Module 1 World issues



Unit 1: The law
How does the law work?



Unit 2: Migration
Why do people move abroad?



Unit 3: Human values
How do we protect human rights and values?



Focus on:
Foreign Diplomatic Institute



Project 1:
Producing a set of recommendations

Outcomes

You will be able to:

- listen to a talk and a description
- recall an important event
- scan for specific information
- present ideas and suggestions
- write an essay

Unit 1 The law

Grammar
Present perfect simple and continuous;
comparative and contrastive connectors





Discuss

1 Look at the pictures and discuss these questions.

a What happens in this place?
b What do you think the scales represent?
c What do you know about Hammurabi's code? How is it related to these pictures?

2 You are going to hear a talk about the law. Before you listen, match these words from the talk with their meanings.

a	enforce (V) ------	**1**	not responsible for a crime
b	govern (V) ------	**2**	something valuable which belongs to someone
c	guilty ------	**3**	group of people in court who decide whether someone is guilty
d	innocent ------	**4**	rule / belief
e	jury ------	**5**	control
f	legal ------	**6**	responsible for a crime
g	principle ------	**7**	show that something is true
h	property ------	**8**	relating to the law
i	prove (V) ------	**9**	put into practice / carry out

Listen

3 You are going to listen to a lecture about law-making. Before you listen, try to answer these questions. Discuss your answers with a partner.

a Can you think of an action that everyone in every country thinks is wrong?
b How long ago do you think the first code of law was made?
c Who makes the laws in most societies?
d You are going to hear about three different types of law, including criminal law and civil law. What is the third type of law the speaker mentions?

4 (1.1) Listen to the lecture and check the answers to the questions in exercise 3.

Check your understanding

5 (1.1) Listen again and choose the correct answers to these questions.



a How does the speaker define 'law'?
- **1** a special code
- **2** rules which control society
- **3** individual rules
- **4** the rules of an organisation

b Who makes sure people obey codes of law?
- **1** governments
- **2** police and judges
- **3** members of the public
- **4** juries

c Which type of law deals with murder and theft?
- **1** criminal law
- **2** family law
- **3** civil law
- **4** property law

Words to remember

adoption, civil, code of law, consultation, define, enforce, govern, guilty, impose, innocent, judiciary, jury, legal, penalty, persuasion, principle, property, prove, tolerant, violence, welfare

6 Are the following statements True (T) or False (F)? Justify your answers.

a Some actions have always been considered crimes. ☐

b In most legal systems, a person is presumed guilty until proven innocent. ☐

c Hammurabi's code of law consisted of 272 laws. ☐

d The police and judges make laws. ☐

Think and speak Discussing the law; expressing opinion

7 Read the text and discuss the questions below in pairs or groups.

A tolerant society

Just like in the rest of the world, Kuwaiti laws are made to protect the individual rights of the people living there. Kuwait has a well-structured and clearly-defined judiciary, composed of summary, military and religious courts, amongst others. The Emir, in consultation with the Justice Ministry, appoints judges in the regular courts. The law is drawn from the teachings of the Holy Qur'an and protects the rights of all people of all religious persuasions, ensuring a safe, just and tolerant society.

a What is the main purpose of sending people to prison: to punish them, or to protect society?

b How do Islamic values influence the system of laws in Kuwait?

Grammar

- **Present perfect simple and continuous**
  Grammar reference page 122

1 What is the difference in meaning between the underlined verbs in these pairs of sentences?

a Mishari has studied law and history this year.
Mishari has been studying law and history for four years.

b Lamia has written two essays this morning.
Lamia has been writing an essay all morning.

c The police have interviewed two people so far today.
The police have been interviewing people all week.

2 Write two different answers to each of these questions.

a What have you done so far this week?
I've played tennis three times. / I've ----------

b What are some of the things you've been doing for a length of time?
I've been playing the piano. / I've been ----------

c How long have you been doing these things?
I've been playing the piano since I was 13 / for 3 years. / I've been ----------

- **Comparative and contrastive connectors** Grammar reference page 122

3 Which words or phrases in these sentences are used to compare or contrast two things, people or situations?

a Instead of becoming a lawyer, like his father, he chose to become a policeman.

b In comparison with other careers, the legal profession can be quite stressful.

c Policemen earn a modest wage. On the other hand, lawyers are often very well paid.

4 What is being compared or contrasted in each of the sentences in exercise 3 above?

In sentence **3a** the writer is comparing the career choice of a son compared with that of his father.

5 Write sentences contrasting or comparing the information in these lists. Use the words and phrases:

on the other hand, instead of, in comparison, but, whereas

	Policemen	**Lawyers**
a	arrest criminals	prosecute criminals

Policemen arrest criminals, whereas lawyers prosecute criminals.
Instead of prosecuting criminals, like lawyers, policemen arrest criminals.

b	carry handcuffs	carry briefcases
c	have to be very fit	have to be very intelligent
d	are paid by the government	are paid by their clients

صفوت معالكوت

Vocabulary

Words with more than one meaning

1 Match the definitions below to the words in a-e. Then, read the two example sentences for each word. Which one uses the word according to the definition?

a judge
1. The judge handed down a fair sentence.
2. You shouldn't judge a book by its cover.

b sentence
1. The ten-year sentence was described as fair.
2. She wrote a complex sentence.

c defence
1. The defence asked for more time to prepare their arguments.
2. The army provided the country's defence.

d case
1. The prosecution presented their case to the jury.
2. I packed my belongings into a case.

e brief
1. It was a brief holiday.
2. The brief set out their points and arguments.

Definitions
- the action by which something resists attack
- the punishment imposed on a criminal by a court
- a container in which clothes and other belongings may be stored
- a defendant's representative in a legal dispute
- a legal dispute to be settled in a court of law
- to form an opinion about something
- of short duration
- a public official appointed to preside over legal disputes
- a group of words, normally containing a subject and verb, that expresses a complete idea
- a written summary of the legal points supporting one side's case

Words to remember
bench, brief, case, defence, handcuffs, note, prosecute, row, spring

2 Use a dictionary, or the glossary at the end of this book, to check the multiple meanings of the following words.

a mean **b** note **c** bench **d** spring **e** row

Nouns and adjectives

3 Complete these sentences with adjectives related to the nouns in brackets. You may need to use a dictionary.

a Many people believe that the worst crimes are murder and other ..... acts. (*violence*)

b There would be a ..... situation in society if there were no ..... system. (*chaos* / *law*)

c He left court a free man because he had proved that he was ..... .
The jury said he was not ..... . (*innocence* / *guilt*)

Reading Legal disputes

1 Read the following essay and discuss these questions.

a What are the arguments for more court cases?
b What are the arguments against?
c What is meant by a 'culture of blame?'

The amount of litigation brought against everyday people has increased dramatically in recent years. A key example is the case of a man in Yorkshire who is suing his neighbour after falling on his pathway. He contends that his neighbour was responsible for maintaining the path. The neighbour claims that the man would have fallen regardless. They are now locked in a bitter court case that looks set to drag-on for months and cost both men substantial amounts of money. ----------

The main argument against such cases is that they are a reflection of an emerging 'culture of blame.' People search for someone to blame for accidents that, in the past, they would have simply taken responsibility for themselves. Indeed, ordinary people suing each other has become so commonplace that countless firms of lawyers have sprung up specifically to deal with these cases. These petty grievances clog up the courts and prevent prosecutions against 'real' criminals. ----------

However, supporters of litigation argue that the increase in court cases actually shows our courts are working. As Mark Shields, spokesperson for a pro-litigation group, states, 'The increase in legal cases reflects a growing desire in society to protect everyone from the effects of criminal neglect.' For them, the opportunity for people to hold others accountable for their own everyday grievances is a key feature of any good society. ----------

Ultimately, I believe we must take care to ensure that minor issues, which could normally be resolved without the assistance of the courts, do not prevent our legal system from operating efficiently. For everyday grievances, the courts should be the very last resort, rather than the first port of call. ----------

2 Read the essay again. Match each paragraph with one of these headings.

a The views of the writer
b The arguments for more litigation
c The arguments against more litigation
d Background information

Think and speak Making conclusions; agreeing and disagreeing

3 Discuss the following questions.

a What conclusions does the writer reach? Do you agree?
b Do you think people should solve minor issues in court? Why or why not? How else could people solve such disagreements?
c Which, if either, do you think is more important: ensuring everyone has equal rights or prosecuting violent and dangerous criminals?

Writing

task

You are going to write an essay expressing your opinion.



1 The car in the photograph has been stopped for driving too fast in a residential area. Discuss these questions with a partner.

a Should there be speed limits in areas like this? Why or why not?
b What should happen to motorists who break these speed limits?

2 You are going to write an essay in answer to this question:

Should motorists who drive too fast in residential areas be banned from driving?

a Decide what your opinions are on this subject. Is your answer 'Yes', 'No' or 'It depends'?
b Plan your essay in four paragraphs, using the essay on the previous page as a model. Write notes under these headings:

Paragraph 1	Background to the topic
Paragraph 2	Arguments for
Paragraph 3	Arguments against
Paragraph 4	Your opinion

3 Write your essay in 200-220 words.

a Use ideas you discussed in exercise **1** above. You may use expressions from the *Useful Language* box below.
b Follow your paragraph plan and express your ideas clearly and simply. Make sure readers know what your opinion is.

Words to remember

claim, clog up, contend, grievance, in favour of, intend, litigation, petty, regardless, residential area, speed limit, sue, supporter, ultimately

Check

4 When you have finished writing, read your essay carefully.

a Check spelling, grammar and punctuation.
b Exchange essays with a partner. As you read, ask yourself these questions:
- Has he / she answered the question fully?
- Has he / she presented arguments for and against?
- Has he / she expressed his / her own opinions clearly?

c Return your partner's essay and exchange thoughts and ideas.

USEFUL LANGUAGE

Expressing intention: Saying what you intend to write about
In this essay I intend to look at / consider / discuss some of the arguments for and against ...
First of all, I will look at / consider / discuss the arguments in favour of / against ...

Expressing obligation: Something you are legally required to do
Motorists are obliged to / need to / must / ought to / should always ...

Presenting arguments
The main point / argument for / against ...
Another point / argument ...

Expressing opinions
In my opinion / view, ...
(In fact) it's my view that ...
I believe / think that ...

Expressing an absence of obligation: Something you are not legally required to do
Drivers need not / are not obliged to / don't have to

Quote "It is the spirit and not the form of law that keeps justice alive."
Earl Warren

Unit 2 Migration

Grammar
Past perfect simple (*after, before, by the time*)


Residents of San Francisco left after the earthquake and fire of 1906.


Thousands of Irish left for America in the 19th century to find a better life.


Many Europeans migrated to the Gulf after the oil boom.

Discuss

1 Look at the photographs and discuss these questions.

a Read the title of the unit and look at the photos. What kind of issues do you think will be discussed in this unit?

b Why do large numbers of people leave their homes and go to live in a foreign country? Three different reasons are illustrated in the photos.

c What other migrations like the ones shown in the photos do you know about?

Read

2 Before you read the article on page 19, match the words **a–g** with their meanings.

a	boom	--------	**1** great hunger
b	development	--------	**2** economic activity concerned with production materials
c	deteriorate	--------	**3** serious shortage of food leading to great hunger
d	emigrate	--------	**4** a period of great wealth
e	famine	--------	**5** the process of modernisation
f	industry	--------	**6** leave your country to live in a foreign country
g	starvation	--------	**7** get worse

3 Read the article very quickly and match these headings with the correct parts.

- Economic boom ----------
- Economic necessity ----------
- Conflict ----------

Why do people leave their home countries?

This article looks at three reasons why people emigrate and gives historical examples.

A _____

In the early 19th century, the most important industry in Ireland was agriculture.However, the farmers were poor and **they** used old-fashioned methods. Because **they** heard that **they** could earn four times as much in America, some farmers emigrated. Unfortunately, between 1820 and 1840, the economic situation in Ireland deteriorated, and in 1845 the Potato Famine began. Disease decimated 75% of the year's potatoes, the main food for most of the population. During the next two years, 350,000 people died of starvation, and there was a huge increase in emigration to America. By the end of 1854, a quarter of the population of Ireland had left for the United States.

B _____

The economic boom of the 1960s and 1970s helped transform Kuwait into a modern and wealthy state, funded by oil and other natural resources. The boom in the oil and construction industries necessitated a huge influx of skilled workers. By 1972, thousands of **them** moved to the region to work in high-tech cities such as Kuwait City. **These** workers, from countries such as the United Kingdom and Sweden, had come to seek a better life and help with the development of Kuwait. Kuwait affords them an opportunity for work and a standard of living that they would be hard-pressed to find anywhere else in the world.

C _____

Between 1936 and 1939 there was a terrible civil war in Spain. The armies used bombs and other modern weapons, and this meant that thousands of civilians were killed and injured and many homes and villages were destroyed. Because of this, many thousands of ordinary Spanish people who were not involved in the war decided to leave their country. Most of these refugees crossed the border into France and settled there, but others moved more permanently to Britain or the United States.

Words to remember

afford, boom, decimate, deteriorate, emigrate, famine, foreign, hard-pressed, high-tech, necessitate, seek, unfortunately

Check your understanding

4 Complete the table below. You should include the nationalities of the people in the texts, where they migrated to and the reasons for their migration.

Text	Nationality	Place they migrated to	Reasons for migration
A			
B			
C			

5 What do the words and phrases in italics in these extracts from the article refer to?

a The farmers were poor and ***they*** used old-fashioned methods ... ----------

b Because ***they*** heard that ***they*** could earn four times as much in America ... ----------

c ... thousands of ***them*** moved to the region ... ----------

d ***These*** workers, from countries such as the United Kingdom... ----------

Think and speak Expressing opinion

6 Discuss these questions with other students.

a How do you imagine Irish people felt when they left home for their new life in America?

b How has Kuwait provided a good home for skilled workers?

c What are the advantages and disadvantages of migration?

Grammar

• **Past perfect simple (*after, before, by the time*)** Grammar reference pages 123 – 124

1 Choose the correct form of the verbs in the sentences below.

a By the end of their holiday, Jaber and Yaser (***visited*** / ***had visited***) many interesting places.
b He suddenly noticed that his brother (***ate*** / ***had eaten***) all the food in the house.
c By two o'clock I (***finished*** / ***had finished***) my English homework and (***started*** / ***had started***) on my Maths.
d The expedition required meticulous planning before they (***left*** / ***had left***).

2 Work with a partner. Discuss the difference in meaning between these pairs of sentences.

a **1** In 1854 a quarter of the population of Ireland emigrated to America.
2 By 1854 a quarter of the population of Ireland had emigrated to America.
b **1** Irish people emigrated because so many were dying of starvation.
2 Irish people emigrated because so many had died of starvation.

3 Complete this short text with the correct form of the past simple or past perfect form of the verbs in brackets.

On April 18th 1906, an enormous earthquake (1) ---------- (***hit***) the Californian city of San Francisco. Although it (2) ---------- (***last***) only sixty seconds, it (3) ---------- (***be***) the worst disaster in the history of the United States. By the end of that minute, most of the city's buildings and transport systems (4) ---------- (***be obliterated***) and thousands of families (5) ---------- (***become***) refugees. Later studies (6) ---------- (***show***) that the ground (7) ---------- (***split***) open for more than 430 kilometres along the San Andreas rift. The land to the east of the rift (8) ---------- (***move***) seven metres to the south. That move (9) ---------- (***kill***) 3,000 people, (10) ---------- (***injure***) 225,000 others and displaced many more.

4 Think of an explanation for these situations. Your explanation should include the words in brackets and a verb in the past perfect.

a Hussein felt perturbed when he arrived at the airport. (***never fly before***)
He'd never flown before.
b Boushra didn't feel very confident about taking her driving test. (***fail twice***)
----
c Nabeel didn't recognise his friend Jaber. (***not see ten years***)
----
d Faisal found it difficult to get up this morning. (***work late the night before***)
----
e When Laila read the letter, she couldn't stop smiling. (***pass exams***)
----
f Yaser couldn't contact his brother Abdulhameed. (***switch phone off***)

Vocabulary

Words with prefixes and suffixes

1 Complete these sentences with the words in brackets and an appropriate prefix.

a The seats on the plane were very hard. It made the journey _____ (***comfortable***).
b He would become extremely disgruntled if he had to wait for anything. He was very _____ (***patient***).
c When I was younger, I never exercised. I was very _____ (***fit***).
d He was very _____ (***happy***) with his results. He was extremely _____ (***please***).

2 Complete these sentences with the words in brackets and an appropriate suffix.

a They were _____ (***celebrate***) their exam results when their friends arrived _____ (***unexpected***).
b The student felt that he had been treated _____ (***unfair***).
c Failaka is a very _____ (***desire***) holiday destination.
d She had been feeling _____ (***misery***) all week since her friend said it was _____ (***unlike***) they could go shopping.
e They said they'd had a _____ (***wonder***) time on holiday. The resort was very _____ (***peace***).

Word families

3 Complete these sentences with words related to the words in brackets. You can check your answers in a dictionary.

a My weekly _____ (***earn***) are twice as much as they were last year.
b A huge earthquake caused the _____ (***destroy***) of San Francisco in 1906.
c Two _____ (***disaster***) potato crops led to mass starvation in Ireland.
d The _____ (***major***) of the world's migrants move to find a better life.
e The people of Tristan da Cunha left because of volcanic _____ (***act***).
f Spanish _____ (***civil***) were killed between 1936 and 1939.
g Some refugees moved _____ (***permanent***) to Britain.

Words to remember

disgruntled, displace, mass, meticulous, migrant, obliterate, perturbed, resort, rift

Pronunciation Using stress for emphasis

4 (2.1) We often stress particular words in sentences to give them emphasis or to correct what someone else has said. Listen to the conversations between speaker A and speaker B then write the words that are stressed in B's replies.

a No, they're from Ireland. _____
b No, they live in America. _____
c No, but I've visited Ireland. _____
d No, it started in 1936. _____

5 (2.1) Listen to the conversations again and repeat B's replies. Make sure you stress the correct word.

Speaking Talking about important events in your life





1 You are going to hear someone talking about emigrating from England to Australia. Look at the photographs of the place the speaker left and the place she moved to. Discuss these questions with a partner.

a How do you think the speaker felt when she heard that her family was moving to Australia?
b How different do you think she found life in Australia?
c How has emigrating changed her life?

Listen

2 (2.2) Listen and check the ideas you discussed with your partner in exercise 1.

3 (2.2) Listen again. Fill in the table below with information about the speaker and her move abroad. Then, check your answers with your partner.

Age she left England	
Where she moved to and why	
Length of intended stay/actual stay	
Occupation	

4 Look at the incomplete mini-dialogue below. Complete it with a partner.

A What do you think are the advantages of moving abroad?
B Well, I think ---------- What about you?
A I believe ----------
B Do you think there are no disadvantages?
A Oh, yes. There are ----------
B OK. I agree / disagree ----------

Writing An e-mail

task

You are going to write an e-mail to a friend describing a life-changing event.

1 You are going to talk about an event which changed your life in some way.

a Choose the event you are going to talk about. It could be a major change, like the speaker's move to Australia, or a more minor event. Examples:

- Your first day at school
- Changing schools
- Your first holiday
- An interesting journey

b Make a few notes in answer to these questions.

1 Who was involved?
2 Where were you?
3 How did you feel?
4 What happened?

2 Now work in pairs.

a Take turns to tell your story, referring to your notes and using some of the phrases in the *Useful Language* box below.

b Ask each other questions to find out more information.

3 You are going to write an e-mail to a friend and tell them about the event you talked about in exercise 2.

a Using your notes from exercise **1**, write a rough paragraph plan for your e-mail. You should aim to write around 200-220 words.

b Briefly describe the event, before telling your friend how you felt about it at the time and how you feel about it now.

c Use vocabulary both from the unit and from the glossary at the end of this book. Make sure that your friend knows how you feel about what happened. Use the *Useful Language* box below to help you describe the event.
Don't forget that e-mails are usually written informally.

Words to remember
animated, arduous, engage in, major, minor, nervously, rent, reside, strenuous, take a breather

Check

4 When you have finished writing, check your e-mail carefully.

a Check spelling, grammar and punctuation.

b Exchange e-mails with the person sitting next to you and make suggestions and comments to them.

USEFUL LANGUAGE

Describing past events
(Then) one day, I ...
I was about to go into the garden to play football, when ...
Two months / Ten minutes / Three days later, we ...
The first thing that struck me was ...
That was six years ago.

Remembering a past event
I can remember it very clearly.
I remember thinking / feeling ...
I'll never forget that day / how I felt that day.

Quote

"There are no foreign lands. It is the traveller only who is foreign. "
Robert Louis Stevenson

Unit 3 Human values

Grammar
Adverbs of manner; If conditionals type 0, type 1, type 2 and type 3



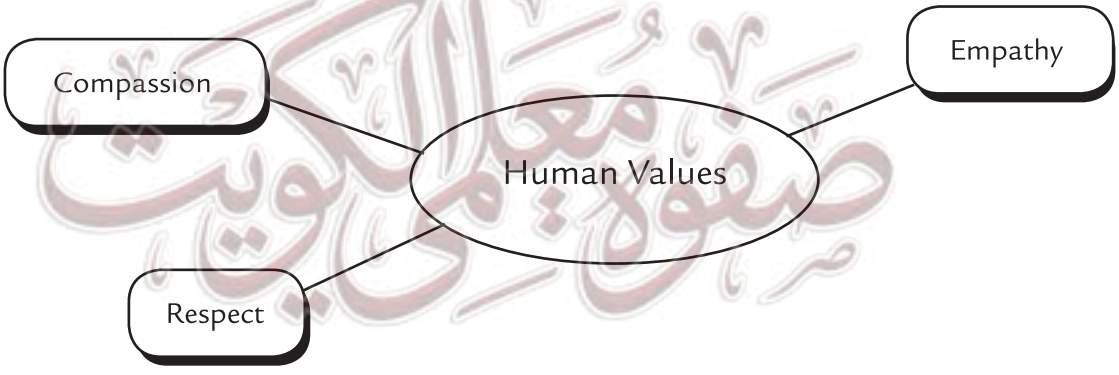


Discuss

1 **a** Look at the pictures. What do you think is happening?
b What do you understand by the term *human values*? How important are human values?
c How do governments protect basic human rights? Give examples.
d Which human values are especially important in Islam?

Read

2 Before reading, think of as many human values and human rights as you can. Use the title of the unit, the pictures illustrated, and the title and headings in the reading text to provide ideas. Record your ideas on a word map, like the one shown below.



3 As you read the text on the opposite page think of an answer to this question.
What do you think is the merit of identifying universal human values?

Our Shared Humanity

Despite the apparent diversity of cultures throughout the world, some ethnographers and anthropologists have set out to establish a set of universal human values. They believe that almost all cultures, from the simplest to the most complex, share several basic traits and values. Here is a brief overview of some of their findings.

Compassion

The first value they identified was compassion and empathy. Caring for those worse off than ourselves, or those incapable of looking after themselves, such as the hungry, poor, elderly or very young, is a human attribute we can find in almost every society. The ways in which this behaviour is expressed range from looking after the sick to donating a portion of one's earnings to charitable causes.

Freedom

Human freedom is another value that most societies seem to value. However, freedom is not as straightforward as its name may imply. Freedom does not mean simply acting as one wishes all the time; in fact, such an action is the opposite of freedom. Most cultures perceive freedom as a balance between individual freedoms and the needs of society as a whole. Society gives us many forms of protection that we wouldn't otherwise have.

Tolerance

Tolerance, or the acceptance of people different from ourselves, is another important human value. Many countries have important legislation in place to protect minorities from abuse and discrimination. This is simply the inevitable evolution of basic human impulses translated into laws.

Check your understanding

4 Find sentences that mean the same, or imply the same, as the sentences given below.

a Liberty is a more complex idea than it may first appear.

b Being protective of people who are in need of help is a widespread human trait.

c Individuals sacrifice some of their freedoms to gain the protection afforded to them by society.

d Some specialists maintain that all cultures share a set of common values.

Words to remember

abuse, anthropologist, apparent, attribute, charitable, compassion, discrimination, diversity, empathy, ethnographer, impulse, incapable, inevitable, legislation, liberty, minority, overview, tolerance, universal, value

Think and speak Giving opinions; agreeing and disagreeing

5 **a** Do you agree that the values mentioned in the article are universal ones? Why or why not?

b In what ways does Islam teach us important human values? Give examples.

c In your opinion, are these statements True (T) or False (F)? Justify your answers.

1 Cultures share several basic traits and values. ☐

---

2 Freedom means doing whatever you want to do. ☐

---

3 All countries lack legislation to protect minorities. ☐

Grammar

• **Adverbs of manner** Grammar reference page 123

1 Change the incorrect adjectives into appropriate adverbs of manner so that the sentences make sense.

a The child was behaving very bad.
b The dog was barking aggressive at the children playing noisy.
c His car drove smooth after the mechanic fixed his engine.
d You can't talk loud in the library. That would be behaving unacceptable.

2 Rewrite these sentences by replacing the bold parts with an appropriate adverb of manner. You will need to change nouns to adjectives.

People in need should be treated with compassion.
People in need should be treated compassionately.

a 'Don't run so fast,' the teacher shouted **with anger**.
b New born babies should be held **with care**.
c The play was very sad. The final scene ended **in a tragic manner**.
d My new shoes are **a very comfortable** fit.
e My mum is a fantastic cook. She creates culinary delights **like a master**.

• ***If* conditionals type 0, type 1, type 2 and type 3** Grammar reference page 123

3 Match the *if* clauses on the left with the main clauses on the right to form meaningful sentences.

a	If I had studied harder	**1**	we won't have any food to eat.
b	If you want the teacher's help	**2**	raise your hand.
c	If we played tennis	**3**	he'll pass his exams easily.
d	If we had gone shopping	**4**	I would lose.
e	If we don't go shopping	**5**	we would have food to eat.
f	If Turki works hard	**6**	I would have passed the test.

4 **a** Identify which of the sentences in exercise 3 are type 0, type 1, type 2 and type 3.

b Write a sentence of your own for each type.

type 0: ----------

---

type 1: ----------

---

type 2: ----------

---

type 3: ----------

صفوة معلمي الكويت

Vocabulary Human rights and values

1 Choose the appropriate definition for each of these words. The correct definition should be related to the unit title *Human values*.

a **liberty**
- **1** time of leave granted to an employee
- **2** to be free to choose one's own view in life without oppressive restriction from others

b **empathy**
- **1** the ability to understand and share the feelings of others
- **2** to feel pity or sorrow for someone else's problems

c **fundamental**
- **1** something of central importance to an idea
- **2** something simple or obvious

d **compassion**
- **1** an understanding concern felt for the sufferings and misfortunes of others
- **2** generously giving to those in need

e **suffrage**
- **1** the right to vote in political elections
- **2** a continuous state of suffering

2 Match the words from exercise 1 with similar words from the list below. Explain with a partner the differences, if there are any, in meaning.

basic *freedom* *enfranchisement* *sympathy* *charity*

Idoms with *over*

3 Replace the bold parts of these sentences with the correct idiom from the box. Make sure the idioms are in the correct tense.

over the hill *over the top* *tide (someone) over* *cry over spilt milk*
over a barrel *turn over a new leaf*

a He didn't get the results he wanted, but we told him there was no use **complaining about something that couldn't be changed now.**

b By the time we had realised our mistakes, the opposition already had us **in a difficult position.**

c Whilst it was a great goal, the footballers' celebration was really **unnecessary and extravagant.**

d I asked my boss for an advance on my salary to **temporarily support me** till payday.

e He apologised for his previous behaviour and said that he was working hard to **change his life for the better**.

f Although some people thought he was **old and frail**, he told us he felt as energetic as when he had been a young man.

Words to remember

aggressive, compassionately, cry over spilt milk, enfranchisement, extravagant, frail, over a barrel, over the hill, over the top, suffrage, tide someone over

Speaking A humanitarian appeal

Listen

1 (3.1) Listen to a radio advert for a charity. As you listen to the advert, answer the following questions.



a The purpose of the advert is to …
- **1** give information about struggling people worldwide.
- **2** highlight the work the charity is doing.
- **3** raise money for a humanitarian appeal.

b The speaker uses extreme contrasts to …
- **1** highlight the small sacrifices donations would involve.
- **2** complain about how expensive the modern world has become.
- **3** provide information on fundraising events.

2 Prepare to present your own radio broadcast asking for donations to a charitable appeal. The charitable appeal can be real or fictitious. Think about the following:

- What the appeal is concerned with (hunger, disease, poverty, disaster victims)
- The name of the appeal
- What you are asking people to do (send money, donate clothing, organise events)

Planning

3 Write a brief plan of what you are going to say in note form. Make sure to use some of the devices and techniques you identified in exercise 1.

Speak

4 Perform your radio broadcast to your partner and then let them perform to you. As they read their radio broadcast, ask yourself the following questions.

a Is their advert's message effective? Does it create interest in the appeal?
b Does it give necessary information about how you can help?
c Is there anything missing in the advert?

USEFUL LANGUAGE

Asking for help
We desperately need your help …
Small changes in your life …
The things we take for granted …
You can really help / make a difference by …
For the price of … you can …
Have you heard of the conditions in …
You can help avert a humanitarian tragedy.
Just a few KWD will …

Persuading
How would you feel if …?
Just think what would happen if ….
Surely it is unacceptable that ….
With only KWD 10, you could …
For the cost of … you could …
Given that … you should …

Quote "By compassion we make others' misery our own, and so, by relieving them, we relieve ourselves also. "
Thomas Browne

task

You are going to produce a radio appeal that will be used as part of an advertising campaign asking for donations for a humanitarian project.

Writing A newsletter

1 This is a newsletter for an English charity organisation. Charities use such letters to keep their members up-to-date with projects and events.

Read the newsletter and match the paragraphs with the correct headings. There are more headings than you need.

Progress made in Africa
Full stomachs, smiling faces
Natural disasters
What still needs to be done
Improving sanitation
What still needs to be done?
Providing hospitals worldwide

Words to remember

alleviate, appeal, avert, campaign, commitment, dire, donate, extensive, humanitarian, in leaps and bounds, underprivileged

Dear Mr Abdulhameed,

A _____

Thanks to the incredible response to our *Campaign for Clean Water* we've now successfully provided clean water to over 500 villages and towns, supplying over 15,000 people with safe drinking water. This campaign saw the construction of wells and pumps, combined with an educational programme about the importance of making water safe for consumption.

B _____

Our *Fair Treatment* projects have come along in leaps and bounds this quarter. An unprecedented contribution from the public helped us raise over £5 million for the construction of state-of-the-art hospitals in underprivileged areas worldwide. Construction has already begun on four sites, through which the health care of entire regions will be revolutionised.

C _____

The *Halt Hunger* campaign continued to make gains this year, with an increase in donations following an extensive television appeal. This has allowed us to distribute food and aid to over 3 million people in the most dire conditions. The distribution of food alleviates many problems other than simple hunger. Halting hunger allows the poor to provide for their families, defends bodies against illness and puts a smile on children's faces.

D _____

Whilst the progress made this quarter has been encouraging, there is still a huge amount of work to be done. Every five seconds a child dies from lack of nutrition. More than one in eight people have no access to clean water. Over 1/6 of the world's population struggle simply to exist. We simply cannot stress enough the need for your continued support and contributions.

Thank you for taking the time to read our newsletter. We really do appreciate the commitment you make to our projects. Without your support we would be unable to positively affect the lives of so many. Together, we can make this world a fairer place.

Thank you again.

Jack Jones
(Press manager)

2 Discuss the letter in small groups. What techniques does the writer use? What are the benefits of producing a charity newsletter for members?

3 Now, in small groups, plan and write a newsletter to be sent to people who donated to your radio advert. You can combine each other's adverts under one charity. Take the following points into account:

- The newsletter should mention successes your charity has made.
- It should be linked to your radio advert but should not repeat all the information.

Focus on



The Foreign Diplomatic Institute

Kuwait has always been a country keen to promote its diplomatic ties and relationships with other far-flung places. The Kuwait Foreign Diplomatic Institute is just the latest in a long line of moves made by the Kuwaiti government to extend the hand of friendship to other countries.

Officially opened by His Highness Sheikh Sabah Al-Ahmed Al-Jaber Al-Sabah in December of 2008, the Foreign Diplomatic Institute will prepare and train future Kuwait diplomats for deployment throughout the globe.

The centre is to be run by Ambassador Abdulaziz Al-Sharikh. Ambassador Al-Sharikh is a successful diplomat who has worked in Australia, Brussels, Germany and Japan. With his guidance and experience Kuwait can be sure of having a generation of well-trained, competent and enthusiastic diplomats representing them throughout the globe.

The Foreign Diplomatic Institute has three main aims. Firstly, the institute is a training institute. Its objective is such that the staff of the institute will be responsible for training all of Kuwait's diplomatic staff, both old and new. Newer recruits will obtain the entirety of their training from the institute, receiving twelve months of training whilst in Kuwait, and a further six months whilst on foreign soil. Old staff, on the other hand, will use the institute to update and reinforce their knowledge and skills, through refresher courses and access to a myriad of professional training programmes.

Secondly, the institute will function as a government think-tank, conducting research on foreign policy that may ultimately influence many important decisions taken by the government. Whilst the research undertaken will mainly be used by officials and dignitaries there is also the hope that some of the work undertaken may be published.

The third and final aim of the institute is the organisation of international seminars, conferences, workshops and meetings with relevance to Kuwaiti foreign policy. Speakers from other countries will also be invited to give talks. For example, the American Ambassador gave a talk in which she discussed the impact of America's presidential election upon its relations with Gulf countries.

Ambassador Al-Sharikh says one of the most important lessons the diplomats-in-training will learn is media relations. As he himself says, diplomats '...can never escape media... If they don't know how to deal with the media, they will have lots of problems.'

So, what kind of person does it take to become a successful diplomat? Currently, the institute has 46 trainees, all of whom are university graduates. Most of them studied in the Faculty of Law or the Faculty of Political Science at Kuwait University, but there are other disciplines represented, for example English Language. However, the main criteria for success as a diplomat are confidence, friendliness and, most importantly, willingness to work very, very hard.

Compound words

1 A compound word, such as *well-trained*, is formed when two words are joined, sometimes with a hyphen, to make a new word. When the two words are put together, the meaning of the new word has to contain elements of both.

a Find examples in the text.

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b Give three other examples of your own.

---

2 Match words from column A with words from column B to form compound words:

A		B	
1 bitter	--------	a aged	--------
2 rail	--------	b way	--------
3 foot	--------	c light	--------
4 high	--------	d sweet	--------
5 middle	--------	e ball	--------

Project 1

Producing a set of recommendations

task

You are going to produce a set of recommendations about protecting human rights and values worldwide. Work in pairs or groups.

Stage 1 Assessing the current situation

a Discuss the state of human rights in the world. The photographs on this page will give you some ideas. You may also use other resources, such as newspapers, magazine clippings, etc.

b Make notes under these headings:

Current problems	Proposals and solutions
----------	----------
----------	----------
----------	----------
----------	----------



Stage 2 Reading and discussing

a Read this letter which someone has written to an English newspaper. Which of these humanitarian issues does the writer complain about?

- War
- Starvation
- Unfair imprisonment
- Free speech
- Medical aid
- Natural disasters

Dear Sir / Madam,

I think we all need to do more to protect human rights throughout the world. The abuses suffered by people, especially in conflict-ridden areas, are disgraceful. The international community can no longer stand by and watch as human rights are neglected and people starve.

Whilst I believe that war and conflict claim many lives I am most concerned about less dramatic problems, which are often less obvious and less sensationalised in the news. Currently, there are many people throughout the world who have no access to clean water, no housing and intermittent food supplies. If everyone in developed countries were to donate a small amount of their earnings to charitable causes then the world would be a much fairer place. Not only this, but the world would be a safer place, as less people would be driven to extreme actions by their dire circumstances. We need a public campaign to raise awareness of the plight of the world's poorest people and to increase charitable actions.

Many thanks
Waleed

b What reasons are there for increasing awareness of humanitarian issues?

Stage 3 Agreeing on recommendations

a List five ways in which human rights could be protected and maintained.
b Discuss ideas that might help with this improvement.
c Write a recommendation for each of the five aspects.

Stage 4 Presenting recommendations

a Pairs or groups take turns to present their recommendations to the rest of the class. Be ready to explain how your ideas would affect people in Kuwait.
b Now have a class vote on the best set of recommendations.

TRY THESE WEBSITES FOR INFORMATION:

- www.UNfoundation.org
- www.hrw.org