.
3. You are shopping in the main street of your town. You notice a man walking down the street. He is not wearing any clothes, but is carrying a shopping bag.
4. You are at the beach with your family. A man and a woman put their towels near you, take off all their clothes and lie down to sunbathe.
5. You are invited to dinner by some people you don't know very well. After dinner, they show you their holiday photographs. They had been to a nudist resort in the south of France. The pictures leave nothing to the imagination!
6. Your new boyfriend/girlfriend suggests going to the beach. When you get there, it's a nudist beach.

## Reading

Answer these questions. Then read the article to find out the answers.

1. How many naturists do you think there are in Britain? a. 5,000 b. 25,000 c. 50,000
2. How many official nudist beaches do you think there are in Britain? a. 10 b. 50 c. 100
3. Do you think it is possible to go on a nudist package holiday?

### EVERY BEACH SHOULD BE A NUDIST BEACH

This summer British naturists are planning to swim and bathe naked on public beaches throughout the country to draw attention to public and official opposition to their lifestyle.

British Naturism, the leading UK organisation for naturists, is not only encouraging its members to bathe naked wherever they want, but is also promising to defend them in court if they are arrested by the police.

"Basically, our view is that every beach is a naturists' beach," said a

spokesperson for BN, the British Naturism magazine. "We will defend our members in court ... as long as we are satisfied that they have behaved reasonably and there's been no indecent behaviour."

The Nude Tolerance Campaign, which started quietly last November, is building up as summer arrives and Britain's 25,000 naturists arrive at beaches and clubs all over the UK. There will also be a nude cross-Channel relay swim from the south of

England to France, which British Naturism hopes will increase awareness of topless and nudist beaches in many parts of the world. Britain already has 170 clubs and 10 beaches where naturism is officially permitted and, surprisingly, the nudist lifestyle is becoming big business. Members of BN enjoy discounts on ferry services, car rental and breakdown insurance and can enjoy £2,000 nudist Caribbean cruises. Several large tour operators, including Virgin, offer nudist summer packages.

# Politically incorrect jokes

## Discussion

Read this joke about a blind person. Is it funny?

*A blind man and his guide dog went into a department store to do some Christmas shopping. All of a sudden, the man picked up his dog by the tail and started to swing it around in a circle. A sales assistant shouted, "Sir! Can I help you?" "No thanks," the blind man replied, "I'm just looking."*

Have you ever laughed at something that other people thought was not funny or told a joke which upset people? Describe the situation.

Is it OK to tell jokes about anything and everything? Would any or all of the following offend you? Why?

- a joke about a physically disabled person
- a joke that makes fun of women
- a joke that makes fun of men
- a joke that makes fun of the elderly
- a joke that ridicules a particular religion
- a joke involving a particular country or nationality
- a joke making fun of lawyers
- a joke that makes fun of blondes

Do you know any jokes involving any of the above?

Is there a particular group of people in your country who are often the object of jokes?

## Language

Use the correct form of these verbs to complete the jokes below:

*put*  
*have*

*drown*  
*call*

*make*  
*take*

*climb*  
*restrain*

*say*  
*throw*

1. How do you . . . . . a blonde laugh on Friday?  
> Tell her a joke on Monday.
2. How do you . . . . . a blonde?  
> Put a mirror on the bottom of a swimming pool.
3. What's the difference between a blonde and a computer?  
> You only have to . . . . . information into a computer once.
4. Why did the blonde . . . . . over the glass wall?  
> To see what was on the other side.
5. What do you do if a blonde . . . . . a grenade at you?  
> Pull the pin out and throw it back.
6. Why don't blondes get coffee breaks?  
> It takes too long to . . . . . them afterwards.
7. What do intelligent blondes and UFOs . . . . . in common?  
> You often hear about them, but you never see one.
8. How many blondes does it . . . . . to screw in a light bulb?  
> One. She holds the bulb still and the world revolves around her.
9. What do you . . . . . a blonde with half a brain?  
> Gifted.
10. What would a blonde . . . . . if her doctor told her that she was pregnant?  
> Is it mine?

Did you find these jokes offensive? Do you know anybody who would? Are they blonde?

Think about a joke that you know and try to translate it into English. Write it down first and then tell it to a classmate.

## Reading

The authors would like to make it clear that none of the following jokes has been written by them. They are typical of jokes which exist in books of jokes and on joke websites. The jokes printed here are among the least offensive! As you read the jokes below, rate each one for its level of humour and level of offensiveness:

HUMOUR                    A: very funny                    B: a bit funny                    C: not funny  
OFFENSIVENESS        A: very offensive                B: a little offensive              C: not offensive at all

### Joke 1

Q: How can you tell when a lawyer is lying?  
A: His lips are moving.

### Joke 2

A woman was paying for some items in a supermarket – a pint of milk, a packet of bacon, a small bag of rice and a few vegetables. The man at the checkout said, “I bet you’re single, aren’t you?” “Well yes, I am,” the woman replied. “How did you know?” “Because you’re really very ugly,” replied the man.

### Joke 3

#### HOW TO IMPRESS A WOMAN

Compliment her, cuddle her, kiss her, caress her, love her, stroke her, comfort her, protect her, hug her, wine and dine her, buy gifts for her, listen to her, respect her, stand by her, support her, go to the ends of the earth for her.

#### HOW TO IMPRESS A MAN

Arrive naked ... with beer.

### Joke 4

How do you make a dog drink?  
Put it in a liquidiser.

### Joke 5

Q: How do men sort their laundry?  
A: ‘Filthy’ and ‘Filthy but still wearable.’

### Joke 6

Q: What has four legs and eight arms?  
A: A pit-bull terrier in a children’s playground.

### Joke 7

How do you make a cat go ‘woof’?  
Soak it in petrol and throw it on the fire.

### Joke 8

There was a young man from Calcutta,  
Who had the most terrible stutter,  
He said, Pass the h-ham,  
And the j-j-j-jam,  
And the b-b-b-b-b-butter.

### Joke 9

A young man with a wild and multi-coloured hairstyle sits next to an old man on a park bench. The old man stares at the young man. “What’s the matter, old man?” says the young man. “Never done anything crazy in your life?” The old man replies: “Yeah. When I was in the Navy, I got really drunk one night and had sex with a parrot. I thought you might be my son.”

### Joke 10

Q: How do you know when you’re too fat?  
A: When you step on the scales and it says ‘To be continued.’

### Joke 11

Q: If your wife comes out of the kitchen to nag you, what have you done wrong?  
A: Made her chain too long.

### Joke 12

Q: Why do Italian men wear lots of gold chains around their necks?  
A: So they know when to stop shaving.

**Match the following reactions to the relevant jokes above:**

- Anybody who thinks setting fire to an animal is funny needs psychiatric help. They are sick!
- That’s in really bad taste. People who have a speech impediment can’t help it.
- I don’t think you should joke about people’s appearance. It’s not their fault!
- I don’t get it. (*I don’t understand the joke.*)

## Discussion

**Did you find any of the jokes offensive or ‘sick’? Which, if any?**

**Who would be offended by the jokes above? Consider each one with a partner.**

**Are there any categories of jokes that you would describe as offensive that were not included above?**

# Taboo conversation topics

## Discussion

Work in pairs. Discuss these questions:

When you fill in a form, are you happy to give this information:

*Your age?*

*Your marital status?*

*Your income?*

Are there any other questions you don't like answering?

## Reading

Read through the four conversations below. Who are the people and what is the situation?

### Conversation 1

A: Your blood pressure is absolutely fine. Have you been eating normally?

B: Oh yes. The same as normal.

A: And do you take any regular exercise?

B: Yes, I play squash twice a week.

A: Mm. Tell me, how much do you weigh?

B: About 68 kilos.

### Conversation 2

A: Hello, I'm Jean Walker. We've just moved in next door.

B: Paul Burton. Pleased to meet you. Do you work locally?

A: Yes, I'm a solicitor with a firm on the High Street.

B: A solicitor. That's a good job. How much do you earn?

### Conversation 3

A: Hello. I'm looking for a white tennis shirt.

B: OK. Tennis shirts are over here.

A: As you can see, I'll need a fairly large size.

B: Yes, I can see that. How much do you weigh, if you don't mind me asking?

### Conversation 4

A: Gareth, you will be delighted to hear that we would like to offer you the job.

B: Great! Thank you very much.

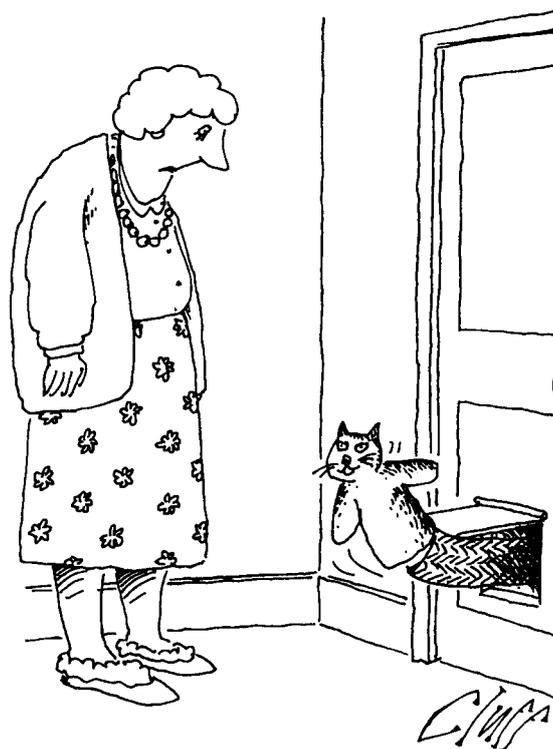
A: We need to talk a bit about salaries.

B: Right, yes, of course.

A: Remind me, how much do you earn at the moment?

B: About £35,000 a year.

A: Yes, well, we won't be able to give you more than that initially, but we should be able to match it.



*"Good morning. I'd like to talk to you about the Bible."*

## Discussion

1. In each dialogue there is a personal question. Decide if the question is appropriate to the situation and the speakers. If it is not appropriate, why isn't it?
2. The questions in conversations 2 and 3 do not have answers. How do you think the speaker should reply in these situations?
3. Have you ever been asked an inappropriate question? When and who by? How did you respond? Have you ever asked an inappropriate question by accident? What happened?

## Language

Mark the expressions below in the following way:

- Q** if they are polite ways of asking personal questions
- R** if they are ways of responding to personal questions

1. I hope you don't mind me asking, but ...
2. I'd rather not answer that (if you don't mind).
3. I know this is a bit nosy, but ...
4. Mind your own business!
5. Why do you ask?
6. Can I ask you a personal question?
7. That's rather a personal question.
8. I know this is a bit personal, but ...
9. I'm afraid that's really none of your business.

## Discussion

Look at the questions below. Decide who has the right to ask you these questions. It may be a particular person, for example, a doctor, a priest, a police officer, a partner/lover. It might be anybody or it might be nobody. Write anyone, a particular person or no one next to each question.

- |                                |  |
|--------------------------------|--|
| How old are you?               | Have you ever taken drugs?                 |
| How much do you weigh?         | Are you planning to start a family?        |
| How tall are you?              | Who did you vote for at the last election? |
| How much do you earn?          | Have you got a criminal record?            |
| Have you got a boy/girlfriend? | Are you gay?                               |
| Are you a virgin?              | How much was your CD-player?               |
| Are you married?               | What religion are you?                     |
| Were your parents married?     | How do you feel about abortion?            |

Work in pairs. Ask your partner the questions. Use the expressions in the Language work to help you ask and answer the questions.

## Your best friend

Could you say these things to your best friend?

- |  |   |
|--|---|
| Your breath is terrible.               | I think you've had enough to drink.     |
| You smell nice. What is it?            | You look silly in that shirt.           |
| You need a haircut.                    | I think you should ring and apologise.  |
| Your boy/girlfriend's got nice legs.   | If you want to smoke, do it outside.    |
| I wish you'd learn how to make coffee. | Your fly is undone. (fly = trouser zip) |

Could you say the same things to your teacher or your boss?

Do you have a friend you can say anything to?

Are you a tactful person or are you more blunt and direct?

Do you think being direct is a good or a bad thing?

# It should be banned!

## Discussion

Here is a list of some things which are banned in some countries, but are allowed in others. In pairs or small groups, discuss whether they are banned in your country and then compare with others in your class:

- smoking inside public buildings
- smoking marijuana
- parents smacking children
- topless sunbathing
- abortion pills
- selling alcohol on election day

If some or all of the things above are not banned in your country, do you think they should be? Why / why not?

## Reading

Read these articles and answer the questions below each one with a partner:

### WOMAN ARRESTED ON RIO BEACH

A young woman was arrested yesterday for using only one part of her two-part bikini. Brazilians are famous for their love of the beach, and wear very small bikinis but topless sunbathing is still not allowed. Police used to have a 'look the other way' policy but local authorities have begun to enforce the controversial law which forbids nudity. The woman was unrepentant after her arrest: "This is Brazil – not England, not the US. We believe in freedom and we believe in the right to show our bodies. This is absolutely ridiculous."

1. Is this law sensible, in your opinion?
2. What is meant by a 'look the other way' policy?
3. "We believe in the right to show our bodies." Do you agree with her?

### BAR FINED FOR ALLOWING SMOKING

Popular bar O'Malley's was fined \$1,000 on Friday night for disobeying the new San Francisco city order which prohibits smoking in any public building. The owner plans to appeal against the fine before a hearing this afternoon. "I tell you, even if the fine stays, there's no way I'm going to make my loyal customers go outside in the cold to smoke," he said yesterday. His customers have offered a lot of support.

"Has the world gone mad? This is a bar! It's a place for vices," said one regular. "I can't drink without smoking!"

1. What do you think about this law?
2. What do you think the bar owner should do?
3. What was one customer's justification for smoking in the bar? Do you agree?

### FOX HUNT SABOTEURS ARRESTED

Two men and a woman were arrested by police after pulling a man off his horse, causing him to break his arm. The incident happened as the three tried to stop a fox-hunt going ahead in the Sussex countryside in the south of England.

Several minutes of arguing had preceded the attack when the small group arrived with bells and whistles to confuse the dogs and horses. "Hunting foxes is murder," screamed one of the group before being led away by police.

1. Do you feel sympathetic towards the offenders in this article? Why? Why not?
2. Do you have any animal sports in your country which you think should be banned?

### KU KLUX KLAN RALLY VIOLENCE

Four members of the Ku Klux Klan brotherhood were beaten up at a public rally in which KKK members were calling for "a cry for white freedom."

Tempers began to flare when the Klan members, dressed in traditional white robes, began their march through a predominantly black neighbourhood shouting "White power!" Locals took to the streets and showed their opposition, some using violence. Four men were arrested by the police.

"We are a peaceful organisation with the right to speak our minds," said one Klansman. "It's not our fault these people are animals."

1. Do you sympathise with the offenders?
2. The man from the KKK said they had 'the right to speak our minds'. Do you agree?
3. Should groups like the KKK be banned?

## Language

Use the correct form of these verbs to complete the texts below:

*sign*      *go on*      *protest against*

I (1) ..... a protest march tomorrow with Greenpeace to (2) ..... the Japanese Government's policy on whaling. We are trying to get 5,000 people to (3) ..... a petition, which we plan to hand in to the Japanese Embassy. This is something I feel very strongly about.

*urge*      *campaign*      *boycott*  
*ban*      *lobby*      *carry out*

I belong to an organisation that (4) ..... against animals being used to test cosmetics. We (5) ..... politicians and consumer groups and (6) ..... the general public to (7) ..... companies that (8) ..... experiments on animals. Our aim eventually is for the government to (9) ..... all forms of animal exploitation in the cosmetics industry.

## Discussion

Have you ever been on a protest march? What for?

Have you ever signed a petition? What for?

Have you ever boycotted a company or its products? Which ones? Why?

Do you think any of these actions make a difference? Which one is the most effective?

## Newspaper language

Certain words are found almost exclusively in newspapers, particularly in headlines. Match the meanings on the right with the underlined words in the headlines below:

- |   |              |
|---|--------------|
| 1. POLICE <u>QUIZ</u> ANIMAL RIGHTS GROUP           | a. attempt   |
| 2. NUDISTS <u>SEEK</u> MORE SUPPORT                 | b. fight     |
| 3. MINISTER <u>BACKS</u> CANNABIS PLANS             | c. interview |
| 4. FASCIST PARTY IN POWER <u>BID</u>                | d. supports  |
| 5. NEW CALLS TO <u>HALT</u> FUR TRADE               | e. demand    |
| 6. POLICE AND DEMONSTRATORS <u>CLASH</u> IN CAPITAL | f. stop      |
| 7. BOXING BAN <u>PLEA</u>                           | g. obstruct  |
| 8. GREENPEACE <u>FOIL</u> WHALERS                   | h. look for  |

## Discussion

In small groups, decide whether any of the things below should be banned. Try to persuade the others in your group. Then take a vote for each one.

bullfighting	genetically modified (GM) food
fox-hunting	human cloning
cockfighting	alcohol
fishing	cigarettes
whale-hunting	marijuana
shooting	prostitution
gun clubs	pornography
military service	boxing
nuclear testing	soap operas
ballroom dancing	passports

# Not my type

## Discussion

1. How important is it for you to have a partner who is physically attractive?
2. Could you fall in love with someone who was physically unattractive?
3. Have you ever been out with someone who had a disgusting / embarrassing habit?

## Reading

Here are two letters to the 'problem page' of a magazine. As you read them, think about this question:

*Have you ever met anyone with the same or similar 'problems'?*

Dear Betty,

I've met this wonderful woman. She's tall, beautiful, intelligent, charming – nearly everything a man could ever want. There's only one problem. Every time she tries to kiss me I feel like being sick!

At first I thought it was a passing thing – that maybe she just needed to brush her teeth more. Now I realise that this must be some kind of permanent condition. What do I do now? I can't go on holding my breath (as I'm doing now) every time she leans over to kiss me. It's getting to the point where I don't even look in her direction when she talks to me! This is not your average morning-breath kind of smell – this is more like something has died inside her!

What should I do?

Thomas

Dear Betty,

I have one of the most thoughtful, kind, considerate men on the planet but he has this really disgusting habit that I can't stand and I can't decide how to tell him.

Basically, the problem is he picks his nose. I don't mind so much when we're at home, alone, but when we're in public, in a nice restaurant, or worse, at my parents' house when we're having dinner, I just want to disappear. He starts digging in and pulling things out and throwing them on the floor, or even worse, putting them in his pocket! And then afterwards when he wants to hold my hand or touch my face I avoid his advances – and of course he gets upset.

I want to tell him about it because I don't think he realises that he does it, but I'm afraid I'll embarrass him and I don't want to lose him. I mean, I don't want to sound like I'm his mother.

Please help.

Emily

## Discussion

Discuss the following with a partner:

1. Find words and expressions that tell you how bad Thomas's girlfriend's breath is.
2. Did anything in the two letters make you laugh?
3. Which problem above did you think was worse?
4. What would you do in Thomas's or Emily's situation?

# Sex for sale

## Discussion

1. Match the words on the left with the definitions on the right:

- |                         |  |
|-------------------------|--|
| 1. a prostitute         | a. someone paid to go out socially with other people                 |
| 2. a pimp               | b. a house where men pay to have sex with prostitutes                |
| 3. a red-light district | c. a person who agrees to have sex in return for money               |
| 4. a brothel            | d. part of a town where there are many prostitutes                   |
| 5. a kerb-crawler       | e. a man who controls prostitutes and lives off their earnings       |
| 6. an escort            | f. a man who drives slowly along a road looking for a sexual liaison |

Is prostitution a problem where you live? Is there a red-light district in your town?

Read the information in the box and discuss the questions in pairs or small groups:

At present, in Britain, a woman who sells sex on her own in a single property is not breaking the law. However, it is illegal for a prostitute to work, or to ask for work, in a public place. If two or more women sell sex in a single property, it is technically a brothel, which is illegal.

- What is the law in your country?
- Do you think it is too strict, too lenient or about right? Why?
- How would you feel if you found out that a close friend or a member of your family was working as a prostitute?

## Should we legalise brothels?

Read the two articles to see if these statements are correct:

1. The police officer would like to have stricter laws on prostitution.
2. The local councillor would like to relax the laws on prostitution.

"It's ridiculous to try and eliminate a practice which has been going on since the beginning of civilisation. There always has been, and always will be, a demand for prostitutes. You can't stop it by making it illegal. The problems we have are because prostitution is not regulated. The women involved are at risk of both physical and emotional abuse from the pimps who 'employ' them. Their working conditions are often poor and there are considerable health risks. Legalising it would give women more control over their lives – their health, their safety and their finances. From the police point of view, it would also mean less obvious prostitution on the streets and a reduction in related crime such as drug dealing. The current laws are completely impractical. It's time they were changed."

**Helen Maddocks, senior police officer**

"This is not a practical issue at all, it's a moral one and I'm dead against any change in the law. In fact, I think the laws should be tougher. I agree we should be concerned about the health and safety of the women, but the plain fact is, sex for money is wrong. Sex should not be for sale. The laws we have are not just for stating what is allowed and not allowed, but also to show us what is good and what is bad. Legalising prostitution creates the impression that it is a good thing. It's a sign of great moral weakness in our society. Prostitution may be the 'oldest profession', but that doesn't mean it should be encouraged to continue."

**Janet Boyce, local government councillor**

Spend two minutes thinking about these questions, then discuss them with a partner:

1. Which argument is closer to your own opinion? Underline the statements you agree with.
2. Are you surprised at the police officer's attitude? Why? / Why not?
3. Do you agree that prostitution is a 'sign of great moral weakness in our society'?

## Language 1

Look at this extract from the text:

*This is not a practical issue at all,  
it's a moral one.*

Discuss with a partner. Is prostitution:

a practical issue or a moral issue?

a complicated issue or a straightforward issue?

an important issue or a non-issue?

Which verb does not collocate with *issue*:

avoid	the issue
complicate	
address	
discuss	
do	
tackle	
resolve	

Which issues is your government addressing at the moment? Which issues is it avoiding? Which issues do you want your government to tackle?

## Discussion

What would you say in reply to these people? Discuss with a partner.

*I can earn £1000 a week as a prostitute. That's about four times as much as I would get doing a different job. So why should I stop?*

*I don't believe that sleeping with a prostitute is being unfaithful to my wife. It's only sex – nothing else. Marriage is about love.*

*Lots of girls are forced into prostitution. Often they are illegal immigrants. They can't go to the police because they are not in the country legally.*

**"I believe that sex is one of the most beautiful, natural, wholesome things that money can buy."**  
*Steve Martin, actor*

*If someone wants to accept my money to have sex with me, what's the problem? It's their life and their body. It's my money and it's none of your business!*

*Prostitution is a problem caused by men. There aren't any prostitutes for women. It's men who create the problem and men who make the laws.*

*It's the only way dirty old men can get sex. Prostitution is for sad, sad people. The women are sad and the men are even sadder. I'd ban it!*

## Language 2

Divide these expressions with *law* into three groups:

1. What the government or the police do.
2. What offenders or criminals do.
3. What good citizens do.

- a. tighten the law
- b. break the law
- c. defy the law
- d. obey the law
- e. observe the law
- f. relax the law
- g. comply with the law
- h. enforce the law
- i. ignore the law
- j. abide by the law
- k. change the law
- l. disobey the law

# Swearing

“When angry, count to a hundred; when very angry, swear.”

*Mark Twain*

## Discussion

Work in pairs and compare your answers to the following questions:

1. How often do you swear?
2. What swear words do you use most often?
3. Are there any swear words you would never use? Why?
4. In what situations would you try to avoid swearing?
5. Are you ever offended, upset or annoyed when other people swear?

## What would you say?

Would you swear in the following situations? What would you say?

1. You take some milk out of the fridge, but drop it on the floor.
2. You are carrying two pints of beer in a bar. Someone bumps into you and you spill the beer down your trousers.
3. You miss the bus to work by a few seconds.
4. Somebody drives into the back of your brand new car.
5. Your phone bill is double the normal amount.

## Reading

Read the articles below. Tick (✓) the true sentences.

1. Martha Johnson was sacked from her job.
2. Mr Slater feels that he has to swear at work.
3. John Ashford was arrested for swearing.
4. He is going to jail for 90 days.

### PART OF HIS PERSONALITY

A sales executive has taken her ex-boss to an industrial court claiming that his swearing forced her to quit her job. For over six months Martha Johnson, 43, put up with the foul language of Jack Slater, managing director of a transport company, and his deputy, Darren Wiggins. Both men swear continually, the court was told.

Yesterday Ms Johnson of Worthing, Sussex, who has recently taken up a new job, said: “I had a really wonderful job with the company but I just had to do

something about the awful language. At least now I am in a place where people show respect for each other.”

Mr Slater told the court that bad language was part of his personality and also common in the transport business. “I can't stop swearing,” he said. “I'm the fucking boss. My workers would all think I was fucking soft if I stopped swearing.”

During the hearing the judge had to warn Mr Slater several times about his language. The case continues tomorrow.

### A BIG SPLASH

The bad language used by John Ashford as he fell out of his sailing boat into a river in Michigan has landed him in big trouble. He appeared in court for breaking a 100-year-old state law which forbids swearing in front of women and children. Families were picnicking nearby when the accident happened.

His defence team argued that standards over the years have changed and that it is now perfectly acceptable to swear in extreme circumstances, such as falling into a river.

Mr Ashford, who faces up to 90 days in jail and a \$100 fine, was caught by two sheriff's deputies. They were fishing from the side of the river when he fell in.

## Discussion

Work in pairs or small groups. Discuss these questions about the texts above.

Do you think Martha Johnson was over-reacting? If so, what do you think she should have done? Do you think Mr Ashford should be in court? If not, what do you think should have happened?

## Language

Look at the sentence below from the second text:

*It is now perfectly acceptable to swear in extreme circumstances.*

In these sentences one of the words *in italics* is wrong. Cross it out.

- Swearing in certain situations is completely *unacceptable/rude/inappropriate*.
- I found his language deeply *upsetting/offensive/obscene/shocking*.
- Using that kind of language is perfectly *acceptable/OK/good* in some situations.
- Some words that people use are actually *very funny/rude/terrible*.

## Discussion

Discuss the statements below. Do you agree or not? Why?

- Swearing can be creative and expressive.
- It's useful to be able to swear in English.
- It's difficult to know how to use English swear words.
- You can sound silly if you swear in English.
- People who swear a lot are just uneducated.
- Children should be taught that swearing is wrong.
- You can upset people by saying 'Jesus Christ'.
- People shouldn't use swear words in the street.

## Language

The list below shows that swear words vary in strength. Different people of different ages find some words more offensive than others. Here is a rough guide to some of the most common English swear words and expressions:

Weaker	Stronger
Damn!	He's a real shit.
Blast!	Shit!
Hell!	Piss off!
Bloody hell!	Bastard!
It was bloody awful!	Bitch!
Crap!	Bollocks!
It was really crap!	He's a total wanker!
Bullshit!	He's a stupid prick.
He's a real dickhead.	He's an arsehole!

**Taboo-strength:** Fuck off!

**Religious swear words can offend much more than words connected with sex, body parts or bodily functions. Using *God, Jesus Christ* or *Christ Almighty* will greatly offend some people.**

Now make true sentences using some of the expressions from examples 1 – 4.

- Most people I know find swearing . . . .
- My mother / father thinks swearing is . . . .
- There are one or two words which I find . . . .
- Swearing at someone in a public place is . . . .
- I think it is . . . . to swear when you are really annoyed about something.
- If the Prime Minister swore on TV, I would find it . . . .

Work in pairs and compare your answers.



"Er . . . mind if we swear?"

## Discussion

Which of the words and expressions opposite have you used or would you use?

Are you offended when people use religious words as swear words?

Do you know of anybody who has got into trouble by swearing?

Most English swear words are connected with sex or the body. Is this the same in your language?

## Avoiding swear words

Native speakers often avoid swearing by using other similar-sounding words. What do you think the following examples avoid?

- He told me to F off!
- It's flipping cold, isn't it?
- Not bleeding likely!
- Oh, sugar!
- P off!
- He's a real B!

# Torture

## Discussion

**Work in pairs. What do you think the answers are to these questions?**

In 1996 there were 171 countries in the world:

1. In how many countries did people in prison or police custody suffer torture or ill-treatment?  
a. 24    b. 67    c. 124?
2. In how many countries did people die as a result of torture or inhuman prison conditions?  
a. 16    b. 46    c. 82?

**Find out the answers from your teacher and then discuss these questions:**

1. Do the figures surprise or shock you or are they what you would expect?
2. Do you think the figures would be better or worse for this year? Or about the same?
3. In which countries would you expect to find torture happening?
4. What about your own country?

## Reading

**Read the articles through quickly and answer the questions below:**

Which countries are mentioned in connection with torture?

Do any of the articles surprise you? Which? Why?

### **CASSIDY ATTACKS PINOCHET**

In Chile in 1975, Dr Sheila Cassidy was beaten, stripped and given electric shocks all over her body, forcing her to give the name of a priest who had asked her for help. She was later released as a result of protests from Britain. Yesterday she spoke out following the arrest of General Pinochet, the 84-year-old ex-dictator of Chile. "I think imprisonment for the rest of his life would be appropriate. I know he is an old man and he is fragile, but so were the pregnant women who were raped and tortured," she said.

### **US POLICE UNDER FIRE**

A recent Human Rights Watch report, examining policing in 14 of America's biggest cities, contains some shocking statistics. Following 11,000 civil rights complaints against the police last year, only 29 police officers were punished. Crime in New York has halved since 1993, but complaints about police abuse are up by 50%.

In one case, a suspect was choked to death when arrested by a police officer in 1994. The officer was cleared of manslaughter, but the case exposed the police to widespread criticism.

### **FRANCE GUILTY OF TORTURE**

France became the first European country convicted of torture when the European Court of Human Rights found it guilty of torturing a suspected drug dealer during questioning. The man was beaten in an effort to obtain more information about his suppliers. The court described his treatment at the hands of five police officers as being 'of a particularly cruel and serious nature' making it 'torture' under the European Convention on Human Rights.

**Read the articles again and answer these questions:**

1. Why was Sheila Cassidy tortured?
2. What was 'shocking' about the Human Rights Watch report?
3. What information did the French police want?

## Discussion

**Discuss these questions in small groups:**

1. Do you think that the conduct of the US police might sometimes actually be 'torture'?
2. How would you define 'torture'?
3. Do you feel that any of the cases of torture mentioned above might in any way be justified?
4. Do you think the police in your country torture suspects and known criminals?

## Language 1

Put the words in *italics* in the right order to make prepositional phrases.

1. She was later released . . . . . protests from Britain. (*of as result a*)
2. I think imprisonment . . . . . his life would be appropriate. (*of rest the for*)
3. A suspect was choked to death . . . . . a police officer. (*with interview in an*)
4. The man was beaten . . . . . obtain more information about his suppliers. (*to an effort in*)
5. His treatment . . . . . five police officers was 'of a particularly cruel and serious nature'. (*of the hands at*)
6. . . . . firm evidence, he was released from prison. (*of the in absence*)
7. The government had no choice but to arrest him . . . . . what he was writing about them in the foreign press, but they lived to regret their actions. (*of in view*)
8. All political prisoners will have been released . . . . . the year. (*end the by of*)

## Language 2

Complete the article below using the phrases from the previous exercise.

### LIFE FOR THE TORTURE TWO

The trial of Justin Mathers and Gary Barstow, both accused of murder and torture, finished today at Brigham Crown Court. (1) . . . . . the six-week trial, the jury had heard evidence of some of the most horrible crimes ever described in a courtroom. They had also seen photographs of injuries suffered (2) . . . . . these two men. Both men were found guilty. The judge passed sentence immediately, saying: "(3) . . . . . the horror of your crimes, I have no hesitation in sending you to prison (4) . . . . . your lives. (5) . . . . . your actions, five people were permanently injured and seven were killed. Two men and three women lost their partners; a dozen children lost their parents.

After your arrest, (6) . . . . . the police, you said that you had enjoyed committing these awful crimes. Therefore, (7) . . . . . give you a punishment that matches the awfulness of what you have done, and, (8) . . . . . any remorse from you, I sentence you to life imprisonment."

**"No-one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment."**

*Article 5. United Nations. 1984.*

## Discussion

Work in small groups. Look at the situations below. Discuss how much force, if any, it is acceptable for the police or army to use in each situation in order to get what they want.

1. The police arrest someone for a bank robbery. They are absolutely certain they have the person responsible, and he already has a criminal record, but at the moment they have no evidence. They need a confession. They only have four hours to get one before he must be released.
2. A child has been kidnapped. The kidnapers are threatening to kill the child if their demands are not met. The police catch one of the kidnapers who knows where the child is being held. She refuses to tell the police.
3. The police catch a member of a terrorist organisation. He knows the names of other members of the organisation. He also has information about where they have stores of arms and explosives. This information will save lives.
4. Your country is at war. You capture a high-ranking enemy soldier who has considerable knowledge of the enemy plans. This information would certainly save the lives of many of your soldiers and possibly shorten the war.

Would your response to situation 2 be the same if the child was yours or a friend's?

# Sexual harassment

## Discussion

Discuss these questions in pairs or small groups:

1. Do you think work is a good place to find a partner? Why / why not?
2. In a work setting, what body parts of a colleague would it be OK to touch in your country?

Tick all the OK parts:

hand	...	arm	...
face	...	shoulder	...
back	...	hair	...
stomach	...	bottom	...

3. What would happen if you did touch the parts of the body that you did not tick?

## Reading

Make sure you know what these words and expressions mean before you read the article:

*flirt*  
*sue*

*suggestive photos*  
*dressed seductively*

*sexy calendars*  
*chat up*

### FRENCH FLIRT AT WORK

The engineering workshops at a well-known engine-maker based in Paris seem as clean and innocent as a church these days. The nude photographs and sexy calendars that used to be on some of the walls have been taken down or thrown away.

For that, the men in the department mostly have one of their female colleagues to thank. Brigitte Janin, an aerodynamics engineer, said she started arguing against the suggestive photographs from the

moment she joined the company 13 years ago. "It was being done just to provoke women," said Janin, 37. "When I said we didn't like it, they laughed at me." The company finally changed their policy when they agreed that the pictures could be a form of sexual harassment.

Sexual harassment at work is a relatively new issue in France. French law now allows women to sue for sexual harassment, but it is limited to harassment by a superior of a subordinate. Typically, many cases do not make it to court.

"It usually goes this way: the

woman complains about her boss, and then she's fired," said one lawyer specialising in workplace harassment. Then she sues, and money, if awarded, is usually little or sometimes nothing at all. "Judges will say it's because the woman is dressed too seductively," he added.

"Here we don't care about sexual harassment," declared another lawyer who, despite his bravado, asked that his name not be published. "Being macho is seen as a good thing in the office. Chatting up beautiful women is natural."

Read the text again and correct the statements below:

1. Sexual harassment only applies in cases of advances from a subordinate to a superior.
2. Usually a woman is fired after she goes to court.
3. Many judges blame a woman's behaviour.

## Discussion

How far do you agree with Brigitte Janin about the photos? Why?

Do you think that a woman who dresses seductively should be prepared for unwanted sexual advances? Give an example of 'seductive dress'.

Can men be sexually harassed by women?

Have you ever been in a difficult situation of this kind at work or college?

## Language

Complete these sentences with the correct preposition:

<i>at</i>	<i>about</i>	<i>in</i>	<i>for</i>
<i>up</i>	<i>of</i>	<i>with</i>	<i>between</i>

1. There are lawyers who specialise . . . . . sexual harassment cases.
2. Trying to sue . . . . . sexual harassment is a waste . . . . . time.
3. If you complain, you just get laughed . . . . .
4. If you flirt . . . . . the men in the office, you're asking for trouble.
5. My boss thinks he can chat . . . . . all the women in the office.
6. Complaining . . . . . the sexual advances of your boss takes a lot of courage.
7. You can pay compliments to a female colleague but there is a fine line . . . . . being friendly and being overfamiliar.

## Discussion

Work in pairs or small groups. Decide if the scenarios below describe a situation of sexual harassment. Should anything be done about each situation? If so, what?

1. Brian Lake often comes in to work with compliments. "Wow, I love your hair," he often says to the women in the office, or "Nice skirt." Some women have noticed that he sometimes stares at their breasts when he talks to them.
2. Susan Bellford gives the guys massages in the office during breaks. "She's got good hands," they often say. A couple of the married men don't seem totally comfortable with it and one gay man doesn't seem to like it at all, but accepts it so as not to 'make any waves.'
3. James Johnson touches bottoms – men's and women's. Where most people would simply smile, wink or give a pat on the back, James gives a pat on the bottom. "It's my way of being friendly," he says. What's interesting is that the men and women in the office seem to respect that. "James is James," says one woman. "He's just a playful guy. He doesn't mean anything by it."
4. Ken Patrick tells dirty jokes in the office. "The people in the office love it," he says with a smile. Not everybody, it seems. Some of the women have been seen leaving the office as soon as he starts saying, "Hey, have you heard the one about the ..."
5. Jennifer Stewart has a sexy body and is proud of it. She's been known to come to work in miniskirts and low-cut sweaters. "Why should I be ashamed of what God's given me?" she argues. "I don't think it makes anyone feel uncomfortable. I haven't heard a single complaint from any of the men in the office!"
6. Bill Swanson calls all the men in the office 'mate' or 'my man'. He calls all the women 'sweetie pie' or 'babe'.
7. Shelly Layman is very tactile. She always puts her hand on the arm of the person she's talking to and always makes a point of making direct eye contact.



Are you a tactile person? Do you touch people a lot? Has anyone ever objected to you touching them? How can you tell when someone does not want to be touched?

# Bribery and corruption

## Language

Match the words on the left to the definitions on the right:

- |                |   |
|----------------|---|
| 1. a gift      | a. friendly and generous treatment and entertainment of guests          |
| 2. a reward    | b. a benefit received as part of the arrangements with your employer    |
| 3. a tip       | c. something given willingly without payment                            |
| 4. a bribe     | d. a helpful act  |
| 5. a perk      | e. the ability to obtain favourable treatment from someone              |
| 6. hospitality | f. something given or received for doing something good                 |
| 7. a favour    | g. a small sum of money given to someone for their services             |
| 8. influence   | h. something given or offered in return for some, often dishonest, help |

Now work in pairs. Match the 8 words above to one of the following situations. If you think more than one answer is possible, discuss the differences.

1. Your boss is retiring. The employees give her some beautiful gold earrings at her leaving party.
2. You visit a foreign company to discuss a new contract. They pay for a 5-star hotel and your expenses.
3. You want to build an extension to your house, but you need permission from the local council. You give money to one of the local councillors to make sure you get permission.
4. Your sales manager increases your business by 200% in a year. You give him a new BMW.
5. After paying the salon, you give a little extra money to the hairdresser who cut your hair.
6. You get a free lunch in the staff canteen every day.
7. You use your friendship with a member of the government to make sure that you get a particular government contract.
8. You won't be home in time to pick up your suit from the dry cleaner's. You ask a friend to get it.

## Reading

Read the articles below and answer this question:

All three articles involve bribery. Do they also involve corruption?

### **MATCH-FIXING IS NORMAL**

According to a former club manager, bribery in Russia's top football leagues is so shameless and obvious that referees are known to ask for more money in the middle of games. The manager of a St Petersburg club during the nineties said: "I've never met a referee who didn't take money. It's useless to play if you have no money."

Apparently, there are three ways to success. You can bribe the other team, you can bribe the referee, or you can bribe the teams that play your rivals. If you can afford to do all three, the championship will be yours.

### **BRIBED BUS DRIVER SACKED**

A bus driver from Bournemouth has been sacked for taking his bus on an unauthorised route. Brian Jeffries altered the route of the number 22 service after a passenger offered him £20 to drop him off outside his house, which involved a two-minute diversion. No bus stops were missed, but one passenger was obviously displeased and reported the incident anonymously to the bus company. Mr Jeffries said, "I can't believe they sacked me. I was just doing someone a favour. Nobody was delayed or inconvenienced. Whoever it was who reported me needs to get a life."

### **'SACKS OF CASH'**

The political bribery trial of the former Indian Prime Minister, PV Narasimha Rao, started today with evidence from an MP that he received four million rupees (£70,000) in two sacks as payment for supporting Mr Rao in a vote in Parliament. He did not accuse Mr Rao directly, but named other ministers in Mr Rao's government who had organised the deal.

## Discussion

Read the articles again and decide which answer is best:

1. In the Russian football league you can bribe:  
*a. referees.*  
*b. referees and other teams.*
2. The man reported the bus driver because  
*a. he missed his stop.*  
*b. he just thought it shouldn't happen.*
3. The Indian MP received the money from  
*a. colleagues of Mr Rao.*  
*b. Mr Rao himself.*

Answer these questions in groups:

1. Do you think a crime has been committed in any of the three articles?
2. Can you imagine any of these things happening in your country?
3. If you were a passenger on the bus, would you have reported the driver or laughed and done nothing?

## Discussion

Work in groups. What would you do in these situations? Choose a response or suggest an alternative.

1. A police officer stops you for speeding. She asks to see your driving licence. Would you ...  
*a. just give her your driving licence?*  
*b. put some money in your driving licence and give it to her?*
2. At the end of your driving test the examiner tells you that you have failed. Would you ...  
*a. just feel disappointed and get out of the car?*  
*b. get out your wallet and ask how much it would cost to pass?*
3. Your company is trying to win an important and lucrative government contract. The minister in charge tells you that the contract is almost certainly yours and that he and his wife love spending their holidays in the Pacific. Would you ...  
*a. do nothing and wait for a decision on who gets the contract?*  
*b. organise a free two-week holiday in Fiji for the minister and his wife?*
4. Your daughter wants to go to university but she did not pass the entrance exam. Would you ...  
*a. ask the admissions officer how much it would cost to get her in?*  
*b. tell your daughter to re-take the exam and stop going out every night?*
5. You are a witness in a serious criminal case. A friend of the defendant offers you a large sum of money to change your evidence. Would you ...  
*a. refuse to cooperate and then tell the police what had happened?*  
*b. take the money and do what he asked?*
6. You arrive at your favourite restaurant to find it is fully booked. Would you ...  
*a. give the head waiter £10 and ask him to find you a table?*  
*b. just go somewhere else?*
7. A colleague at work who you are not attracted to offers to take you to your favourite opera (or similar) after dinner at an expensive restaurant – all expenses paid. Would you ...  
*a. feel tempted but say no?*  
*b. pretend suddenly to like the person and say yes?*

Do you know anyone who has been involved in a bribery situation like one of these?

Spend two minutes deciding how you can bribe your teacher to make your life easier!

## Language

Use the 8 nouns from the first exercise in these sentences:

1. Her cat's disappeared. She's offering a . . . . . to the person who finds it.
2. Could you do me a . . . . . ? I'd like some help moving this piano.
3. He used his . . . . . to make sure that his daughter got into university.
4. The pay is poor but they offer good . . . . . – a company car and free health care.
5. The food was nothing special and the service was awful, so I didn't leave a . . . . . .
6. I have a feeling they want us to enjoy their . . . . . and then give them the contract.
7. Three more politicians have been accused of taking . . . . . from businessmen in return for political influence.
8. I hope you will accept this . . . . . from all of us for your excellent service over the years.

# Designer babies

## Discussion

Imagine that before you were born your parents had 'designed' you. If you had been them, what would you have changed? Think about these questions:

Which one aspect of your appearance would you change?

Which one aspect of your character/personality would you change?

How do you think your life might have been different?

Are you pleased your parents did not design you or do you wish they had?

Compare your answers in pairs or small groups.

## Reading

Read through the article and answer this question:

Why do the Jones want a baby girl?

### NEW LAWS MAY ALLOW CHOICE OF BABY'S SEX

Jim and Debbie Jones (not their real names), whose daughter was killed in a tragic domestic accident last year, plan to use the new British human rights laws to win the legal right to choose the sex of their baby.

The Jones, who have four sons, say that the 'female dimension' has disappeared from their family since the death of Jasmine. "Words cannot describe what it feels like to lose the little girl we had wanted for so long. We know another girl won't replace Jasmine, but we want the chance to try," said Jim Jones. "What we're hoping to do with the use of technology is create the female dimension again. We have psychologists' reports and doctors' reports which confirm that our

reasons for wanting a girl go beyond just wanting to replace her. Our family doesn't feel complete any more. I adore our sons but we would like another girl."

Gender selection is only possible in Britain for medical rather than social, psychological or physical reasons. Pro-life campaigners say that if the Jones are allowed to choose the sex of their baby, it could lead to babies becoming consumer items. A spokesman said: "We are totally opposed to engineering the numbers and genders of people in society. That leads only to disaster."

The Jones' lawyers will be basing their arguments on new human rights legislation. Article six guarantees everyone a 'fair hearing' from public authorities and Article eight protects the right of everyone to 'respect for family life'.

Read the article again. Mark the following sentences true (T) or false (F):

1. The Jones feel they need a baby girl to make their family complete again.
2. At the moment in Britain it is not possible to choose the sex of your baby.
3. New laws on human rights may allow the Jones to choose the sex of their baby.

## Discussion

Discuss this question in pairs or small groups:

Do you think the Jones should be allowed to choose to have a baby girl? Why? Why not?

## Language

Look at these sentences from the article. Notice the expressions with *right*:

Jim and Debbie Jones plan to *win the legal right* to choose the sex of their baby.  
Article eight *protects the right* of everyone to 'respect for family life'.

Cross out the word in *italics* which does not collocate with *right*:

1. You can *have, win, protect, demand, build, defend, challenge* the right to choose.
2. It's a(n) *legal, moral, straight, automatic, basic* right.

Look at the sentences below. Mark them in the following way:

- ✓ if you agree
- x if you disagree
- ? if you partly agree and partly disagree

1. An unborn child has rights. Those rights must be protected.
2. We don't have the right to interfere with a child's future personality and appearance.
3. Deciding the sex of your child will be a basic right in fifty years' time.
4. We should have the automatic right to choose particular genes for our own babies.

Compare your answers in pairs or small groups.

## Discussion

Work in pairs or small groups. In each of the following situations someone is explaining what genetic selection they want to make and why. Decide whether you think they should be allowed to do what they want.

1. There is a history of red hair in my family. I have red hair and I was badly teased at school. I would like to make sure my child does not have red hair.
2. My four-year-old daughter, my only child, has a fatal blood disease. She will die before she is 12 unless we can find a match for a bone marrow transplant. I want to make sure my next baby is a suitable match for my daughter.
3. In my family there is a history of a fatal disease that affects the nervous system. I want to make sure that my baby is not likely to get this disease.
4. I'm a university professor and my husband is a doctor. We'd like to make sure our baby is intelligent.
5. The male members of my family often suffer from a rare and unpleasant bone disease. I would therefore like to make sure I have a baby girl.
6. I feel there is too much violence and aggression in the world. I would like to make sure my child is a calm and gentle person.
7. I would like to have a very musical or artistic daughter. She should have blonde hair, blue eyes and be about medium height when she grows up.
8. I suffer from a genetic disease which I inherited from my mother. My children have a one in five chance of having the same gene. Before I start a family, I want to have treatment to make sure I do not pass on this gene.

**"We will still have sex for pleasure, of course, but we will view our children as too damn important to leave it to a random meeting of sperm and egg."**

*Greg Stock, UCLA professor of procreation*

Are you fascinated or horrified by this topic?

# Children who kill

## Discussion

1. In your country, at what age is someone considered an adult?
2. Until that age, do children who commit crimes get special treatment, or do they get the same penalties adults get?
3. At what age does a child know right from wrong? 5 years old, 10 years old? 15 years old?

## Reading

Read the article. Then answer this question: What is the latest 'trend' in American criminal justice?

### THIRTEEN-YEAR-OLD GETS LIFE

Thirteen-year-old Peter Barton (not his real name) was playing with a little girl of 6. Claiming that he was pretending to be a professional wrestler, Peter punched, kicked and stamped his 6-year-old playmate to death. Her liver was severely damaged. Her skull was fractured. Medical experts compared the injuries to a fall from the top of a house. Peter was tried in court as an adult and sentenced to life in prison with the possibility of parole when he is 38. Peter is one of many children in the latest trend in criminal justice: if you are old enough to kill, you are old enough to face adult penalties. That is what the Supreme Courts of California, Florida and Texas are saying – and the trend is spreading fast

across the United States.

“What we’re dealing with is a new kind of childhood criminal. They’re starting younger and they know what they’re doing. They won’t think twice about killing,” said Florida State District Attorney Adam Emmitt. The State of Florida alone registered 312 homicides committed so far this year by minors. Most of those homicides were gun-related.

The trend has children’s rights activists in a rage. Lisa Weston, a member of one group which is trying to prevent children being tried as adults said, “No one understands why Peter did what he did – not even Peter.” Peter Barton begins his life sentence on Monday.

## True or false?

Read the article again and mark these sentences true (T) or false (F):

1. Peter will be released when he is 38 years old.
2. Not all states have such harsh laws.
3. Adam Emmitt thinks the problem is worse now than it was before.
4. Lisa Weston thinks children should be treated differently from adults.

## Discussion

1. Peter claimed he was pretending to be a professional wrestler. Could he be telling the truth?
2. Is it really possible that a 13-year-old boy could maliciously and intentionally kill a young girl?
3. Are children the same as they have always been or are they really different these days?
4. Has anything like this happened in your country?

## Language

Choose the correct ending for each sentence:

- |                       |   |
|-----------------------|---|
| 1. What we're dealing | a. at is a steady increase in the number of child crimes.                     |
| 2. What we're talking | b. with is a new kind of childhood criminal.                                  |
| 3. What we're looking | c. here is a trend that shows no sign of slowing.                             |
| 4. What we're saying  | d. about is the future of our country.  |
| 5. What we're seeing  | e. is that children must start to take full responsibility for their actions. |

**Work with a partner. Circle the vocabulary item that does not belong in each group. Check any words you don't know in your dictionary.**

6. lawyer, evidence, defendant, judge
7. murder, fine, assault, manslaughter
8. adult, minor, infant, adolescent
9. witness, criminal, suspect, offender
10. parole, release, sentence, pardon

## Discussion

**Discuss the following situations in small groups. Decide what should happen to the people in each situation. Should they go to prison – an adult prison or a young offender's institution? How long for? Or should something else happen?**

1. Sean, 9, brings a gun to school. He shows it to his friends and says, "Nobody messes with me or I use this!"
2. Two teenagers, aged 15 and 16, come to school with two semi-automatic guns and begin shooting people at random. They shoot 5 of their classmates dead and critically wound another 12. The 16-year-old commits suicide before he is captured, the younger boy is caught and arrested.
3. 17-year-old Bobby fatally stabs a shop owner in the town centre in an attempted robbery. The shop owner tried to phone the police during the robbery and Bobby panicked.
4. A 14-year-old boy shoots another 14-year-old member of a rival gang. "I had to do it so that they would let me be in their gang," he says. The victim did not die.
5. A 16-year-old shoots his father dead after the father has a violent confrontation with the boy's mother. "He got what he deserved," says the boy. "My mother has put up with enough abuse already."
6. A 6-year-old boy gets so angry with his younger brother that he sits on him until he stops breathing, shouting "I hate you, I hate you." The brother dies. The 6-year-old told his parents he had had enough of his brother.

**Discuss your conclusions with another group.**

**Discuss the following as a class:**

1. When a child kills, who do you think is most responsible? The parents? Society? The child?
2. Are there any obvious ways to prevent such horrors? What are they?
3. If you feel your country's situation is very different from or better than the one in the US, can you explain why?
4. What is the worst story of child killers you remember reading about in the newspapers? What makes it the worst?



## Language

1. Look through the articles again and underline all the expressions with the word 'reason'.
2. One of the following patterns is wrong. Which one?

- a. I see no reason to worry about it.
- b. I see no reason not to employ her.
- c. I see no reason why he shouldn't work here.
- d. I see no reason of changing my mind.
- e. I see no reason for getting upset about it.

3. Put these expressions into the sentences below:

*the real reason*      *some reason*      *one good reason*      *no reason*

1. I can't think of . . . . . why we shouldn't give him the job. He's the ideal candidate.
2. Nobody knows . . . . . why he decided to resign, but there are lots of rumours around.
3. You can't sack someone for . . . . . If you do, you'll be breaking the law.
4. For . . . . . he thinks gays can't do the job properly, but he can't explain why.

4. Delete the word or phrase which does not fit this sentence:

She had to leave her job for *personal, financial, medical, powerful, a number of* reasons.

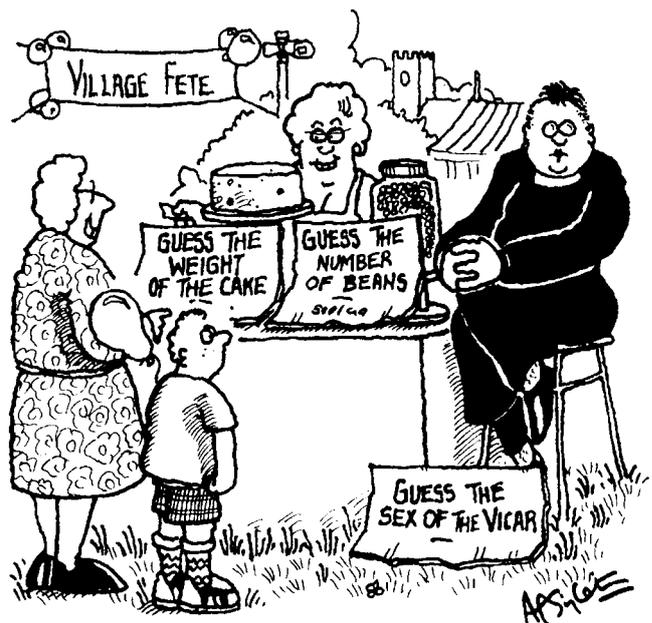
## Discussion

Discuss these questions in pairs:

1. Do you think that there are any jobs which homosexuals should not be allowed to do?  
Consider these:

<i>teacher</i>	<i>child minder</i>
<i>priest</i>	<i>politician</i>
<i>nurse</i>	<i>doctor</i>
<i>TV presenter</i>	<i>police officer</i>

2. Do you think people should have to declare their sexuality when applying for any of those jobs? If so, which ones?
3. Think of three reasons why an employer might not employ someone who is gay. Are any of these good reasons?
4. Would you employ a gay person? Why? Why not?
5. Can you think of any jobs which a gay person would be better at than someone who was straight (heterosexual)?
6. Have you ever worked with someone who was gay? Was their sexual orientation a problem?



# Animal rights

## Discussion

Work in pairs. List all the different things that humans do with animals. For example:

1. *We eat them.*
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....

Do you object to any of these uses?

## Reading

Read quickly through the texts below. Decide where you might find each one.

### FARM CLOSES

Protesters have finally forced Shamrock Monkey Farm near Henfield, West Sussex to close. Monkeys from the farm, set up in the 1950's, were used in the development of the polio vaccine and until recently were still being used for research into other diseases. Animal rights leader Justin Hodge said: "It's about time the farm closed. We strongly object to places like this and completely disapprove of what they've been doing here."

### The World-Famous Rafferty's Circus

Rafferty's Circus will be at Prospect Park  
Tues July 17th – Sat July 21st  
Tickets on sale now – £7.50 and £10  
Clowns, Performing Dogs, Terry the Tiger Tamer  
Jumbo the Amazing Counting Elephant  
The Famous Horses of Hindustan and much much more.

**Remove all packaging from the meat. Place on a baking tray in the centre of a pre-heated oven at 200°C or Gas Mark 6 for 35 minutes or until golden brown. Serve immediately.**

**For Sale**  
**Six black and white Springer Spaniel puppies**  
**4 male, 2 female, £300 each**  
**Must go to good homes**  
**Call 01235-783 936 – Mrs Rogers**

### WARNING

**Tigers are dangerous.**  
**Do not climb over the rail.**  
**Do not feed.**

### SEA TURTLES

The sea turtle is a valuable catch for poachers and illegal traders. Almost all of it can be sold and used. The meat is a much sought-after delicacy, the shell is made into jewellery and the body oil is used to make cosmetics. In Mexico alone, thousands are killed each year and exported to Japan. Three species of sea turtle are now close to extinction.

In your opinion, which texts refer to the mistreatment of animals? Which one do you feel most strongly about?

## Language

Look at this sentence from the first text:

*"We strongly object to places like this and completely disapprove of what they've been doing here."*

Decide whether the expressions below express an objection (O) or no objection (N):

- |                                     |  |
|-------------------------------------|--|
| 1. I think that's fine. ...         | 7. I think it's awful. ...               |
| 2. It's quite OK to ... ...         | 8. It's outrageous. ...                  |
| 3. I can't say I approve of ... ... | 9. There's nothing wrong with ... ...    |
| 4. I strongly disapprove of ... ... | 10. It seems completely wrong to me. ... |
| 5. I wish people wouldn't ... ...   | 11. I've got no objection to ... ...     |
| 6. I've got no problem with ... ... | 12. It doesn't bother me. ...            |

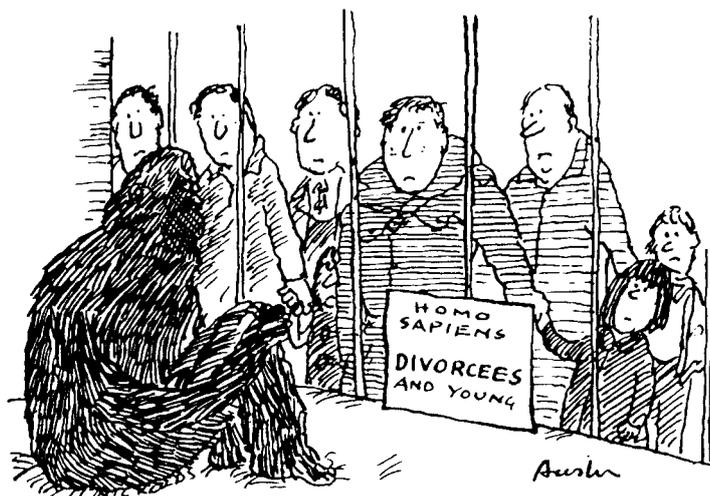
Use the expressions above to talk about the list you made at the beginning of the lesson. For example:

*I strongly disapprove of circuses.  
It's quite OK to keep rabbits in your garden.*

Look at these patterns:

*I've got no problem with zoos  
as long as the animals are treated  
well.  
There's nothing wrong with people  
having pets provided they know how  
to look after them.*

Write two sentences of your own using these patterns.



## Discussion

Answer these questions in small groups:

1. Do you eat meat? If not, why not?
2. If so, do you or would you eat any of the following?  

horsemeat	veal	dog	rabbit	paté de foie gras
monkey	seagull	squirrel	hedgehog	alligator
3. Do you have a pet? What kind? How much freedom does it have? Would it be happier in a different environment?
4. Is it ever OK to keep animals in a cage? What about keeping birds in a cage?
5. Is it OK to have these animals as pets?  

a parrot	a rabbit	a monkey	tropical fish	a terrapin
----------	----------	----------	---------------	------------
6. Do you wear leather shoes? Do you own anything made from animal fur? Is there an ethical difference?
7. Read the opinion below. How far do you agree or disagree with it?

*"Let's get this straight. Animals have no rights at all. I don't mean we should be cruel to them for no reason. I eat animals. I wear animals. I depend on drugs which have been tested on them. I mean, if testing medicines on animals helps to save human lives, I think that's fine. And I've got no problems with testing cosmetics on them either. I mean, if I use an aftershave or a deodorant, I want to know that it's safe. I'd rather a rabbit went blind – not me!"*

# Marriage – for better or for worse

## Discussion

Work in pairs. Discuss the quotations below. What do you think they mean? Which ones do you agree with? Which do you disagree with? Which do you find amusing?

Love conquers all things.  
*Virgil*

Love is blind.  
*English proverb*

Marry in haste. Repent at leisure.  
*English proverb*

When a girl marries, she exchanges the attention of many men for the inattention of one.  
*Helen Rowland, American writer*

Marriage is like a dull meal with the dessert at the beginning.  
*Henri, Comte de Toulouse-Lautrec*

## Reading

Read these two opinions about divorce. Which one do you agree with more?

### Julia Casper – getting divorced for the sake of the children

The only surprising thing about divorce is that it doesn't happen more often. What people want from a marriage may be the same when they get married, but, as we all know, people can change.

What he wants may be very different from what she wants five years down the line. Very often, men have the attitude of, "She looks after me and she is there when I want her; but I have my own life." Women, on the other hand, think, "He is my best friend; I want him to share my interests, my emotions and my life." One or both of the partners begins to feel trapped. They start to live separate lives, which results in tension, arguments and battles, which then also has a negative effect on the children if there are any. So, what is the point of staying together? It's better for children to grow up in a relaxed, loving environment with one parent than in a tension-filled home with both parents.

Of course it's better to avoid splitting up – it hurts everyone, especially the children – but if a marriage is over, it's best to accept the situation and move on before more harm is done.

### Sue Hardcastle – staying together for the sake of the children

Too many people see divorce as the easy way out. I admit that in some cases it may be necessary – for example, if your partner was physically or mentally abusing you. Getting divorced should be absolutely the last option. It's not just a lifestyle choice.

Part of the problem is that people seem to have an impossibly idealistic view of marriage. They expect love, romance and excitement to fill their lives all the time. But the fact is, married life is not always perfect love and harmony. There will be arguments and disagreements. It is boring at times and, especially when children come along, it can be hard work! You've got to be willing to make the effort to make a relationship work. It is this effort which makes marriage a rich and satisfying experience.

And what example is it to children if you decide to split up? What message does it give? "When things get difficult, you can just quit." It's no surprise that people whose parents divorce often get divorced themselves. How can they believe in the possibility of a permanent relationship if the people they most trusted couldn't do it?

## Who believes what?

Mark the sentences below with 'S' if they are what Sue says and 'J' if they are what Julia says:

1. People expect too much from marriage.
2. Children can experience negative things in a bad marriage.
3. Children whose parents split up can find it difficult to trust other people later in life.
4. Living with one parent can be better than living with both.
5. You shouldn't give up just because a relationship is difficult.

Do you agree or disagree with the statements above?



*"If the police start asking questions, I shall just say that you packed your things one night and left me."*

## Language

Complete the text below with the correct form of these words:

*last    contest    sign    break    split up    break down    work*

In the USA couples sometimes (1) . . . . . a contract before they get married called a 'prenuptial agreement', which puts in writing what will happen to their money and possessions if the marriage (2) . . . . . . It doesn't surprise me that some of these marriages don't (3) . . . . . long. Before it has even started, the happy couple are already planning what to do when the marriage doesn't (4) . . . . . . And, of course, a prenuptial agreement only works if both partners are reasonable. But what happens if one person doesn't want to (5) . . . . . and (6) . . . . . the divorce? Or what happens if someone tries to (7) . . . . . the contract? Well, what it really means is lots of work – and money – for the lawyers!

Do you think prenuptial agreements are a good idea? Would you have one?

## Discussion

Work in pairs or small groups. Discuss these questions:

1. What experience do you have of divorce? Your own? Your parents? Other family members? Friends?
2. Can divorce ever really be amicable?
3. Research shows that the children of divorced parents are more likely to get divorced themselves. Why do you think this is the case?
4. How easy do you think it should be to get a divorce? Which of these are you in favour of?
  - a. *divorce on demand – whenever one party wants it.*
  - b. *wait for a year to see if the couple can get back together again.*
  - c. *compulsory counselling for six months before a decision is taken.*
5. What do you think are suitable reasons for getting divorced? Consider these:

<i>He's been unfaithful to me.</i>	<i>We've just grown apart.</i>
<i>Life is so boring.</i>	<i>He hits me.</i>
<i>She doesn't sleep with me any more.</i>	<i>I want my freedom back.</i>
<i>We just have nothing in common.</i>	<i>I just married the wrong person. It's as simple as that!</i>

# Nobody needs a gun

## Discussion

In Britain it is illegal to have a gun without a licence. Following the Dunblane massacre in Scotland in 1996, when a madman killed almost an entire class of primary school children and their teacher, the laws on gun possession have become very strict. The same is not true in the United States, where many more atrocities involving guns, such as the Columbine incident described below, have taken place.

1. Has anything like Dunblane or Columbine happened in your country?
2. Can you remember any similar incidents in the news?

Read the slogan of the United States National Rifle Association (NRA), which has a lot of political influence in the US.

I'll give up my gun when you take it from my cold, dead hands.

3. What do you think about an organisation that has this as its slogan?
4. Are guns legal in your country? Are they easy to get?
5. Do you or does anyone you know own a gun? Why? Why not?

## Reading

On April 20, 1999, two teenage boys at Columbine High School near Denver, Colorado, USA, shot over 30 fellow students, killing 12 of them — before taking their own lives. The following point of view was posted on an interactive website a few days later by someone from Britain. Read the text, then answer the questions below.

### THE COLUMBINE MASSACRE

What is it going to take for America to get the message? How many more young lives are we going to see wasted? How can the pro-gun lobby in the US still have such a powerful voice? After the Dunblane massacre here in 1996, gun control laws, which were already strict, were tightened further. There was a nationwide amnesty on handguns. Many who had guns, for whatever reason, gave them up. They were sick of what guns were capable of. People even questioned whether shooting should remain an Olympic sport. Dunblane shocked the whole nation and the effect remains to this day.

But in the US, politicians are more worried about upsetting the pro-gun groups and losing votes than

protecting innocent people! Ordinary citizens argue that they should be free to arm and defend themselves in accordance with the 'Second Amendment'. Defend themselves against who? The country isn't under attack! The civil war ended over 200 years ago!

Most people in Britain have never seen or handled a real gun – even our police don't carry them – but in America you can buy one on a Saturday afternoon shopping trip. What has happened to a country that it can carry on with one massacre after another and do nothing? We're supposed to be 'cousins' but the family resemblance is not very strong any more. I don't recognise their culture. A country that can't ban guns has lost its head, and its soul.

## Discussion

Answer these questions with a partner:

1. What is the overall tone of the article – anger, sarcasm, sympathy, something else?
2. If you were an American, would you take offence at this article?
3. Could someone from your country write a similar article with very similar arguments?
4. How does the writer compare the Dunblane massacre to the Columbine massacre?
5. Do you think the writer has ever been to the United States?
6. Could the writer apply any of his or her criticisms to countries other than the United States?

## Language 1

Use these words to complete the opinions on guns and gun laws below:

*weapon      outlawed      in self-defence*  
*illegal      lives*

1. I think guns should be made . . . . .
2. If guns were . . . . . , then only criminals would have them.
3. Guns don't take . . . . . . People do.
4. Anything can be used as a lethal . . . . . .  
A gun is simply one of them.
5. I think someone is only justified in using a gun . . . . . . . . . .

Circle the opinions above that are most similar to your own. Do your classmates agree?

## Discussion

### Guns and you

1. In which of the following situations would you use a gun?
  - a. To defend myself against an intruder in my house.
  - b. In self-defence against an attacker on the street.
  - c. To hunt animals.
  - d. For sport on a firing range.
2. Do you know where you could buy a gun if you wanted one?

### Guns and films

Answer these questions in pairs or small groups:

- a. Groups who want to ban guns say that it is impossible to think of three films in which a gun never appears. Can you prove them wrong?
- b. Why do you think guns are so prominent in films?
- c. Do you think that gun-violence in films has a direct effect on gun-related crime?

### Guns and kids

Is it OK for children to play with toy guns? Did you do this when you were younger? Would you let your children play with toy guns?

### Is it all bad news?

Do guns have any positive roles in society? Use the expressions below to help you express your ideas.

*If we didn't have guns, we wouldn't have ...*  
*It's because of guns that we ...*  
*We have guns to thank for ...*  
*I'm not in favour of guns, but I must admit ...*

## Language 2

Look at this sentence from the text:

*People even questioned whether shooting should remain an Olympic sport.*

**Even** is used to emphasise a point you are adding. Use the correct ending for each sentence below:

1. Anybody can buy a gun –
2. Some teenagers carry guns around –
3. I wouldn't use a gun –
4. Hardly anybody carries a gun in Britain –
5. I think guns should be banned completely –
  - a. *they even take them to school.*
  - b. *even toy ones.*
  - c. *even kids can buy them.*
  - d. *even if I was attacked.*
  - e. *not even the police.*



*"Gun control? Over my dead body!"*

# The sale of human organs

## Discussion

Under what circumstances would you allow an organ to be removed from your body? Tick the ones you agree with:

- If I needed an operation.
- After death, for general medical purposes.
- To donate an organ to a close relative.
- To donate an organ to a close friend.
- To help anyone in need.
- To make money.
- Never.

Many people carry an organ donor card, which allows doctors to take parts of their bodies if they are killed. Do you carry one? If not, why not?

### Donorcard

I request that after my death:

- A. any part of my body may be used for the treatment of others  or  
B. my kidneys  corneas  heart  lungs  liver   
pancreas  be used for transplantation

Signature ..... Date .....

In the event of my death, if possible, contact:  
.....Tel: .....

Remember to tell someone close to you that you want to be an organ donor. Their agreement is important if the time ever comes.

## Reading

Read this article about debt collection in Japan. Does the same thing happen in other countries?

### JAPANESE URGED TO SELL EYES TO PAY DEBTS

The phone calls from the debt collector got increasingly more threatening. First, the standard pressure: "You have to come up with the money. Sell your house quickly ... sell your clothes and all your belongings if necessary." But then: "Sell a kidney. You have two, don't you? Many of our borrowers only have one. You can get \$28,000 for a kidney. You can get \$9,500 for an eyeball," said the debt collector, on tape recordings of the calls.

By this time, the person receiving the calls, Mr Mamoto, a retired metalworker, was so frightened that when he heard dogs barking, he thought it was debt collectors coming after him, his lawyer said.

These 'shoko loan' firms lend money

to small businesses who are experiencing financial difficulties and who cannot raise money in other ways. Their methods give a whole new meaning to the idiomatic expression, "It'll cost you an arm and a leg!"

Aggressive debt collection has always been an unpleasant aspect of the business world but this new development has caused outrage. The sale of body organs is especially sensitive in Japan, where people are often reluctant to even allow the donation of an organ after death for medical purposes.

"We believe that our bodies are sacred. I would never allow anyone to take anything away from my body – dead or alive," said Mr Hiroshi

Yamazaki, a small business owner in Tokyo and also a recently-threatened borrower. "Maybe in the western world this is different." And indeed it is. The United States, for example, outnumbers organ donations in Japan by 20 to 1.

Fortunately for Mr Mamoto, he found the legal help he needed before having to resort to selling off parts of his body. He filed the first criminal complaint against one of the largest loan shark companies in Japan, a company charging interest rates of 30 to 40 per cent. National television has broadcast the recorded telephone threats repeatedly in an attempt to make Japanese citizens aware of the ruthless world of debt collection.

Read the text again and answer these questions:

- In the telephone threats that were made, what did the debt collector say that shows there have been other victims of these threats?
- How did Mr Mamoto get proof of these threats?
- According to the article, why are there so few organ donors in Japan?
- Which idiomatic expression in the article means 'very expensive'?

## Discussion

- The debt collector gave prices for certain organs. Where was he possibly getting those figures from?
- Do you think people who object to organ donation are being selfish?

## Language 1

Remember this idiomatic expression from the article, meaning that something is very expensive:

*It'll cost you an arm and a leg!*

Lots of expressions in English have the word 'and' in the middle. For example: *salt and pepper*. There are two things to know about these expressions:

1. The order never changes – you never say 'cost a leg and an arm.'
2. The words before and after 'and' are almost always the same word class – 'arm' and 'leg' are both nouns.

Match the words below. The first one has been done for you as an example.

- |                |                    |
|----------------|--------------------|
| 1. sick        | a. and age         |
| 2. wait        | b. and hard        |
| 3. black       | c. and far between |
| 4. leaps       | d. and bounds      |
| 5. in this day | e. and white       |
| 6. few         | f. and foremost    |
| 7. first       | g. and tired       |
| 8. think long  | h. and see         |

## Discussion

Answer these questions in pairs or small groups:

1. Do you think one day doctors will be shopping for organs on the internet? Is there anything wrong with selling organs?
2. Would you mind having your body cut up for the sake of science after you die? Would you put a limit on what they can take?
3. What would you tell a person who is considering becoming an organ donor? What would you say to encourage or discourage her/him?
4. How do you feel about using animal organs in human beings? How about using a monkey's heart? Would you like the eyes of a pig?
5. Many people don't have the time or just can't be bothered to get an organ donor card. Some countries want a new system where doctors automatically have permission to take your organs unless you have a card which says that you are **not** an organ donor. A system like this one could simplify and speed things up at hospitals and save lives. Would you be in favour of a system like this?

## Language 2

Now put the expressions from the exercise opposite into the sentences below:

1. I had to think . . . . . before I decided to become an organ donor.
2. It's amazing that this is still a controversial issue in this . . . . .
3. It's a complicated issue. There's no simple answer. It's not . . . . .
4. Maybe some day people will change their attitude towards organ donation – we'll just have to . . . . .
5. In some countries people who are willing to donate their organs are . . . . .
6. These are . . . . . ethical questions, not medical questions.
7. Finding an organ donor used to be more difficult, but the situation has improved by . . . . .
8. People are . . . . . of being pushed around by debt collectors.



*"This is the worst part of the job – having to clear up after a Rugby International!"*

# AIDS

## Discussion

Work in pairs. Answer the questions below:

**How much do you know about HIV?**

**1. HIV infection can be passed on by which of the following means:**

- heterosexual sexual intercourse
- homosexual sexual intercourse
- kissing
- using infected injection equipment

**2. Mark the following true (T) or false (F):**

- AIDS and HIV are the same thing.
- An HIV test will show immediately if someone is infected with HIV.
- Current treatment can eliminate the HIV infection in some people.

**Find out the correct answers from your teacher.**

*Note: Although you may still hear the term AIDS (Acquired Immune Deficiency Syndrome) it is no longer used widely by doctors. They prefer to talk of 'late-stage' or 'advanced HIV infection'. Before effective treatments, someone with HIV almost certainly developed AIDS. This is no longer the case.*

## Reading

**Answer these questions with a partner. Then read the information below to find the answers:**

- Which area of the world is most affected by HIV?
- Is there a cure for HIV?
- Are more men or more women affected by HIV?
- Which age group is most affected by HIV?

### **1. HIV in the world**

There were 33.4 million people infected with HIV around the world in 1999: 22.5 million in sub-Saharan Africa, 6.7 million in South and South-east Asia, 1.4 million in Latin America and 0.7 million in the USA. There are about 9,000 new infections each day – 90% of these in developing countries. More than 14 million people have already died of the disease, including 2.5 million in 1998.

### **2. Treatment**

Although there is no actual cure, drugs are now available which suppress the progress of HIV infection and many sufferers can live relatively long and healthy lives. For most people with HIV, however, recent advances in treatment will have little impact. The high cost of developing and producing new drugs and the lack of available money for healthcare in many countries make it

unlikely that new treatments will ever be widely available in the developing world.

### **3. Who is most affected?**

Throughout the world, roughly equal numbers of men and women are infected. But HIV mostly affects young adults and people in early middle age. These are the people who raise the children, support the elderly and build a country's economy. The loss of such people has had and will continue to have a serious effect on the economies of some countries, particularly in some areas of Africa.

### **4. Stopping the epidemic**

We could slow down the worldwide HIV epidemic if everyone had good information about preventing infection, along with support from society to help them act on this information. Furthermore, each new generation of gay men needs to be made aware of the risks of HIV.

### **5. Obstacles**

Sometimes, for religious, cultural or economic reasons, it can be difficult for people to use condoms and protect themselves and their partners. A woman who is economically dependent on a man may find it impossible to ask for safer sex. Women are most commonly infected through unprotected sex with their husbands or long term partners. Some governments do not accept that HIV is a problem for them at all. A few national leaders even deny that some behaviour happens, such as sex between men or drug injecting. This can make it particularly difficult for people in those countries to be aware of and avoid the risks. We must continue to fight prejudice and increase understanding. Together we can make a difference.

*Adapted from 'Understanding HIV infection and AIDS', Terrence Higgins Trust*

## Discussion

Read the text again more carefully and answer these questions:

1. Why do most people not receive new treatments for HIV?
2. How does the spread of HIV affect a country's economy?
3. What would help to slow down the spread of HIV infection?
4. What factors can be unhelpful in preventing the spread of HIV?

Discuss the following questions in pairs or small groups:

5. What is done in your country to help prevent the spread of HIV?
6. Do you think more could be done? If so, what?
7. What is the attitude of most people towards HIV sufferers?
8. How could the large drug companies do more to help?

## Language 1

Read through the text again and find the verbs which go with the following nouns and noun phrases. The first one has been done for you.

- |                |                         |
|----------------|-------------------------|
| 1. <i>make</i> | little impact (para 2)  |
| 2. ....        | new drugs (2)           |
| 3. ....        | new drugs (2)           |
| 4. ....        | a serious effect on (3) |
| 5. ....        | infection (4)           |
| 6. ....        | aware of the risks (4)  |
| 7. ....        | the risks (5)           |
| 8. ....        | prejudice (5)           |
| 9. ....        | understanding (5)       |
| 10. ....       | a difference (5)        |

Now match the adverbs on the left with the adjectives on the right:

- |                   |                  |
|-------------------|------------------|
| 11. widely        | a. dependent on  |
| 12. roughly       | b. difficult     |
| 13. economically  | c. equal numbers |
| 14. most commonly | d. available     |
| 15. particularly  | e. infected      |

## Discussion

Discuss these questions in pairs:

1. Do you know anyone with HIV?
2. If a friend of yours or a member of your family was infected with HIV, would you treat them differently from the way you do now?

How far do you agree or disagree with the following?

1. HIV started because of homosexuality.
2. Too much money is spent on research into HIV. Cancer research is more important.
3. Developed countries only care about their own HIV infected population. They are doing nothing to help the developing world.
4. It is irresponsible of the Roman Catholic church to say that people should not use condoms.

## Language 2

Complete the summary below with the correct form of words from the previous exercise:

Although research scientists have (1) ..... and (2) ..... many new drugs to fight the HIV infection, at the moment these treatments are only widely (3) ..... in developed countries. In developing countries efforts to (4) ..... infection rest on (5) ..... understanding of the disease and encouraging people to (6) ..... the risks of unprotected sex. The number of deaths among young people has, in some countries, (7) ..... a serious effect on the national economy. It is vital therefore to continue to (8) ..... prejudice and continue to (9) ..... people aware of the risks of HIV infection.

# Telling lies

## Discussion

Work in pairs. Choose one of the subjects below to talk about for two minutes. During the discussion try to tell one lie to your partner. At the end of the discussion, tell your partner what you think he or she has lied about.

*holidays      schools      work      sport      travel      a hobby*

Is it possible to go through life only telling the truth?

## Reading

Read the article quickly. Decide whether these sentences are true (T) or false (F).

1. Lord Archer went to school at Wellington College.
2. At one time he lost a lot of money.
3. He was involved with a prostitute.

### ARCHER GOES

Jeffrey Archer pulled out yesterday from the election to become mayor of London after admitting that he had persuaded a friend to lie for him in court in 1986. He could now face criminal charges.

This is, of course, not the first time that Archer has been economical with the truth. Early in his political career the rumour spread that he had attended the famous Berkshire school, Wellington College. In fact, he had studied at the far more ordinary Wellington School in Somerset. It was also widely believed that he had studied for an MA at Oxford University. In reality, he took part of a postgraduate diploma course – a course for which he was not qualified. Elected to Parliament in 1969, he was said to be the youngest MP ever. Not true.

There is no doubting his ability to make money. By 1974 he had already made a fortune in business,

but various investment mistakes over a number of years meant he lost it all and was left with huge debts. Resigning from Parliament, he started writing to pay back what he owed. His novels became best-sellers and have earned him as much as £50 million over the years.

He returned to politics in 1985, but was forced to resign a year later following stories that he had sent £2000 to a prostitute, Monica Coghlan. Some newspapers suggested in their reports that Archer had had sex with Ms Coghlan. He took legal action and won libel damages of £500,000.

Jeffrey Archer became Lord Archer in 1992 but questions over his financial dealings continue to this day and his ability to exaggerate simple facts seems not to have diminished. So, will he survive this latest scandal? Only time will tell, but Archer has a reputation for being able to bounce back.

Read the article again and answer these questions:

1. Why did Archer resign in 1974?
2. Why did he resign in 1986?
3. Why did he take some newspapers to court?
4. Why did he decide not to stand as Mayor of London?

## Discussion

1. Should people who have been caught telling a lie be banned from holding public office?
2. Are there any public figures in your country who have continued in public life despite questions about their past? Who? What are they supposed to have done?

## Discussion

Answer these questions on your own first. Then compare your answers with a partner.

Have you ever lied about any of the following?

1. Your qualifications in a job application
2. To your parents about something important
3. Your age
4. When a friend asked to borrow some money from you
5. When being interviewed by the police
6. When you were late for work or school
7. When giving someone your address or phone number
8. When you were going through customs
9. On an income tax form
10. Your salary

## Language

Look at this sentence from the text:

*This is, of course, not the first time that Archer has been economical with the truth.*

**Being economical with the truth is another way of saying lying. Below are some more ways of talking about lying and dishonesty. Put the missing words back into the expressions below:**

answer	lie
teeth	pack
inch	leg

- a. He's lying through his .....
- b. I told him a little white .....
- c. I don't trust him an .....
- d. Just give me a straight .....
- e. He's pulling your .....
- f. He told us a whole ..... of lies.

**Now use the correct form of the verbs from the expressions in these sentences:**

1. Jack told me he'd had dinner with Tony Blair.  
> And you believed him? I think he was ..... your leg.
2. I asked him three times if he'd borrowed my Walkman and he wouldn't ..... me a straight answer.
3. I'm sure Jim stole my wallet. He says he never came in the room but I think he's ..... through his teeth.
4. There's something a bit strange about the new boss.  
> I know. I don't ..... him an inch.
5. I've just found out that Kathy hasn't been very honest. She's ..... me a whole pack of lies.
6. I'm basically a very honest person, but I suppose I ..... a little white lie from time to time.

## Tell the truth!

Work in pairs. Discuss what you would do in these situations:

1. It is a beautiful sunny day and some of your friends, who are on holiday, have decided to go for a picnic. They ask you to go. Do you:
  - a. call your boss and say you are ill?
  - b. call your boss and ask for the day off?
  - c. tell your friends you have to go to work?

Or would you do something else?

2. When leaving a car park, you accidentally bump into the car parked next to yours and damage it slightly. Do you:
  - a. leave a note of apology on the windscreen with your name and address?
  - b. wait for the other driver to come back?
  - c. leave the car park as quickly as possible?

Or would you do something else?

3. You are in the supermarket. You pick up a box of eggs to put in your basket and drop it accidentally, breaking some of the eggs.

Do you:

- a. put it back on the shelf?
- b. buy it anyway?
- c. give it to an assistant and say you found it like that?

Or would you do something else?

4. You pay for something with a £10 note but you are given change for £20. Do you:

- a. give back the extra £10?
- b. keep the extra £10 for yourself?
- c. keep the extra £10 but give it to charity?

Or would you do something else?

# Abortion

## Language and discussion

Match the words on the left with the definitions on the right:

- |               |   |
|---------------|---|
| 1. foetus     | a. in favour of a woman's right to have an abortion |
| 2. expecting  | b. a baby before it is born                         |
| 3. pro-life   | c. against abortion                                 |
| 4. pro-choice | d. pregnant   |

What is the legal position in your country regarding abortion?

Before you read the text, which of the following is closest to your own view of abortion?

- I am deeply, morally against it.
- I don't see anything wrong with it.
- I don't feel strongly either way.
- I think it depends on individual circumstances.

Do you know of any countries where abortion is illegal?

## Reading

As you read about this young woman's experience, try to answer this question:

*Was her decision a positive one or one she regrets?*

### Why I had an abortion

The reason I had an abortion was because I knew I was far too young to have a baby – it was the wrong stage of life. I could have taken care of a baby because teenagers do it all the time. But basically, I didn't want a baby.

I wanted to wait until I was married so that my husband and I could give our baby all the love and care it needed. I don't think I was ready for all the responsibilities of motherhood.

There were so many other things going on in my life at the time. It wouldn't have been fair

to the baby if I couldn't be there for it. There was also a chance my boyfriend and I would break up and the baby would grow up without a father. And it wasn't fair on my mother who would have had to help bring the child up.

I also had big plans to go away to university to train as a nurse. I knew that would be virtually impossible with a baby. I listened to my heart and after lots and lots of soul-searching, I knew abortion was the right answer for me.

*(Fifteen-year-old girl)*

## Discussion

Do you think the girl acted responsibly? Why / Why not?

Here is the opinion of a retired British doctor. She worked as a doctor both while abortion was illegal and for about 30 years after it was legalised.

*"Before abortion was made legal, all my colleagues and I were in favour of it, but over the years my views have changed. I think it should still be legal, but young girls today are using it as another form of contraception. That is wrong and it was never the intention of the reformers that this should happen."*

How do you react to the doctor's view?

How do doctors in your country feel about this issue?

## Language

Look at the text again and match the reasons the girl gives for having the abortion:

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1. I was far                       | a. without a father.               |
| 2. I wanted to wait                | b. plans to go away to university. |
| 3. I don't think I was ready       | c. too young.                      |
| 4. There were so many other things | d. going on in my life.            |
| 5. It wouldn't have been           | e. until I was married.            |
| 6. It was the wrong                | f. fair to the baby.               |
| 7. The baby would grow up          | g. for all the responsibilities.   |
| 8. It wasn't fair                  | h. stage of life.                  |
| 9. I also had big                  | i. on my mother.                   |

Work in pairs. Do you think any of the above reasons are good ones for having an abortion?

## What about the father?

Read this short article. Do you think the man has a right to do what he has done?

### A FATHER'S RIGHTS

A man has successfully managed to prevent his former girlfriend from having an abortion – at least for the time being. The clinic where the operation was due to take place agreed yesterday that they would not continue with the procedure until further medical enquiries had taken place. Stephen Curtis, 24, took legal action against the clinic, saying that the termination was against the Abortion Act rules

because only one doctor was consulted instead of two, and other checks on the physical and psychological state of the woman had not taken place. Mr Curtis took the legal action because he is opposed to abortion. His victory is only temporary, however, as there is nothing to stop the woman going to another clinic. He hopes to be able to persuade her to change her mind.

## Discussion

Work in pairs or small groups and decide whether you agree or disagree with the statements below:

1. It should be the woman's right to choose. Ultimately, it's her body and so it's her decision alone.
2. If you're mature enough to make a baby, then you're mature enough to take care of it.
3. A baby is still a person even before it is born.
4. Abortion is for the irresponsible.
5. I believe all life is sacred and so abortion is a criminal act to me.
6. With so many other options, like adoption, I don't see why an abortion is ever necessary.
7. I don't agree with late-term abortions, but I think the so-called 'morning-after pill' is basically OK.
8. I don't believe in abortion laws — it's usually men who make them.
9. If abortion is illegal, it only means more backstreet abortions will happen and that is dangerous for the women concerned.
10. Abortion is wrong and should be stopped at all costs, including bombing the clinics if necessary. One doctor from an abortion clinic was shot last month. He got what he deserved.

Finally, here are some arguments put forward by the ProLife Alliance in the UK:

*Your life in your mother's womb started at conception. Your heart started to beat 3 weeks after conception. Your brain waves could be detected at 5 weeks. Your organs were all formed at 10 weeks. Your hearing was perfect at 16 weeks. Over 180,000 abortions are performed in Britain each year. Abortion is the most common surgical operation in the UK. 97% are of healthy babies. 90% are for social rather than medical reasons.*

What is your reaction to these arguments?

# National stereotypes

“Heaven is where the police are British, the cooks are French, the mechanics are German, the lovers are Italian and it’s all organised by the Swiss. Hell is where the police are German, the cooks are English, the mechanics are French, the lovers are Swiss, and it’s all organised by the Italians.”

## Discussion

Discuss in pairs or small groups:

1. Did you find the joke above amusing? If you did, is it because of what you know about these nationalities personally, or what you know of their reputations?
2. Would you like to change the joke in some way? Can you improve it by changing some of the nationalities or some of the jobs?
3. Do you have tourists from other countries where you live? Which nationalities? What are they like?

## Reading

Read this article and underline anything that surprises you or that you think is not fair.

### BRAZILIANS VOTED BEST TOURISTS, GERMANS WORST

In a recent survey conducted by the American Board of Tourism, professionals in various areas of the tourism industry have rated Brazilians as the world’s best tourists. The survey gave points for things like ‘politeness,’ ‘willingness to understand and speak English’ and ‘cultural sensitivity.’ People working in jobs ranging from taxi-drivers to hotel receptionists and airline flight attendants almost unanimously rated the Brazilians as being ‘friendly’ and ‘polite.’

The opposite seemed true of the Germans. “The Germans just don’t seem to get it,” said one manager of a hotel chain, based in New Orleans. “They’re rude and impatient yet they expect service with a smile. They travel outside Germany yet want to have things just like at home. Plus, they never tip.”

The best tippers are the Japanese, according to the survey. A travel agent representative explains: “The Japanese are afraid of ‘losing face’. They’ll do what they think is expected of them in the country they’re visiting, so they’re usually extremely polite. They rate very high in the cultural sensitivity category.”

The French scored extremely low in the ‘willingness to understand and speak English’ category. “It’s amazing. They can be so rude and snobby,” said a ticket agent at Chicago O’Hare International Airport. “You try to explain things to them and they answer you back in French. Not only that, they smoke too much — even where it’s not allowed — and they’re generally messy, leaving cigarettes and other rubbish on the floor. It’s unbelievable.” A summary of the Board’s survey is given below:

<b>Friendliest nationalities:</b>	<b>Most polite:</b>	<b>Willingness to understand and speak English:</b>	<b>Most culturally-sensitive:</b>
1. Brazilians	1. Japanese	1. Brazilians	1. Brazilians
2. Japanese	2. Brazilians	2. Dutch	2. Japanese
3. Koreans	3. British	3. Swiss	3. Romanians
4. Canadians	4. Spanish	4. Hungarians	4. Egyptians
5. Portuguese	5. Koreans	5. Poles	5. Koreans

Discuss with your partner what you underlined in the text.

## True or false?

Read the text again and mark the statements below true (T) or false (F):

1. People all over the world think Brazilians are the best tourists.
2. The Japanese are often afraid of doing or saying the wrong thing when travelling.
3. The French are generally not very happy to speak English.
4. The Germans want to get a real feel for the local lifestyle when they travel.
5. The Germans are happy to show their appreciation for good service.
6. The French don't seem to be very tidy when they travel.

If your nationality is not mentioned in the four categories in the survey, do you think it should be?

## Language

The article describes the Brazilians as 'polite' and the Germans as 'rude.' Below are some more words from the article and some other ones to describe character. Match the words on the left with their opposites on the right:

- |                |               |
|----------------|---------------|
| 1. polite      | a. quiet      |
| 2. friendly    | b. mean       |
| 3. loud        | c. rude       |
| 4. generous    | d. unfriendly |
| 5. open-minded | e. messy      |
| 6. tidy        | f. intolerant |

Do the same with these:

- |               |               |
|---------------|---------------|
| 7. honest     | g. impatient  |
| 8. gentle     | h. warm       |
| 9. patient    | i. boring     |
| 10. fun       | j. dishonest  |
| 11. excitable | k. aggressive |
| 12. distant   | l. calm       |

How do you think people from other countries see people from your country? Would they use any of the adjectives above?

## Discussion

Work in pairs or small groups. Which nationalities do you think are being described below?

1. They're always in big groups.
2. They talk too loud.
3. The men are womanisers.
4. They're good dancers.
5. They smoke too much.
6. They're all fat.
7. They think they're the best.
8. They're violent people, I think.
9. They're so mean. They count every penny.
10. They talk with their hands.
11. They're bad drivers.
12. They're all rich.
13. They always want things done their way.
14. The women are beautiful.
15. They're all blonde-haired and blue-eyed.

Do you think your discussion would have offended people from any of the countries you have been talking about? Do you mind if your country is talked about in the same way?

# Cheating on your partner

## Discussion

Work in pairs or small groups. Which of the following do you consider to be cheating?

1. Your partner flirting with another person.
2. Your partner having fantasies about a friend of yours.
3. Your partner having fantasies about a celebrity.
4. Your partner kissing another person after a few drinks at a party.
5. Your partner going to bed with another person after a few drinks at a party.
6. Your partner frequently having coffee with another person and sharing intimate thoughts and dreams with this person.

What do you think of internet chatrooms? Are they just fantasy or are they part reality?

## Reading

Read the article and answer this question:

*Would you stay with your husband/wife/partner if this happened to you?*

### CYBER-CHEATS BEWARE

Soon after getting the computer, Jennifer's husband, Simon, (not their real names) started using the internet nightly. At first, she didn't worry. But soon he was spending more and more time in the home office, sitting at his computer long into the night. He stopped coming to bed with her and sometimes would even sleep on the office sofa. A few times she even caught him sneaking silently out of their bed in the middle of the night to go to the office computer.

At first she thought he was simply addicted to the internet or even browsing through on-line pornography. But when Simon started turning down sex, Jennifer got suspicious.

"He'd never not wanted to have sex before," says Jennifer. "That was a new thing. And I didn't think it was because he was up all night visiting news sites. I knew something was wrong."

With suspicions on full alert she started going through Simon's drawers and trouser pockets. She found nothing. Then she went to the computer, looked through his files and found the answer: Simon was having an e-mail affair with a woman in another part of the country.

"I was devastated," she admits. "I never imagined my husband would ever cheat on me."

But is 'cyber-cheating' still cheating?

"Yes, definitely," says one marriage guidance counsellor. "From a psychological point of view, it doesn't matter if it was real or imagined – in both cases the marriage has been damaged in the same way."

Not all professionals in the field of family psychology agree. "It's ridiculous and dangerous to try and monitor the thoughts and fantasies of your partner," warns one psychologist. "We are bombarded with images of attractive people by the media on a daily basis. It's impossible not to fantasise. The internet is a place for people to carry out those fantasies in a safe and unharmed way. If, as a result, there is a crisis in the marriage following an episode of internet infidelity, then it is only a symptom of something that was already wrong in the relationship, and not necessarily a direct result of the cyber affair."

This is, of course, of no comfort to Jennifer, who is filing for divorce. "I actually saw the intimate things he wrote to her. He really hurt me and I know that I will never be able to trust him again."

## True or false?

Read the text again and mark the following statements true (T) or false (F):

1. Jennifer got suspicious because Simon started coming home late.
2. Jennifer discovered Simon's internet affair by accident.
3. Psychologists agree that an internet affair is damaging to any relationship.
4. Jennifer and Simon are divorcing.
5. Jennifer knows what Simon and his lover 'said' to each other.

Did Simon cheat on Jennifer? Discuss this question in small groups. Then take a class vote.

## Language

In English we often use expressions to describe serious or taboo matters in an indirect way. These expressions are called 'euphemisms.' In the text below, underline the five euphemisms that really mean *to have sex with someone*.

"I've always been more or less faithful to my girlfriend. OK, OK, once I had a one-night stand with a girl at the office. But we were both drunk. I'm not the kind of guy to sleep around. I mean, kissing another person is one thing, but actually going to bed with them is another story. I don't know how I could look myself in the mirror knowing I had been intimate with another woman. The same goes for my girlfriend. If I knew she had been with another man, I couldn't let the relationship go on. A very important trust would have been broken."

If you are a man, do you have a similar view to the man above?

If you are a woman, would you be happy to have this man as your partner or not? Give your reasons.

## Discussion

You and your partner, Chris, live together. One night you come home and find the following accidentally left on the computer:

<<Chris>> I really love chatting with you.

<<Lonely>> Me too. When are you going to send me your picture?

<<Chris>> I'll have to scan one. I'm not very photogenic.

<<Lonely>> It doesn't matter. I like you for you. You make me feel special.

<<Chris>> Yeah, you make me feel special, too. I had a dream about you last night.

<<Lonely>> You did? What about?

<<Chris>> Hmmm. I think I'd better not say.

What would you do next?

- a. sit down at the computer and see if there are more e-mails like this?
- b. confront your partner straightaway?
- c. give them 'the silent treatment' until they ask what is wrong?
- d. pack your bags and leave?
- e. have a good laugh about it and tell your partner to grow up?

Or would you do something else?

Does this e-mail interaction tell you anything about the state of your relationship with Chris?

What about the state of this internet relationship? (How serious is it? How long has it probably been going on?)

# Are you happy with your body?

## Discussion

You bump into a woman friend in town. You knew she was thinking of having breast implants and you can see that she has obviously had the operation. What do you say to her?

- Nothing. It's too embarrassing.
- "Wow. Those look great! How much did they cost?"
- "Wow. I'm surprised you can stand up straight!"
- Something else.

Is plastic surgery popular in your country? Is it expensive?

Do you think people who have plastic surgery are too concerned about their looks?

## Reading

Read through the article and answer this question:

*Is there a similar trend in your country?*

### YOUNGER PLASTIC SURGERY PATIENTS

Surgeons at clinics specialising in plastic surgery are reporting increasingly younger patients, according to a report released recently by the National Association of Plastic Surgery in the United States.

"They want to look like the people they see in films or the models they see in magazines. It's becoming an obsession," said one doctor in a beauty clinic in California. "Last week we had a woman in here who, at 30, said she was looking too old and wanted a facelift. I told her to come back and see me in 15 years."

The average age for patients undergoing plastic surgery over the last year was 32, down from 34 just the year before. In England recently, a 15-year-old girl was in the news for announcing that her parents were going to pay for breast enlargements as her 16th birthday present.

Her mother said, "If it makes her happy and gives her more chance of success in life, then what is the problem?" Though women still dominate the plastic surgery scene, men are growing increasingly concerned with their physical appearance and are doing something about it. According to the report, men now make up 39% of all surgeries performed — that's an increase of nearly 20% from last year.

One man, who wished to remain anonymous, said he got his liposuction — removal of excess fat — after pressure from his wife. "She's a very athletic woman and, well, I enjoy a good steak." Liposuction tops the list of plastic surgery performed on men, followed by hair implants and breast reduction. For women the top order is still breast enlargement, followed by liposuction and facelifts.

Read through the article again and answer these questions:

- Why are younger people turning to plastic surgery?
- Why did the doctor refuse plastic surgery to one patient?
- Why is plastic surgery now more popular with men?
- Why did the man have liposuction?

## Discussion

Do you think the number of men who want plastic surgery will eventually equal, or even surpass, the number of women?

Read again what the mother of the 15-year-old girl said. Do you agree with her?

## Language

Match these types of plastic surgery solutions to the problems below:

*breast enlargement*  
*hair implant*

*rhinoplasty (nose job)*  
*varicose vein removal*

*facelift*  
*tummy tuck*

1. "This thing on my face is an atrocity. I'm surprised birds don't sit on it or that lightning doesn't strike it in thunderstorms."
2. "I hate them. I can't wear shorts or a bikini because they stick out, especially on the back of my thighs. They're the ugliest things I've ever seen and they're getting worse every year because I have bad circulation."
3. "I started receding really badly at the age of 23. My wife says she doesn't mind, but I hate it. I mean, I'm not completely bald or anything, but I constantly wear hats and baseball caps because I'm so self-conscious about it. I could never wear a wig."
4. "I hate being flat-chested. The boys at school used to call me 'ironing-board'. Imagine! I think I have a pretty face but I don't feel confident about myself from the chin down. I would like to feel good about wearing a tight sweater or a low-cut dress."
5. "I used to have such a youthful, vibrant-looking face. Now my skin just sags. I think I look twice my age."
6. "No matter what I do, my belly sticks out. I think it has something to do with my posture. If I could just get a flat stomach, I wouldn't feel so bad about looking at myself sideways in the mirror."

Which of the above treatments are most popular in your country? Are there any other ones that were not mentioned?

If you had the problems above and plenty of money, would you have the surgery? Tell your partner what you would do for each problem.

## Discussion

In a survey of 37,500 girls aged 12 to 15, more than half listed appearance as their biggest worry.

What do you think is the reason for this? Is it a worrying statistic?

Are you happy with your size and weight? Is there a part of your body that you would like to change (i.e. make smaller, make bigger)?

Here is an alternative point of view from a culture where people take a different view of size:

"I must eat so I'll be fat and people won't laugh at my figure," explains one of the women in a fattening room in Calabar, Southern Nigeria. "Nobody will marry me if I don't get fatter." Women come from all over Nigeria to put on extra pounds at these fattening rooms. "We can make any woman obese," boasts the owner. "They will get a husband after their stay here, no problem." The women eat all day and avoid moving so they don't burn off any calories. "It's a bit tiring eating all the time, but I know when I come out I will be attractive, healthy and beautiful," said the woman we spoke to.

Do you think it will be fashionable to be fat one day?

# Immigration and racism

## Discussion

Discuss these questions in small groups:

1. What different ethnic groups are there in your town / region?
2. Where have they come from and why?
3. Does your country offer help to refugees? If so, are you happy that your taxes help to support them?

## Reading

Read the article and decide if these sentences are true (T) or false (F):

1. The villagers don't mind that the refugees are living nearby.
2. Little Hurling was the only place the refugees could go.

### ASYLUM SEEKERS

There was trouble yesterday in the village of Little Hurling in Kent as 150 Kosovar refugees arrived to stay in the Hurling Business Centre just outside the village. Local people, upset that no one had spoken to them before sending the refugees there, held a protest meeting in the village hall. "We are a tolerant group of people in Little Hurling," said Major Ronald Smythe, who has lived in the village for 25 years. "We are happy that the government has offered assistance to these people and

provided accommodation for them. But Little Hurling is not the place they should be. It would be better if they were in a large town or city."

Amanda Parker-White, 52, leader of the village committee, said: "There is no entertainment here, no cinema, no library, and only one small village shop. The point is: what are these people going to do?"

Basil Lloga, a spokesman for the refugees, said: "I am sure the villagers are not discriminating against these people. Most of them have come here as genuine asylum

seekers. They are afraid that if they return home, they will be killed or persecuted. After the terrible time they have had in their own country, they need some peace and quiet to help them recover."

"Unfortunately, there was no time to talk to the villagers", said Kim Thompson of the government's Refugee Action Group. "We only found out the refugees were arriving this morning and there was nowhere else for them to go. We very much hope the villagers will welcome them and accept them into the community."

Read the article again and answer these questions:

1. Why do the villagers think Little Hurling is not a good place for refugees?
2. Why might it be a good place for refugees, according to Basil Lloga?
3. Why did nobody talk to the villagers first?

## Discussion

1. Do you think the villagers are being honest about their reasons for wanting the refugees elsewhere? If not, what do you think the real reasons are?
2. How do you think the villagers in a small village in your country would react if 150 refugees were sent to live nearby?
3. How would you personally react?

## Language 1

Match the words on the left with the words on the right:

- |                |               |
|----------------|---------------|
| 1. asylum      | a. migrants   |
| 2. border      | b. immigrants |
| 3. economic    | c. controls   |
| 4. illegal     | d. officials  |
| 5. immigration | e. seekers    |

Complete this text with expressions from the exercise above:

Following the discovery of fifty (6) .....  
..... in the back of a lorry at Calais  
yesterday, the government has ordered stricter  
security at (7) ..... and has  
warned (8) ..... to be  
vigilant. "We are very willing to help genuine  
(9) ....., " said a  
government minister, "but these people are just  
(10) ..... We  
cannot allow just anyone into the country."

## Discussion

Work in pairs. To what extent do you agree or disagree with the points of view below? The expressions in Language 2 may be helpful.

*I don't see why my taxes should support people from other countries. I'll never get anything from their country, will I?*

*We should be proud that so many people would like to live in our country.*

*I don't mind the refugees. They really need help, but I don't see why we should let anyone else into the country, though.*

*A lot of these refugees are Muslims. Wouldn't it be better if they went to a Muslim country where they would feel more at home?*

*Asylum seekers are asylum seekers. They are desperate women, men and children. You never know – we could be in their situation one day.*

*There aren't enough jobs for local people as it is. We can't have people from other countries taking our jobs.*

*We're already doing enough in this country. Why can't other countries do more?*

*We have lots of menial jobs that no one wants to do. We need immigrants to come and do this work. Let them come, I say.*

## Language 2

Now look at this sentence from the text:

*The point is: what are these people going to do?*

Look at these other expressions with **point**. Decide if you would use them to agree (A), to disagree (D) or to partially agree (P).

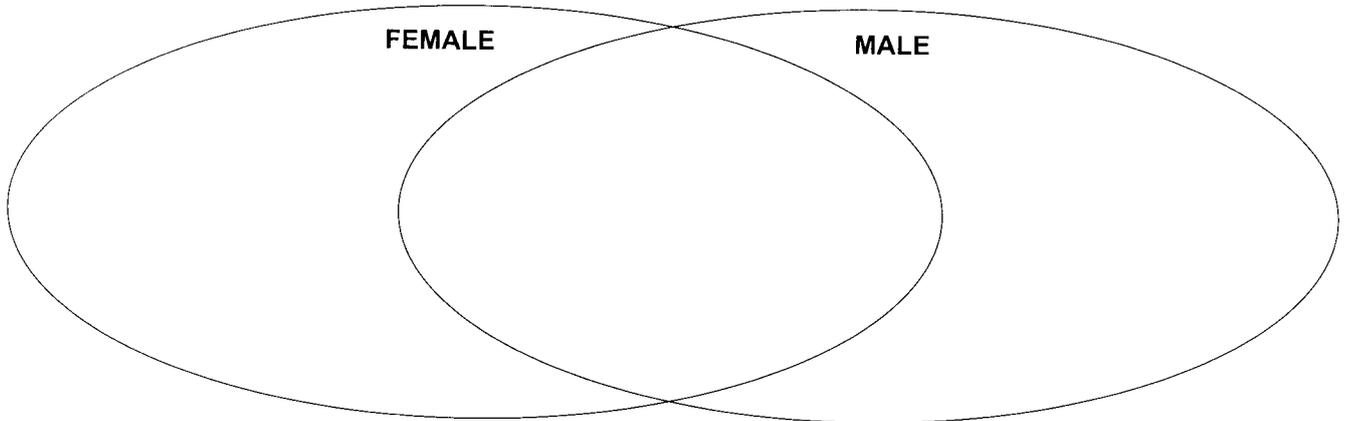
1. Yes, I see your point.
2. I take your point but ...
3. I agree up to a point.
4. That's a good point.
5. No, you're missing the point.
6. That's not the point.
7. I can't see your point at all.
8. That's exactly the point.

# Changing sex

## Language and discussion

Put words from the list into the diagram below, according to whether you think these character traits are predominantly male, or female, or both male *and* female. Use a dictionary if necessary.

<i>gentle</i>	<i>passionate</i>	<i>reckless</i>	<i>practical</i>	<i>sensitive</i>	<i>aggressive</i>
<i>mysterious</i>	<i>emotional</i>	<i>logical</i>	<i>reliable</i>	<i>talkative</i>	<i>manipulative</i>
<i>devious</i>	<i>straightforward</i>	<i>sympathetic</i>	<i>loving</i>	<i>efficient</i>	<i>intuitive</i>



Talk about your choices in small groups. For example: “*Women tend to be more sensitive than men.*” (Notice ‘tend to’ makes your statement less definite.)

## Reading

Read the article below and answer these questions:

1. Why was Lisa Jones banned from the pub?
2. Will she go back to the pub now?

### LANDLORD PAYS OUT OVER TRANSSEXUAL BAN

The British pub landlord has always had the right to choose who he serves drinks to. But that right may have ended yesterday when David Woodhead, landlord of the Jacob’s Well pub in Honley, West Yorkshire, decided to remove his ban on customer Lisa Jones rather than face a court case and charges of sexual discrimination.

Mr Woodhead had banned Ms Jones, a transsexual, because she made his regular customers feel uncomfortable as they sat at the bar of his small village pub. 43-year-old Ms Jones, a 182-centimetre-tall father of two,

who has been living as a female for the last 18 months, had never gone to the Jacob’s Well as a man but started going recently with a friend.

After her first appearance, customers began to feel uncomfortable about sharing conversations with her. Women customers in particular were unhappy that she was using the ladies’ toilet. Although living as a woman, she has not had a sex change operation.

Mr Woodhead said, “I had to do something. My job is to make sure that the majority of the customers enjoy what they have

come for.” After the ban, Jones took the landlord to court on the grounds of sexual discrimination. Mr Woodhead settled out of court, paying Jones £1000 compensation and giving her a letter of apology and an invitation to return to the pub.

Yesterday Ms Jones said the decision was “brilliant” but she would not be returning to the pub. “I know I’m tall,” she said, “and my voice is not as feminine as it should be, but I hadn’t done anything to upset the regulars. I’ve never felt so insulted.”

## True or false?

Mark these sentences true (T) or false (F):

1. Lisa Jones has been going to the Jacob's Well since she was 18.
2. Ms Jones made both the men and women customers feel uncomfortable.
3. Ms Jones does not sound like a woman.

## Discussion

Discuss these questions in pairs or groups:

1. Was the landlord right to ban Lisa Jones? Why? Why not?
2. If you were a regular customer, how would you have felt about Ms Jones being in the pub?
3. Do you think it makes any difference that Ms Jones has not had a sex change operation?

## Language

The words below will help you in the discussion that follows. You can use them to describe how you might feel or react in a particular situation. Check any words you do not know in your dictionary.

<i>pleased</i>	<i>unconcerned</i>	<i>understanding</i>	<i>supportive</i>	<i>sympathetic</i>
<i>embarrassed</i>	<i>shocked</i>	<i>awkward</i>	<i>uncomfortable</i>	<i>upset</i>
<i>concerned</i>	<i>angry</i>	<i>intrigued</i>	<i>indignant</i>	<i>worried</i>

## Discussion

Work in pairs. Discuss how you would feel and what you would do in the following situations. The words above may help you.

1. A close friend is about to get married. You have met their fiancé(e) and like them very much. A week before the wedding your friend tells you (s)he is actually marrying a transsexual.  
(*Would it make any difference if your friend is a man marrying a transsexual woman or a woman marrying a transsexual man?*)
2. You are sitting in a bar at a table on your own. A woman comes and sits at the same table and you start chatting. After a while you notice that she has very big hands, rather a deep voice and obviously shaves.
3. One of your friends is having a party. She rings you up and tells you that all the men have to dress as women and all the women have to dress as men.
4. You have been out a few times with a member of the opposite sex. You have seen a couple of films together and been out for drinks a few times. You get on very well and find this person quite attractive. You go out for dinner together one evening and (s)he tells you that (s)he is transsexual.
5. You have offered an important job in your company to a well-qualified woman who performed very well at interview. She accepts the job and at the same time she says: "Perhaps I should tell you that until three years ago I was a man."
6. Your best friend suddenly tells you that (s)he is going to have a sex change operation. This is a complete surprise as your friend has never told you of any worries about gender identity.

**Transsexuality, gender and sex:** Although the terms are often considered interchangeable, *gender* and *sex* are very different things. *Sex* is physical; *gender* is a part of your identity. A *transsexual* is someone whose physical sex is in opposition to their gender identity so, for example, someone who has a male body can say "I feel I am a woman". A common treatment for this condition is to change the person's physical sex by an operation and hormone treatment.

# Is this news?

## Discussion

Look at two people's opinions on television news. Which person do you most agree with?

"The public has a right to know what's happening. I think they should not cut out anything. People are mature enough to take in the reality of what happens in the world every day."

"TV news sometimes seems more like a show. They want a bigger audience so they show shocking or provocative images. TV news should report the news, not try to shock people."

Can you think of a recent example of something sensational appearing on the news?

## Reading

Read the letter and answer this question:

Does the writer have a point or is (s)he being too sensitive?

### TO THE PRODUCER(S) AT CHANNEL 8

Dear Sirs,

I must say that I was shocked and outraged by your broadcast of the images of the Concorde crash last week. Was it really necessary to show the plane actually going down? This was prime-time television. Did it not occur to you that there are children watching at 8 o'clock in the evening? My 7-year-old little girl didn't sleep for three nights! The images still haunt me now as they will for a long time, I am sure. How dare you traumatise people's lives like that!

I am a responsible parent who believes that it is the job of news agencies to report the news without showing unnecessarily sensational or graphic images simply to attract viewers. The terrible things that happen in the world are not meant to be used as entertainment nor to increase your ratings.

You can be sure that I will no longer be watching your television news broadcast and I will be encouraging all my friends and relatives to boycott it too.

Yours faithfully,  
Chris Hale

## Discussion

1. Which one of the factors below do you think most motivated the parent to write the letter?

*The time of the broadcast.*

*The fact that the images showed people dying.*

*The fact that children were watching.*

*The fact that the images were unnecessary.*

*The suspicion that the images were used to improve the station's ratings.*

2. Would the same factor have motivated you to write a letter?

3. Do you agree with the parent? Why/why not?

4. Do you think a letter like this one would have any effect on the producers of the news programme?

5. Do you think the parent who wrote the letter is a father or a mother? Why?

## Discussion

Work in groups of three or four. You are a team of news editors at a national television station. The news programme is broadcast during prime time when children will be watching. Look at today's possible stories and decide together whether the images should be broadcast or not. If they cannot be broadcast at prime time, could they be shown in the late news, or should the film clips be censored completely?

1. Protest: images of protesters and activists being excessively beaten by police.
2. Fashion show: hot fashion designer, Roberto Nudo, shows his new line of transparent evening wear – most of the models' bodies can be seen – almost as if they were wearing nothing.
3. Report on violence in films: examples of violent scenes from current blockbuster movies which have been criticised for having too much violence.
4. Suicide: a relatively unknown politician commits suicide by shooting himself in the head – all caught on film.
5. War: fighting breaks out in a sensitive region of the world, graphic images of casualties on both sides.
6. Prison riot: a riot erupts in a large overcrowded prison; images include the decapitation of three inmates.
7. Special report on drinking and driving: film clips of the scene of serious accidents caused by drunken drivers, including images of dead bodies and families of the victims.
8. Bank robbery caught on film: policeman shot dead. The camera shows a pool of blood on the floor of the bank next to the body.
9. Middle East conflict: child shot dead when caught in crossfire between Israeli and Palestinian soldiers – pictures of the dead child being carried by his father and mother.
10. Freak weather: a large wave drags ten people into the sea – caught on home-video.
11. Report on the safety of the meat trade: scenes showing pigs, cows and sheep being slaughtered in abattoirs.
12. Ice hockey: a player is left blind in one eye after an attack by another player. The slow-motion camera shows exactly how it happened in graphic detail.

Report your decisions to the class.

## Language

Complete these expressions with words from above:

- |                                       |                              |
|---------------------------------------|------------------------------|
| a. excessively . . . . . by police    | g. shot . . . . .            |
| b. a relatively . . . . . politician  | h. caught in . . . . .       |
| c. fighting . . . . . out             | i. freak . . . . .           |
| d. a sensitive . . . . . of the world | j. the meat . . . . .        |
| e. a large . . . . . prison           | k. left . . . . . in one eye |
| f. . . . . clips                      | l. in . . . . . detail       |

## Discussion

Which countries today have censorship of the press and television? Why?

Has your country ever had censorship? When? Why?

Do you think the internet will make censorship a thing of the past?

# The right to die

## Discussion

Work in pairs. Match these words to the definitions below:

*suicide*

*murder*

*manslaughter*

*euthanasia*

1. The painless killing of a patient who is suffering from an incurable and painful disease.
2. The action of killing oneself deliberately.
3. The illegal, deliberate killing of a human being.
4. The crime of killing a person illegally but not intentionally.

**Which of these are crimes in your country?**

**Do you agree with the law as it is at the moment?**

## Reading

In pairs or small groups, read the following situations and discuss the questions below each one:

1. Alan Jones, aged 78, had a second stroke three weeks ago. He has severe brain damage and his condition is getting worse. At the request of his daughter, a nurse stops giving him oxygen until his heart stops. The nurse then starts giving oxygen again. People think that Mr Jones died naturally. Later, Mr Jones' daughter tells a friend what happened. The friend is married to a police officer. As a result, the police charge the nurse with murder.
3. Antonia James, aged 24, suffered severe, irreversible brain damage in a road accident six weeks ago and has not regained consciousness. She is breathing on her own but being fed through a tube. Her parents feel that Antonia's existence is no more than a living nightmare. They want the doctor to stop feeding her so that she will die and they can bury her. The doctor refuses, saying that food and fluids are not 'medical treatment' but the basic necessities of life.

**Do you feel that the nurse has committed a crime?**

**Do you feel that the daughter has committed a crime?**

**What punishments, if any, should be given?**

**Who do you feel is right – the doctor or the parents?**

**Who should make this decision – Antonia's parents?**

**The doctors? A court of law?**

2. Eighty-seven-year-old Alice Weller broke her hip a year ago. She was taken to hospital where, during an operation to repair her hip, her heart stopped. Although resuscitated, she had severe brain damage and the doctors felt that she had lost consciousness totally and permanently. They therefore wished to switch off her life-support machine. Mrs Weller's family, however, objected strongly, saying that she was extremely religious and felt that only God had the right to take life away.
4. Mike O'Brien, aged 58, has terminal cancer. He is no longer able to live a normal life and is often in great pain. He has always said that when this happened, he would take his own life. However, he is now so weak that he cannot open the bottles of pills he wants to take. His son opens the bottle for him. Mike takes the pills and dies peacefully. The doctor is surprised at Mike's sudden death, realises what has happened and informs the police. The police arrest the son for helping his father to commit suicide.

**What do you think the doctors should do?**

**Do you think Mrs Weller's family have the right to keep her alive?**

**Is the doctor right to inform the police?**

**Is the son guilty of committing a crime?**

## Discussion

With a partner consider each patient in the situations above. What would you want to happen to you? Would you want to die if you had a similar condition?

Now consider the family members in each situation. Would you have done the same thing?

## Life and death

Look at these phrases from the texts:

He is no longer able to live *a normal life*.

The doctor is surprised at Mike's *sudden death*.

Add *life* or *death* to the following words. Five can use both.

- |                |       |                   |       |
|----------------|-------|-------------------|-------|
| 1. a busy      | ..... | 10. a varied      | ..... |
| 2. an exciting | ..... | 11. a sudden      | ..... |
| 3. a horrible  | ..... | 12. a tragic      | ..... |
| 4. instant     | ..... | 13. a long        | ..... |
| 5. a natural   | ..... | 14. a hard        | ..... |
| 6. a peaceful  | ..... | 15. an unexpected | ..... |
| 7. a premature | ..... | 16. a rewarding   | ..... |
| 8. a full      | ..... | 17. a slow        | ..... |
| 9. a lonely    | ..... | 18. a violent     | ..... |

Look again at the 5 expressions which take both *life* and *death*. Discuss the difference in meaning between them. For example, a *horrible life* and a *horrible death*.

## Discussion

Discuss the following questions in pairs or small groups:

1. A man has been in prison for murder for 30 years and will remain there for the rest of his life. He refuses to eat and says that he wants to die. Should he be allowed to die?
2. The wife of a close friend has died recently. Your friend has been terribly upset since her death. In a conversation with him you begin to suspect that he is thinking of taking his own life. What would you do?
3. A close friend is in hospital suffering from an incurable disease and in a lot of pain. He asks you to bring him in some pills from his home so that he can end his life with dignity. What would you do?
4. A woman terrorist was found guilty of planting a bomb which killed 20 people. She has been sent to prison for 20 years. She now refuses to eat and says that she is not guilty. Should she be allowed to die or should she be kept alive?
5. You are staying in a hotel with a rooftop swimming pool. You go up to the pool one morning and find a woman standing on top of the wall around the outside of the building, about to jump off. What would you do?
6. You are 85. You are starting to suffer from senile dementia. You watched your father die a horrible death from the same thing. Are you going to suffer in the same way or ... ?

## Discussion

Work in pairs or small groups. Read the text and discuss the questions below:

In British law, a person has the right to refuse treatment, provided he or she is fully competent to make that decision. If a patient is not able to ask for or refuse treatment (because, for example, they are unconscious) then a doctor can decide not to give treatment. If a doctor decides to do this, it is good medical practice to consult the patient's relatives.

1. Do you feel these laws are reasonable?
2. Are they the same in your country?

### Four types of euthanasia

**Suicide:** killing yourself. In the UK it is illegal to help someone commit suicide.

**Voluntary euthanasia:** when someone asks to die. They may not be able to commit suicide so they need help or they may not be able to ask to die, but they have left instructions.

**Involuntary euthanasia:** This is when someone has not actually asked to die. However, they are killed so that they do not have to suffer any more.

**Non-voluntary euthanasia:** killing someone who is not able to ask to live or die. For example, they might be in a long-term coma.

# Old enough to be her grandfather!

## Discussion

Which of these relationships do you think are OK? Discuss in small groups:

1. A 25-year-old man with a 40-year-old woman.
2. A 17-year-old man with a 40-year-old woman.
3. A 40-year-old man with a 17-year-old woman.
4. An 80-year-old man with an 18-year-old woman.

Do you know anyone in a relationship with a much older or younger person?  
Can you think of any famous people in a relationship like this?

## Reading

Read this letter to 'Beth's advice column' in a magazine. Decide what advice you would give before reading the reply.

*Dear Beth,*

*I'm writing to ask for your advice on my father's new relationship. My father is 58 years old and he has just married a young woman of 21. This means my stepmother is seven years younger than me! She is far too young for him. My father seems to be happy with her, but I'm sure that she's just with him for the money. My father is a very wealthy man and I don't think he can see how self-serving this woman really is. I can't just watch all this and do nothing. What should I do?*

*Concerned Son*

Now read the reply. Do you agree with the advice?

*Dear Concerned Son,*

*You should really try to be happy for your father. He has a chance of a new life and this woman is helping him make the best of it. Age is a tricky thing – just because she's young, it doesn't mean they have nothing in common, and she may have the maturity of a woman twice her age. And try not to think of her as your 'stepmother' but more like a new member of the family. Try worrying less and being more thankful for this new source of delight and inspiration that your father has in his life.*

*Beth*

Who do you side with – the son or the father?

## True or false?

Write true (T) or false (F) after each statement below:

1. The marriage is a fairly new one.
2. The son has evidence that his father's wife is after his money.
3. Beth is in favour of giving the marriage a chance.
4. Beth is generally against marriages in which one person is much older than the other.

## Language 1

There are many different types of relationship. Which of the following collocations could you use to describe the relationship you read about earlier?

1. a casual relationship
2. an extramarital relationship
3. a business relationship
4. a doomed relationship
5. a platonic relationship
6. a romantic relationship
7. a sexual relationship
8. a love-hate relationship

Match three of the expressions above with the following meanings:

- a. a relationship between a married man and someone not his wife
- b. a relationship with no future, which is going nowhere
- c. a close relationship between two friends, which is not sexual

## Discussion

Discuss the following question in pairs: *Would you be concerned if one of your parents re-married somebody twenty years younger?* Use the expressions below to help you.

Well, it would be OK as long as ...

I'm totally against ...

I'm all for ...

I think it all depends on ...

Now work in pairs or small groups and discuss your answers to the following:

1. At what age do you consider someone is old enough to:

*begin going out with a boyfriend / girlfriend?*

*have sex?*

*get married?*

*have children?*

At what age are people too old for the activities above, in your opinion?

2. Is it generally better if people go out with people of a similar age? Why? Why not?
3. What advantages can there be for a young man to have a relationship with an older woman? Any disadvantages?  
What advantages can there be for a younger woman to see an older man? Any disadvantages?
4. Look at this personal advertisement from a newspaper:

Looking for fun? Hi, I'm 24 years old, 5'10", 115 lbs. I'm a model, very fit, excellent body and very sensual. I'm looking for a man, preferably a MUCH older man who can help me feed my expensive tastes. If you know how to take care of me, I know how to be very grateful. Box no. 5497.

What do you think about a woman who places an advertisement like this one?

What do you think about a man who answers this kind of advertisement?

## Language 2

Look at this sentence from the second letter:

*Just because she's young, it doesn't mean they have nothing in common.*

Match the two halves of these sentences:

1. Just because he's rich,
  2. Just because she didn't go to university,
  3. Just because he's got a nice car,
  4. Just because he's 70,
  5. Just because you don't like her,
  6. Just because her last husband died in very suspicious circumstances,
- a. it doesn't mean he's rich.
  - b. it doesn't mean he's too old to get married.
  - c. it doesn't mean she's after his money.
  - d. it doesn't mean she's less intelligent.
  - e. it doesn't mean the same thing will happen to your dad.
  - f. it doesn't mean you have to be unpleasant to her.

# Big Brother is watching!

## Discussion

Do you think that your employer has the right to ask about your private life? Tick (✓) the questions you think it is OK for an employer to ask:

*What is your marital status?*

*Do you have children?*

*What is the highest level of formal education you have achieved?*

*What is your religion?*

*Have you ever served in the military?*

*Are you a member of a political party?*

*Do you suffer from any physical disabilities?*

*Do you have any serious diseases?*

*Have you ever been in prison?*

*Have you ever been convicted of a serious traffic offence?*

*Are you homosexual?*

*Have you ever used drugs such as cannabis?*

## Reading

The article below describes some issues about privacy in the United States. Is your country similar? Better or worse? In what ways?

### Shhh... Someone might be listening!

Ever find yourself watching the clock at work? Be careful, it may be watching you. A recent survey by the American Management Association reveals that 32 per cent of major US firms record and keep track of employees' communications and activities while on the job. Today's high-tech miniature cameras, for example, make it easy to keep an eye on you.

"You can put them in a fan, a smoke detector, a light switch, you can put them almost anywhere," said one private investigator.

What's the benefit? "It keeps people honest," said the director of security at a large retailer in Los Angeles.

"And if a company finds employees cheating on them and they take action, they end up saving money."

And it doesn't stop at video cameras. Monitoring employees' use of the internet and e-mail is now common practice. A company recently sacked more than 20 employees for sending e-mails which the

company called "inappropriate and offensive."

The fact is, our personal privacy is decreasing all the time. Credit rating companies keep tabs on your personal financial history from the day you get your first credit card. Anyone who has ever used the internet knows that their surfing habits are constantly being traced by 'cookies'. Even where you are at any particular time will soon be easy to find out. Already, employee security cards record when people enter and leave buildings. Discount supermarket programs track what people buy, where and when. Cell phones, handheld devices, even car navigation systems will soon have detailed tracking abilities, if they do not already have them.

"It all seems like an infringement of our privacy," said a representative of the American Right to Privacy League. "But in a way, we are the ones who open the doors and let these people in."

1. What is the writer's attitude towards decreasing personal privacy?

- a. angry                      b. warning                      c. enthusiastic                      d. neutral

2. What is the expression used in the last paragraph that means privacy is not respected?

3. Look at the text again and find words and expressions that mean 'to monitor'.

## Discussion

1. Monitoring people is good because "It keeps people honest." Do you agree?

2. Would your employer get more work from you if you knew they were watching you?

## Language

Look again at the last sentence of the article:

*“But in a way, we are the ones who open the doors and let these people in.”*

This statement expresses the idea that our private lives are ‘inside’. We also talk about information about our private lives ‘getting out’. Read the text below and underline more expressions that have the ‘private-inside’ and ‘information getting out’ ideas.

We rarely find out what goes on behind closed doors in politicians’ lives, but news got out last weekend that a senator has been having a two-year affair with her public relations manager. Despite efforts to keep the press out of her private life, the senator’s affair leaked out through several reliable sources. “It’s not the press’s job to pry into the lives of public figures,” said the senator. “I feel exposed and violated.” Now that the relationship is out in the open, the senator has made no effort to deny the affair, but added, “My husband hasn’t been a saint, either.” Some soon-to-be-released inside information and photographs by unconfirmed sources do seem to support that claim.

Now complete these expressions from the text:

1. behind . . . . . doors
2. news got . . . . .
3. keep the press out of her . . . . . life
4. the affair leaked . . . . .
5. out in the . . . . .
6. . . . . information

## Privacy and you

Work in pairs or small groups and discuss what you would do in the following situations:

1. **You accidentally find your mother’s diary.**  
**Do you:**
  - a. open it and read every page?
  - b. just look for some interesting bits?
  - c. feel tempted but put it back?
2. **You suspect your partner is cheating on you.** **Do you:**
  - a. go through his/her drawers and personal things for evidence?
  - b. decide to ignore your suspicions and trust him/her?
  - c. confront him/her directly?
3. **A neighbour in the apartment building across from you always gets undressed in full view of the window.** **Do you:**
  - a. look the other way?
  - b. phone the police?
  - c. buy a bigger lens for your camera?
4. **You are using your boss’s computer and you see a file called ‘salaries’.** **Do you:**
  - a. feel tempted but ignore it?
  - b. print the whole document to read later?
  - c. change your salary and tell your boss your pay was wrong last month?
5. **You own a shop and you suspect an employee has been stealing cash from the till.** **Do you:**
  - a. install a hidden camera?
  - b. ask him/her if they have any financial problems?
  - c. confront him/her directly?
6. **You suspect your son might be using drugs.** **Do you:**
  - a. talk to one of his friends?
  - b. go through his belongings?
  - c. give him a talk about the horrible things that drugs can do to you?
7. **You catch a colleague having sex in the office with your boss.** **Do you:**
  - a. report it to the proper authorities?
  - b. ask your colleague what it was like?
  - c. say nothing and hope to catch them again?
8. **You see a friend going into a lap-dancing club one lunchtime.** **Do you:**
  - a. ask him if his wife knows?
  - b. just pretend you didn’t see him?
  - c. follow him in?

# Anxiety and depression

## Discussion

Read this information and discuss the questions below with a partner:

A recent medical survey in Britain revealed that 25% of the population saw no hope for the future and one in ten felt that life was not worth living. Many teenagers were excessively worried about their weight and general appearance. Approximately 25% claimed they suffer from anxiety over their studies.

1. Are you surprised by these statistics?
2. Are you basically happy with your life?
3. When is the happiest you have ever been?
4. What is happiness?

## Reading

Read through the article and answer this question – **What exactly is this man's problem?**

When I was married I thought I was miserable because of my wife. So, we got divorced, and then I thought things would change. But I was still depressed somehow. Friends used to invite me out, and though I had nothing else going on, I'd tell them that I was busy or that I had other plans, but I'd just stay at home and watch TV or vegetate. So, then I blamed it on my job. I used to fantasise about just leaving the place. I started taking days off sick. My performance went downhill. But I couldn't quit. I was scared. I would wake up in the middle of the night, just lying there – thinking. Then a job opportunity came up at a different company, and for a few months I actually thought I was getting better. But then it came back— with a vengeance. I started crying – literally crying – for no reason at all, sometimes in the middle of the day. I started calling myself names like

'stupid' and 'incompetent'. I shut my friends out and I became generally useless. Sometimes I would go out to do a bit of shopping and I would see happy couples walking around – some of them with children – and then I would feel even worse. And so I thought, "That's it! I'm lonely. I need a girlfriend." And so I got on the internet to try and meet people. And I did. And for a few weeks I actually thought I was getting better. But it got worse. I started thinking about old age and death. And pretty soon the things that used to make me happy, things like nice weather and a call from a friend, started to seem more like irritations. Life began feeling pretty pointless. I think I was on the verge of giving up on it all when I met Judy. The advice Judy gave me changed my life for the better, and probably forever. I can't believe the difference it has made.

Read the article again and discuss these questions with a partner:

1. What seemed to be the man's problem?
2. What aspects of the man's life did this problem affect?
3. Have you or anyone you know ever felt like him?
4. Who is Judy and what do you think she said to him?
5. What advice would you have given him?

## Language

Complete the sentences below with these words:

*usual take low down*  
*under hard top weather*

1. Things are just getting me . . . . .
2. He's not his . . . . . self at all.
3. I'm feeling a bit under the . . . . .
4. I'm feeling a bit . . . . . at the moment.
5. Things are getting on . . . . . of me.
6. I'm finding life . . . . . at the moment.
7. I'm . . . . . a lot of pressure.
8. I'm not sure I can . . . . . much more.

**Which sentence above is usually used to talk about physical rather than emotional or psychological health?**

**Do any of these sentences apply to you or anyone you know at the moment?**

## Reading

Read these ten tips on how to be happy. Which do you think are genuinely helpful?

### HAPPY HABITS

#### Ten proven ways to increase your happiness

Most people are unhappy because they choose to be. All they have to do is change their minds and learn some new habits and their lives will change for ever. Here are ten habits of happy people. Try them and experience the results for yourself.

- Act happy – even if you don't feel it. A smiling face will get more smiles from others.
- Enjoy the moment. Happiness is not produced by great things happening, but by recognising all the little positive things that happen every day.
- Take control of your time. Happy people feel in control of their lives. Set yourself realistic goals for the day.
- Take regular exercise. Get your body producing those depression-busting chemicals.
- Get rest. We all need time on our own and enough sleep – make time to re-charge your batteries.
- Sing. People who sing are happier. It's the people who have to listen to them who are unhappy. Be a singer.
- Get a pet. Stroking a cat or patting a dog has therapeutic effects, calming anxiety.
- Feed your soul. Studies show that actively religious people are happier. They cope better with crises and are part of a supportive, accepting community.
- Prioritise close relationships. Spending time in open communication with loved ones stops isolation and independence.
- Get out of town. Spend a few hours a week in the countryside. Smell the fresh air, touch the flowers and hug a tree.

## Discussion

Discuss with a partner or as a class:

1. Is this serious advice or just light-hearted?
2. Do you agree that to be happy you just need to 'change your mind'?
3. Could the tips above help someone who is seriously depressed? Are any unhelpful?
4. Have you ever had to help a friend who was depressed?

## Discussion

Some mental conditions are controversial, with some experts saying the problem is all in the mind. Are the following conditions real?

**Chronic Fatigue Syndrome**

*permanent tiredness caused by stress*

**Seasonal Affective Disorder**

*depression caused by long, dark winters*

**Post-traumatic stress disorder**

*persistent emotional problems after being involved in a traumatic incident*

**Road rage**

*getting angry and possibly violent because of the stress of modern driving conditions*

**Mid-life crisis**

*a sudden crisis of confidence suffered by men around the age of 45*

# Gay families

## Discussion

What legal rights do gays have in your country?

1. Can they get married?
2. Can they inherit from a partner?
3. Can they adopt children?
4. Can they get a mortgage on a house together?

## Reading

Read the article below and choose the best headline.

US ALLOWS ADOPTION BY GAYS  
GAY FATHERS FACE DISCRIMINATION  
OUTRAGE AS GAYS PLAN THIRD CHILD

A few months ago millionaire couple Tony Barlow and Barrie Drewitt shocked many people when they became the first gay couple to father children. The couple had twin girls, Aspen and Saffron, using eggs donated by a woman who wished to help the men have their own family. Adoption agencies in Britain had decided the couple were unsuitable parents, but the men went to the United States where they had more success. They had no problem finding a surrogate mother and the girls were born in Los Angeles the following year. After complex legal arguments,

the US Supreme Court ruled that the men could be named as the parents on the twins' birth certificates.

When the children were brought back to Britain, the men faced further legal difficulties as the British authorities refused to grant automatic entry rights to the twins. Despite all these problems, the men have now provoked further outrage from those who claim to defend traditional family values as they have announced that they intend to have a third child.

The men currently have 24 embryos which were frozen before the birth of their twin daughters,

and although they have fallen out with the surrogate mother who carried the twins, they have now found another woman who has agreed to carry a child for them.

"We adore having children," Mr Drewitt said yesterday, "and if it turns out to be twins again it will be even more wonderful. The new baby will be a biological brother or sister to Aspen and Saffron. The only difference will be the surrogate mother." In contrast, an official church spokesman said, "We would still argue that the best place for children to grow up would be within a traditional family context."

## True or false?

Read the article again and mark these sentences true (T), false (F) or don't know (?):

1. Barrie and Tony couldn't adopt a child in Britain.
2. The British authorities did not want to let the men back in the country.
3. Barrie and Tony and the twins live with the twins' mother.
4. Not everyone is happy about Barrie and Tony's plans.

## Discussion

1. How do you feel about Barrie and Tony being parents?
2. Do you agree that 'the best place for children to grow up is within a traditional family context'?
3. What is a traditional family? Is it the same as 20 years ago?
4. Do you agree with the following statements?

*There are good and bad parents. Gay parents aren't automatically bad - or good.*

*Two women could raise a family but not two men. They would be useless without a woman.*

*A lot of people grow up in a single-parent family - two parents must be better than that!*

## Language

Match these different kinds of families with the definitions on the right:

- |                           |   |
|---------------------------|---|
| 1. an affluent family     | a. They want to be successful.              |
| 2. a close family         | b. Only one parent lives with the children. |
| 3. a dysfunctional family | c. They have a lot of money.                |
| 4. a single-parent family | d. They have strong relationships.          |
| 5. a talented family      | e. They have a certain amount of power.     |
| 6. an average family      | f. They have a lot of personal problems.    |
| 7. an influential family  | g. They're all good at something.           |
| 8. an ambitious family    | h. There's nothing special about them.      |

Would you use any of the expressions above to describe your family?

Do any of the expressions above describe the family you read about earlier?

Do you live with your *immediate family* or do you also live with members of your *extended family*? (grandparents, aunts, uncles, cousins etc.)

## Discussion

Read the article and underline anything you think is a good argument for or against gay marriages.

### LET'S GET MARRIED!

"We have a mortgage together, we have a cat together, we're no different from the neighbours, so why can't we get married?" one gay man told reporters outside the Vermont courtroom in the United States. A large group of gay couples were at the court to hear whether the state would change the law and allow same-sex marriages. Many expressed their frustration at not being allowed marital status. "We want to get married for the same reason as everyone else – we're in love."

A woman campaigner for gay rights said, "Why do people want to stop gay people getting married? It makes no difference to them, but it makes a huge difference to a gay couple who want to make a public commitment."

A spokeswoman for a traditional family organisation said, "If we start to re-define what a marriage is, where do you draw the line? Why not say two men and a woman can get married, or three women perhaps?"

Discuss the following views of same-sex marriages. Which views are closest to your own?

1. Gay marriage? Why not? If two people want to make a lifetime commitment to each other, they should be allowed to.
2. It doesn't matter that they're gay. They've been together for 15 years. They should have exactly the same rights as a normal couple. What is normal anyway?
3. Marriage between a man and a woman is natural. If marriage stops being natural, where will it all end? If two men can marry, why not three or four?
4. Marriage is for the procreation of children. Gay partners can't have children so they shouldn't be allowed to get married.
5. I don't care if they want to get married or not. I just wish it wasn't all over the newspapers.
6. I don't believe in marriage anyway, so it's not really an issue for me.

# Begging

## Discussion

Do you give money to beggars? Explain why, or why not, to a partner.

## Reading

Read through the comments below on an internet discussion site and decide which opinion is closest to your own.

## What's your opinion of beggars?

**We invited people from around the world to let their voices be heard on the subject:**

**Edilson Gomes Teixeira, Brazil**

In my city, Sao Paulo, we have lots of children who ask for money on the streets. Of course, I feel terrible for them, but I think that giving them money does them no good. Usually they are really begging for an adult – even their mother or father – just so that they can buy drugs or something like that. I don't know ... it's complicated.

**Ana Martin Fong Schmidt, USA**

I come from San Francisco, California, where you can't walk two blocks any more without running into a homeless person asking you for money. They're filthy people who sleep and urinate in my doorway. I used to give money, but not any more. I suppose I've become sort of numb to it all. I mean, what is my 50 cents going to do to help someone? It's the Government's problem, not mine.

**Atsuko Fujimori, Japan**

We have a place in my city, Tokyo, called "Shinjuko Station." I think this place is an embarrassment to Japanese society. There are hundreds of homeless people living in cardboard boxes. The Government doesn't care about them and neither do many people in Japan. But I do. I take them food and clothes and sometimes give money. Many of my friends think I am crazy. I think I'm normal and they are crazy. I cannot sleep well at night if I know there is someone else who has no place to sleep.

**James Foster, UK**

I'm fed up with beggars and fed up with do-gooders who want to help them. I don't give money and nobody should. It only encourages them to beg even more. And these people all seem to have dogs and smoke. Why should I give my hard-earned cash to feed their pets and smoking habit? People living on the streets are there because they want to be!

## Discussion

Read through the comments again and answer these questions:

1. Who says that living on the streets and begging is basically a choice?
2. Who blames begging on drugs?
3. Who says that the problem is one that cannot be solved by individuals?
4. Who feels ashamed of the problem?

## Poem

Read this poem about being homeless, then discuss the questions below:

### Homeless, but not speechless

I am homeless  
Penniless  
So I ask for your pennies  
Countless  
Are the times when I feel  
Pointless  
Useless  
Powerless  
to do anything  
to/for/about/with  
these heartless  
see-me-nots  
who are clueless  
to my  
faceless existence  
One penny  
Your charity  
is shameless  
My life ...  
worthless  
My journey ...  
reckless  
Don't worry:  
My passing will be  
painless.

## Discussion

1. What does the title mean?
2. What does the writer mean by *Your charity is shameless*?
3. Explain the last line: *My passing will be painless*.
4. What is done in your country to help homeless people?
5. Why are so many people homeless?

## Language

Write in a -less word from the poem with the definitions below:

1. No money = .....
2. Ignorant = .....
3. Many = .....
4. Unable to protect/defend yourself = .....
5. No care or feeling for others = .....
6. Anonymous, unknown = .....
7. Without purpose = .....
8. Without value = .....
9. It won't hurt = .....

## Discussion

Would you give money or help in these situations?

1. A woman knocks at your door collecting money for homeless people. She has an official ID badge. How much would you give her?
2. A little boy offers to clean your shoes in the street for 20 pence.
3. A woman holding a baby asks you for money on the street. She is crying.
4. A rather dirty-looking person asks to 'borrow' 50 pence for the bus.
5. You meet someone on holiday in a Third World country and after chatting, you realise that with just a couple of your traveller's cheques, you could pay for their child to go to university and have the chance of a completely different life.
6. You're in a restaurant and a woman comes in with flowers and asks if you want to buy one for your boyfriend / girlfriend.
7. You're at some traffic lights and someone washes your windscreen, then asks for some money.
8. You receive a pack of Christmas cards through the post from a charity for the blind. There is no obligation to pay for the cards – you can keep them for free – but you are invited to send a donation.

## Discussion

Write your own view on beggars in the same style as the internet comments you read earlier. Pass your comment to another classmate. Then:

1. Read and see if you agree or disagree with the comment that has been passed to you.
2. Discuss it with another classmate (not the writer of the comment).
3. Discuss the comments as a class.

# Compensation culture

## Discussion

1. Is it common to sue doctors, hospitals, or newspapers in your country?
2. Have you or anyone you know ever sued someone or been sued? What was the outcome?

## Reading

**A few years ago a woman suffered severe burns from a cup of coffee served at a fast food restaurant and she sued. Read what happened and decide who you side with – the woman or the fast food restaurant?**

### **HOT COFFEE VICTIM GETS \$3M**

A woman has been awarded a total of almost 3 million dollars in damages, after claiming that the coffee she was served at a US fast food restaurant and then spilled on herself was too hot.

The woman was in the passenger seat of her grandson's car when she was served a cup of coffee at the drive-through window of a local fast food outlet. According to reports, after receiving the food order, the grandson moved his car forward and stopped for a moment so that his grandmother could add cream and sugar to her coffee. She placed the cup between her knees and tried to remove the plastic lid from the cup. As she did so, the entire contents of the cup spilled onto her lap, leaving her severely burned and needing hospital treatment.

A company representative explained that coffee is kept at a particular temperature because customers naturally want their coffee served hot. He pointed out that customers buy coffee on their way to work or home, intending to consume it there, not while in the car.

One commentator couldn't believe the woman won her case. "The world has gone mad. If you can get \$3 million for spilling hot coffee on yourself, then it's only a matter of time before we get the headlines:

**WOMAN GETS PREGNANT AND SUES CONDOM COMPANY, or MAN WITH BAD HAIRCUT SUES FOR EMOTIONAL DAMAGES."**

## Discussion

**Tell your partner who you side with – the woman or the fast food chain. Explain why. Take a class vote on the case. Who do you think was responsible for the injuries?**

## Are you sure?

**Most people think the woman was at fault for her injuries and that the amount of money she received was ridiculous. Here are a few more facts about the case. First read the facts:**

The woman suffered third degree burns over 6% of her body in very sensitive areas. She was in hospital for eight days. She spilled the coffee while she was sitting in a parked car trying to remove the cup's lid. She was not driving the vehicle, nor was it moving. She tried to settle her case out of court for \$20,000 but the restaurant chain refused.

The restaurant knew of the problem. They had already received hundreds of complaints. They knew that drinks can burn at temperatures over 60 degrees, but they maintained a policy to keep their coffee 5-10 degrees higher. The chain makes over a million dollars a day in coffee sales.

**Have you changed your mind? Hold a class debate. Divide the class into two groups: those who are on the woman's side and those who side with the restaurant chain.**

## Language

Complete the text below with the correct form of these verbs:

*sue*      *get*      *appeal*      *award*      *win*      *settle*      *take*

If you have an accident at work because the workplace is not safe, you can (1) . . . . . for negligence. One woman was recently (2) . . . . . nearly £40,000 after falling down a badly-lit staircase. She knew she could (3) . . . . . compensation and (4) . . . . . the company to court. The company tried to (5) . . . . . out of court, but the woman wasn't interested. She (6) . . . . . her case, but the company are going to (7) . . . . . against the decision.

## Discussion

Look at the situations below in small groups. Decide if they are legitimate or just a waste of time.

1. A 39-year-old actress is suing for 'emotional distress' after being told that she was 'too old' to play the part of Juliet in Shakespeare's *Romeo and Juliet*.
2. A burglar wants \$50,000 to pay for his hospital bills. In attempting to break into a clothing store, he fell through the roof, broke both his legs and was left immobile. He was found the following morning in severe pain. He claims the store is to blame for having a 'faulty roof'.
3. A man tripped and fell on a pavement because it was uneven. He broke his wrist and is suing the local council for negligence.
4. A woman opened a bag of salad and found a live frog inside. She is suing the supermarket because she suffered 'severe trauma.'
5. A flight attendant is suing the airline she worked for for unfair dismissal. She was sacked because she had become too fat.
6. A woman is suing her health authority because the sterilisation operation they performed the previous year had obviously failed. "Of course I love my new baby," she said, "but this is not what I had planned for my life."
7. A woman who ran over and critically injured a pedestrian is suing the car manufacturer, claiming that the brand new car's horn did not work and therefore she was unable to warn the passing pedestrian.
8. A vegetarian wants \$1 million in damages from a local restaurant. She asked for the 'vegetarian' lasagne and halfway through her meal discovered that there were bits of ground beef in the sauce.
9. A father is suing his son for \$25,000 – the estimated value of the family's car. It seems that the son, aged 19, borrowed his father's new car without asking for permission. He then crashed it. The son was unhurt, but the car was a total write-off.

## Discussion

Which of the following best sums up your attitude to compensation?

1. I'm totally against it. It just encourages people to sue for the slightest thing.
2. I can't get worked up about it. It doesn't bother me. It's never affected me.
3. I'm all for it! The more people can screw out of big companies the better! I wish a waiter would spill some coffee on me!

# Sport and money

## Discussion

Match these sportsmen and sportswomen to their sports:

- |                       |                |
|-----------------------|----------------|
| 1. Michael Schumacher | a. athletics   |
| 2. Tiger Woods        | b. tennis      |
| 3. David Beckham      | c. Formula One |
| 4. Venus Williams     | d. football    |
| 5. Marion Jones       | e. golf        |

All of these professionals are multi-millionaires as a result of salaries, prize money, sponsorship and endorsements.

- Who do you think is paid the most? Why? Who is paid the least? Why?
- Are they paid too much, in your opinion?
- How much do the top sportsmen and women get paid in your country?
- Who is one of the highest paid? Do you think (s)he deserves that salary?

## Reading

Read this father's view and decide which sport he is talking about. Can his criticism apply to sports in general?

### IMMORAL EARNINGS?

What in the world is happening to professional sport? When I was a kid, it cost \$5 to get a decent seat at the stadium, and my dad would buy me a hot dog and himself a beer which would bring the total cost to about \$10.

Last Saturday I took my little boy to see the Giants play. After the parking, tickets, refreshments and souvenirs, I walked out of there with \$75 less in my pocket. Just ask me how soon I'll be going back!

But it got me thinking: why am I paying so much to watch a group of men throw a ball around? And then I realised: I was paying

Billy Slater's salary: \$350,000 a year. And Matt Jerrold's salary: \$500,000 a year. Oh, and how could I forget Sal Ibarra's new contract – \$3 million over the next three years.

Where is the perspective here? What are our priorities as a society? There are 35,000 homeless in this city who don't have a roof over their heads, clothes to keep them warm or food to fill their stomachs. And we are paying these men 6- and 7-figure salaries to keep ourselves entertained! Something's gone wrong.

Look back at the article and answer these questions with a partner:

1. What things did the man have to pay for at the baseball game?
2. Why does he say "Just ask me how soon I'll be going back"?
3. What does he mean when he says that he's paying the players' salaries? Do you agree?
4. Why does he start talking about homeless people?

## Discussion

1. Do you basically agree with the man or does he have an old-fashioned, nostalgic view of sport?
2. Do you go to live sport events? What is the most expensive sports event you have been to? Was it worth it?
3. Have you ever paid to watch a big sports event on pay-TV? If so, how much did you pay?

## Language

Read this text and underline all the expressions with 'worth':

### A UK FOOTBALL MATCH

Going to see my football team is not cheap – the cheapest seat is £20 – but I think it's worth it. Usually you get your money's worth – especially with our new centre forward, Rivaldo. Apparently, he's on £4 million a year, but he's such a brilliant player, I think he's worth every penny.

Recently, I took my whole family to see a game. There are some guys who sell tickets illegally outside the stadium – they're called ticket touts – and you can get into trouble if you buy from them. Normally, I would have said that it's more trouble than it's worth, but

since I'd brought my whole family, which was going to be very expensive, I thought it was worth a try. So, I went up to one of these guys and negotiated four fantastic seats for £80 – quite a bargain for such an important game and such great seats. They were actually worth around £120. When we tried to get into the stadium, we were told that our tickets were forgeries! £80 down the drain! You can imagine how we felt!

So, we went back home to watch the game on TV. My advice is never buy from a ticket tout. It's not worth the risk.

Now complete the expressions with one word:

1. I . . . . . it's worth it.
2. You get your . . . . . worth.
3. He's worth every . . . . .
4. It's more . . . . . than it's worth.

5. I thought it was worth a . . . . .
6. They were actually worth . . . . . £120.
7. It's not worth the . . . . .

How do you say these in your language?

What do you think '£80 down the drain' means?

## Discussion

The average professional footballer in the Premier League in England earns £400,000 a year – around £7,600 a week. He trains, on average, for three hours a day and plays one or two games a week for 10 months of the year. This means he earns around £520 per hour. So, after one training session, he is £1500 richer. For the very top players, multiply all these figures by 6 or 7. People argue that the following reasons justify the salaries. Which do you think are good reasons?

1. It's a short career – 18 years maximum – then you're finished as far as playing is concerned.
2. Top players can't go out partying and eating and drinking whatever they want. They have to look after themselves and be highly disciplined. They have a severely restricted social life for maybe 20 years.
3. Your career could end at any time through injury.
4. It requires a very high level of skill, which only a very few people possess. They should be rewarded for that.
5. Julia Roberts gets \$4 million to make a film, so why shouldn't top footballers get similar pay? They are just like film stars.
6. Top players are high profile superstars who can't leave home without the media following them. The money they get is compensation for having no private life.

## More issues

1. The men's Wimbledon tennis champion wins £477,500. The women's champion gets £430,000. What is the reason for this? Women nearly always get less than men in sport. Why is this?
2. Some people think that money has ruined sport. People used to play for the glory of winning. Now they are open to bribery and corruption. What would you do about it?

# Vanity

## Discussion

In your experience, are the following statements true or not?

1. Men are more interested in their appearance than women.
2. Women talk to their friends about how they look. Men don't.
3. Women like to go shopping with other women.
4. Men prefer to go clothes shopping alone. They are afraid to ask a woman to help them.
5. Men spend more on cosmetics than 10 years ago.

## Reading

Read the first part of the article and underline all the different things that men do to make themselves 'beautiful':

### **MEN'S BEAUTY IS BIG BUSINESS**

If you think the world of face creams, beautiful fingernails and silky-smooth legs is exclusively female, think again. As sales of men's health and fashion magazines continue to grow at a huge rate, more and more men are queueing up at health spas and gyms for complete make-overs. "Lots of men are no longer embarrassed to use products or services that make them look and feel better," said

one enthusiastic beauty consultant. Body hair removal, manicures, pedicures, teeth whitening and liposuction, to name just a few, are all now in high demand. Modern man is even plucking his eyebrows to complete the well-groomed experience. So, what is the explanation for this? Why are men spending more on pampering their bodies than on CD collections and DVDs?

Compare what you underlined with a partner. Do you know what all those things are? What is your explanation for men's growing interest in their appearance?

Now read the second part of the article to see if it gives the same explanation:

According to some, the explanation is quite simple. Twenty years ago, the only beautiful role models in the media were women. Now, magazine covers displaying half-dressed male models with six-packs, tans and perfect hair, have persuaded men they are missing out on something. In other words, it's just clever advertising.

Others offer a more profound explanation. As traditional roles between men and women at home and at work become less distinct, men are looking for new ways to express either their masculinity or their

new-found feminine side.

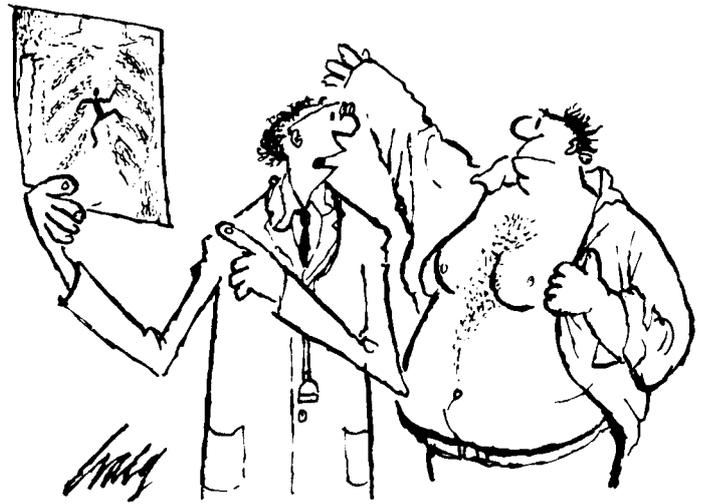
The masculine expression leads to joining a gym and building muscle, the feminine expression leads to moisturising creams and beautiful nails. These days it seems to be a combination of both. You could argue that the modern man is quite simply – confused!

So, are men just victims of the advertising industry, or are they trying to re-invent themselves? Or is it just that women have been right all along – men are vainer? Now they have the proof. What do you think?

## Language 1

Explain what the following mean:

1. Men are *queueing up at health spas and gyms* ...
2. ... *pampering* their bodies ...
3. Male models with *six-packs* ...
4. As traditional roles between men and women *become less distinct*
5. joining a gym and *building muscle*
6. men are trying to *re-invent themselves*



“Your X-ray shows a thin man struggling to get out.”

## Discussion

- Do you think men have a ‘feminine side’?  
Do you think more men are ‘discovering’ it?  
Do women need to discover their ‘masculine side’?

## Language 2

Two of the expressions below mean that you are not looking after yourself properly. Which ones?

- |                              |                         |                                      |
|------------------------------|-------------------------|--------------------------------------|
| <i>watch what you eat</i>    | <i>put on weight</i>    | <i>let yourself go</i>               |
| <i>take regular exercise</i> | <i>stay in shape</i>    | <i>pamper yourself</i>               |
| <i>work out at the gym</i>   | <i>use body lotions</i> | <i>take pride in your appearance</i> |

Now complete the text below with the correct form of verbs from the expressions above. Can you do it without looking back at the expressions?

Since my brother reached 40 he (1) . . . . . himself go a bit. He (2) . . . . . a lot of weight. I’ve told him he’s got to start (3) . . . . . what he eats and start looking after himself. I think it’s important to (4) . . . . . pride in your appearance. I want to (5) . . . . . in shape so I (6) . . . . . regular exercise and (7) . . . . . at the gym. I also (8) . . . . . myself occasionally – I have a massage once a month, for example. But I do not (9) . . . . . body lotions or shave my legs or anything like that. I mean, there are limits!

## Vanity survey

Read the following questions. You get 1 point for each ‘yes’ answer. Decide in the class how many ‘yes’ answers mean:

*I am normal* = . . . points      *I am vain* = . . . points      *I am extremely vain* = . . . points

1. Do you stop and look at yourself in shop windows?
2. Do you go to the hairdresser’s more than once a month?
3. Have you ever dyed your hair?
4. Do you use hair gel or a similar product?
5. Have you ever had a manicure or a pedicure?
6. Do you use a hand cream?
7. Do you use any face creams?
8. Have you ever used make-up?
9. Do you pluck your eyebrows?
10. Have you ever shaved a part of your body – other than your face?
11. Do you use expensive deodorant or after-shave?
12. Do you work out at the gym or in your bedroom?
13. Would you consider having any sort of cosmetic surgery?
14. Do you buy fashion magazines or health and fitness magazines?
15. Is any part of your body pierced – nipples? navel? nose? other?

Work in pairs asking each other the questions. How many points did you score?

# Legalising drugs

## Discussion

1. Make a list of all the illegal drugs that you know:  
.....  
.....  
.....
2. Which of those are *soft drugs* and which are *hard drugs*?
3. Which of the drugs in your list are dangerous? How dangerous are they?
4. Do you know different names for the same drug?
5. Do you know what the following mean?  

<i>roll a joint</i>	<i>get high</i>	<i>smoke dope</i>	<i>snort cocaine</i>
<i>become addicted</i>	<i>overdose</i>	<i>come off drugs</i>	<i>an addict</i>
6. What is the law in your country regarding drugs – both possession of drugs and drug dealing?
7. Are there any drugs in your list that you think should be made legal? Which ones and why?

## Reading

As you read through the article think of the answer to this question:

*If you were on the panel, would you have come to the same conclusion?*

### GRASS IS GOOD FOR YOU

A panel of doctors, economists, parents and police officers in the United States has decided that drugs should be made legal. Their conclusions took into account factors of crime, medicine and even prison space.

"We have a prison population of over 10 million in this country. Many of those are in jail for drug-related crime, such as the sale or possession of illegal substances", said an officer of the Chicago Police Force. Because of new, tough laws, currently 3 out of 5 people in prison are there because of drug-related crimes, which means little space is left for violent criminals, the ones the public would really like to see locked away.

But there were more reasons raised for legalising drugs. "There are cancer patients out

there who are wandering around dark streets at night trying to buy marijuana for pain relief," said one of the doctors on the panel. "They should be able to get what they need without entering the criminal underworld."

The effectiveness of marijuana on patients going through chemotherapy has long been known by the medical profession, but political conservatives still raise opposition. One senator spoke out against the panel's conclusions. "I can sympathise with the patients, but the fact is, marijuana is addictive and harmful and we don't want that kind of thing in our communities," he said.

But the panel disagreed. They argued that, although marijuana was admittedly a potentially addictive substance, research has

proved that legal substances such as nicotine and alcohol are far more addictive and harmful. "Marijuana actually does some good. The same cannot be said of cigarettes and alcohol."

On other substances, the panel agreed that drugs such as heroin and cocaine did not serve the community in the same way marijuana could, but argued that keeping those substances illegal meant money for criminals. "We don't have people shooting each other over tequila or controlling prostitutes with Marlboros," said a teacher on the panel. "Keeping drugs illegal allows people to do illegal things."

The panel will shortly be presenting its findings to the government.

## Discussion

What were some of the reasons for legalising drugs mentioned in the article? Tick those which were mentioned in the article:

1. Drugs can help people who are ill.
2. Drugs keep criminals in business.
3. Making drugs legal means that they can be taxed, and that means revenue for the government.
4. Drug-trafficking is not as serious as violent crime, according to many people.
5. Legalising drugs could make the job of law enforcement officers much easier.
6. Alcohol and cigarettes are more addictive and more harmful and are already legal.

How many of those six points do you agree with?

## Language

Use the following words to complete the sentences below:

*immediate*  
*beneficial*

*long-term*  
*damaging*

*legal*  
*designer*

*illegal*  
*addictive*

1. Cigarette smoking is more . . . . . to your health than smoking marijuana or cannabis.
2. Nicotine is more . . . . . than marijuana.
3. Marijuana can have very . . . . . effects on cancer patients, helping them through chemotherapy.
4. The . . . . . effects of smoking dope are well-known – feeling extremely carefree and relaxed. The . . . . . effects are less clear.
5. How can it be . . . . . for a 16-year-old to buy and smoke cigarettes when at the same time it is . . . . . for a 21-year-old to buy and smoke marijuana? It's crazy!
6. One of the biggest dangers today is the so-called . . . . . drugs which young people use at discos and parties.

## Discussion

Do you agree with the following opinions? Discuss them in small groups:

1. *Getting high on a joint is less dangerous than getting drunk.*
2. *People who smoke dope change their personality over time. They become irresponsible, unreliable and ruin their lives.*
3. *The drug laws in our country are already too relaxed. They should be far stricter. Fine people for a first offence and then send them to prison if they re-offend. It's the only way.*
4. *Experimenting with drugs is OK. You just need to know when to stop.*
5. *Soft drugs lead to hard drugs. Just don't even think of starting!*
6. *More people die from alcohol-related problems or accidents than drug-related problems. Statistically, drugs are safer than alcohol.*
7. *All recreational drugs should be made legal for adults. That would immediately stop related crime.*
8. *Some countries in the Far East have the right idea – execute all drug dealers. That would soon stop the drugs trade.*

Have you ever tried drugs? Do you know anyone who has? Which ones?

Do you know where to get drugs in your town?

What problems have you seen in your community caused by drugs?

What would be the effect of legalising drugs? Take two minutes to think of three implications. Then tell your group what you have thought of.

# Turning the other cheek

## Discussion

**Discuss with your class:**

1. Do you easily forgive people, or do you hold grudges?
2. Have you ever not forgiven a person for something that they did to you?
3. Do you know anyone who has forgiven a person who:
  - cheated them out of some money?
  - physically assaulted them?
  - spread rumours about them?
  - stole from them?
  - was unfaithful to them? (had sex with someone else)
4. Would you forgive the person in the situations above?

## Reading

**Read through the first part of this article and answer the question below:**

### A HUG IN EXCHANGE FOR A BEATING?

For no apparent reason, Reginald Denny, 33, was pulled from his truck and badly beaten by at least two men during the 1992 race riots in Los Angeles. The horrible and violent scene was caught on film by the many television cameras that were there at the time. Images of Denny being kicked and punched over and over again until his body lay lifeless on the ground were broadcast live into millions of living rooms all over the world. The cameras even captured the happy dance that one of the men did in celebration of his act of brutality, while his partner took the opportunity to reach down and take Denny's wallet. Luckily, Denny was rescued by some good samaritans in the area and promptly taken to a hospital.

**What do you think should happen to the attackers?**

**Continue reading and answer the questions below:**

Denny was left with permanent physical deformities and handicaps but he did eventually recover, miraculously, from his injuries and was well enough to attend the trial of the men who nearly beat him to death. But what was even more amazing than his relatively quick recovery was his attitude towards his attackers. Denny's assailants showed absolutely no remorse during the entire trial and were sentenced to 10 years each in prison. The light sentences alone would have outraged most victims, and in fact did outrage many people in the United States at the time, but not Reginald Denny. Immediately after the sentences were read, Denny, present throughout the trial, walked over to the mothers of the attackers and hugged them both. He later said, "Forgiveness is there. It has to be."

Denny still regularly suffers from severe seizures and headaches and can no longer drive a truck – his job at the time of the beating. His only income now is the \$120 a week he receives from a disability allowance from the Government. Denny's attackers served only four years of their ten-year sentences and have since been arrested for rape, murder, and the illegal possession of drugs.

1. What proof was there of the beating?
2. What was Reginald Denny's job in 1992?
3. How long did the men who beat him go to jail for?
4. Were the sentences considered long enough?
5. Did the men feel bad about what they did to Denny?

## Discussion

1. Why do you think Denny forgave his attackers?
2. Do you think forgiving them did any good?
3. Do you admire his act of forgiveness?
4. Would you have forgiven the men if they had done the same thing to you?

## Language

Match the words on the left with those on the right to make whole expressions about forgiveness:

- |                      |             |
|----------------------|-------------|
| 1. forgive and       | a. grudge   |
| 2. water under the   | b. cheek    |
| 3. turn the other    | c. forget   |
| 4. bury the          | d. shoulder |
| 5. hold a            | e. hatchet  |
| 6. got a chip on his | f. bridge   |

(A hatchet is a kind of axe.)

## Discussion

In small groups, decide if you would forgive the people involved in the situations below:

1. Your father tells you, when you are 30, that you are adopted.
2. You find out that your partner of 15 years has been sleeping with your best friend.
3. You catch your mother reading your diary.
4. You lend your car to a colleague at work who damages it beyond repair.
5. Your partner slaps you in the face in the heat of a serious argument.
6. Your brother/sister forgets your birthday.
7. You're in hospital following a major operation and your best friend doesn't visit you.
8. You find out that a good friend of yours has been revealing your intimate secrets to others.
9. A stranger in a bar spills a cold beer on your new shirt and just laughs.
10. While making love, your partner calls you by someone else's name.

In America when a criminal is found guilty, the victim is allowed to make a speech in court addressing the criminal. Do you think this is a good thing? Why?

If you were a victim, what sort of speech would you give?

## Quotations

Which of the following quotations is your favourite? Why?

Always forgive your enemies – nothing annoys them so much.

*Oscar Wilde*

An eye for an eye and a tooth for a tooth.

*The Bible*

"I can forgive, but I cannot forget" is only another way of saying "I cannot forgive".

*H.W. Beecher, American clergyman*

Now use the expressions in these sentences:

7. I always forgive people. I'm not the sort of person to . . . . .
8. We used to be bitter enemies but that's all . . . . . now.
9. If possible, the best policy is . . . . .  
If you can't forget, at least try to forgive.
10. I think I need to go and talk to Sally and . . . . . We can't keep ignoring each other like this.
11. If someone hurts or insults you, your instinct is to get revenge. The harder option is to . . . . .
12. Martin's a very difficult person to work with. He's . . . . . about not getting promoted last year and he's so cynical all the time.

Do you have similar expressions in your language?

# The death penalty

## Discussion

Work in pairs. Discuss these questions:

- Do you have the death penalty in your country?  
If so, for what offences? How is it carried out?  
If not, what is the severest punishment that can be given?

Did you know that on average someone is executed every three days in the USA?

## Reading

Read the text below and answer these questions:

1. How did the writer feel about the death penalty before the attack?
2. How does the writer feel now?

My sister was walking home from work two years ago when two men stopped her and tried to steal her handbag. She resisted and they stabbed her in the heart. The police caught them. They were found guilty of murder and they're now in prison. That's when I changed my views on the death penalty.

Before that, it was pretty easy to be liberal and to say that I didn't believe in capital punishment. But not now. There was no doubt that the police caught my sister's killers: there were eye witnesses; there was forensic evidence. I thought those guys should die for what they did. They not only took her life, they changed the lives of her family and friends. The lives of her husband and her two little children will never ever be the same.

Some people say that if you execute a murderer you become a murderer yourself, but that's not the way I see it. If you take someone's life, you lose the right to keep your own. If you murder someone, you should be forced to experience the same horror as your victim: pain and suffering, and the anticipation of the end of your life. People think that is cruel. But my sister didn't have the luxury of saying goodbye.

Some people also think that death is the easy way out for a murderer – that life imprisonment means a lifetime of suffering in prison. I don't think so. Life imprisonment is a lifetime of hot meals, reading and television – at the taxpayer's expense. That is not a suitable punishment for a murderer. But death is.

## Discussion

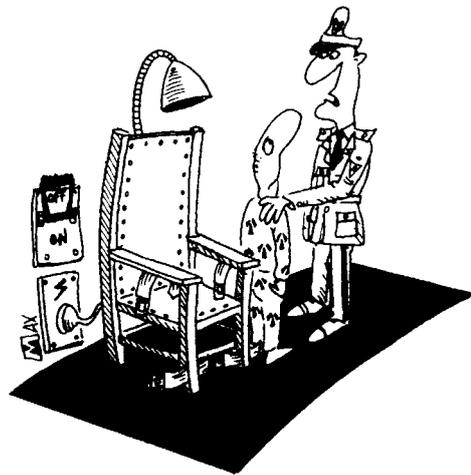
How do you feel about the writer's views:

- surprised?
- shocked?
- sympathetic?
- horrified?

If you were the writer, would you want the death penalty for the killers? Why? Why not?

List the arguments that the writer makes **FOR** and **AGAINST** the death penalty. Add other arguments of your own.

Are you basically in favour of or against capital punishment?



"Better sit down, son. I've got a bit of a shock for you."

## Language 1

Do you know the nouns for these verbs? Use a dictionary if necessary.

VERB	NOUN
execute	.....
convict	.....
compensate	.....
imprison	.....
punish	.....
abolish	.....

## Language 2

Complete the text below with the correct form of the words opposite:

Harold Spears returned home a free man yesterday. He was lucky to be alive. He had been (1) ..... of murder in 1998 and sentenced to be (2) ..... by lethal injection. Before the sentence could be carried out, the US state he lived in passed a new law (3) ..... the death penalty. Mr Spears' (4) ..... was therefore reduced to life (5) ..... . Two months later new evidence emerged. Mr Spears was found to be innocent! He was freed on appeal and will receive \$250,000 in (6) .....

## Discussion

Work in small groups. Read these texts and discuss the questions below each one.

### The Timothy McVeigh Case

More than 1000 survivors of the Oklahoma City bombing in the United States were asked if they wanted to witness the execution of Timothy McVeigh by lethal injection at Terre Haute Federal Prison, Indiana. The death chamber at the prison has only eight seats for witnesses, but over 200 of his victims and their families watched his execution by live video link.

1. Do you feel it is right that the survivors of a terrorist act should be invited to watch the convicted terrorist being executed?
2. Do you think an execution like this should be televised – then anyone who wanted to watch it would have the opportunity? Should the programme be shown around the world on satellite TV?
3. Public hanging was abolished in Britain in 1868 and the death penalty for murder was abolished in 1969. Is this evidence of a more humane and civilised society or of cowardly, left-wing liberalism?

### The Saudi Situation

Amnesty International said it knew of more than 1,100 people executed in Saudi Arabia in the past 20 years, with the current average standing at two public beheadings every week. A sword is used and as many as three blows may be required to cut the head off.

1. What is your reaction to this information?
2. Do you think some methods of execution are more acceptable than others? If so, which?
3. "If someone is being executed for a particularly horrendous murder, their death should be as painful and humiliating as possible."  
How do you feel about this statement?

### The Case of Patrick Nicholls

Patrick Nicholls, jailed for life 23 years ago for the murder of a 74-year-old family friend, was freed yesterday by the Court of Appeal. The court acknowledged that the evidence used to convict Mr Nicholls was unreliable and that the injuries suffered by the 74-year-old were, in all probability, caused by a fall.

1. How do you think Mr Nicholls feels now?
2. How can the state compensate him for 23 years of wrongful imprisonment?
3. Have there been any cases like this in your country recently?
4. Would Mr Nicholls have been executed in your country?

Some countries give relatives of the victim a choice of what should happen to the murderer: they can agree to the murderer being executed, or they can ask for 'blood money' from the murderer as compensation for the loss of their loved one and the murderer goes to prison. What do you think about this?

# Addictions

## Discussion

Work in pairs. List at least 5 different things that people can become addicted to. Choose one from your list and discuss the possible results of this addiction.

Work in pairs. Ask each other questions from one of the questionnaires:

### DRINK AND YOU

1. Do you drink alcohol every day?
2. How much do you drink a week?
3. Do you ever get drunk? How often?
4. Do you need a drink to relax?
5. Do you drink with other people or on your own?
6. Do you regularly get a craving for a drink? (= a very strong desire)
7. Do you think it's a habit or an addiction?

### SMOKING AND YOU

1. Do you smoke? Cigarettes? Cigars? A pipe?
2. How many do you smoke a day?
3. Do you smoke to relax?
4. Do you feel nervous if you haven't had a smoke for a long time?
5. Do you get strong cravings?
6. Do you wish you could stop smoking?
7. Could you give it up easily?

Does your partner have a problem?

## Reading

Work in pairs. Student A read extract 1, student B read extract 2. Then report the contents to each other.

#### Extract 1

Slowly, the drink began to take over and things got worse. His behaviour was becoming unpredictable. He tells of one incident in a club on a Sunday afternoon when a fight broke out and he and some friends were involved. Minutes later he was outside being questioned by police and then spent several hours at the police station. He was released without charge but, in spite of that shock, the next day he was banging on the door of his local pub five minutes before opening time, craving his first drink of the day. Then it dawned on him. What kind of person stands outside a pub every day desperate for a drink? Only someone with a drink problem. He was a well-known sportsman perhaps, but secretly he was a lonely, desperate alcoholic.

#### Extract 2

One day, he arrived for training in a bad state. It was to be the big turning point. The first person he saw was Steve Jacobs. "I've got a drink problem and I need to go to a meeting of Alcoholics Anonymous," he blurted out. At last! He'd said it! Tony Adams, respected captain of Arsenal and an England international, winner of six major trophies in English football, was asking for help for the first time in his life. He finally admitted that he had a problem that was too powerful to face on his own. Almost immediately, a ray of hope came to him. Despite the mess he was in, if he could devote the same enthusiasm and energy to keeping off alcohol as he had to playing football, then he had a chance.

## Discussion

Now read the texts again and choose the best answers below:

1. In the club one Sunday afternoon
  - a. the writer's friends started a fight.
  - b. the writer started a fight.
  - c. it is not clear who started the fight.
2. The writer
  - a. knew he could stop drinking by himself.
  - b. asked someone to help him stop drinking.
  - c. met someone from Alcoholics Anonymous.

Why do you think that such a successful sports person became an alcoholic?

## Language 1

Use these words to complete the sentences:

<i>addictive</i>	<i>alcoholic</i>
<i>addict</i>	<i>alcohol</i>
<i>addicted</i>	<i>alcoholism</i>
<i>addiction</i>	

1. A surprising number of people are . . . . . to gambling.
2. He checked into a clinic to try to get over his drug . . . . .
3. I've never met anyone who is actually a drug . . . . .
4. Both heroin and crack cocaine are extremely . . . . . substances.
5. She realised he was an . . . . . when he started drinking at breakfast time.
6. The problem got so bad he started hiding . . . . . around the house.
7. Overcoming . . . . . is a daily process. It means saying 'no' to drink every day for the rest of your life.

## Language 2

Use the correct form of these expressions to complete the sentences below:

*seek professional help*  
*get withdrawal symptoms*  
*kick the habit*  
*have a drink problem*  
*take an overdose*

1. I think my boss . . . . .  
You can smell alcohol on his breath first thing in the morning.
2. She died after accidentally . . . . .  
of sleeping pills.
3. A lot of people want to give up smoking, but it's very difficult to . . . . .
4. When he wasn't able to get hold of any drugs for a few days, he started to . . . . .  
. . . . .
5. When he realised he was addicted to alcohol, he decided to . . . . .

## Discussion

Discuss these questions in pairs:

1. What is the difference between a habit and an addiction?
2. Look again at the list you made earlier. Are some types of addiction more socially acceptable than others? If so, which types and why do you think this is so?
3. Are the following addictions really possible? Are they dangerous in any way?

*My son's addicted to football! It's like a drug to him.*

*I'm a shopaholic! I can't resist buying clothes.*

*I'm a chocaholic! I can't live a day without it.*

4. Do you feel that there are certain types of personality who are more likely to become addicts?
5. What would you do if you found out that a colleague had a serious addiction problem, but was doing nothing about it?

# Unit by unit notes

## 1 Death

Be aware that a discussion of death at any time is capable of triggering powerful emotions.

### Reading

Put the students in pairs. Each member of the pair reads a different text, then reports the contents of the texts to each other. They then work through the questions together.

Answers: 1. probably b. 2 b.

Students could look at the discussion questions in pairs and then report back to the class.

### Language

1. dying 2. murder 3. dying 4. killing  
5. kill 6. murder 7. death 8. murder 9. death  
10. death

The three idiomatic expressions all mean: 'He's dead.' Discuss any similar expressions in the students' own language(s).

The cartoon introduces the related and dangerous area of suicide.

See also Units 28, 39.

## 2 Nudity

### Discussion

Ask students if they have ever experienced anything like the situations in 1-6.

### Reading

1b 2a 3 It is possible.

### Discussion

1. They feel every beach should be a naturist beach. 2. They will defend them in court if they have behaved reasonably. 3. A nude cross-Channel relay swim. 4. Discounts on ferry services, car rental and breakdown insurance, and nudist Caribbean cruises.

### Language

1. possibly 2. basically 3. ideally  
4. realistically 5. surprisingly 6. obviously  
7. Surprisingly 8. Basically 9. Ideally  
10. realistically 11. Obviously 12. Possibly

## 3 Politically incorrect jokes

Be warned that although this is not a serious 'issue', it is potentially one of the units most likely to offend.

### Language

1. make 2. drown 3. put 4. climb 5. throws  
6. retrain 7. have 8. take 9. call 10. say

You could put the students in pairs and give jokes 1-5 to one student and 6-10 to the other. When they have completed them, get students to tell the jokes to each other.

### Reading

Pre-teach any vocabulary students might need.

Note: a *pit-bull terrier* is a particularly fierce breed of dog. *Woof* is the word we use to describe a dog's bark – it is also the sound of something bursting into flames.

### Follow-up

There are lots of websites dedicated to jokes of this kind. You could ask students to search for more jokes on specific subjects on the web.

## 4 Taboo conversation topics

Different cultures see different subjects as taboo. You can exploit this with a multi-lingual class.

### Reading

Get students to read the conversations and work out the people and situations on their own and then compare their answers in pairs.

### Discussion

In Britain it is not 'the done thing' to ask people how much they earn or how much they weigh.

Possible replies to the questions in conversations 2 and 3 are:

**Conversation 2:** *Not as much as I'd like; Solicitors aren't as well paid as you think, you know; Oh! I get by; I don't think that's any of your business.*

**Conversation 3:** *That's a rather personal question; More than I should; It may look a lot but it's all muscle, you know; I don't know – I daren't get on the scales these days.*

### The cartoon

This gives you the opportunity to ask students if religion is a taboo topic among their friends.

### Language

1Q 2R 3Q 4R 5R 6Q 7R 8Q 9R

You could now return to conversations 2 and 3 and ask students to read them in pairs, inserting some of the expressions from this exercise.

### Your best friend

To finish off, put students in pairs and ask them to choose one of the statements and write a short dialogue around it. They can then read their dialogues to the class.

## 5 It should be banned!

This unit covers a wide variety of topics. If, during the lesson, discussion focuses on one particular topic, you may wish to explore that further rather than finish the other activities. Some topics mentioned in this unit are whole units – abortion, drugs, nudity, racism, gun possession and animal rights, for example.

### Reading

In the first text a ‘look the other way’ policy is when the police ignore people breaking the law. In the third text the customer’s justification for smoking was: a bar is a place for vices (bad habits), and he can’t drink without smoking.

### Language

1. I’m going on 2. protest against 3. sign  
4. campaigns 5. lobby 6. urge 7. boycott  
8. carry out 9. ban

### Newspaper language

1c 2h 3d 4a 5f 6b 7e 8g

### Discussion

Notice there are two light-hearted suggestions – *ballroom dancing* and *soap operas*. Ask students if there are any other less serious things they would like to ban.

Ask students to justify why certain things should be banned. This could be a useful source of lexis: *it damages your health; it degrades women, it’s a barbaric sport, it’s morally wrong* etc.

## 6 Not my type

This unit looks at physical attraction – but at habits and characteristics which repel rather than attract. You might want to check the list on the second page for anything potentially embarrassing or offensive.

### Reading

Each member of a pair reads a different letter. They then report the letters to each other before working through the discussion questions.

### Discussion

1. *I feel like being sick; this must be some kind of permanent condition; I can’t go on holding my breath; I don’t even look in her direction when she talks to me; This is not your average morning-breath kind of smell – this is more like something has died inside her.*

### The cartoon

Which adjective best describes the cartoon: *funny, offensive, childish, racist, male chauvinist, stupid?*

### Follow-up

Ask students to write a letter based on those they read earlier, either from their experience of a partner, or choosing one or two problems from the list in the final discussion. Alternatively, they can write a letter giving advice to either Thomas or Emily.  
See also Unit 24.

## 7 Sex for sale

### Discussion

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

Note that the term *escort* is often used as a euphemism for *prostitute*.

### Should we legalise brothels?

Students could work in pairs and read one text each, then report to each other.

Both statements are false.

Ask students who they most agree with – Helen Maddocks or Janet Boyce. If there is a roughly even split, you could place students with opposing views in small groups and, after a few minutes’ silent preparation, give them five minutes to try to persuade others of their argument.

### Language 1

*do* does not collocate with *the issue*.

### Language 2

1. a, f, h, k 2. b, c, i, l 3. d, e, g, j

### Discussion

If your students enjoy role play discussions, put them in pairs, ask them to choose one of the speech bubbles and prepare and practise a conversation around the statement. They could ‘perform’ their conversations for the class.

### Follow-up

Students could write their own views on prostitution based on their discussions.

## 8 Swearing

Please note this unit not only discusses swearing, it also contains actual swear words.

### Reading

Students could work in pairs and read one text each, then report to each other before working through the questions together.

**Answers:** 2 and 3 are true. 4 It’s a possibility.

### Language

You should cross out the following: 1. rude  
2. obscene 3. good 4. terrible

### Discussion

It is very difficult for students to appreciate the exact force of swear words in English and when it is appropriate to use them. You might want to point out that if they decide to use swear words, they run a high risk of getting it badly wrong and sounding either very silly or very offensive.

### Avoiding swear words

1. F = fuck
2. flipping = fucking
3. bleeding = bloody
4. sugar = shit
5. P = piss
6. B = bastard

## 9 Torture

### Discussion

According to Amnesty International: 1. At least 124 countries 2. At least 46 countries (Numbers are not decreasing. In 1999 security forces and police of 132 countries were involved in torturing or ill-treating their citizens.)

### Reading

The countries are: Chile, the USA and France.

1. So that she would give the name of a priest who had asked her for help.
2. So few police officers were punished in relation to the number of complaints.
3. Information about who supplied the drugs.

### Discussion

Give students a few minutes to think about these questions alone before they discuss them.

### Language 1

1. as a result of
2. for the rest of
3. in an interview with
4. in an effort to
5. at the hands of
6. in the absence of
7. in view of
8. by the end of

### Language 2

1. by the end of
2. at the hands of
3. in view of
4. for the rest of
5. as a result of
6. in an interview with
7. in an effort to
8. in the absence of

### Extra activity

Ask students if they have ever seen or experienced heavy-handed police action. Is the use of tear gas, rubber bullets and water cannons acceptable for crowd control?

See also Unit 39.

## 10 Sexual harassment

Look for current cases to add to this unit.

### Reading

1. Sexual harassment in France is limited to harassment by a superior of a subordinate.

2. Usually a woman is fired, then she goes to court.
3. Many judges blame the way the woman dresses.

### Language

1. in
2. for, of
3. at
4. with
5. up
6. about
7. between

Ask students if they agree with sentence 4. Following sentence 7, ask students to give some examples of what is an acceptable compliment to pay a colleague and what is overfamiliar.

### Discussion

Students can discuss the situations in pairs or small groups before a feedback session with the whole class. Ask students if any of the situations remind them of a personal experience.

Ask the class if they find the cartoon offensive.

### Follow-up

Ask students to find a case of female-to-male harassment on the web before the next lesson.

## 11 Bribery and corruption

### Language

- 1c
- 2f
- 3g
- 4h
- 5b
- 6a
- 7d
- 8e

1. a gift
2. hospitality (possibly a bribe)
3. a bribe
4. a reward
5. a tip
6. a perk
7. influence
8. a favour

Ask students if they have ever been given a tip, a reward or a bribe. If they work, what perks do they get in their jobs?

### Reading

Students could work in groups of three. Each member of the group reads a different article. Then they report the contents of the articles to the group.

The article about the bus driver does not involve corruption.

### Discussion

- 1b
- 2b
- 3a

For students who are interested in sport, ask for more examples of bribery and 'match-fixing' that they have read or heard about in the news.

### Language

1. reward
2. favour
3. influence
4. perks
5. tip
6. hospitality
7. bribes
8. gift

### Discussion

Make sure students are aware that they can suggest alternative responses in each situation.

You could also ask each group to think of another bribery situation / dilemma to put to the other groups.

See also Unit 20.

## 12 Designer babies

Given the speed at which genetic science is developing, this subject looks set to be at the forefront of ethical debate for some years to come. Students may have strong views on the extent to which we should interfere with nature and the possible effects of such interference, whether beneficial or otherwise.

### Reading

The Jones want a baby girl because their only daughter died and they feel that their family lacks 'a female dimension'.

1T 2F 3T

### Discussion

Give students two or three minutes to think about this alone before putting them in small groups to share their views. You could then take a class vote and hold a class debate.

### Language

You should cross out: *build* and *straight*.

### Discussion

You could ask students to give more examples of how people might use genetic engineering to 'create' people in the future.

Note the quote at the bottom of the page. Ask students to explain what the professor means and ask whether they agree with his prediction.

## 13 Children who kill

Cases of children committing brutal and horrific murders in both the UK and the US prompted this unit, which raises the questions of why these things happen and what should be done about the perpetrators.

### Discussion

You could also discuss the age at which people can vote, join the army, have sex legally, smoke, buy alcohol, get married and get a driving licence.

### Reading

**Answers:** The latest trend is to treat child killers as though they were adults: "if you are old enough to kill, you are old enough to face adult penalties."

### True or false?

1F – he may get parole 2T 3T 4T

### Language

1b 2d 3a 4e 5c  
6. evidence (the others are people) 7. fine (a punishment, not a crime) 8. adult (the others are all young people) 9. witness (the others all

have negative connotations) 10. sentence (the others are all to do with being freed)

### Follow-up

Students choose one of the four final discussion questions and write their response.

See also Units 17, 38, 39.

## 14 Gays and jobs

Over the past 20 or 30 years attitudes (and laws) in many countries towards gays have become considerably more liberal. However, in some areas of life, there is still considerable prejudice. In some countries homosexuality remains a taboo subject and homosexual acts may even be illegal. People often have strong feelings about gay issues.

### Reading

1. The second article. The problem is that the mayor wants her lesbian partner to be the mayoress. 2. The first article. The person is leaving the navy because he feels that the Government should not allow gays to join the armed forces.

### True or false?

1T 2F 3F 4T

### Language

1. good military reasons, political and legal reasons, for similar reasons, for no good military reason, she sees no reason to ...,  
2. d is wrong. 'I see no reason to change my mind' is correct English.  
3. 1. one good reason 2. the real reason  
3. no reason 4. some reason.  
4. *powerful* does not fit.

### The cartoon

You may have to explain what a *fete* is and a 'guess the weight of the cake' competition.

## 15 Animal rights

The subject of animal rights can provoke strong feelings, as evidenced by the activities of the Animal Liberation Front in the UK, an organisation which takes forceful, direct action against organisations and individuals involved in using animals in scientific experiments.

### Discussion

Possible uses: We keep them as pets, use their skin and fur for clothes, test medicines and cosmetics on them, farm them for meat or other products, keep them in zoos, train them to perform in circuses, use them for transport, use them to pull and carry things, race them, use them for transplants, send them into space.

### Reading

(clockwise from top left, ending in the middle) – a newspaper article; an advertisement for a circus (in a newspaper or on a billboard); an advertisement for some puppies (in a newspaper, in a shop window or at a vet's); an encyclopedia entry or a leaflet about endangered species; a notice at a zoo; a label on food packaging

### Language

1N 2N 3O 4O 5O 6N 7O 8O 9N 10O  
11N 12N

### Discussion

Notice several unusual words: *veal*, *paté de foie gras*, *seagull*, *squirrel*, *hedgehog*, *terrapin*. You could also use the cartoon to develop a discussion on the morality of zoos.

## 16 Marriage

Almost certainly someone in the class will be separated or have parents who have separated or even are separating at the moment. Obviously, this topic can be very painful for many people.

### Discussion

You could ask students for other sayings that they know about love and relationships.

### Who believes what?

1S 2J 3S 4J 5S

### Language

1. sign 2. breaks down 3. last 4. work 5. split up 6. contests 7. break

### Discussion

You could use one of these points as the basis for a follow-up writing task.

See also Units 23, 29, 32.

## 17 Nobody needs a gun

There are many websites connected with both Dunblane and Columbine. Just type the names into a search engine if you want more background information or if you want your students to do some research.

### Reading

This is a personal opinion as opposed to an article, so you might want to read it aloud while students read, to help enhance the effect of someone expressing their view.

### Discussion

Give students a few minutes to answer the questions alone before talking to their partners.

Answers: 1. Anger, possibly even exasperation

and despair. 4. After the Dunblane massacre, gun laws were tightened. Nothing happened after Columbine.

### Language 1

1. illegal 2. outlawed 3. lives 4. weapon 5. in self-defence

### Language 2

1c 2a 3d 4e 5b

### Discussion

If time is short, put students in small groups and let them choose which set of questions they want to discuss. The cartoon is very powerful. See also Units 5, 13, 39.

## 18 The sale of human organs

This unit looks at organ transplants and some of the related moral and ethical issues. If a member of the class has any direct or indirect experience of transplants, they may be willing to share that with the class. Be sensitive to the fact that transplants are often unsuccessful.

### Discussion

If anyone has an organ donor card, ask if the class can have a look at it.

### Reading

1. Many of our borrowers only have one. 2. He recorded the phone calls. 3. Because the Japanese believe their bodies are sacred. 4. *It'll cost you an arm and a leg.*

### Language 1

1g 2h 3e 4d 5a 6c 7f 8b

### Language 2

1. long and hard 2. day and age 3. black and white 4. wait and see 5. few and far between 6. first and foremost 7. leaps and bounds 8. sick and tired

### Extra activity

In the UK people give blood voluntarily, without payment, but in some countries blood donors are paid for their contributions. Does anyone in class give blood? Are they paid? Is this right?

### Follow-up

Ask the class to search the internet for websites offering the possibility of buying organs.

## 19 AIDS

This unit aims to be informative as well as provoking discussion. As the article says, good information is the best way of preventing AIDS – much of the blame for the continuing spread of AIDS can be attributed to ignorance and

prejudice. A discussion on AIDS may raise issues related to male homosexuality, morality and sexual freedom. You need to consider this when deciding whether to use this unit.

#### Discussion

1. a, b and d are all possible ways of passing on HIV infection. 2. They are all false.

#### Reading

1. Sub-Saharan Africa 2. No. 3. Roughly equal numbers of men and women. 4. Young adults and people in early middle age

#### Discussion

1. The treatments are too expensive. 2. It kills the people who raise the children, support the elderly and build the country's economy. 3. Good information about how to prevent infection. 4. The difficulty of using condoms; a woman's dependency on her husband; the denial of some governments that there is a problem.

#### Language 1

2. develop 3. produce 4. have 5. prevent 6. be made 7. avoid 8. fight 9. increase 10. make 11d 12c 13a 14e 15b

#### Language 2

1. developed 2. produced 3. available 4. prevent 5. increasing 6. avoid 7. had 8. fight 9. make

## 20 Telling lies

#### Discussion

After the task, ask students whether their partner was good at lying or not.

#### Reading

1F 2T 3T

1. He resigned in 1974 to start writing, in order to pay off his debts. 2. He resigned in 1986 over stories about sending £2000 to a prostitute. 3. Because they alleged that he slept with a prostitute. 4. Because he admitted persuading a friend to lie for him.

#### Language

a. teeth b. lie c. inch d. answer e. leg f. pack  
1. pulling 2. give 3. lying 4. trust 5. told  
6. tell

#### Tell the truth!

Let students work through the questionnaire in pairs before comparing answers as a class.

#### Extra activity

Put this list on the board: *Lawyers, estate agents, politicians, second-hand car salesmen, the police*. Ask the class if any of them have

reputations for lying. If so, which are the worst? See also Units 11, 23.

## 21 Abortion

Remember that when discussing abortion, deeply held and opposing views may be expressed. Personal experience of abortion can also make this a very sensitive topic.

#### Language and discussion

1b 2d 3c 4a

At the end of this discussion section, students are asked outright for their view on abortion. Do not press students to give their views if they prefer not to.

#### Reading

She feels her decision was a positive one.

#### Language

1c 2e 3g 4d 5f 6h 7a 8i 9b

#### What about the father?

This short reading text prompts the often forgotten question of the father's rights towards a pregnancy. Discuss it in small groups or briefly as a whole class.

#### Discussion

Ask students first to divide the 10 views into pro-choice statements and pro-life statements. They then work through the views in pairs or small groups. Finally, have a class discussion on the statements which attracted most comment.

## 22 National stereotypes

This unit is a relatively light-hearted look at national stereotypes but it can, of course, still offend. To take discussion to a deeper level, however, you might wish the class to examine the effects of stereotyping. Is it nothing more than a subtle form of racism? Does it have a negative effect? If so, what is that effect? Or is it really no more than a little harmless fun?

#### Discussion

If some students create their own version of the joke, ask them to read it aloud to the class.

#### True or false?

1F – the survey was conducted in America 2T  
3T 4F – they want to have things just like at home 5F – they never leave a tip 6T

#### Language

1c 2d 3a 4b 5f 6e 7j 8k 9g 10i 11l 12h

#### Discussion

Emphasise there are no right answers here and try to keep the discussion light-hearted.

### Follow-up

Ask students to write a description of their own nationality. They may want to explode some myths! If they object to national stereotyping, ask them to write explaining why, with reference to personal experience.

See also Unit 25.

## 23 Cheating on your partner

### True or false?

1F 2F 3F 4T 5T

### Language

*had a one night stand, sleep around, going to bed with (someone), been intimate with (another woman), been with (another man)*

### Discussion

Put students in pairs or small groups to start the discussion. Then involve the whole class. You could try and get students to agree where the line falls between 'being just friends' and 'cheating'.

See also Units 16, 20.

## 24 Are you happy with your body?

Cosmetic surgery is on the increase and people are starting to have it at an increasingly younger age. This unit prompts half-serious discussion on the topic and is unlikely to offend but, as always, be sensitive.

Bring some pictures to class – thin supermodels, muscly men from health magazines, overweight people, bald men etc.

### Discussion

You could find out whether anyone in class has had plastic surgery or knows anyone who has.

### Reading

1. They want to look like the people they see in films and magazines. 2. He thought she was too young. 3. They are becoming increasingly concerned with their physical appearance. 4. Because his wife wanted him to.

### Language

1. rhinoplasty (nose job) 2. varicose vein removal 3. hair implant 4. breast enlargement 5. facelift 6. tummy tuck

### Discussion

The text about the fattening rooms is completely true and is here for fun, although students may want to discuss the final question. See also Units 6, 36.

## 25 Immigration and racism

This is a highly sensitive unit. The issues that it raises have been the flashpoint for riots, terrorism and even wars. Use with caution!

### Reading

1F 2T 1. There is nothing for them to do – no entertainment, no cinema, etc. 2. Because the refugees need some peace and quiet. 3. There was no time.

### Language 1

1e 2c 3a 4b 5d 6. illegal immigrants 7. border controls 8. immigration officials 9. asylum seekers 10. economic migrants

Ask if students have read any reports of illegal immigrants dying on their journeys. If so, ask whose fault the deaths were.

### Language 2

1A 2P 3P 4A 5D 6D 7D 8A or D (depending on the context)

### Follow-up

Ask students to search the web for information on immigrants or racism in their home town.

Ask students to choose one of the speech bubbles in the final discussion and write a short response to it, either agreeing or disagreeing.

See also Unit 22.

## 26 Changing sex

People who change their sex can arouse strong feelings in others; most people will have little or no experience or understanding of the problem. It may be a good idea to begin the unit by looking at the information box at the bottom of the second page in order to clarify the terms *gender* and *sex*, and to explain why some people feel that a sex change operation is necessary.

### Language and discussion

Say the words for students to repeat and get them to mark the stress.

### Reading

1. Because the regular customers felt uncomfortable. 2. No.

### True or false?

1F – she started going recently. 2T 3T

### Language

The purpose of this activity is to give students a wide range of words to describe how they would react in the situations in the following discussion. Say the words for students to repeat and get them to mark the stress.

## Discussion

Get students to discuss the situations in pairs or small groups.

## 27 Is this news?

### Discussion

Ask students what their preferred TV channel is for news reporting and why. Is there a more 'sensational' channel for news reports?

### Language

a. beaten b. unknown c. breaks d. region  
e. overcrowded f. film g. dead h. crossfire  
i. weather j. trade k. blind l. graphic

### Follow-up

Write a similar letter to the one about the Concorde disaster, complaining about one of the twelve news items on the second page. Point out to students the language they can use from the Concorde letter:

*I am writing to say ...*

*Was it really necessary to ...*

*Did it not occur to you that ... etc.*

## 28 The right to die

In some classes students may have direct experience of friends or relatives who, as a result of age, illness or accident, have been in a situation where the patient's right to die has been considered. For these class members the topic may be particularly emotive and upsetting.

### Discussion

1. euthanasia 2. suicide 3. murder  
4. manslaughter

Refer to the box at the bottom of the second page for definitions of types of euthanasia.

### Reading

If you plan to have a whole class discussion at the end, allocate five minutes for each text so that the groups finish at the same time.

### Life and death

1. life 2. life 3. life/death 4. death 5. death  
6. life/death 7. death 8. life 9. life/death  
10. life 11. death 12. life/death 13. life  
14. life 15. death 16. life 17. death  
18. life/death

### Follow-up

Ask students to write 150 words on their view of euthanasia.

See also Unit 1.

## 29 Old enough to be her grandfather!

### Discussion

Search the web for famous couples using their names, and *prenuptial agreement* or *prenuptial contract*.

### Reading

You or a student could read the first letter aloud to the class. Another student can read the reply.

### True or false?

1T 2F 3T 4F

### Language 1

6 and 7 probably apply to the relationship in the letters. Some people may think that 4 applies because of the age difference. Cynics might feel that 3 applies!

a2 b4 c5

### Language 2

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

### Discussion (extra activity)

Get students to write their own personal advertisements on a piece of paper and stick them on the board for everyone to read.

## 30 Big Brother is watching!

This unit is about privacy and the extent to which employers can keep an eye on their workers and obtain information about them. It finishes with a questionnaire which asks how much **you** respect others' privacy.

### Reading

A 'cookie' is a file placed on your computer by a Web server as a sort of ID.

1b or d 2. *an infringement of our privacy*  
3. *it may be watching you, keep track of, keep an eye on you, keep tabs on, being traced by, record, track.*

### Language

PRIVATE – INSIDE: *behind closed doors, keep the press out of her private life, inside information*

INFORMATION GETTING OUT: *news got out, the affair leaked out, I feel exposed, out in the open, soon-to-be-released*

1. closed 2. out 3. private 4. out 5. open  
6. inside

Do students have similar expressions in their own language?

### Privacy and you

After the class has discussed the situations in pairs or small groups, go through the situations

as a class and see who would do what: "In number one, who would read every page?" etc.

## 31 Anxiety and depression

We do not normally admit to being deeply unhappy or depressed. This unit explores the taboo of actually admitting that you are not as happy as you would like to be.

### Discussion

Read the information about the survey aloud. Students answer the questions in pairs.

### Reading

You might want to read this aloud while students follow.

1. He was suffering from depression. 2. His marriage, his job, sleep, his social life – his whole life, in fact. Question 3 is about students' own experiences. Question 4 is complete guesswork.

### Language

1. down 2. usual 3. weather 4. low 5. top 6. hard 7. under 8. take Sentence 3 is usually used to talk about physical health.

### Discussion

Ask students if they have had any experience of any of these conditions – either their own, or someone they know.

### Reading

If there is any advice which students think is not helpful, can they add their own, better advice? What about medication from the doctor?

## 32 Gay families

Over the past 20 or 30 years attitudes (and laws) in many countries towards gays have become considerably more liberal. However, in some areas of life, there is still considerable prejudice. In some countries homosexuality remains a taboo subject and homosexual acts may even be illegal.

### Reading

The best headline is probably: OUTRAGE AS GAYS PLAN THIRD CHILD

### True or false?

1T 2F – there was a problem bringing the children into the country. 3F – they have fallen out with the girls' mother. 4T

### Language

1c 2d 3f 4b 5g 6h 7e 8a

You can describe the family in the text as an affluent family (they are millionaires).

### Discussion

After students have discussed their views in pairs or small groups, perhaps take a class vote on whether they think gays should have the legal right to marry.

See also Unit 16.

## 33 Begging

### Discussion

Encourage students to tell each other about any experiences they have had with beggars.

### Discussion

1. James 2. Edilson 3. Ana 4. Atsuko

### Poem

You could read this poem aloud to the class. Students might also want to read it aloud but they will need time to rehearse it!

### Discussion

The title means something like: I might be homeless, but I can still tell you what I think. *Your charity is shameless* refers to the line before – *One penny* – that the help given is so small. *My passing will be painless* means I'll die a painless death.

### Language

1. penniless 2. clueless 3. countless 4. powerless 5. heartless 6. faceless 7. pointless 8. worthless 9. painless

### Discussion

The class can compare their answers in pairs or small groups and then as a whole class.

### Follow-up

Students can write their answer to the very first question on page one at home.

## 34 Compensation culture

Suing for compensation is commonplace in the US and on the increase in the UK. You could supplement this unit with recent cases from the press. Alternatively, ask students to find a case on the web, searching with words like *sue*, *damages* and *compensation*.

### Reading

The last paragraph refers to two absurd, potential compensation claims. Ask students if they think they could happen.

### Language

1. sue 2. awarded 3. get 4. took 5. settle 6. won 7. appeal

### Extra activity

Just for fun, ask students to use their imaginations to complete these headlines:

*Students sue teacher for ...*

*Teacher sues students for ...*

*Dog sues owner for ...*

*Owner sues dog for ...*

*Child sues parents for ...*

*Parents sue child for ...*

## 35 Sport and money

### Discussion

1c 2e 3d 4b 5a

Michael Schumacher is paid the most, followed by Tiger Woods, Beckham, Williams and Jones.

### Reading

The sport is American football.

1. Parking, tickets, refreshments and souvenirs.
2. Because he thought it was very expensive and he won't be going back.
3. The money he pays to see a game pays the large salaries that the players get. If the players got a more reasonable salary, he would pay less to see the game.
4. Because he feels it is wrong to pay sportspeople so much money when there are homeless people on the streets.

### Language

1. think 2. money's 3. penny 4. trouble
  5. try 6. around 7. risk
- £80 down the drain* = It was a complete waste of £80.

### More issues

The men are paid more because they are on court for longer, often double the time of the women. The men also attract more sponsorship money.

## 36 Vanity

This unit could be potentially very embarrassing in certain classes, so use with caution!

Bring some men's and women's health and lifestyle magazines to class.

### Discussion

You might want to organise students into same-sex pairs to discuss the statements first. Then, if possible, mix them so you have a male and a female discussing the same statements.

### Reading

Things that men do: *going to health spas and gyms, body hair removal, manicures, pedicures, teeth whitening, liposuction, plucking eyebrows.*

### Language 1

1. lots of men are starting to go to health spas and gyms
2. paying a great deal of (unnecessary) attention to their bodies
3. strong and visible stomach muscles (that look like the top of a six-pack of beer cans)
4. become less clearly defined as to what is male and what is female
5. working out, getting bigger muscles
6. give themselves a new role in life

### Language 2

*Put on weight* and *let yourself go* are the odd ones out.

1. has let
2. has put on
3. watching
4. take
5. stay
6. take
7. work out
8. pamper
9. use

### Vanity survey

If it would not cause embarrassment, put the results of the survey (names of students and points scored) on display in the class.

### The cartoon

The cartoon could open up the topic of obesity: why people get fat; why it's OK for a man to be overweight, but not for a woman etc. Is it true that inside every fat person there is a thin one struggling to get out?

See also Unit 24.

## 37 Legalising drugs

Remember you may have students who have experience (legal or illegal) of recreational drugs. You may also have students who have direct or indirect experience of some of the very negative aspects of drugs and drug culture.

### Discussion

Main soft drugs: marijuana and cannabis.

Main hard drugs: cocaine and heroin.

roll a joint = make a cannabis cigarette

get high = when the drug starts to affect you

smoke dope = marijuana

snort cocaine = inhale cocaine through your

nose

an addict = someone who needs to take a drug

become addicted = the process of becoming an

addict

overdose = a dangerous amount of a drug

come off drugs = break the addiction

### Discussion

The following reasons are mentioned: 1, 2, 4, 6.

### Language

1. damaging
2. addictive
3. beneficial
4. immediate, long-term
5. legal, illegal
6. designer

### Follow-up

Students could use all or some of the eight statements in the last discussion as the basis for their own written opinion on legalising drugs.

See also Units 5, 40.

## 38 Turning the other cheek

Forgiveness can be as shocking as other, more obvious, taboo topics. Obviously, students should not be expected to reveal anything about themselves that they do not wish to.

### Reading

1. The assault was filmed and shown on TV.  
2. He was a truck driver. 3. They served 4 years of their 10-year sentences. 4. No. Many people were outraged. 5. No. They showed no remorse.

### Language

1c 2f 3b 4e 5a 6d 7. hold a grudge  
8. water under the bridge 9. forgive and forget  
10. bury the hatchet 11. turn the other cheek  
12. got a chip on his shoulder

See also Unit 39.

## 39 The death penalty

This is an emotive subject which people often have strong opinions on.

### Reading

1. (S)he didn't believe in it. 2. (S)he thinks that murderers deserve the death penalty.

A possible follow-up question is to ask the students whether they think the writer is a man or a woman, and why.

### The cartoon

You may have to explain the double meaning of *get a shock*. Ask students which adjective best describes the cartoon: *sick, stupid, hilarious, brilliant*. Is the cartoon anti-American?

### Language 1

execution, conviction, compensation, imprisonment, punishment, abolition

### Language 2

1. convicted 2. executed 3. abolishing  
4. punishment 5. imprisonment  
6. compensation

### Discussion

After the class has discussed the texts and questions in small groups, have a class feedback session to share ideas and opinions.

### Follow-up

Ask students to write a short piece giving their views on capital punishment.

See also Units 13, 28, 38.

## 40 Addictions

### Discussion

You could start the lesson by writing on the board: *Everybody's addicted to something* and ask students if they agree.

Possible addictions: smoking, alcohol, gambling, drugs, work, shopping, stealing, lying, chocolate, sex.

### Reading

After students have reported to each other, give them time to read their partner's text.

Tony Adams overcame his addiction, returned to a highly successful football career and has become something of an example for people who want to overcome addictions.

### Discussion

1c 2b Do this in pairs. Give students a few minutes to discuss the last question before discussing it as a class.

Ask students if they know of any other sports people with addiction problems.

### Language 1

1. addicted 2. addiction 3. addict 4. addictive  
5. alcoholic 6. alcohol 7. alcoholism

### Language 2

1 has a drink problem 2. taking an overdose  
3. kick the habit 4. get withdrawal symptoms  
5. seek professional help

See also Unit 37.