

Da molti anni, lo studio della *lingua straniera* – per lo più inglese – a *fini speciali* ha avuto per oggetto primario la lingua commerciale. Ogni altro approccio, anche negli ambiti universitari più diversi, si è spesso dovuto servire di testi di carattere generico, sia sul piano linguistico che su quello dei contenuti.

A rendere pressante, per ogni ambito professionale e culturale, la necessità di comunicare nelle maggiori lingue europee con precisa cognizione dei diversi lessici specialistici, è l'ormai diffusa realtà del "villaggio globale" e delle sue più dirette implicazioni.

Da queste considerazioni, e da esperienze pluriennali di insegnamento universitario, deriva l'esigenza di agili strumenti didattici, improntati a fini pratici e funzionali piuttosto che genericamente culturali, per un insegnamento della lingua a livello preintermedio/intermedio che focalizzi lo studio sulle aree e sulle discipline che caratterizzano i diversi Corsi di laurea. La presente collana intende rispondere a queste esigenze. Lo studente adulto potrà così acquisire rapida padronanza di strutture grammaticali, lessico di base e forme idiomatiche, appropriandosi al tempo stesso del lessico specialistico del suo specifico campo di interesse.

Una finalizzazione sempre più mirata della didattica delle lingue straniere sembra ormai il passaporto d'obbligo per un laureato alle porte dell'Europa.

*English for International Social Work* si propone come nuovo strumento per l'insegnamento dell'inglese a fini speciali ed è rivolto soprattutto agli studenti universitari italiani a livello B1/B2 (CEFR) che desiderano migliorare le loro competenze linguistiche attraverso lo studio di una varietà di testi autentici. I testi selezionati coprono campi specifici quali povertà, migrazione, sviluppo internazionale e uguaglianza sociale. Il libro mira a sviluppare principalmente le abilità di lettura e comprensione con l'aiuto di glossari e attraverso esercizi sul lessico e sui registri linguistici.

Geraldine Ludbrook è ricercatore di lingua inglese e traduzione presso l'Università Ca' Foscari Venezia. Ha una lunga esperienza nell'insegnamento dell'inglese a fini specifici (ESP) nelle discipline umanistiche. Oltre all'ESP, la sua attività di ricerca riguarda la glottodidattica, language testing e la formazione dei docenti di lingua straniera. Ha pubblicato in questa stessa collana *English for Welfare Services* (1999) e *English for History and Philosophy* (2000).

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ENGLISH FOR INTERNATIONAL SOCIAL WORK



## Geraldine Ludbrook ENGLISH FOR INTERNATIONAL SOCIAL WORK

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L I N G U E   S T R A N I E R E   A   F I N I   S P E C I A L I

16

Collana diretta da Dario Calimani  
Responsabile scientifico: Geraldine Ludbrook

Da molti anni, lo studio della *lingua straniera a fini speciali* ha avuto per oggetto primario la lingua commerciale. Ogni altro approccio, anche negli ambienti universitari più diversi, si è spesso dovuto servire di testi di carattere generico, sia sul piano linguistico che su quello dei contenuti.

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Nel caso specifico, la realizzazione di un testo che porta in tempi rapidi alla comprensione della lingua tedesca prova come si possa insegnare a comunicare, anche in situazioni di dichiarata difficoltà: è solo questione di metodo.

Dario Calimani

Volumi della collana:

*English for Welfare Services*

*English for History and Philosophy*

*English for the Arts*

*English for Economics*

*Le français de l'économie*

*English for Communication Science*

*English for Cultural Heritage*

*English for Business*

*English for Architecture*

*El español en las carreras humanísticas*

*English for Foreign Trade*

*Le français des lettres et des arts*

*English for Education*

*Leggere il tedesco per gli studi umanistici. Principianti*

*Leggere il tedesco per gli studi umanistici. Progrediti*

Geraldine Ludbrook

**English for International Social Work**



Geraldine Ludbrook,  
*English for International Social Work*

© 2011 Libreria Editrice Cafoscarina  
ISBN 978-88-7543-302-4

In copertina: Marcia di protesta  
a Durban, Sud Africa. Foto: Gideon Mendel  
© Gideon Mendel/CORBIS

Libreria Editrice Cafoscarina srl  
Dorsoduro 3259, 30123 Venezia  
[www.cafoscarina.it](http://www.cafoscarina.it)

*Prima edizione ottobre 2011*

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## INTRODUCTION

Social workers are increasingly required to engage innovatively with some of the most challenging questions our society is facing today, regarding conflict, poverty and excess wealth, migration, equality, and human rights. In this geopolitical environment, the need for social workers to understand and appreciate the changes that are occurring has become ever more important.

*International Social Work* is intended for Italian students of social work who are required to use English in their university studies. The book is primarily designed to improve students' skills in reading comprehension and vocabulary development. However, it also includes some short writing and speaking tasks.

The book is organised around 10 units, each of which deals with a global social issue, and comprises two reading texts. The reading passages are all taken from authentic sources, principally the websites of organisations that deal with social issues at an international level.

Each reading text has been supplemented with a glossary compiled with the difficulties facing Italian students in mind. Irregular verbs in the glossary are supplied with their past forms. In addition, words that often deceive students by their similarity to Italian while having a different meaning (so-called "false friends") are indicated with an asterisk.

Language notes are provided for each reading passage to direct students' attention to particular issues of grammar, vocabulary, and translation that emerge from the text. The notes also supply socio-cultural information relevant to the topic under scrutiny.

Each unit contains a series of exercises aimed at consolidating and expanding the sector-specific lexis for each topic. Besides specialist vocabulary, the exercises also include aspects of morphology and word formation designed to increase awareness of these features of English lexis. There are also exercises on phrasal and prepositional verbs. Structured writing exercises and a discussion topic conclude each unit.

Four Appendices have been added to provide supplementary information for quick consultation. Appendix I brings together the irregular verbs that appear in the book. Appendix II is a brief summary of how numbers and dates are used in English, and provides information on describing trends. Appendix III



lists devices used for connecting text. Appendix IV adds to the false friends encountered throughout the book.

In addition to the purely linguistic purposes set out above, *International Social Work* may also provide students with a greater awareness of the international perspective of their chosen profession, and the importance of English as a means to access it.

Geraldine Ludbrook

## ACKNOWLEDGEMENTS

Thanks to The Independent Newspaper for permission to publish the article “UN says sexual discrimination is rife in Britain”; to The Guardian ([guardian.co.uk](http://guardian.co.uk)) for permission to publish “Age Discrimination”; to Ravi Kohli and the Forced Migration Review for permission to publish “Social Work with Unaccompanied Asylum-Seeking Young People”; Human Rights Watch for permission to publish “Flawed Policies Expose Migrants to Abuse”, Cheryl Schultz and the Canadian Association of Social Workers to publish the article “Social Work Practice in HIV/Aids”.

We would also like to thank the following associations for permission to reproduce material from their websites:

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Many thanks to Frederika Gebhardt for her valuable help and suggestions during the preparation of the book. Grateful thanks also to Maria Rees for her assistance and advice.



## UNIT 1

## EUROPEAN SOCIAL NETWORK

### SOCIAL SERVICES IN EUROPE

#### **The network, our values and our mission**

ESN's mission is to help our Members change the lives of the most vulnerable in our societies through the delivery of quality social services. To achieve this the European Social Network (ESN) brings together people who are key to the design and provision of local public services across Europe to learn from each other and contribute their experience and expertise to building effective social policy.

Social services protect children and young people, empower families and communities, help people with disabilities live more independently and care for people in the later years of life. Social services also have a diverse and evolving set of responsibilities going beyond traditional social work boundaries into employment, health, housing, education and regeneration. They have been key to the development and delivery of social welfare in Europe and are a pillar of the European social model.

#### **An Information Network**

In a constantly changing world, social services need the tools to understand how European and national policies impact on their services. With our European expertise and network of contacts, ESN is able to communicate and interpret new European policy trends. Drawing on policy intelligence from our Members we also connect to an interlinking agenda at the national and regional level. Through online news services, events, working groups and personal networking, ESN Members engage with the major social and economic challenges facing social services and learn about innovative responses in social care practice.

#### **A Learning Network**

Europe-wide learning among social directors and care professionals is at the heart of what we do. Our Members know that good practice exchange and development inspires improvements in the services which are vital to helping vulnerable people. ESN's working groups and events together with our online services provide opportunities for practitioners to share and develop good practice. Members also make their own contacts at our events allowing the learning to continue in other ways, e.g. through exchange visits.

### **An Engaged Network**

Policy-makers have to provide European and national policy responses to the challenges which social services face every day at a local level. The policy responses to issues such as community deprivation or child poverty ultimately impact on local services and so on the people and communities social services are committed to helping. ESN develops practice-led policy statements and reports, contributes to consultations, participates in EU events and networks with key decision-makers, bringing to the European and national policy process the unique perspective of public service providers.

### **European Social Services Conference**

The European Social Services Conference is our flagship event and a unique learning and networking opportunity which is open to everyone with an interest and attracts over 400 delegates. The Conference is built on partnerships with our Members, the EU Presidency country and other national and international bodies. The Conference's headline themes such as demographic change, equal opportunities and community cohesion are captured and explored in a rich and varied plenary, workshop, exhibition and social networking programme.

### **A European and International Profile**

Many different institutions and bodies shape the social policy agenda in today's interconnected world. ESN works closely with the European Commission, the European Parliament and national governments besides other stakeholders in the social policy field. We represent social services in high-level EU conferences and invite representatives of EU institutions and other European organizations to our events. ESN also benefits from good working relationships with international bodies such as the World Health Organisation and the Council of Europe, with which it has consultative status.

European Social Network

<http://www.esn-eu.org/>

## **GLOSSARY**

**delivery** = offerta  
**to achieve** = realizzare  
**provision** = fornitura  
**expertise** = competenza  
**to empower** = dare maggior potere a  
**boundary** = confine  
**employment** = lavoro

**health** = sanità  
**housing** = alloggi  
**education** = istruzione  
**pillar** = pilastro  
**tool** = strumento  
**to impact on** = avere un impatto su  
**trend** = andamento

**to draw (drew, drawn) on** = ricorrere a

**interlinking** = interconnesso

\***agenda** = piano

**to engage with** = interagire

**challenge** = sfida, problema

**facing** = che affrontano

**improvement** = miglioramento

**to share** = condividere

**issue** = questione

**committed** = impegnato

**headline** = principale

**to shape** = influenzare

**stakeholder** = interessato

## LANGUAGE NOTES

*Effective* is a “false friend” and translates as *efficace* rather than *effettivo*. All similar false friends are marked in the Glossary with an asterisk (\*)

Note the difference in English between the words *policy* and *politics*. *Policy* refers to a course or principle of action adopted by a government, political party or a business. *Politics* is the study or the practice of the art of government. Compare these examples:

*The government’s education policy is to raise student fees at universities.*

*He’s studying politics at university as he plans to be a politician.*

The English word *care* corresponds to various Italian translations:

*She takes good care of her father.* (prendersi cura di)

*Italy is renowned for a high standard of healthcare.* (assistenza sanitaria)

*The child was placed in care for her protection.* (affidamento)

*It can be hard to get medical care on nights, weekends and holidays.* (cure mediche)

The verb *to practise* is used for learned professions e.g. medicine and law: *He practises dentistry*. Related nouns are *practice*: *His veterinary practice is very successful* and *practitioner*: *My GP (General Practitioner) is a very competent doctor*.

The term *flagship* (nave ammiraglia) is also used as an adjective to mean “most prestigious or important”: *Gap’s flagship store in Italy is in Via del Corso in Rome*.

The word *unique* differs from more common words like *only* or *sole* as it also has connotations of being special. Compare these examples:

*I had a unique opportunity to study at Cambridge University.*

*My only job opportunity was to work in a bank.*

## COMPREHENSION

1. What is the main goal of the ESN?
2. How does the ESN reach this goal?
3. How do the Members develop good practice?
4. What is the role of social policy makers?
5. Tick (✓) the issues mentioned in the text:
  - a. immigration
  - b. disabilities
  - c. ageing
  - d. jobs
  - e. mental health
  - f. education
  - g. substance abuse
  - h. gender equality

## VOCABULARY

**Exercise 1** Match each term with the correct definition.

social policy	social issues	social justice
social welfare		social work

1. \_\_\_\_\_ : a professional and academic discipline committed to the pursuit of social welfare, social change and social justice.
2. \_\_\_\_\_ : matters which directly or indirectly affect members of a society and are considered to be problems or controversies.
3. \_\_\_\_\_ : guidelines, principles, legislation and activities that affect the living conditions conducive to human welfare.
4. \_\_\_\_\_ : a type of financial or other aid provided to people in need, generally provided by the government.
5. \_\_\_\_\_ : the idea of creating a society based on equality and solidarity, that values human rights, and recognizes human dignity.

**Exercise 2** International conferences are one way professionals keep in touch throughout Europe. Complete the sentences with the appropriate word.

badges	delegates	gala	plenary
secretariat	venue	workshops	

The annual conference will be held in the London Hotel. Situated in the city centre, this is a perfect \_\_\_\_\_ to meet. There will be three keynote speakers who will give their \_\_\_\_\_ talks in the Auditorium every morning. In the afternoon we will divide into small groups for \_\_\_\_\_. All \_\_\_\_\_ will register with the \_\_\_\_\_ when they arrive and can pick up their conference \_\_\_\_\_ at the front desk. The \_\_\_\_\_ dinner will take place on the final evening.

**Exercise 3** Complete the sentences with the appropriate word to form compounds with the word *working*.

class	group	holiday	relationships	week
-------	-------	---------	---------------	------

1. The maximum an employee should work in an average working \_\_\_\_\_ is 48 hours.
2. A working \_\_\_\_\_ was set up to discuss changes to social services policy.
3. Volunteers can enjoy an exciting working \_\_\_\_\_ abroad while assisting important environmental and community projects.
4. According to a survey of social attitudes, 57% of adults in the UK claim to be working \_\_\_\_\_.
5. If there are positive working \_\_\_\_\_ within a business the workforce tends to be happier and therefore more productive.



## **EU REPORT ON SOCIAL SERVICES OF GENERAL INTEREST**

Generally, health and social services play a significant role in the economies and societies of the EU Member States. They meet essential social needs, generate employment on a large scale and contribute significantly to GDP. Yet, at the moment, their importance varies widely across the EU. Their economic, social and employment potentials are clearly underdeveloped in certain Member States. Public perceptions show that, as a result, social needs are insufficiently met and expectations are frustrated.

Yet, irrespective of the extent of their development, health and social services in all Member States have come under serious pressures as an effect of the economic and public budget crisis. The contracting economy has caused both the need and the demand for services to rise and, at the same time, significantly constrained the financing basis in public budgets.

When analysing the features of employment in the health and social services sector compared with the rest of the economy, it appears that workers in these services are generally better skilled than in the economy as a whole.

Despite the large proportion of highly-skilled workers, the bigger share of non-standard working hours and the difficult working conditions, wage levels have declined in relative terms, and are now below the average for the EU-27 economy. This is in line with the findings of many studies on the gender pay gap, showing that sectors with higher shares of female employment are characterised by low wages.

Possible consequences of these trends are that it will become more difficult in the future to attract qualified employees in this sector and this, coupled with the ageing of the health workforce, could lead to staff shortages or to a reduction in the quality of health and social services, at the very moment when these services are most needed, because of the current economic and financial crisis. Other challenges for this sector are the ageing of the population, as well as the changes in gender roles and household composition that will lead to an increasing demand for health and social services in all the EU Member States. Beyond these general trends, the impact of the crisis is particularly visible in terms of both reduction in social expenditure and increased demand.

Creating more secure, better skilled and better paid jobs and fulfilling the growing demand for services in a cost-effective way will require the development of comprehensive strategies in which EU-facilitated policy learning and transfer

of best practices can play an important role. These strategies must be coordinated with sustained efforts to improve the working conditions and professional development of workers in the health and social services sector through a broad range of measures. Such measures include the development of more efficient learning schemes for acquiring, certifying and recognising qualifications in health and social services, better career prospects and job security, on-the-job training and opportunities for learning and personal improvement as well as more convenient salary packages and working conditions.

Second Biennial Report on Social Services of General Interest (2010)  
<http://ec.europa.eu/social/main.jsp?catId=794&langId=en>

## GLOSSARY

**to play a role** = avere un ruolo  
**significant** = significativo, importante  
**to meet (met, met) a need** = soddisfare un'esigenza  
**underdeveloped** = sottosviluppato  
**irrespective (of)** = a prescindere da  
**extent** = misura  
**budget** = bilancio  
**demand for** = domanda di  
**to rise (rose, risen)** = crescere  
**to constrain** = limitare  
**feature** = caratteristica  
**skilled** = qualificato, specializzato

**as a whole** = complessivamente  
**findings** = conclusioni  
**gap** = differenza  
**ageing** = invecchiamento  
**shortage** = carenza, mancanza  
**to lead (led, led)** = condurre  
**expenditure** = spesa  
**cost-effective** = economicamente conveniente  
**facilitated** = promosso  
**range** = gamma  
**to acquire = acquire**  
**\*convenient** = comodo

## LANGUAGE NOTES

The word *yet* has two different grammatical functions. As an adverb (*an-cora*), it is generally placed at the end of a phrase or sentence: *Have you finished yet?*

As a formal conjunction (eppure), *yet* is similar to *however*, and *nevertheless*. It is often placed at the beginning of a phrase or sentence: *She was ill. Yet she managed to go to work.*

*GDP* is the abbreviation of *Gross Domestic Product* (Prodotto Interno Lordo).

Note the irregular plural forms: *crisis* > *crises*, *basis* > *bases*. Other words that have the same irregular forms are *analysis*, *hypothesis*, *synthesis*, *thesis*.

The term *household* is used in demographic studies to refer to all the people who occupy a housing unit. There are two major categories of households: *family* (in famiglia) and *nonfamily* (in convivenza): *Istat has published a survey on a sample of 6,000 households resident in Italy with at least one foreign member.*

*On-the-job training* takes place in a normal working situation, using the actual equipment, documents or materials that trainees will use when fully trained

### COMPREHENSION

Choose ONE of the following alternatives.

1. The article focuses specifically on ...
  - a. the differences in the development of the social services in EU Member States.
  - b. the impact of reduced spending on staff in the social services.
  - c. difficult working conditions in the social services.
  
2. As a result of the current economic crisis, there will be ...
  - a. more demand for social services.
  - b. less demand for social services.
  - c. increased expenditure for social services.
  
3. Workers in the health and social services are often ...
  - a. more proficient than workers in other economic sectors.
  - b. less proficient than workers in other economic sectors.
  - c. as proficient as workers in other economic sectors.
  
4. Reduced spending on workers' salaries could result in ...
  - a. attracting unqualified employees.
  - b. older employees.
  - c. fewer qualified employees.
  
5. In order to promote improved services cost-effectively, the Report recommends that Member States should ...
  - a. develop the best possible processes for supporting worker training.
  - b. transfer workers from one country to another.
  - c. introduce stricter measures for employing workers.

## VOCABULARY

**Exercise 4 Morphology.** The prefixes *under-* and *over-* are used to convey the meaning “too much” or “too little”: *Their potentials are underdeveloped.* Complete the sentences with the appropriate word.

underpaid	overworked	underfunded
undereducated		overpopulated

1. A person who has too much to do is \_\_\_\_\_.
2. A person who has not had enough schooling is \_\_\_\_\_.
3. A project that does not receive sufficient money is \_\_\_\_\_.
4. A country that has a great number of inhabitants can be \_\_\_\_\_.
5. A person who does not earn enough is \_\_\_\_\_.

**Exercise 5 Employment.** Choose the most appropriate alternative.

1. He earns a living **wage** / **salary**, but has to work 72 hours a week.
2. We need a reference from your former **employee** / **employer**.
3. I'm looking for a new **work** / **job** in the banking sector.
4. I have a nice job, but the **pay** / **income** is appalling.
5. She **trained** / **prepared** as a social worker at college.

**Exercise 6** Complete the sentences with the correct form of the word in brackets.

1. The \_\_\_\_\_ of good quality services is important. (*to provide*)
2. The \_\_\_\_\_ of an industrial base is critical for that country. (*to develop*)
3. Millions of people live in \_\_\_\_\_ throughout the world. (*poor*)
4. The government has made the right \_\_\_\_\_ regarding education funding. (*to decide*)
5. The project involves international \_\_\_\_\_ between countries. (*partner*)

## WRITING

### Definitions

A text may require the definition of a term. This can be done in several ways:

a. by function (what the thing does or how it works):

*A charity is an organization that helps people in need.*

b. by structure (how the thing is organised or put together):

*A charity is a particular type of voluntary organization that is regulated in the UK by the Charities Act (2006).*

c. by analysis (comparing the thing with another, illustrating the differences):

*Unlike non governmental organizations (NGOs), charities must register with the Charity Commission; they get certain tax advantages, but must also have their accounts inspected by the Commission.*

d. by derivation or origins:

*The word charity entered the English language through the Old French word charité which was derived from the Latin caritas.*

e. by what the term does not mean:

*A charity is not an organization established for a political purpose.*

**Exercise 7** Write a definition for each of the following terms.

1. a social worker
2. on-the-job training
3. working conditions
4. an NGO
5. the EU

## DISCUSSION

The countries of the European Union are very diverse in terms of history, culture, economics, politics, and language. What are some advantages and

disadvantages of a European social services network? Some topics you might like to discuss are:

- Models of social services: Scandinavian model, family care model etc.
- Professional training for social workers
- International assistance
- Common issues – different responses

## UNIT 2 CHILD WELFARE

### CHILD TRAFFICKING

ILO, UNICEF and the Global Initiative to Fight Human Trafficking (UN.GIFT) launched the 'Training manual to fight trafficking in children for labour, sexual and other forms of exploitation' on 15 September 2009. It is one of the few manuals on trafficking that specifically focuses on children, includes a focus on labour issues, and is geared towards training. It is comprised of textbooks for self study and an exercise book with a menu of assignment options that trainers can choose from for tailor-made training courses. It also includes a facilitators' guide for use by those facilitating training. The manual addresses the needs of governments; workers' and employers' organizations; and NGOs and international agencies working at the policy and outreach level. [...]

Trafficking in children is a global problem affecting large numbers of children. Some estimates have as many as 1.2 million children being trafficked every year. There is a demand for trafficked children as cheap labour or for sexual exploitation. Children and their families are often unaware of the dangers of trafficking, believing that better employment and lives lie in other countries.

Child trafficking is lucrative and linked with criminal activity and corruption. It is often hidden and hard to address. Trafficking always violates the child's right to grow up in a family environment. In addition, children who have been trafficked face a range of dangers, including violence and sexual abuse. Trafficked children are even arrested and detained as illegal aliens.

Some facts:

- UNICEF estimates that 1,000 to 1,500 Guatemalan babies and children are trafficked each year for adoption by couples in North America and Europe.
- Girls as young as 13 (mainly from Asia and Eastern Europe) are trafficked as "mail-order brides." In most cases these girls and women are powerless and isolated and at great risk of violence.
- Large numbers of children are being trafficked in West and Central Africa, mainly for domestic work but also for sexual exploitation and to work in shops or on farms. Nearly 90 per cent of these trafficked domestic workers are girls.

- Children from Togo, Mali, Burkina Faso and Ghana are trafficked to Nigeria, Ivory Coast, Cameroon and Gabon. Children are trafficked both in and out of Benin and Nigeria. Some children are sent as far away as the Middle East and Europe.

UNICEF

[http://www.unicef.org/protection/index\\_exploitation.html](http://www.unicef.org/protection/index_exploitation.html)

## GLOSSARY

**to fight (fought, fought)** = combattere

**exploitation** = sfruttamento

**to focus on** = concentrarsi su

**geared towards** = mirato, volto a

**comprised of** = composto da

**to choose (chose, chosen)** = scegliere

**taylor-made** = su misura

**to address** = occuparsi di

**to affect** = riguardare, toccare

**cheap** = a basso costo

**environment** = ambiente

**illegal alien** = immigrato clandestino

## LANGUAGE NOTES

The International Labour Organisation (ILO) is responsible for drawing up and overseeing international labour standards. The term Non Governmental Organisations (NGO) is normally used to refer to organisations that do not form part of the government and are not conventional for-profit business.

*Outreach* (assistenza) is formed from the verb + preposition *to reach out*. Other similar words are *output, outbreak, outcome*.

*To grow up* is an intransitive verb (crescere, maturare): *I grew up in England before moving to Greece*. The noun *grown-up* is synonymous of *adult*: *Grown-ups should protect vulnerable children from exploitation*.

*To grow* is a transitive verb: *He grows tomatoes in his garden*. It can also be used as an intransitive verb to describe trends: *The price of petrol has grown rapidly this winter*.

*Alien* is a legal term referring to a person who is not a citizen of the country in which they live. *Resident aliens* are officially permitted to live in the country and *illegal aliens* live in the country unlawfully.

A *mail-order bride* is a woman brought from another country to be married, usually in return for payment to a company that makes such arrangements.



### COMPREHENSION

Say whether the following statements are True or False.

1. The manual is designed to help people combat trafficking.
2. The manual is the first to talk about child trafficking.
3. The manual is structured to train different types of people.
4. Families are informed about the dangers of sending children to other countries.
5. 1.2 million girls are trafficked every year.

### VOCABULARY

**Exercise 1** Match the words from the text in column A to their synonyms in column B.

A	B
1. lucrative	a. international
2. domestic	b. weak
3. global	c. profitable
4. powerless	d. work
5. labour	e. home

**Exercise 2** Complete the sentences with the appropriate word.

crimes	exploitation	molester	pornography	victims
--------	--------------	----------	-------------	---------

1. Child/Human Trafficking is one of the fastest growing \_\_\_\_\_ in the world.
2. Child \_\_\_\_\_ is a serious problem in the United States right now.
3. The global market of child trafficking at over \$12 billion a year with over 1.2 million child \_\_\_\_\_.
4. 300,000 children in the U.S. are at risk every year for commercial sexual \_\_\_\_\_.

5. An average serial child \_\_\_\_\_ may have as many as 400 victims in his lifetime.

**Exercise 3** The construction *as...as* is used to measure and compare things that are of similar proportion. Use the expressions in the box to complete the sentences.

as soon as	as little as	as many as
as long as	as much as	

1. Save the Children warns that \_\_\_\_\_ 1 million children may have been displaced because of the earthquake.
2. Social services will help abandoned children \_\_\_\_\_ they have sufficient funding.
3. A human trafficker can earn \_\_\_\_\_ 20 times what he or she paid for a child.
4. Children in Haiti are being sold for \_\_\_\_\_ 76 pence each.
5. Vulnerable children need to be given independent guardians \_\_\_\_\_ possible.

### ECPAT INTERNATIONAL

In 1990, researchers at a tourism consultation in Thailand first exposed the degree to which child prostitution was increasing in many Asian countries. The consultation ended with a determination to take action, and ECPAT – End Child Prostitution Child Pornography and Trafficking of Children for Sexual Purposes – was established as a three-year campaign focusing on ending the ‘commercial’ aspect of sexual exploitation of children.

#### Vision

Realisation of the right of all children to live free of child prostitution, child pornography and child trafficking for sexual purposes.

**Mission**

ECPAT International is a global network of organisations and individuals working together for the elimination of child prostitution, child pornography and the trafficking of children for sexual purposes. It seeks to encourage the world community to ensure that children everywhere enjoy their fundamental rights free and secure from all forms of commercial sexual exploitation.

**Who we are**

The ECPAT network is composed of ECPAT groups based all over the world; the International Board, elected by the International Assembly; and the International Secretariat. In 1996, the network consisted of 17 groups. By 1999, it had grown to 53 groups and, in 2007, there are over 80 groups in more than 70 countries. ECPAT groups are very diverse: some are large coalitions of NGOs; some are small groups composed of individuals. Some groups have activities covering a wide range of CSEC issues while others concentrate on only one aspect.

The International Secretariat is the administrative and coordinating unit of ECPAT International and is based in Bangkok, Thailand. Every three years, the ECPAT groups meet at the International Assembly, which is the highest decision-making body of the organisation. The International Board, composed of eight regional representatives from all continents, together with an independent Chairperson, Treasurer, Secretary and Youth representative, are elected at the Assembly and normally serve for three years.

ECPAT works to build collaboration among local civil society actors and the broader child rights community to form a global social movement for protection of children from sexual exploitation. Its membership reflects the richness and diversity of experience, knowledge and perspectives that arise from working in widely different contexts.

ECPAT groups are involved in implementation of various initiatives to protect children at local levels, while the Secretariat provides technical support and information, and holds workshops and other educational forums to extend and exchange knowledge among groups in different countries. It also represents and advocates on key issues at the international level on behalf of the network.

ECPAT International

<http://www.ecpat.net/EI/index.asp>

## GLOSSARY

**first** = per la prima volta

**degree** = livello, punto

**to end** = porre fine a

**right** = diritto

**purpose** = scopo

**to seek (sought, sought)** = cercare

**to ensure** = assicurarsi

**to serve** = prestare servizio

**membership** = soci

**to arise (arose, arisen)** = nascere, derivare

**to advocate** = sostenere

**on behalf of** = a nome di, per conto di

## LANGUAGE NOTES

*CSEC* is the abbreviation of the term *Commercial Sexual Exploitation of Children*.

*Civil society* is the part of society that consists of organizations and institutions that help and look after people, their health and their rights. It does not include the government or the family.

An economic *actor* can be an individual, a household, a firm, or a country.

Many speakers of English maintain that the correct plural of *forum* is the original Latin form *fora*. However, the English plural form *forums* is more common today. *Formula* is another word that can take two plural forms: *formulae* in technical contexts and *formulas* in more everyday contexts.

## COMPREHENSION

1. Why was ECPAT established?
2. What is its main purpose?
3. How are ECPAT groups different?
4. Who makes up the International Board?
5. What is the function of the ECPAT Secretariat?

## VOCABULARY

**Exercise 4** International organisations are run by professional staff members. Match each term with the correct definition.

accountant	board	chairperson	secretary	treasurer
------------	-------	-------------	-----------	-----------

1. A \_\_\_\_\_ presides over meetings of a group and acts as its head.
2. A \_\_\_\_\_ is a body of elected or appointed members who jointly oversee the activities of a company or organization.
3. A \_\_\_\_\_ is responsible for the finances and for generating income.
4. A \_\_\_\_\_, or administrative assistant, is a person whose work consists of supporting management.
5. An \_\_\_\_\_ helps to ensure that firms are run efficiently, public records kept accurately, and taxes paid properly and on time.

**Exercise 5** Complete the sentences with the correct form of the word in brackets.

1. His \_\_\_\_\_ of guilt was taken into account by the judge. (*to admit*)
2. You may make an \_\_\_\_\_ by phoning the call center and speaking to an operator. (*to appoint*)
3. The International Day for the \_\_\_\_\_ of Racial Discrimination is 21st March. (*to eliminate*)
4. “No taxation without \_\_\_\_\_” was one of the slogans of the American revolution. (*to represent*)
5. Their \_\_\_\_\_ before the Board was very formal. (*to appear*)

**Acronyms** are special kinds of abbreviations that can be pronounced as words, such as NASA (National Aeronautics and Space Administration). **Initialisms** are made from the first letter (or letters) of a string of words, but are read letter by letter, for example FBI or CIA.

**Exercise 6** Match the Italian initialism in column A with the corresponding English initialism in column B. Practise reading each initialism then write out the English version in full.

<b>A</b>	<b>B</b>	
1. ONG	a. WHO	_____
2. PIL	b. OECD	_____
3. OCSE	c. VAT	_____
4. OMS	d. NGO	_____
5. IVA	e. GDP	_____

Use a dictionary to find out what these common acronyms stand for. Practise reading each acronym, then write them out in full.

- UNESCO \_\_\_\_\_
- NATO \_\_\_\_\_
- OXFAM \_\_\_\_\_
- UNICEF \_\_\_\_\_
- ERASMUS \_\_\_\_\_

### WRITING

**Describing**

Compound adjectives may be formed with a noun, adjective or adverb and a present participle or a past participle:

*on-the-job training      a decision-making body      an EU-facilitated policy*

**Exercise 7** Complete the sentences with compound adjectives.

1. The worker is highly skilled. He is a \_\_\_\_\_ worker.

2. The work on this project never ends. The work is \_\_\_\_\_.
3. Profits this year have broken all records. Profits are \_\_\_\_\_.
4. The consequences of these actions reach far. They are \_\_\_\_\_ consequences.
5. Goods are often made by hand. They are \_\_\_\_\_ goods.

Many compound expressions contain numbers. *The campaign lasted three years* can also be written as *It was a three-year campaign*. Note that the plural noun used as an adjective loses its plural form.

**Exercise 8** Complete the following sentences as shown above.

1. The Poor Law was passed in the 19th century. It is a \_\_\_\_\_ law.
2. The training course lasts 40 hours. It is a \_\_\_\_\_ course.
3. The report is 200 pages long. It is a \_\_\_\_\_ report.
4. The girl is 10 years old. She is a \_\_\_\_\_ girl.
5. The project will continue for 5 years. It is a \_\_\_\_\_ project.

## DISCUSSION

Official Italian statistics reveal that thousands of women and children are trafficked into Italy for purposes of prostitution, organised crime and begging. Consult the Italian ECPAT website (<http://www.ecpat.it/>) and discuss the measures available.

Some issues you might like to explore are:

- the special residence permit
- the prohibition of deportation of children
- the assisted return
- the shelters
- the social programmes
- the right to access to a court
- the telephone hotline

## **UNIT 3 POVERTY AND INEQUALITY**

### **THE EUROPEAN ANTI-POVERTY NETWORK**

In spite of the overall wealth of the European Union (EU), poverty in the EU is still at a relatively high level. Nearly 1 in 7 people are at risk of poverty. The figures are even higher for some groups such as children and older people. However, the extent and seriousness of the problem is often not well understood either by policy makers or the general public. As a result sufficient urgency is not given to its eradication. Often this is because people only think of poverty as being something which is so extreme that it threatens people's very existence and they associate this mainly with developing countries. However, the reality is that poverty in the EU is a very real problem which brings misery to the lives of many people. This is a direct attack on people's fundamental rights, limits the opportunities they have to achieve their full potential, brings high costs to society and hampers sustainable economic growth. Poverty also reflects failures in the systems for redistributing resources and opportunities in a fair and equitable manner. These lead to deep-seated inequalities and thus to the contrast of excessive wealth concentrated in the hands of a few while others are forced to live restricted and marginalised lives, even though they are living in a rich economic area.

The debate on poverty in the EU is often closely associated with social exclusion. The term social exclusion is used to emphasise the processes which push people to the edge of society, which limit their access to resources and opportunities, curtail their participation in normal social and cultural life leaving them feeling marginalised, powerless and discriminated against. Another common term associated with poverty is vulnerability. People are in a vulnerable situation when their personal well-being is put at risk because they lack sufficient resources, are at risk of being in debt, suffer poor health, experience educational disadvantage and live in inadequate housing and environment. These are important related concepts. However, not all people who are socially excluded or vulnerable are poor and EAPN in this note wishes to focus on the specific dimension of poverty.

#### **What is poverty**

One of the problems with discussing poverty is clarifying what it means and how it can be defined. Within the current debate at EU level, poverty is generally divided into two types, absolute or extreme poverty and relative poverty.



***Absolute or extreme poverty*** is when people lack the basic necessities for survival. For instance they may be starving, lack clean water, proper housing, sufficient clothing or medicines and be struggling to stay alive. This is most common in developing countries but some people in the European Union (EU), for instance homeless people or the Roma in some settlements, still experience this type of extreme poverty.

The United Nations tends to focus its efforts on eliminating absolute or extreme poverty. The first goal of The United Nations Millenium Development Goals is *to eradicate extreme poverty and hunger*. Eradicating extreme poverty is translated into an objective *to reduce by half the proportion of people living on less than a dollar a day*. However, poverty in most EU countries is more generally understood as relative poverty.

***Relative poverty*** is where some people's way of life and income is so much worse than the general standard of living in the country or region in which they live that they struggle to live a normal life and to participate in ordinary economic, social and cultural activities. What this means will vary from country to country, depending on the standard of living enjoyed by the majority. While not as extreme as absolute poverty, relative poverty is still very serious and harmful.

The European Union's Social Inclusion Process uses a relative definition of poverty.

“People are said to be living in poverty if their income and resources are so inadequate as to preclude them from having a standard of living considered acceptable in the society in which they live. Because of their poverty they may experience multiple disadvantage through unemployment, low income, poor housing, inadequate health care and barriers to lifelong learning, culture, sport and recreation. They are often excluded and marginalised from participating in activities (economic, social and cultural) that are the norm for other people and their access to fundamental rights may be restricted.”

European Commission, Joint Report on Social Inclusion (2004)

[http://www.eapn.org/index.php?option=com\\_content&view=article&id=59&Itemid=53&lang=en](http://www.eapn.org/index.php?option=com_content&view=article&id=59&Itemid=53&lang=en)

## GLOSSARY

**overall** = complessivo

**figures** = cifre

**to threaten** = minacciare

\***misery** = sofferenza, infelicità

**to hamper** = impedire, ostacolare

**failure** = fallimento, insuccesso

**deep-seated** = fortemente radicato

**edge** = margine

**to curtail** = limitare, ridurre

**to lack** = mancare di, essere privo di

**to starve** = morire di fame

**to struggle** = lottare

**goal** = scopo, obiettivo

**income** = reddito, entrate

**to mean (meant, meant)** = significare

## LANGUAGE NOTES

*Developing country* (paese in via di sviluppo) is a term generally used to describe a nation with a low level of material prosperity that has not achieved a significant degree of industrialization.

*Well-being* refers to “the state of being happy, healthy, or prosperous” (*benessere*). It should not be confused with the term *welfare* which generally refers to “aid in the form of money or necessities for those in need”, for example *social welfare* (assistenza sociale) or *welfare state* (stato assistenziale).

Verbs can be used as nouns in English with the addition of *-ing*. Nouns of this kind often have a more generalised or collective reference. Compare, for example, *house* (casa) and *housing* (edilizia, alloggi):

*I live in a house. Public housing is available for low-income families.*

## COMPREHENSION

Choose ONE of the alternatives.

1. According to the text, poverty in the EU is not being addressed as an urgent issue because ...

- a. there is not enough money.
- b. the seriousness of the issue is understated.
- c. it is at a low level.

2. The debate on poverty in the EU is often associated with ...

- a. social expenditure.
- b. cultural levels.
- c. marginalization.

3. Extreme poverty in the EU is experienced by ...
  - a. nobody.
  - b. a few segments of society.
  - c. immigrants from developing countries.
  
4. In eradicating poverty, the goal is to ...
  - a. give people more than a dollar a day.
  - b. halve the number of poor people in the EU.
  - c. reduce by 50% the number of people living on less than a dollar a day.
  
5. Relative poverty is measured by ...
  - a. the standard of living in a country.
  - b. the level of cultural and social activities.
  - c. the level of extreme poverty.

### VOCABULARY

**Exercise 1 Morphology.** Use the base words in the chart below to make adjectives with the suffixes *-ful* and *-less*. Note there are many cases when the adjective ending in *-ful* does not have the corresponding adjective ending in *-less*, and vice versa.

	<b>- ful</b>	<b>-less</b>
use		
skill		
harm		
care		
job		
end		
power		
home		
success		
pain		

**Exercise 2** The passage contains several words connected to life: *way of life*, *alive*, *standard of living*. Complete the sentences with these other related words.

lifestyle	live	livelihood	lively	living
-----------	------	------------	--------	--------

1. The Global Entrepreneurs Council met last week for a \_\_\_\_\_ debate on partnering with the UN to tackle the world's most challenging problems.
2. The \_\_\_\_\_ Aid benefit concerts were held in London and Philadelphia in 1985 and were organised by Bob Geldof.
3. Shortages of food and fuel in Kenya are sending the cost of \_\_\_\_\_ upwards.
4. *Africulture* is a new African \_\_\_\_\_ magazine that reports progressive African news, initiatives and trends.
5. Put simply, \_\_\_\_\_ means a person's ability to earn a living. It is also about everything that makes an impact on a person's life – education, health and access to food.

**Exercise 3** Complete the sentences using the correct form of the word in brackets.

1. Resolve not to be \_\_\_\_\_: whatever you have, spend less. (*poverty*)
2. Living on a council estate can be \_\_\_\_\_. (*misery*)
3. That family is in \_\_\_\_\_ need of food and lodging. (*urgency*)
4. We have to keep a \_\_\_\_\_ view of the problem. (*reality*)
5. \_\_\_\_\_ psychology is the study of how people's behavior and feelings are influenced by the presence of others. (*society*)

### **MAKE POVERTY HISTORY**

Make Poverty History is part of the Global Call to Action Against Poverty involving about 80 countries that aims to end the injustice of poverty. It is the largest anti-poverty movement in history.

The Make Poverty History Campaign (MPH) has as its centrepiece the achievement of the eight Millennium Development Goals (MDGs). These goals were agreed upon at the Millennium Summit in 2000 by 189 United Nations member states, including Australia, and aim to halve world poverty by the year 2015. But the clock is ticking! Every minute counts and urgent action is required to achieve the goals.

Although significant progress has been made on the goals, there are still one billion people living on less than US\$1 per day, and more than 820 million people going to bed hungry every single night. The international community must act now to ensure the MDGs are met by 2015.

By 2015 the Millennium Development Goals will:

**Eradicate extreme poverty and hunger**

Halve the proportion of people living on less than a dollar a day and those who suffer from hunger

**Achieve universal primary education**

Ensure that all children complete primary school

**Promote gender equality and empower women**

Eliminate gender disparity in all levels of education

**Reduce child mortality**

Reduce by two thirds the under-five mortality rate

**Improve maternal health**

Reduce by three quarters the proportion of women dying in childbirth and achieve universal access to reproductive health

**Combat HIV/AIDS, malaria and other diseases**

Halt and begin to reverse the spread of HIV/AIDS, and begin to reverse the incidence of malaria and other major diseases

**Ensure environmental sustainability**

Reverse the loss of environmental resources and halve the proportion of people without access to safe drinking water

Transform the lives of 100 million slum dwellers by 2020

**Secure a global partnership for development**

Address trade, debt, aid, public health and technology issues to promote economic growth and poverty reduction.

Address the special needs of least developed countries and small island developing states.

Caritas

<http://www.caritas.org.au>

**GLOSSARY**

**to aim** = mirare, aspirare

**centrepiece** = pezzo forte

**to halve** = dimezzare

**rate** = tasso

**\*education** = istruzione

**childbirth** = parto

**to halt** = fermare, bloccare

**to reverse** = invertire

**spread** = diffusione, trasmissione

**loss** = perdita

**safe** = sicuro, potabile

**slum dweller** = abitante quartiere povero

**LANGUAGE NOTES**

The idiom *The clock is ticking!* means that something has to be done quickly.

Some other expressions that use the same image are:

*She's forty and her biological clock is ticking.*

*We raced against the clock to get the job done on time.*

*Doctors worked around the clock to try and save the accident victim.*

The word *education* translates as “istruzione, formazione culturale”. The Italian term *educazione* translates as “upbringing”.

*To address an issue* means “to deal with” it. *To address an audience* means “to give a formal speech”.

**COMPREHENSION**

Say whether the following statements are True or False.

1. Make Poverty History is a UK-based movement.
2. MPH's mission is based on the MDGs established at the Millennium Summit.
3. The campaign hopes to achieve its goals in the next two decades.

4. One of the aims is to provide better housing for the poorest.
5. Little progress has been made so far in reducing poverty.

### VOCABULARY

**Exercise 4 Morphology.** Common negative prefixes in English are *un-*, *im-*, *in-*, *il-*, and *ir-*. Complete each word using one of the prefixes.

- |                   |                       |
|-------------------|-----------------------|
| 1. _____ justice  | 6. _____ employed     |
| 2. _____ legal    | 7. _____ measurable   |
| 3. _____ fair     | 8. _____ authorised   |
| 4. _____ possible | 9. _____ literate     |
| 5. _____ correct  | 10. _____ responsible |

**Exercise 5** Match the words from the text in column A to their synonyms in column B.

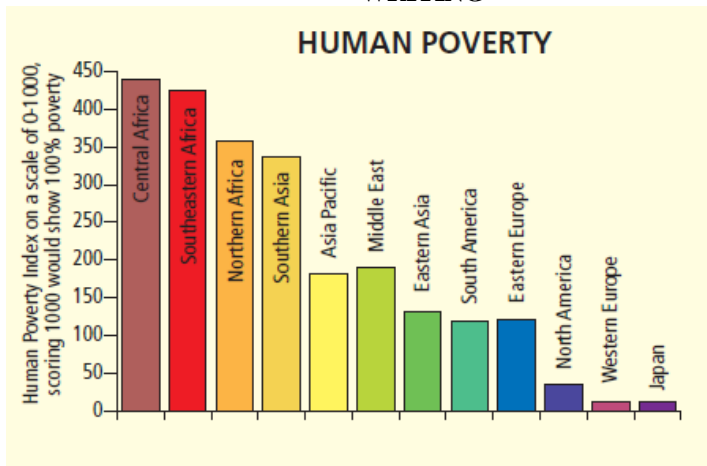
- |   |  |
|---|--|
| <p>A</p> <ol style="list-style-type: none"> <li>1. halt</li> <li>2. reverse</li> <li>3. halve</li> <li>4. eradicate</li> <li>5. ensure</li> </ol> | <p>B</p> <ol style="list-style-type: none"> <li>a. guarantee</li> <li>b. reduce by 50%</li> <li>c. turn round</li> <li>d. stop</li> <li>e. get rid of</li> </ol> |
|---|--|

**Exercise 6** The following adjectives describe economic conditions. Classify them under the correct heading.

affluent    broke    flush    hard up    loaded    needy  
penniless    poverty-stricken    wealthy    well-off

RICH	POOR

WRITING



**Exercise 7** Look at the graph then complete the following sentences using a word from the box.

also	as	both	likewise	similar
------	----	------	----------	---------

- \_\_\_\_\_ Central Africa and Southeastern Africa have a Human Poverty Index of about 450.
- \_\_\_\_\_, Northern and Southern Africa have an almost equal value.
- The indices of Eastern Asia, South America and Eastern Europe are \_\_\_\_\_.
- The index of Western Europe is \_\_\_\_\_ low as Japan's.
- North America \_\_\_\_\_ has a low index value.

Consult Appendix II for more information about describing trends.



**DISCUSSION**

Debate: Is the elimination of global poverty a realistic aim?

List some points for and against, and then discuss with a partner.

YES	NO

## UNIT 4            MIGRATION

### RIGHTS ON THE LINE: HUMAN RIGHTS WATCH

Many governments' immigration policies and protection gaps expose migrants to abuse, Human Rights Watch said in a report today in advance of International Migrants Day, December 18, 2010. The abuses include labor exploitation, violence, trafficking, mistreatment in detention, and killings, yet the nations involved offer limited recourse to seek justice, Human Rights Watch said.

The 48-page roundup of Human Rights Watch reporting on violations of migrants' rights in 2010, "Rights on the Line: Human Rights Watch Work on Abuses against Migrants in 2010," includes coverage of Africa, Asia, Europe, the Middle East, and the United States.

"Migrants are consistently among those at highest risk of abuse, but also among those least likely to have access to services or justice," said Nisha Varia, senior women's rights researcher at Human Rights Watch. "Many governments make things worse with policies that aggravate discrimination or make it hard for migrants even to approach authorities for help."

More than 215 million people live outside their country of birth, according to the United Nations. International migration helps fuel economies across the globe. The World Bank estimates that migrants sent home more than US\$440 billion in 2010, \$325 billion of which went to developing countries.

Many countries rely on migrant workers to fill labor shortages in low-paying, dangerous, and poorly regulated jobs. Human Rights Watch documented labor exploitation and barriers to redress for migrants in agriculture, domestic work, and construction in Indonesia, Malaysia, Kazakhstan, Kuwait, Lebanon, Saudi Arabia, Thailand, the United Arab Emirates, and the United States. Immigration sponsorship systems in many countries give employers immense control over workers and lead to migrants being trapped in abusive situations or unable to pursue redress through the justice system.

"Governments have begun to address abuse of migrant workers, including with strengthened employment contracts and labor law provisions," Varia said. "But these reforms have been slow and incremental, and governments have fallen especially short when it comes to making sure migrants know about and benefit from such changes."

Human Rights Watch also found that men, women, and children can risk their lives to cross borders, and may face abuse while in no-man's lands between border checkpoints, on the high seas, or at the international zones of airports. For example, Egyptian border guards shot dead at least 28 migrants attempting to cross the Sinai border into Israel in 2010. Human Rights Watch research on Italy, Libya, Hungary, Slovakia, Ukraine, Greece, Spain, and the European Union documented border control policies that flout international standards, fail to screen and provide appropriate services for vulnerable populations such as unaccompanied children, asylum-seekers, and trafficking victims, or subject migrants to poor conditions in detention. [...]

“The list of abuses against migrants in 2010 is long and grim,” Varia said. “Governments need to jump-start the pace of reforms to avoid another year filled with abuses and injustices.”

Human Rights Watch called on governments to focus during 2011 on improving protections for migrants, including ratifying the International Convention on the Rights of All Migrant Workers and Their Families. Human Rights Watch also urged governments to:

- Ensure that immigration and labor policies are designed to facilitate documented migration and do not disproportionately punish those without proper documents;
- Reform labor laws to extend comprehensive labor protections in poorly regulated types of employment often dominated by migrants, including domestic work and agriculture.
- Establish effective monitoring and complaint mechanisms, including translation services as needed, rigorously investigate complaints of abuse, irrespective of an individual's migration status, and take steps to resolve labor disputes and criminal proceedings in a timely manner;
- Establish legally enforceable standards to govern conditions of detention including access to medical care, and strengthen oversight to prevent and respond to abuses;
- Conduct independent reviews of expulsion policies and ensure that those subjected to forced removals have a right to appeal, based on individual review that does not discriminate on grounds of ethnicity or nationality;

- Develop comprehensive national strategies and strengthen international cooperation to combat trafficking, including access to services and rehabilitation for survivors.

© 2010 Human Rights Watch

<http://www.hrw.org/en/news/2010/12/12/global-flawed-policies-expose-migrants-abuse>

## GLOSSARY

**gap** = lacuna

**abuse** = maltrattamento

**in advance of** = prima di

**roundup** = riassunto

**coverage** = copertura

**according to** = secondo

**to fuel** = favorire

**redress** = risarcimento

**sponsorship** = sponsorizzazione

**to pursue** = inseguire

**redress** = riparazione

**labor law** = diritto del lavoro

**to fall short** = essere in difetto

**border** = frontiera

**no-man's land** = terra di nessuno

**checkpoint** = posto di controllo

**to shoot (shot, shot) dead** = colpire a morte

**to flout** = sfidare, farsi beffa di

**to screen** = sottoporre a dei controlli

**grim** = duro, spaventoso

**to jump-start** = dare una spinta

**complaint** = reclamo

**enforceable** = attuabile

**oversight** = negligenza

**removal** = espulsione

**right to appeal** = diritto di appello

**on grounds of** = sulla base di

**survivor** = superstite

## LANGUAGE NOTES

The word *abuse* can be translated in different ways: *physical abuse* (maltrattamento), *sexual abuse* (violenza carnale), *drug abuse* (uso di stupefacenti), *alcohol abuse* (abuso di alcolici), *verbal abuse* (ingiurie, insulti).

If something is “on the line” it is exposed to a chance of loss or damage: *He put his job on the line when he told the boss that he was wrong.*

The verb *to watch* means “to observe carefully or continuously”. As a noun, it is used also to refer to surveillance or guarding: *In the Neighbourhood Watch programme community members keep a look-out for neighbours and report suspicious activities to the police.*

A billion equals a thousand million (1,000,000,000): *un miliardo*. A trillion equals a million million (1,000,000,000,000): *un bilione*. See Appendix II for other numbers.

*High seas* is a term used to refer to oceans and seas outside of national jurisdiction. In international law, the Latin term *mare liberum* is often used to refer to oceans and seas open to vessels of all nations; *mare clausum* refers to a oceans and seas under the jurisdiction of one nation and closed to all others.

The verb *to fail* means “to be unsuccessful”: *He failed his exam. To fail to do something* means “to omit” (*mancare di fare*): *The health care system can sometimes fail to meet patients’ needs*.

*Convention* in this context refers to an international treaty or agreement on a specific subject. It can also mean a formal meeting or conference: *UNESCO’s Annual Convention on “Innovative Practices in ICT in Education” was held in Bangkok last year*.

The adjective *poor* means “with little wealth”. It can also mean “lacking in quality or inferior”: *a poor result = a bad result*. Therefore *poorly regulated jobs* are badly regulated.

The adjective *timely* means “at exactly the right time”: *The fight ended only with the timely arrival of the police*. The phrase *in a timely manner* means “as quickly as is reasonable in a particular situation”.

## COMPREHENSION

1. What is the subject of the Human Rights Watch report?
2. What does it say about government migration policies?
3. Does international migration help or impede developing country economies?
4. What kind of work do migrants generally carry out?
5. What does the report advise governments to do as regards migrants who may be expelled?

## VOCABULARY

**Exercise 1 Morphology.** The prefix *mis-* conveys the idea of “wrong” or “badly”. *To mistreat (mistreatment)* means “to treat badly”.

Complete the sentences with the appropriate word.

advised	understanding	conduct
	management	taken

1. You can be sacked for gross mis\_\_\_\_\_ like drinking at work or subjecting people to racial abuse.
2. Constant monitoring and control at every stage prevents project mis\_\_\_\_\_ and can save time and money.
3. We were mis\_\_\_\_\_ by the experts and made several bad decisions.
4. Dyslexia is a learning disability that is often mis\_\_\_\_\_ for laziness.
5. Mis\_\_\_\_\_ is likely to happen when there are significant cultural differences between people.

**Exercise 2 Nationalities**

The reading passage contains the names of many non-European countries. Use a dictionary to find the correct name of the people who come from these countries.

<b>Country</b>	<b>Person</b>
Bangladesh	<u>a Bangladeshi</u>
Burkina	_____
Burundi	_____
Gabon	_____
Israel	_____
Kazakhstan	_____
Kuwait	_____
Thailand	_____
Togo	_____
United Arab Emirates (UAE)	_____

**Exercise 3** Choose the correct preposition.

1. The whole country will benefit **for / from** the new recycling plant.
2. Immigrants often rely **from / on** temporary jobs.
3. According **to / at** a poll, most Americans believe the government should block illegal immigrants at the border.
4. The Migration Advisory Committee will report **in / on** Family Migration to the government.
5. Undocumented immigrants should have access **at / to** health care, says a medical organisation in San Diego.

### **SOCIAL WORK WITH UNACCOMPANIED ASYLUM-SEEKING YOUNG PEOPLE**

In the UK there are currently some 5,000 unaccompanied asylum-seeking young people who are being looked after or supported by local authorities. Many of them are cared for by social workers who are legally obliged to ensure that they receive the same quality of care and protection that indigenous young people with similar needs would receive. In some respects these young people present a fresh version of familiar challenges and dilemmas for social workers. Separation and loss are fundamental parts of any unaccompanied child's story, as for many young people that social workers care for. Providing care and protection to unaccompanied asylum seekers from overseas, however, presents a number of additional, different challenges.

Many of them have faced, and still face, great uncertainties: in relation to their past, often as suddenly uprooted migrants; in the present, as young people who may not always receive high quality substitute care; and in the future, as asylum applicants waiting to hear about their bid for citizenship. They have to survive in an unfamiliar context, with strange habits, rules, language and customs. Their families may have sent them far away to escape danger, leaving the young people with a complex and sometimes burdensome message about what their families think about them. The young people may or may not know what they have to do for themselves. The stages of arrival, settlement and achieving citizenship may test their resilience in profound ways as they integrate into new environments and move away from the old.

Achieving citizenship is not enough. They may, like other migrants, have been urged by their families to succeed academically and financially. Unlike economic migrants, however, their asylum claims may be jeopardized by revealing any economic sub-text to their flight. They may have learned to present the simplest, most acceptable version of their reasons for flight and thus may become silent about the complex circumstances of their departure.

Social workers need to ask themselves:

- How can we learn about an unaccompanied asylum seeker's life before separation?
- How should we deal with silence?
- How can we meet the needs of unaccompanied minors for a family, a social network, health care, education and a durable sense of self worth?
- Do we know enough concerning the legal, political and research issues related to refugees?
- How can we plan for resettlement, reunification with families of origin, or, where necessary, repatriation?

Current evidence suggests that the chronic uncertainty about getting refugee status so dominates the lives of unaccompanied young people that it undermines their confidence about the future. Social workers familiar with the need to think about threats of social exclusion for young people leaving care are faced with the additional challenge of denial of citizenship for at least some of their unaccompanied young people.

Ravi Kohli

Forced Migration Review

<http://www.fmreview.org/FMRpdfs/FMR12/fmr12.11.pdf>

## GLOSSARY

**asylum-seeking** = chi richiede asilo politico

**need** = esigenza

**loss** = perdita

**from overseas** = dall'estero

**uprooted** = sradicato

**applicant** = richiedente

**bid** = tentativo, richiesta

**to send (sent, sent)** = inviare

**to escape** = sfuggire

**danger** = pericolo

**burdensome** = oneroso, gravoso

**settlement** = inserimento

**to achieve** = ottenere

**to test** = mettere alla prova

**resilience** = resistenza

**to urge** = incoraggiare

**to succeed** = riuscire, avere successo

**claim** = richiesta

**to jeopardize** = minacciare

**sub-text** = dimensione

**flight** = fuga

**reason** = motivo

**departure** = partenza



**minor** = minorenne  
**durable** = duraturo  
**self-worth** = autostima  
**evidence** = prove

**undermine** = minare, indebolire  
**confidence** = sicurezza  
**denial** = rifiuto, diniego

## LANGUAGE NOTES

The phrase *some 5,000 people* is one way of expressing an approximate quality. Other such words are *about, roughly, approximately, around*: *Last year, in the US, about 9.6 million immigrants came from Mexico, approximately 1.9 million from China and around a million from Canada.* The word *circa*, usually abbreviated to *c.* or *ca.*, usually refers to a date: *My grandfather immigrated to New Zealand in circa 1900.*

The word *like* is used for comparisons: *He acts like a professional* (Agisce come (da) professionista). Note also the opposite *unlike*: *They are quite unlike each other* (Non si assomigliano affatto).

The modal auxiliary verb *may* is used to express possibility: *Their families may have sent them far away.*

The term *minor* is used to refer to a person under the age of majority.

The word *evidence* is generally used as an uncountable noun: *There is a lot of evidence against him.* The word *proof* is also mainly used as an uncountable noun: *Do you have any proof of identity?*

## COMPREHENSION

Choose ONE of the alternatives.

1. The article deals with the problem of young migrants who wish to ...
  - a. repatriate.
  - b. become British citizens.
  - c. find a job.
  
2. The problems of young migrants are ...
  - a. the same as the problems of young people in general.
  - b. more complex than those of young people.
  - c. difficult to ascertain.

3. One of the greatest problems for young migrants is ...
  - a. the continuous feeling of insecurity.
  - b. to integrate into society.
  - c. to do well academically.
  
4. The phrase “economic sub-text” refers to the young migrant’s ...
  - a. reasons for leaving their country of origin.
  - b. past history.
  - c. real economic position.
  
5. The writer believes in general that social workers should try to ...
  - a. reunite the young migrants with their families of origin.
  - b. find a balance between the general and specific needs of the young migrants.
  - c. understand the young migrant’s material needs.

### VOCABULARY

**Exercise 4 Morphology.** The suffix *-ship* is used to create an abstract noun from a concrete noun: *friend* (amico) > *friendship* (amicizia). Complete the sentences with the appropriate noun.

citizenship	membership	ownership
	partnership	relationship

1. The European Union’s \_\_\_\_\_ grew to 27 in 2007.
2. In a business \_\_\_\_\_ one or more businesses work together to share profits and losses.
3. Property \_\_\_\_\_ laws may vary widely among countries.
4. He has applied for British \_\_\_\_\_.
5. Ask our experts for \_\_\_\_\_ advice.

**Exercise 5** Complete the sentences with the correct preposition.

about (x2)	after	for	with
------------	-------	-----	------

1. Young immigrants need to learn how to look \_\_\_\_\_ themselves.

2. Social workers hear \_\_\_\_\_ very shocking experiences the young migrants have had.
3. Young immigrants need to be cared \_\_\_\_\_.
4. It is hard to deal \_\_\_\_\_ new customs and a new language.
5. Sometimes immigrants don't know \_\_\_\_\_ the services available for them.

**Exercise 6** Match the terms with the correct definition taken from the UNESCO glossary of migration related terms.

Asylum seekers	Immigrants Refugees	Internally displaced persons Slaves
----------------	------------------------	--

1. \_\_\_\_\_ leave their country because they have no other choice and fear for their own life or safety or that of their family.
2. \_\_\_\_\_ are those forced to move within their own country because of war, persecution or environmental disasters, rather than cross national borders.
3. \_\_\_\_\_ are people whose have reached another country and have submitted or will submit claims for refugee status.
4. \_\_\_\_\_ are people who move from one place to another to live, and usually to work, either temporarily or permanently.
5. \_\_\_\_\_ are owned or controlled by another person, their movements are restricted and they are not free to leave or change their employer.

## WRITING

### Modifying Connectives: Contrasting

There are several ways of combining two opposing or contrasting statements.

- 1) Asylum-seeking young people are looked after by local authorities. 2) They may not always receive high quality substitute care.

*but* (general and informal)

Asylum-seeking young people are looked after by local authorities, *but* they may not always receive high quality substitute care.

*however* (more formal and emphatic)

Asylum-seeking young people are looked after by local authorities. *However*, they may not always receive high quality substitute care.

*although/though* + *subject* + *verb* (concession)

*Although* asylum-seeking young people are looked after by local authorities, they may not always receive high quality substitute care.

Asylum-seeking young people may not always receive high quality substitute care *although* they are looked after by local authorities.

*despite (in spite of)* + *noun/pronoun/gerund* (emphatic concession)

*Despite* the fact that asylum-seeking young people are looked after by local authorities, they may not always receive high quality substitute care.

*Despite* asylum-seeking young people being looked after by local authorities, they may not always receive high quality substitute care.

**Exercise 7** Join these pairs of sentences using one of the connectives above.

1. Britain spends £946 a year on health care per person. The health service is inadequate.
2. The number of patients has risen to 14 million a year. The number of nurses is dropping.
3. Waiting times for treatment are short. Almost 500 patients a year die waiting for treatment.
4. More people with AIDS are being cared for at home. Doctors are not always happy about this.
5. People with AIDS are often more comfortable at home. It creates a lot of work for the family.

## DISCUSSION

Thousands of people apply for asylum in Italy every year. Find out the answers to the following questions and discuss with a partner whether the procedures and treatment are sufficient. If not, what more could be done?

Who can apply for asylum in Italy?

What are the rights of asylum seekers?

What are asylum seekers not entitled to?

What happens if an applicant is not recognized as a refugee?

## UNIT 5            DISABILITY RIGHTS

### EU COMMISSION'S DISABILITY STRATEGY

*Justice Commissioner Vivianne Reding Unveils EU Commission's Disability Strategy For The Next Decade*

**Disabled Europeans must receive equal treatment and have equal access in all spheres of life is the main thrust of the European Commission's new disability strategy which was unveiled in Brussels earlier today.**

One in six people in the European Union – around 80 million – have a disability that ranges from mild to severe. Over one third of people aged over 75 have disabilities that restrict them to some extent. These numbers are set to rise as the EU population grows progressively older. Most of these people are all too often prevented from fully participating in society and the economy because of physical or other barriers, as well as discrimination

While ambitious, doubts persist over the impact the strategy would have on the ground. Nevertheless, it is a comprehensive strategy that sets out how European institutions and member states should look to empower Europeans with disabilities. A key goal of the Commission's strategy is to align the EU with the United Nations Convention on disability. So far the track record for Europe has been rather poor. Even though all 27 member states signed up to the convention in 2007, only 16 have ratified it so far.

“To fully participate in our society and economy, people with disabilities need to have easier access to public buildings, public transport and to digital services,” Justice Commissioner Viviane Reding said.

According to the Commission, this new strategy would not only address societal challenges but also have a significant economic impact - the current estimated annual market for assistive devices and services in the EU is 30 billion Euros which would grow considerably, the Commission expects.

The EU strategy focuses on empowering people with disabilities to enjoy their rights on an equal basis with others and on removing obstacles in everyday life. The main actions are:

- Accessibility initiative: considering how to use standardisation, public procurement or state aid rules to make all goods and services accessible to people with disabilities while fostering an EU market for assistive devices (“European Accessibility Act”). This market is expected to grow

considerably in the coming years, following the experience in the United States;

- Participation: making sure that persons with disabilities and their families exercise their EU citizenship rights on an equal footing through the mutual recognition of disability cards and related entitlements; facilitating the use of sign language and Braille when exercising EU citizens' electoral rights or dealing with EU institutions; promoting an accessible format of websites and copyrighted works, such as books;

- Funding: ensuring that EU programmes and funds in policy areas relevant to people with disabilities are used to promote sound working conditions for professional and informal care providers and develop personal-assistance schemes;

- More cooperation between Member States (through the High Level Group on Disability) and civil society: providing a forum for the exchange of data and policy coordination, in particular on the portability of rights, such as the right to personal assistance;

- Awareness-raising: raising public awareness of disability and accessibility, such as through the European award for accessible cities;

- Data collection and monitoring: improving knowledge about the situation of people with disabilities in Europe and the barriers they face in their everyday lives while also identifying and promoting successful support structures put in place by Member States at national level.

Commissioner Reding added: "A very effective option for achieving this is to develop standards for accessible goods and services at European level and to use public procurement to promote accessible public buildings. Similar measures have been both a societal and an economic success in the United States. We also need to ensure that people do not face additional hurdles when they cross a border: a person with a recognised disability who decides to move to another country should be able to enjoy the same benefits as in his home country, such as a free or reduced-cost public transport. My goal is a truly barrier-free Europe for persons with disabilities by 2020."

e-Gov Monitor

<http://www.egovmonitor.com/node/39432>

## GLOSSARY

**thrust** = senso, significato

**to unveil** = presentare

**to be set to** = stare per

**to set out** = illustrare, esporre

**so far** = finora

**track record** = precedente

**device** = dispositivo, congegno

**procurement** = approvvigionamento

**aid** = aiuto

**to foster** = incoraggiare

**to exercise** = esercitare, far valere

**entitlement** = diritto

**copyrighted** = protetto da copyright

**funding** = finanziamento

**sound** = solido

**to raise awareness** = sensibilizzare

**award** = premio

**barrier** = barriera

**hurdle** = ostacolo

## LANGUAGE NOTES

The prepositions *over* and *under* are used to indicate age: *As many as 7.5 million Facebook users are under the legal age of 13.*

*All too often.* This expression is used to express sadness or regret because something happens more often than you think it should: *All too often parents leave their children at home alone* (fin troppo spesso).

An *assistive device* is any device designed or adapted to help people with physical or emotional disorders to perform actions, tasks, and activities.

The phrase *on an equal footing* means “in the same state or condition”: *The new law puts women on an equal legal footing with men.*

The adjective *social* refers broadly to interpersonal relationships: *He’s got no social skills.* The adjective *societal* has a more restricted meaning and refers to the structure, organization, or functioning of society: *The common factors that contribute to societal collapse are economic, environmental, social and cultural.*

## COMPREHENSION

Say whether the following statements are True or False.

1. The main aim of the Strategy is to remove all barriers for the disabled in the next 2 decades.
2. The number of disabled people in the EU is increasing.



3. All members of the EU respect the UN Convention on disability.
4. The introduction of the strategy could favour the economy in the EU.
5. The US is expected to follow the EU's example.

## VOCABULARY

**Exercise 1** Find words in text that mean the following:

1. major
2. past performance
3. promoting
4. prerogatives
5. native

**Exercise 2** Complete the sentences with the adjective form of the word in brackets.

1. The company made their website \_\_\_\_\_ for people with impaired vision. (*to access*)
2. Poverty is a serious \_\_\_\_\_ problem in the US. (*society*)
3. There are many \_\_\_\_\_ relationships which exist within an organisation (*to work*)
4. These websites can provide you with \_\_\_\_\_ information on disability insurance. (*to add*)
5. A lawyer will make a \_\_\_\_\_ disability claim more likely. (*to succeed*)

**Exercise 3 Morphology.** The suffix *-free* is added to nouns to form an adjective: *a barrier-free Europe*. Complete the sentences with the most appropriate word from the box.

duty	interest	rent	sugar	work
------	----------	------	-------	------

1. They agreed to let us live in the flat \_\_\_\_\_-free.
2. Many banks are now offering \_\_\_\_\_-free overdrafts to students.

3. Food marketers spend millions to attract the health-conscious consumer by launching \_\_\_\_\_-free food.
4. At \_\_\_\_\_-free shops everyone can discover fantastic savings compared to high street prices on a wide range of products.
5. More than 70 organisations are urging EU authorities to ensure that Sunday is a \_\_\_\_\_-free day.

## PARALYMPICS

In 1948, Sir Ludwig Guttmann organized a sports competition involving World War II veterans with a spinal cord injury in Stoke Mandeville, England. Four years later, competitors from the Netherlands joined the games and an international movement was born. Olympic style games for athletes with a disability were organized for the first time in Rome in 1960, now called Paralympics. In Toronto in 1976, other disability groups were added and the idea of merging together different disability groups for international sport competitions was born. In the same year, the first Paralympic Winter Games took place in Sweden.

Today, the Paralympics are elite sport events for athletes with a disability. They emphasize, however, the participants' athletic achievements rather than their disability. The movement has grown dramatically since its first days. The number of athletes participating in Summer Paralympic Games has increased from 400 athletes from 23 countries in Rome in 1960 to 3,951 athletes from 146 countries in Beijing in 2008.

The Paralympic Games have always been held in the same year as the Olympic Games. Since the Seoul 1988 Paralympic Games and the Albertville 1992 Winter Paralympic Games they have also taken place at the same venues as the Olympics. On 19 June 2001, an agreement was signed between the IOC and the IPC securing this practice for the future. From the 2012 bid process onwards, the host city chosen to host the Olympic Games will be obliged to also host the Paralympics.

## GAMES PRINCIPLES

### 1. Quality

The essential principles with respect to grade of excellence; accomplishment and/or attainment.

**Elite** – Representing the highest athlete performances in the context of the specific sport.

**Exciting** – Providing a vibrant and energizing atmosphere that is entertaining in the context of each sport, yet creates a collective motivational atmosphere that is attractive to spectators and media.

**Inspirational** – Creating a distinct opportunity for personal experience/reflection that acts as a catalyst for change through showcasing the extraordinary perseverance of the human spirit through athleticism.

**Fair Play** – Driving collective values of the IPC ensuring that the spirit of fair play prevails, that the health risks of athletes are managed, that fundamental ethical principles are upheld, that prejudice and discrimination are not tolerated and that all forms of cheating are discouraged and dealt with sternly.

## 2. Quantity

The principles that establish parameters and/or conditions necessary for success.

**Viable** – Ensuring operational and programmatic capability in the context of the IPC's obligations to its relationship with the IOC and considering the impact on the POC/OCOG (e.g. financially, cost effective, manageable, number of training and competition venues, safety, risk management).

**Sustainable/Dynamic** – Ensuring a healthy and stable programme (components of the sport) that allows forecasting (foresight) and ongoing evaluation. – “Stable enough to be sustainable, and dynamic enough to meet the needs of the present and the future.”

## 3. Universality

The collective principles or conditions that ensure and reflect a diverse movement.

**Equitable** – ensuring that gender representation and the type and extent of disabilities represented at the Games are taken as a fundamental factor in establishing the Games framework.

**Global** – Establishing a framework that strives to ensure regional representation and global nature of the Games.

**Balance** – Weighing and positioning the types of sports and competitors included based on the nature of the sports/disciplines (e.g. individual versus team; power versus precision; speed versus endurance, combat versus artistic).

International Paralympic Committee

[http://www.paralympic.org/Paralympic\\_Games/](http://www.paralympic.org/Paralympic_Games/)

## GLOSSARY

<b>*injury</b> = infortunio	<b>to drive (drove, driven)</b> = trasmettere
<b>to join</b> = unirsi a	<b>to manage</b> = gestire, amministrare
<b>to merge</b> = fondere, incorporare	<b>to uphold (upheld, upheld)</b> = difendere, sostenere
<b>to emphasize</b> = sottolineare	<b>cheating</b> = imbroglio
<b>achievement</b> = successo	<b>to deal (dealt, dealt) with</b> = trattare
<b>to take (took, taken) place</b> = avere luogo	<b>sternly</b> = severamente
<b>venue</b> = luogo, sede	<b>viable</b> = fattibile
<b>to host</b> = ospitare	<b>forecasting</b> = previsione
<b>accomplishment</b> = risultato	<b>foresight</b> = lungimiranza
<b>attainment</b> = raggiungimento	<b>equitable</b> = equo, giusto
<b>performance</b> = prestazione, rendimento	<b>to strive (strove, striven)</b> = cercare, sforzarsi
<b>entertaining</b> = divertente, piacevole	<b>to weigh</b> = soppesare
<b>to showcase</b> = mettere in mostra	<b>speed</b> = velocità
<b>athleticism</b> = atleticità	

## LANGUAGE NOTES

A *host* is a person who receives or entertains other people as guests; *hostess* is the feminine form (padrone/a di casa). It is also the presenter of a radio or television programme (conduttore/conduuttrice). An *air hostess* works on an airplane, although the term *flight assistant* is more commonly used today (assistente di volo). A *guest* is a person who is invited to visit someone's home or attend a social or official function (ospite, invitato).

Note the difference in pronunciation between the adjective *able* (to be able): /'eɪbəl/ and the suffix *-able*: /əbəl/.

The verb *to drive* (guidare) can also be used to mean “to propel, to force to move in a particular direction” (spingere, condurre): *He was driven by ambition; a data-driven study.*

The Latin word *versus* is used in English to link two or more opposing or contrasting elements. The abbreviated forms *v.* or *vs.* are often used: *Roe v. Wade was a landmark controversial decision by the United States Supreme Court on the issue of abortion.*

Note the difference between *security* “a feeling of being safe and free from worry”: *He loves the security of a loving family* and *safety* “the state of being safe from harm”: *Your personal safety is at risk with your violent husband.*

## COMPREHENSION

1. Who were the first competitors to take part in a competition for the disabled?
2. When were athletes with different disabilities first grouped together?
3. When and where are the Paralympic games held?
4. What is meant by “viable” as regards the Paralympics principles for quantity?
5. What is the Paralympics framework as regards equitable principles?

## VOCABULARY

### Exercise 4 Reasonable adjustments

Under the Equality Act 2010, service providers have to make reasonable adjustments for disabled people in the way they deliver their services. Match the adjustments with the person they are designed to assist.

1. A person who is deaf or hard of hearing \_\_\_\_\_
  2. A person with a mental health condition \_\_\_\_\_
  3. A person with a learning disability \_\_\_\_\_
  4. A person with a mobility impairment \_\_\_\_\_
  5. A person who is blind or has vision impairment \_\_\_\_\_
- a. ‘To do’ lists or checklists
  - b. Additional training, supervision and support
  - c. Larger, well-defined signage
  - d. Ramp at the entrance to a building which has steps
  - e. Text telephone

### Exercise 5 Verbs and sports

The verb *play* is used with ball sports or competitive games where we play against another person; *do* is used for a recreational activity or a non-team sport that does not use a ball; *go* is used with activities that end in *-ing*.

Complete the sentences with the correct verb: *play, do* or *go*.

1. I like to \_\_\_\_\_ bowling.
2. Jim likes to \_\_\_\_\_ basketball.
3. Mary likes to \_\_\_\_\_ skiing.
4. We like to \_\_\_\_\_ hiking.
5. They usually \_\_\_\_\_ karate.

**Exercise 6** Match each icon with the sport it represents.



Archery    Boccia    Equestrian    Rowing    Shooting  
 Swimming    Table Tennis    Wheelchair Basketball

**Disabilities and Political Correctness**

When referring to people with disabilities, it is important to avoid terms that may cause offence. Here is a list of a few terms to use and not to use:

**Do not use**

- cripple
- handicap
- mental handicap
- confined to a wheelchair
- deaf and dumb
- victim of, suffering from
- amputee
- blind

**Preferred Use**

- disabled person, differently abled person
- disability
- person with learning difficulties
- wheelchair user
- deaf, partially deaf, hard of hearing
- person who has, person with
- person who has lost a limb
- person with impaired vision

**Exercise 7** Match these light-hearted politically correct terms:

- |           |                            |
|-----------|----------------------------|
| 1. bald   | a. differently weighted    |
| 2. dead   | b. mental explorer         |
| 3. dwarf  | c. biologically challenged |
| 4. insane | d. comb-free               |
| 5. fat    | e. vertically challenged   |

## **DISCUSSION**

Consider the following questions, and discuss them with a partner.

How can we ensure disabled people are safe and feel like they fully belong in their communities?

How can disabled people be equipped with the skills to play an active role in society?

How can we ensure that disabled people are in control of their own lives?

How can we reform the welfare state so that it supports independence rather than creating dependence?

## UNIT 6            GENDER EQUALITY

### **MOTION FOR A EUROPEAN PARLIAMENT RESOLUTION on equality between women and men in the European Union – 2010 (2010/2138(INI)) – EXPLANATORY STATEMENT**

The current economic, financial and social crisis is having disastrous repercussions for employment, living conditions and our societies at large. Women have been severely affected by the crisis, particularly in terms of their working conditions, their access to employment, their place in society as a whole and gender equality. The Commission rightly listed, in its 2010 annual report, the remaining challenges we have to address regarding gender equality as we emerge from the crisis.

Your rapporteur stresses the need for a targeted response addressing the real effects of the crisis on women, which concerned, first and foremost, female employment. As a whole, women's employment was affected later than men's because women make up the majority of the workforce in sectors that were initially more resistant to the crisis (health, education, social welfare, etc.). The effects on these sectors, however, could well prove longer lasting, thus making women's employment less secure than men's. Women have therefore been hard hit in terms of their working or recruitment conditions and access to employment and could see their circumstances get worse if specific measures are not implemented quickly. Indeed, women remain relegated to part-time work on fixed-term contracts with often insufficient pay and are, for the most part, at a disadvantage on the labour market. Gender equality in employment needs to become an established reality, rather than merely a trend. It is therefore important that the governments of the Member States and the Commission continue to implement gender equality policies and refrain from reducing the budgets earmarked for them.

However, the crisis should not be seen from a wholly negative perspective. It should be seen as a chance for governments to ask the right questions and look at their policies in a new light. The crisis must be the catalyst for us to reconsider the respective roles of men and women in our societies, a process that would entail, among other things, fully incorporating gender equality into all policies. This ideal of equality should be achieved by means of concrete, lasting measures notably concerning education. Children must be familiarised with the principle of gender equality from a very early age so as to banish sexist stereotypes. Whether in the form of ongoing information programmes, awareness-raising campaigns or guiding boys and girls away from



sectors traditionally reserved either for men or for women, education and training for young people is the key to equality.

Your rapporteur would also like to stress the importance of the role of women in decision-making positions, which are traditionally the preserve of men. Whether on the boards of publicly listed companies or in the world of politics, women must be able to attain posts in line with their skills. Although often better qualified than men, women are sometimes denied access to positions of responsibility, leading to a mismatch between their levels of training and their status.

There is also a need to strengthen the gender dimension in the fight against poverty. As 2010 is the European Year for Combating Poverty, particular attention should be paid to the most vulnerable groups of women. Specific measures should be taken to stop women vulnerable on account of a disability or their status as immigrants or minorities falling into precarious situations, and to facilitate their integration into society. Your rapporteur therefore advises the Commission that a significant part of the EU strategy on Roma inclusion should concern the integration of Roma women.

The promotion of equality also involves combating violence against women. All forms of physical, sexual or psychological violence, however serious, must be combated and condemned. Combating gender-based violence entails launching awareness-raising campaigns and teaching children and young people about the horrors of this violence. Condemning gender-based violence entails defining it in the eyes of the law and ensuring that the punishment fits the crime. For example, acid attacks are a form of violence that is still regrettably prevalent in certain Member States. Taboos continue to be associated with certain forms of violence in our societies. Information on these forms of violence is scarce and there is, therefore, little awareness of their psychological or physical consequences which are, however, considerable.

[http://www.europarl.europa.eu/meetdocs/2009\\_2014/documents/femm/pr/834/834921/834921en.pdf](http://www.europarl.europa.eu/meetdocs/2009_2014/documents/femm/pr/834/834921/834921en.pdf)

## GLOSSARY

**to list** = elencare

**rapporteur** = relatore

**targeted** = mirato a

**to make (made, made) up** = comporre

**to hit (hit, hit)** = colpire

**recruitment** = assunzione, ingaggio

**fixed-term** = a tempo determinato

**to earmark** = assegnare

**lasting** = duraturo

**to banish** = bandire, eliminare

**ongoing** = continuo

**to stress** = sottolineare

**preserve** = campo

**mismatch** = discrepanza

**to strengthen** = potenziare, rafforzare

**\*to advise** = raccomandare, consigliare

**to concern** = riguardare

**to entail** = comportare, implicare

**to fit** = corrispondere a

**regrettably** = purtroppo

## LANGUAGE NOTES

The term *rapporteur* (derived from French) is used in international and European legal and political contexts to refer to a person appointed by a deliberative body to investigate an issue or a situation. In this context, it refers to the author of a report prepared by a committee of the European Parliament.

The expression *first and foremost* means “first of all, most importantly”: *The priorities of the Refugee Council are children first and foremost.*

The verb *to make up* can have different meanings. In this context, it means “to compose”. It can mean “to invent”: *He made up a ridiculous story.* It can also mean “to apply cosmetics”: *She made herself up very carefully.*

The verb forms *combating* and *combated* are usually spelled with a single *t*, although the spellings *combatting* and *combatted* are also correct.

A *publicly listed company* is a company that has issued shares to the public (and thus has public ownership) and is now listed on a stock exchange (società quotata in borsa).

The phrase *The punishment should fit the crime* translates as *La pena dovrebbe essere commisurata al reato.*

The *Roma* (rom) are also known as gypsies and live primarily in Central and Eastern Europe.

The verb *to advise* translates as *consigliare* rather than *avvisare* (to inform, to warn). *Advice* is one of the several nouns that are countable in Italian but uncountable in English. They have no plural form and the verb that follows them is always singular: *His advice is always good.*

The indefinite article *a* is never used:

*I'd like some advice. Have they given you any advice?*

If it is necessary to specify the singular, the expression *a piece of* may be used: *He gave me a piece of good advice.*

Some other uncountable nouns in English are: *behaviour, business, furniture, information, luggage/baggage, money, music, news, progress, travel, research, work.*

## COMPREHENSION

Choose ONE of the alternatives.

1. The main aim of the text is to urge governments to ...
  - a. give more jobs to women.
  - b. promote equality for women in all sections of society.
  - c. make people aware of gender equality.
2. According to the text, the current crisis has hit hardest women's ...
  - a. living conditions.
  - b. employment.
  - c. position in society.
3. Women's jobs were affected later than men's because ...
  - a. the sectors in which they worked were more secure initially.
  - b. women last longer in jobs than men.
  - c. specific measures were implemented to help women.
4. The text recommends the European governments to ...
  - a. introduce gender equality policies.
  - b. make gender equality policies permanent.
  - c. follow gender equality trends.
5. According to the text, the current crisis...
  - a. offers the chance for governments to examine their gender policies.
  - b. has a negative impact on education.
  - c. has a positive impact on the role of women in high level jobs.

## VOCABULARY

**Exercise 1** Find words in text that mean the following:

1. fairness
2. deal with
3. get rid of

4. make stronger
5. limited

**Exercise 2** Complete the sentences with the appropriate word to form compounds with the word *pay*.

day	freeze	gap	rise	scale
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1. UNISON health workers have rejected a two-year pay \_\_\_\_\_.
2. The gender pay \_\_\_\_\_ is the difference between male and female earnings
3. Follow our quick advice on how to get a pay \_\_\_\_\_.
4. A pay \_\_\_\_\_ loan is a small, short-term loan that is intended to cover a borrower's expenses until his or her next pay day.
5. A range of wage levels, varying according to job title, salary or length of service, is called a pay \_\_\_\_\_.

**Exercise 3 Uncountable nouns.**

Correct the mistakes in the following sentences.

1. We didn't earn many money working in America.
2. You are making great progresses in your English.
3. Put the luggages in the hall.
4. They gave me a useful information.
5. The news are not good.

**UN SAYS SEXUAL DISCRIMINATION IS RIFE IN BRITAIN**

British women are under-represented in Parliament, paid less than men at work and increasingly being sent to prison for committing minor offences, a report on sex discrimination has found. The report, which was published by an influential committee of the United Nations, paints a damning picture of daily life for women living in the UK who continue to fight for a fairer deal in society.

Calling on Britain to do more to improve the standing of women, the committee argues for “benchmarks and concrete timetables” to increase the number of women in political and public life and to use “special measures” to promote women to positions of leadership. Only one in five members of the House of Commons and the House of Lords is a woman.

The UN’s Convention on the Elimination of All Forms of Discrimination against Women is also critical of what it describes as “gender segregation” in the workplace. In its report it says that its members are concerned about the “persistence of occupational segregation between women and men in the labour market and the continuing pay gap, one of the highest in Europe”.

The average hourly earnings of full-time female employees amount to approximately 83 per cent of men’s earnings, according to the findings. In its report, the UN also highlights the need for greater measures to tackle violence against women and the practice of forced marriages.

Amnesty International UK highlighted the committee’s concerns about the discrimination against asylum-seekers. Liz McKean, Amnesty International’s gender policy adviser, said: “We’re delighted that the UN committee underlined the UK’s need to review its policy to protect women who are victims of violence but who currently have ‘no recourse to public funds’ because of their insecure immigration status ... We would urge the UK Government to heed the United Nations’ call to re-assess their policy so as to ensure that all women, regardless of their status, can access adequate protection and the support they need.”

Amnesty said that it strongly supported the committee’s recommendation that the British Government implement a national strategy to eliminate violence against women and girls. It added: “We would urge the Government to heed the recommendations offered by the UN committee and to redress these failings.”

Although the committee acknowledges the work already done by the Government in bringing in new laws and policies to combat discrimination in public life and the workplace, the committee wants to see more being done across a broad number of issues.

It recommends: “To that end, the committee urges the state party (UK) to increase the availability of training and capacity-building programmes for women wishing to enter or already in public office.” The report also highlights the treatment of women in prison. The authors say too many women are being

sent to jail for failing to pay their TV licences or committing other minor offences.

The committee urges the Government to “intensify its efforts to reduce the number of women in conflict with the law, including through targeted prevention programmes aimed at addressing the causes of women’s criminality.”

Specifically, the UN wants to see “alternative sentencing and custodial strategies, including community interventions and services, for women convicted of minor offences”.

Robert Verkaik, Law Editor  
The Independent Newspaper  
<http://www.independent.co.uk/news/uk/home-news/un-says-sexual-discrimination-is-rife-in-britain-915800.html>

## GLOSSARY

**rife** = diffuso

**offence** = reato

**to paint a picture** = rappresentare

**damning** = incriminante

**fair deal** = trattamento equo

**standing** = posizione

**benchmark** = punto di riferimento

**timetable** = programma

**workplace** = luogo di lavoro

**pay gap** = differenza di stipendio

**earnings** = salario, stipendio

**to highlight** = mettere in rilievo

**to tackle** = affrontare

**to urge** = raccomandare

**to heed** = tenere conto di

**to re-assess** = riesaminare

**to redress** = riparare, compensare

**failing** = lacuna

**to acknowledge** = riconoscere

**custodial strategy** = strategia detentiva

**community intervention** = lavoro socialmente utile

**to be convicted** = essere condannato

## LANGUAGE NOTES

In everyday English, *to argue* means “to exchange conflicted views in an intense way” (litigare): *I argued with my parents last night*. In formal English, *to argue* means “to give reasons in support of a certain position” (sostenere, argomentare). You can argue *for* (a favore di) or *against* (contro) an idea or position.

The expression *to that end* means “for that purpose”: *He wanted to discuss his position, and arranged a meeting to that end.*

In legal English, *party* refers to a person or organisation that takes one side in an agreement (parte). In other contexts, a *party* can be a social event (festa), a group (comitiva) or a political organization (partito).

*Public Office* is an official position of authority (incarico pubblico). Also *to hold office* (essere in carica) and *to stand/run for office* (essere candidato alle elezioni): *Barack Obama is the first African American to hold the office of President of the United States.*

The word *jail* (prigione, carcere) is also spelled as *gaol* in British English, with the same pronunciation. A *jail sentence* is a punishment of time in jail (condanna alla reclusione). The verb *to sentence* means to declare the punishment: *The judge sentenced the convicted to 10 years in prison.*

The word *custody* has two principal meanings. *To be in custody* mean to be in jail (in detenzione). *Custody* of a minor is instead protective care (affidamento).

## COMPREHENSION

Say whether the following statements are True or False.

1. The article concerns the condition of women in the EU.
2. The report says that women in the UK are discriminated against in many sectors of society.
3. According to the report, not all women who are victims of violence get the help they need.
4. Amnesty International UK wants the Government to introduce new laws to fight discrimination against women.
5. The report says that too many women who commit minor offences are going to prison.

## VOCABULARY

**Exercise 4** Match the words from the text in column A to their synonyms in column B.

A

1. deal

B

a. wages

- |             |               |
|-------------|---------------|
| 2. standing | b. weaknesses |
| 3. earnings | c. treatment  |
| 4. tackle   | d. deal with  |
| 5. failings | e. position   |

**Exercise 5 Terms related to the law.** Choose the correct alternative.

1. At the **process / trial** the jury took two days to reach a verdict.
2. There was sufficient **testaments / evidence** to prosecute the thief.
3. He was found **guilty / wrong** by the jury.
4. Civil courts do not deal with criminal **disputes / arguments**.
5. The judge **charged / sentenced** him to 10 years' imprisonment.

**Exercise 6 To bring.** Complete the sentences with the correct word.

about	back	up	out	together
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1. The death of their child brought them closer \_\_\_\_\_.
2. The government wants to bring \_\_\_\_\_ the death penalty.
3. It is not easy to bring children \_\_\_\_\_.
4. His time in gaol brought \_\_\_\_\_ the worst in him.
5. The campaign brought \_\_\_\_\_ a change in the law.

## WRITING

### Gender equality and political correctness

In jobs, the specific use of the suffix *-ess* is often no longer used:

*actress* = *actor*

*authoress* = *author*

*poetess* = *poet*

References to traditional female jobs have been made neutral to include men:

*matron* = *senior nursing officer*    *headmistress* (*headmaster*) = *head teacher*  
*cleaning lady* = *domestic help*



As have references to traditional male jobs to include women:

*workman* = *worker, labourer, employee*     *spokesman* = *spokesperson*  
*chairman* = *chair, chairperson*     *policeman* = *police officer*

The word *man* has traditionally been used to describe humanity in general. Today the following alternatives are more acceptable:

*man, mankind* = *humanity, human beings, the human race, men and women*  
*manpower* = *workforce, staff, human resources*  
*man-made* = *artificial, manufactured*  
*the man in the street* = *a typical person, the average person*

The pronouns *his* or *her* are used to avoid the masculine implication of the generic use of *his*: *Every individual realizes his or her own potential.* Other alternatives are *he/she – s/he – one – they.*

**Exercise 7** Rewrite these sentences making them “politically correct”, changing the words in italics.

1. The first *men* lived in caves.
2. The *firemen* put out the fire while the *policemen* held back the crowd.
3. The *head mistress* of every school is responsible for *her* students.
4. *He* who laughs last laughs longest.
5. *Each individual* must have the opportunity to go as far as *his* ability will take *him*.

## DISCUSSION

Is sexual discrimination rife in Italy? Discuss the issue with a partner. Consider some of the following areas of life, and how the current situation could be improved:

- education
- the work place
- family matters
- politics

## **UNIT 7            AGEING**

### **AGE DISCRIMINATION**

#### **What is age discrimination and who suffers from it?**

If a prejudice against a person or group of people on the grounds of their age becomes the driving force behind a decision, it is considered age discrimination.

Although typically associated with the older generations, discrimination can happen to people of all ages. It can involve being passed over for a job or promotion on the grounds that you are too young or because an employer thinks you are too old to do a certain job.

#### **So how do we get protection from this?**

Previously, there was no way to combat instances of age discrimination. Unlike disability, sex, religion or race discrimination it was not outlawed.

Now that the employment equality (age) regulations are in force, however, it is illegal for employers to discriminate against employees, trainees or job seekers because of their date of birth. They must now ensure all workers have the same rights in terms of training and promotion, regardless of their age.

#### **How will this happen?**

Several tiers of legislation have been introduced, but specifically it is now an offence to deny someone a job, promotion or training in the workplace because they are too young or old.

The regulations are divided into four categories: direct discrimination, indirect discrimination, harassment and victimisation.

Direct discrimination is unfavourable treatment because of someone's age, while indirect discrimination involves a company's practices having a disadvantageous effect on employees of a certain age.

Harassment is the intimidation of younger or older employees or behaviour which people of a certain age may find upsetting. Victimisation involves the unfair treatment of an individual who has complained of discrimination or given evidence on behalf of someone else that has complained of discrimination.

The legislation covers all workers, both contracted and self-employed, and those taking part in or applying for employment-related training including further and higher education courses.

**Are there any exceptions?**

There are a handful of groups that are not covered by the legislation. For example, members of the regular armed forces or military reserve forces are not included as age is seen as an acceptable way to decide a person's suitability to the field of combat.

There is also something called a genuine occupational requirement, whereby a person is required to be a certain age for a job. For example, the role of a character in a play or film, or serving alcohol in a bar or pub. The regulations do not apply to goods and services, so insurance companies and health firms will still be able to discriminate on the grounds of age.

**What does the legislation mean for employees?**

A national default retirement age of 65 has been introduced and employers are no longer allowed to force someone to retire before then.

There is no longer an upper-age limit for unfair dismissal and redundancy and a statutory redundancy payment should be included in your contract. It is also unlawful for an employer to place a lower-age limit on a position, unless it can be justified.

All employees now have the right to request to work beyond the age of 65, and employers have a duty to consider, although not to accept, such a request. This should involve an employee meeting with their employer to discuss the request. An employee will have a right of appeal if they are dissatisfied with the outcome of the meeting. This policy will be reviewed in 2011.

**Will the changes have an impact on my pension?**

The legislation will not affect any occupational or personal pension you have, or your entitlement to the state pension.

**And what does the legislation mean for employers?**

Employers have had to review, and in some cases revise, their recruitment and retention policies, as they are no longer allowed to use age as a consideration in employment, promotion or retirement decisions. They should also have updated their equality policy to include the new legislation and disciplinary rules, and informed all current members of staff of the implications of the regulations. The Advisory, Conciliation and Arbitration Service (Acas) has produced a series of guidance notes to help employers comply with the legislation.

**What should I do if I feel I am being discriminated against?**

Keep a record of any examples and use it to put your case forward. Initially, it would probably be best to raise the matter with your boss to try and resolve any grievances informally. You are allowed to have an employee representative or colleague present at the meeting in order to act as a witness.

If this fails to resolve the matter, you are then within your rights to bring a claim for age discrimination to an employment tribunal with the possible award of compensation as a result.

Free and impartial advice to help you in this process is available from Citizens Advice and Acas.

Jim Griffin  
The Guardian Newspaper

**GLOSSARY**

**driving force** = forza motrice  
**to happen** = accadere, succedere  
**to pass over** = scavalcare  
**instance** = esempio  
**outlawed** = illegale  
**regardless of** = a prescindere da  
**tier** = livello  
**to deny** = negare  
**harassment** = molestie  
**upsetting** = sconvolgente  
**victimisation** = vittimizzazione  
**to complain of** = lamentarsi di  
**handful** = manciata, pugno  
**armed forces** = forze armate  
**military reserve forces** = milizia  
**good** = bene  
**firm** = azienda  
**default** = automatico

**to retire** = andare in pensione  
**dismissal** = licenziamento  
**redundancy** = licenziamento per esubero di personale  
**to request** = richiedere  
**to review** = rivedere  
**to revise** = modificare  
**retention** = conservazione del posto  
**\*current** = attuale  
**members of staff** = personale  
**guidance** = orientamento  
**to comply with** = attenersi a  
**to put forward** = avanzare  
**grievance** = reclamo, lamentela  
**witness** = testimone  
**to bring (brought, brought) a claim**  
 = avanzare una causa  
**award** = assegnazione

## LANGUAGE NOTES

The suffix *-ee* is generic English for French *-é* and *-ée* and is used to form nouns indicating the person who is the recipient of the action. Some common pairs are:

*employer – employee*      *interviewer – interviewee*      *trainer – trainee*

Note the use of the prefix *un-* to render adjectives negative: *unfair, unlike, unlawful*.

The adverb *whereby* means “by which”: *They have introduced a new system whereby all employees must receive the same treatment.*

The word *long* is often used to refer to time: *How long have you been here?* (Da quanto tempo sei qui?), *a long time* (tanto tempo), *long ago* (tanto tempo fa). The phrase *no longer* means “not any more”: *Arranged marriage is no longer used.*

*Further education* refers to education after compulsory schooling; *higher education* usually refers to education offered in universities.

## COMPREHENSION

1. The article is written for ...
  - a. government ministers.
  - b. social workers.
  - c. the average citizen.
2. Until recently, age discrimination was ...
  - a. legal.
  - b. illegal.
  - c. illegal for some categories.
3. The new legislation does not cover ...
  - a. teachers.
  - b. artisans.
  - c. actors.
4. Under the new regulations the employer cannot ...
  - a. make somebody retire before the legal retirement age.
  - b. dismiss employees.
  - c. place a higher-age limit on a position.

5. The legislation has forced employers to ...
  - a. create new equality policies.
  - b. change their recruitment criteria.
  - c. develop new disciplinary rules.

### VOCABULARY

**Exercise 1** Read the examples of discrimination below and decide what kind they are.

direct discrimination	indirect discrimination
harassment	victimisation

1. \_\_\_\_\_ My husband's employer has introduced a benefit only for employees with more than ten years' service, but he's only been there for eight years.
2. \_\_\_\_\_ Some younger colleagues are always telling "ageist" jokes when I am in the office.
3. \_\_\_\_\_ My friend gave evidence at the employment tribunal about age discrimination, then when she applied for promotion her application was rejected because her employer said she is a "troublemaker".
4. \_\_\_\_\_ My employer refuses to employ people under the age of 30 because he thinks they are unreliable.

**Exercise 2** Complete the sentences with the appropriate word.

aged	ancient	antique	elderly	outdated
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1. The exhibition explores the world of \_\_\_\_\_ Greece using hundreds of objects from the British Museum.
2. Contact our website for information, advice and guidance on any aspect of care, support or housing for the \_\_\_\_\_.

3. The \_\_\_\_\_ Chinese vase discovered in a house in London fetched £68 million at auction.
4. My computer is only 5 years old but it's already \_\_\_\_\_.
5. Sixty-three percent of all U.S. adults \_\_\_\_\_ 70 and older experience some deafness.

**Exercise 3 Employment.** Choose the most suitable word or phrase.

1. I've found a **part-time / overtime / long-term** job during the holidays. I will have it for the next six weeks only.
2. I am hoping to **gain / win / earn** enough money to pay for my studies.
3. I was **sacked / thrown / pushed** from my last job because I was always late.
4. I was planning to **retire / dismiss / resign** in any case because I hated the boss.
5. Fortunately, a new **work / position / employ** came up straight away.

**AGEING WELL IN THE INFORMATION SOCIETY**  
**1BN IN DIGITAL TECHNOLOGIES FOR EUROPEANS**  
**TO AGE WELL**

Responding to the needs of Europe's growing ageing population, the European Commission has today adopted a European Action Plan for "Ageing Well in the Information Society". This Action Plan is accompanied by a new joint European research programme raising to over €1bn the research investment on information and communications technologies (ICT) targeted at improving the life of older people at home, in the workplace and in society in general. These new EU initiatives will contribute to allowing older Europeans to stay active for longer and live independently. Together they promise a triple win for Europe: improved quality of life and social participation for older people in Europe, new business opportunities for Europe's industries, and more efficient and more personalised health and social services.

“Europe’s ageing population is a challenge for our job market, and its social and health systems. But it is also an economic and social opportunity. ICT will provide new and more accessible products and services that meet the needs of older people,” said Viviane Reding, EU Commissioner for the Information Society and Media. “These two initiatives will mobilise digital technologies that will improve the daily lives and social participation of older people, and create new opportunities for Europe’s industry.”

By 2020 25% of the EU’s population will be over 65. Spending on pensions, health and long-term care is expected to increase by 4-8% of GDP in coming decades, with total expenditures tripling by 2050. However, older Europeans are also important consumers with a combined wealth of over €3000 billion. ICT will increasingly allow older people to stay active and productive for longer; to continue to engage in society with more accessible online services; and to enjoy a healthier and higher quality of life for longer.

The majority of older people do not yet enjoy the benefits of the digital age - low cost communications and online services that could support some of their real needs - since only 10% use the internet. Severe vision, hearing or dexterity problems, frustrate many older people’s efforts (21% of the over 50s) to engage in the information society.

In response, today’s Action Plan aims at:

- a. overcoming technical and regulatory barriers to market development, through market assessments and by facilitating the exchange of best practice between Member States;
- b. raising awareness, and building consensus via stakeholder cooperation in 2007 and the establishment of a best practice internet portal;
- c. accelerating take-up through, for example, a set of pilot projects and a European award scheme for smart homes and independent living applications;
- d. boosting research and innovation by immediately supporting a joint public-private research programme dedicated to “ambient assisted living”. It aims to foster the emergence of innovative, ICT-based products, services and systems for Europe’s ageing population.

Europe’s Information Society

[http://ec.europa.eu/information\\_society/activities/einclusion/policy/ageing/launch/index\\_en.htm](http://ec.europa.eu/information_society/activities/einclusion/policy/ageing/launch/index_en.htm)



## GLOSSARY

**information society** = società dell'informazione  
**joint** = congiunto  
**to allow** = permettere  
**win** = vittoria  
**commissioner** = commissario/a  
**\*decade** = decennio  
**increasingly** = sempre più

**to engage in** = partecipare a  
**to overcome (overcame, overcome)**  
 = superare  
**set** = serie  
**smart** = intelligente  
**to foster** = incoraggiare, favorire

## LANGUAGE NOTES

Note the polite terms used to refer to old people: *the aged, the elderly*  
 The adjective *old* has two comparative and superlative forms:  
*older - oldest* are used to compare the age of people and things: *My car is older than yours.*

*elder - eldest* are used to imply seniority rather than age, generally within a family context: *My elder sister is twenty-one.*  
 However, *elder* cannot be used in the comparative construction with *than*: *My sister is older than I am.*

The English word *decade* translates as *decennio* in Italian: *the decade between 2000 and 2010.* The Italian word *decade* translates as *a 10-year period* in English.

*Majority, minority* are both collective nouns that are followed either by a singular or plural verb form. Compare the following examples.  
*The majority is expected to adopt the measure.* (The majority is acting as a unit, not as separate individuals.)  
*The majority were not in agreement on several issues.* (The majority is spoken of as a group of separate individuals who did not agree on various issues.)

*Take-up* means how much people start to use or accept a service, or sometimes a product. The verb *to take up* means to start a new activity: *Jane decided she would take up swimming.*

### COMPREHENSION

1. What is the aim of the European Commission's Action Plan?
2. How will the Plan be implemented?
3. Why are older people being targeted?
4. What are some of the problems that older people may encounter when using digital technologies?
5. How will the Plan overcome technical and regulatory barriers?

### VOCABULARY

**Exercise 4 Collocations.** Complete the sentences with the most appropriate verb.

adopt	boost	build	overcome	raise
-------	-------	-------	----------	-------

1. The campaign strives to \_\_\_\_\_ awareness about discriminations of all kinds.
2. That company plans to \_\_\_\_\_ an ageist policy. This must be stopped.
3. His encouragement really helped \_\_\_\_\_ my confidence.
4. Society must \_\_\_\_\_ barriers of discrimination in the workplace.
5. The Prime Minister is hoping to \_\_\_\_\_ consensus among politicians.

**Exercise 5 To take.** Choose the correct alternative.

1. The court need to take the child **away** / **off** from its parents to protect it.
2. She took **up** / **on** a lot of responsibility in her new job.
3. The company took **over** / **off** its biggest competitor.
4. He took **back** / **away** what he said and apologised.
5. John really takes **on** / **after** his father. They are identical.

**Exercise 6** Match the ICT terms with the definitions.

a. Folder b. Hardware c. Browser d. Pen drive e. Download

1. A software package that enables you to navigate the Internet. \_\_\_\_\_
2. To transfer a copy of data from one computer to another computer, or from the Internet. \_\_\_\_\_
3. A location on a disk which contains a set of related files. \_\_\_\_\_
4. The physical elements of a computer system. \_\_\_\_\_
5. A portable storage device. \_\_\_\_\_

## WRITING

### Modifying Connectives: Adding

There are several ways of introducing additional statements:

1) *The NHS provides long-term care in hospitals.* 2) *The NHS pays for care at independent nursing homes.*

*and* (simple added statement)

The NHS provides long-term care in hospitals *and* pays for care at independent nursing homes.

*as well as* + -ING form (emphasises the first element)

The NHS provides long-term care in hospitals *as well as paying* for care at independent nursing homes.

*besides* + -ING form (more emphatic than *as well as*)

The NHS provides long-term care in hospitals *besides paying* for care at independent nursing homes.

*furthermore* (more formal, similar to *moreover*)

The NHS provides long-term care in hospitals. *Furthermore (Moreover)*, the NHS pays for care at independent nursing homes.

*in addition to* + -ING form (similar to *besides*)

*In addition to providing* long-term care in hospitals, the NHS pays for care at independent nursing homes.

**Exercise 7** Join these pairs of sentences using one of the connectives above.

1. Kathy Jager is a grandmother of four. She is a star in the World Veterans' Athletics Championships.
2. Mrs Jager is a former social worker. She is a fervent anti-drugs campaigner.
3. Last week she set a world record for her age group in the 100 metres race. She won the 200 metres race.
4. She won the gold medal. She shattered the existing world record.
5. She was awarded a bronze medal in the long jump. She won a silver medal in the pole vault.

### DISCUSSION

Discuss in what ways ICT can be useful for the aged.

You might like to consider the following two topics:

1. Elderly people's use of ICT in their daily lives.
2. The use of ICT in health care and welfare services for old people and people with dementia.

## **UNIT 8            MENTAL HEALTH**

### **WHAT IS MENTAL HEALTH?**

Mental health is not just the absence of mental disorder. It is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

In most countries, particularly low- and middle-income countries, mental health services are severely short of resources - both human and financial. Of the health care resources available, most are currently spent on the specialized treatment and care of the people with mental illness, and to a lesser extent on an integrated mental health system. Instead of providing care in large psychiatric hospitals, countries should integrate mental health into primary health care, provide mental health care in general hospitals and develop community-based mental health services.

Even less funding is available for mental health promotion, an umbrella term that covers a variety of strategies, all aimed at having a positive effect on mental health well-being in general. The encouragement of individual resources and skills, and improvements in the socio-economic environment are among the strategies used.

Mental health promotion requires multi-sectoral action, involving a number of government sectors and non-governmental or community-based organizations. The focus should be on promoting mental health throughout the life-span to ensure a healthy start in life for children and to prevent mental disorders in adulthood and old age.

Mental health improvements are central to nations' development.

Positive mental health is linked to a range of development outcomes and is fundamental to coping with adversity. On the other hand, poor mental health impedes an individual's capacity to realize their potential, work productively, and make a contribution to their community. In order to improve population mental health, WHO MIND supports countries to implement programmes to ensure that effective treatment, prevention, and promotion programs are made available to all people who need them.

World Health Organisation

<http://www.who.int/features/qa/62/en/index.html>

## GLOSSARY

**disorder** = disturbo, malattia

**well-being** = benessere

**to cope with** = affrontare

**fruitfully** = fruttuosamente, con successo

**to be short of** = essere a corto di

**illness** = malattia

**lesser** = minore

**extent** = misura

**umbrella term** = termine generico

**skill** = abilità, capacità

**focus** = punto centrale

**lifespan** = durata della vita

**adulthood** = età adulta

**linked** = connesso

**outcome** = risultato, esito

**adversity** = avversità, disgrazia

**to realize** = realizzare

**to make available** = mettere qualcosa a disposizione, rendere disponibile

## LANGUAGE NOTES

*Wellness* is a relatively new word that is generally used to mean healthy balance of the mind, body and spirit that results in an overall feeling of well-being.

The verb *to realise* can mean “to make real” (realizzare): *He realised his ambition*. It can also mean “to know” (rendersi conto): *He realises he has serious health issues*.

## COMPREHENSION

Say whether the following statements are True or False.

1. The article discusses mental health in the EU.
2. The definition of mental health includes being able to deal with everyday pressures.
3. More psychiatric hospitals should be provided.
4. More money is spent on integrated health systems than on mental illness.
5. Mental health is vital for a country’s progress.

## VOCABULARY

**Exercise 1** Find words in text that mean the following:

1. illness
2. financial support
3. therapy
4. avoidance
5. well

**Exercise 2** Complete the sentences using the adjective related to the noun in each sentence.

1. A person suffering from anxiety is \_\_\_\_\_
2. A person suffering from depression is \_\_\_\_\_
3. A person suffering from anger is \_\_\_\_\_
4. A person suffering from fear is \_\_\_\_\_
5. A person suffering from stress is \_\_\_\_\_

**Exercise 3 Morphology.** The suffix *-ity* can be added to adjectives to form nouns: *adversity*, *community*. Complete the sentences with the correct form of the word in brackets.

1. Mental health issues often involve much \_\_\_\_\_. (*complex*)
2. The \_\_\_\_\_ of mental illness is often genetic. (*probable*)
3. The most likely \_\_\_\_\_ is that depression has multiple causes. (*possible*)
4. We have the \_\_\_\_\_ to help you recover. (*able*)
5. Some patients need \_\_\_\_\_ as much as care. (*secure*)

### **WORLD HEALTH ORGANISATION**

**Q:** How can the human rights of people with mental disorders be promoted and protected?

**A:** People with mental disorders around the world are exposed to a wide range of human rights violations. The stigma they face means they are often ostracized from society and fail to receive the care they require. In some communities, people with mental disorders are banished to the edge of town where they are left semi-naked or in rags, tied up, beaten and left to go hungry.

Patients in many mental hospitals fare little better. People are restrained with metal shackles, confined in caged beds, deprived of clothing, decent bedding, clean water or proper toilet facilities and are subject to abuse and neglect.

People with mental disorders also face discrimination on a daily basis including in the fields of education, employment and housing. Some countries even prohibit people from voting, marrying or having children.

How can these violations be prevented?

- **Change attitudes and raise awareness.** Ministries of Health, mental health service user and family groups, health professionals, NGOs, academic institutions, professional organizations and other stakeholders should unify their efforts in educating and changing public attitudes towards mental illness and in advocating for the rights of people with mental disorders.
- **Improve human rights in mental health facilities.** Mechanisms to monitor human rights should be established to protect against inhuman and degrading treatment, poor living conditions and inappropriate and arbitrary involuntary admission and treatment. People should also have access to complaints mechanisms in cases of human rights violations.
- **Empower mental health service users and families.** Governments should support the creation and/or strengthening of mental health service user and families organizations. Such groups are in the best position to highlight problems, specify their needs, and help find solutions to improving mental health in countries and have a crucial role to play in the design and implementation of policies, plans, laws and services.
- **Replace psychiatric institutions with community care.** Large institutions, which are so often associated with human rights violations, should be replaced by community mental health care facilities, backed by psychiatric beds in general hospital and home care support.
- **Increase investment in mental health.** Governments need to dedicate more of their health budget to mental health. In addition the mental health workforce needs to be developed and trained to ensure that all people have access to good quality mental health services at each level of the health care system.
- **Adopt policies, laws and services that promote human rights.** Countries should put in place mental health policies, laws and services that promote the rights of people with mental disorders, empower them to make



choices about their lives, provide them with legal protections, and ensure their full integration and participation into the community.

WHO has initiated a global action programme to assist countries to create and implement coherent and comprehensive mental health policies, plans and legislation, and to ensure adequate mental health care is available at the community level. This includes development of human resources for mental health.

World Health Organisation

<http://www.who.int/features/qa/43/en/index.html>

## GLOSSARY

**range** = gamma

**ostracised** = escluso

**rags** = stracci

**beaten** = pestato

**to fare little better** = avere condizio-  
ni poco migliori

**shackles** = manette

**caged** = ingabbiato

**clothing** = indumenti

**bedding** = biancheria

**neglect** = trascuratezza

**to marry** = sposarsi

**attitude** = atteggiamento

**stakeholder** = interessato

**effort** = sforzo

**to advocate for** = difendere

**to improve** = migliorare

**to establish** = stabilire, determinare

**to empower** = dare più potere a

**to strengthen** = rafforzare

**to replace** = sostituire

**backed** = appoggiato

**bed** = posto letto

**budget** = bilancio

**trained** = formato

**to provide** = fornire, organizzare

## LANGUAGE NOTES

In English, words can be combined to form compounds. They have three main forms:

1. two words that appear together as one: *grandmother, stakeholder*
2. two or more words connected by a hyphen: *well-being, decision-maker*
3. combinations of longer words: *community care, home care, human rights violations*

These compounds can sometimes be very long:

*mental health service user and family groups*

The verb *to marry* is used without a preposition: *I married John three years ago*. The expression *to get married* describes the change in state: *They want*

*to get married soon.* The expression *to be married* refers to the state: *They have been married for years.*

### COMPREHENSION

1. What happens to people with mental disorders around the world?
2. Why are these people often excluded from society?
3. Why should the users of mental health services be encouraged to participate in the planning of services?
4. Why should large institutions be substituted for smaller ones?
5. Are the current policies and legislation adequate for promoting the rights of people with mental disorders?

### VOCABULARY

**Exercise 4** Find words in text that mean the following:

1. shame
2. mistreatment
3. check
4. essential
5. supported

**Exercise 5 Care.** Complete the sentences with the most appropriate word.

child	foster	health	home	hospice
-------	--------	--------	------	---------

1. \_\_\_\_\_ care is better for the elderly than an institution.
2. People generally rely on their employers to sponsor their \_\_\_\_\_ care coverage.
3. Placements of teenagers in \_\_\_\_\_ care have dramatically increased over the past 10 years.
4. Many companies have a \_\_\_\_\_ care centre for their employees.
5. \_\_\_\_\_ care aims to optimize the quality of a terminally ill patient's life.

**Exercise 6** Complete the sentences with the appropriate word.

depression	eating disorders	obsessive compulsive disorder
	schizophrenia	self-harming behaviour

1. People who can't stop washing their hands may be suffering from an \_\_\_\_\_.
2. Anorexia and bulimia are serious \_\_\_\_\_.
3. \_\_\_\_\_ may be described as feeling sad, blue, unhappy, or miserable.
4. Cutting yourself is an example of \_\_\_\_\_.
5. \_\_\_\_\_ is a mental disorder that makes it difficult to tell the difference between real and unreal experiences.

## DISCUSSION

### THE STRESS SCALE

Score each item according to how much of the time each statement applies to you on a scale from 1 (always) 2 (often) 3 (sometimes) 4 (rarely) 5 (never).

Then discuss your results with a partner

I eat well-balanced, nutritious meals each day.	1	2	3	4	5
I enjoy my work.	1	2	3	4	5
I organize and manage my time effectively.	1	2	3	4	5
I like myself.	1	2	3	4	5
I exercise on a regular basis.	1	2	3	4	5
I am the appropriate weight for my height and body-type.	1	2	3	4	5
I have two or less alcoholic drinks per day.	1	2	3	4	5
I abstain from smoking cigarettes.	1	2	3	4	5

I drink fewer than three cups of coffee a day.	1	2	3	4	5
I get sufficient sleep and wake up each morning feeling refreshed and relaxed.	1	2	3	4	5
I am flexible and am able to maintain a healthy balance between work and family.	1	2	3	4	5
I have an adequate income.	1	2	3	4	5
I have a support system of friends, family, and/or other love interests.	1	2	3	4	5
I feel in control, take on new challenges and seek solutions to problems.	1	2	3	4	5
I am able to speak openly about my feelings when angry or worried.	1	2	3	4	5
I am able to say " No " without feeling guilty.	1	2	3	4	5
I am free of physical symptoms such as headaches, back pain, or teeth grinding.	1	2	3	4	5
I am free of emotional symptoms such as depression, anxiety, fatigue, or fear.	1	2	3	4	5
I feel that my life has meaning and purpose.	1	2	3	4	5
I am compassionate, able to relax, and see the humorous side of life.	1	2	3	4	5

**1-30**

You are a good stress manager. You know what your stress triggers are and you are able to handle them when they arise.

**31-50**

You are managing stress to a considerable extent. There is still room for improvement. Try rehearsing situations that are stressful for you and imagine yourself handling them more confidently. Avoiding situations that you find stressful only works up to a point. Take on achievable projects at home or at work that will build your sense of confidence and achievement and develop your problem solving and goal setting skills.

**51-100**

You tend to bottle things up until you reach exploding point. Try talking about your worries before they get too big to handle. Make more time in your life for relaxation and develop some strategies to let off steam constructively.

## **UNIT 9                    INTERNATIONAL DEVELOPMENT**

### **OXFAM INTERNATIONAL**

Oxfam is an international confederation of 14 organizations working together in 98 countries and with partners and allies around the world to find lasting solutions to poverty and injustice.

We work directly with communities and we seek to influence the powerful to ensure that poor people can improve their lives and livelihoods and have a say in decisions that affect them.

#### **History of Oxfam International**

Oxfam International was formed in 1995 by a group of independent non-governmental organizations. Their aim was to work together for greater impact on the international stage to reduce poverty and injustice.

The name “Oxfam” comes from the Oxford Committee for Famine Relief, founded in Britain in 1942. The group campaigned for food supplies to be sent through an allied naval blockade to starving women and children in enemy-occupied Greece during the Second World War.

As well as becoming a world leader in the delivery of emergency relief, Oxfam International implements long-term development programs in vulnerable communities. We are also part of a global movement, campaigning with others, for instance, to end unfair trade rules, demand better health and education services for all, and to combat climate change.

Today, there are 14 member organizations of the Oxfam International confederation. They are based in: Australia, Belgium, Canada, France, Germany, Great Britain, Hong Kong, Ireland, Mexico, The Netherlands, New Zealand, Quebec, Spain and the United States.

The Oxfam International Secretariat is based in Oxford, UK. The Secretariat runs advocacy offices in Brussels, Geneva, New York, Washington DC and Brasilia

#### **What we do**

With local partner organizations, we work with people living in poverty striving to exercise their human rights, assert their dignity as full citizens and take control of their lives.

We focus our efforts in these areas:

**Development**

We work with and through partners and communities on long-term programs to eradicate poverty and combat injustice.

**Emergencies**

We deliver immediate life-saving assistance to people affected by natural disasters or conflict, and help to build their resilience to future disasters.

**Campaigning**

We are part of a global movement for change. We raise public awareness of the causes of poverty and encourage ordinary people to take action for a fairer world.

**Advocacy**

We press decision-makers to change policies and practices that reinforce poverty and injustice.

**Policy research**

We can speak with authority as a result of thorough research and analysis, and the real experience of our partners in developing countries.

**Oxfam's commitment to human rights**

We believe that respect for human rights will help lift people out of poverty and injustice, allow them to assert their dignity and guarantee sustainable development. When we speak about having a rights-based approach, this is what we mean.

We believe that everyone should have the right to:

**A livelihood**

Oxfam works at many levels with partners and communities in support of their right to a decent living.

We argue for better working conditions and better protection of the natural resources on which poor communities depend. We campaign for fairer trade rules at the global level, and for better policies at the national level. We work with partners and communities to implement programs that lead to self-sustaining livelihoods, with a strong focus on women.

**Basic services**

Being healthy and educated is an essential step along the route out of poverty. Yet millions of people have no access to health services, schooling or safe water. They are constantly at risk from illnesses that are easily prevented or treated, or are unable to read and write, which means exclusion from their society. We campaign for more and better aid, with a focus on basic services.

At the program level, Oxfam provides health training and clean water supplies, as well as funding schools and teacher training.

### **Be safe from harm**

War and natural disasters cause untold suffering for millions of people around the world and keep them locked in poverty. In disasters, people are at greater risk of violence, disease and abuse. We save lives in emergencies by providing shelter, clean water and sanitation. And by working with local partners, we help communities to rebuild and to better prepare themselves for future disasters.

### **Be heard**

People living in poverty often have little influence over decisions that affect their lives. Oxfam supports partners and communities to understand their rights and to speak out about their needs and concerns. And, with others, we get people in power to listen and act.

### **Be treated as equal**

People who are marginalized – because they are women, disabled or members of a religious or ethnic minority – are more likely to be poor. We combat such discrimination, and work with these groups to ensure they have the means to enjoy equal access to jobs, essential services and influence.

Oxfam International  
<http://www.oxfam.org>

## **GLOSSARY**

**to seek (sought, sought)** = cercare  
**livelihood** = mezzi di sussistenza  
**stage** = scena  
**famine** = carestia  
**relief** = aiuto, soccorso  
**naval blockade** = blocco navale  
**starving** = affamato  
**to demand** = esigere  
**advocacy** = appoggio, sostegno  
**to assert** = affermare  
**to eradicate** = sradicare, estirpare  
**resilience** = resistenza  
**decision-maker** = decisore  
**authority** = autorevolezza  
**thorough** = meticoloso, scrupoloso

**commitment** = impegno  
**trade** = commercio  
**self-sustaining** = autosufficiente  
**educated** = istruito  
**route** = percorso  
**schooling** = istruzione  
**safe water** = acqua potabile  
**untold suffering** = immensa sofferenza  
**locked** = bloccato  
**shelter** = rifugio, riparo  
**sanitation** = servizi igienici  
**to speak out** = parlare pubblicamente  
**likely** = probabile

## LANGUAGE NOTES

In the phrase *on the international stage*, *stage* has a theatrical reference (palcoscenico). *Stage* also means “phase”: *The project has three stages*. It should not be confused with the Italian word *stage*, from the French, which means “traineeship” (tirocinio).

## COMPREHENSION

1. What kind of organisation is Oxfam?
2. Why was Oxfam originally established?
3. What is Oxfam’s main goal?
4. How does Oxfam seek to achieve this goal?
5. Why do you think Oxfam also seeks to combat climate change?

## VOCABULARY

**Exercise 1** Find words in text that mean the following:

1. hungry
2. just
3. income
4. education
5. cover

**Exercise 2 Natural disasters.** Match each term with the correct definition.

drought	earthquake	famine	flooding	wildfire
---------	------------	--------	----------	----------

1. \_\_\_\_\_: a sudden violent shaking of the ground.
2. \_\_\_\_\_: an overflow of a large amount of water
3. \_\_\_\_\_: a destructive conflagration especially in a rural area.
4. \_\_\_\_\_: an extreme scarcity of food.
5. \_\_\_\_\_: a shortage of water.

**Exercise 3** The following words are easily confused. Complete the sentences with the appropriate word.

thorough	though	thought	through	throughout
----------	--------	---------	---------	------------



1. Drought and famine are found \_\_\_\_\_ Africa.
2. Much \_\_\_\_\_ has gone into the plan.
3. We need to make a \_\_\_\_\_ and detailed study of the problem.
4. He can be cured \_\_\_\_\_ care and understanding.
5. Poverty has not been eliminated \_\_\_\_\_ it has been reduced.

### **WORKING TOWARD A (LIVABLE) CAREER IN INTERNATIONAL DEVELOPMENT WORK**

There are scores of nonprofit, international, and non-governmental organizations (NGOs) around the country (and world) seeking employees that are educated, culturally competent, and able to work collaboratively and as equals with locals on everything from HIV/AIDS prevention to water management education. The organizations vary from small community-based offices to organizations with locations and staff on six continents. Because these organizations are funded through government agencies, religious organizations, philanthropic organizations, and corporate social responsibility departments, they can offer competitive salaries and generous benefits. They may not pay as well as the corporate sector, but you'll be able to pay off your student loans and eat more than ramen noodles while making a difference and seeing the world.

Based on tips from colleagues and friends in many of these organizations, the following is a list for breaking into, and succeeding in, an international NGO career.

▶ **Develop one or two regional foci as early as undergraduate studies.** Developing an expertise in Francophone West Africa or Central Asia will make you much more lucrative to organizations that work in those areas.

▶ **Study the rest of the world, too.** There are lots of other places on the globe and sometimes, an organization just wants evidence of your ability to understand current issues in a global context.

▶ **Volunteer or intern for local internationally focused organizations.** World Affairs Councils, refugee groups, cultural societies, and activist organizations are all good choices for starting your network. You may be the one who makes and presents the name tag for the French Ambassador to the United States before a function, and he may be delighted to hear about your recent study in Grenoble and introduce you to his wife, who is on the board of an organization that is hiring....

► **Study abroad.** The options for study abroad are endless. Two weeks, six months, a year, in every location from England to Ecuador, studying language, or sculpture, or the art of the deal. Where isn't even as important as what you make of it while there. Overcoming the challenges of living and learning in a new culture will show prospective employers that you have good adaptation and acclimation skills.

► **Pursue higher degrees.** Masters and doctoral degrees aren't essential for working internationally. But they do help build your knowledge base in a particular region or issue, and they give you access to some of the most accomplished and talented folks through seminars, campus events, and conferences. Not to mention the benefits you'll reap from studying and socializing with international students and scholars. A little small talk and soon enough you'll be at a fellow student's apartment learning how to make pierogi or roll sushi while deepening your awareness of globalization or Japanese culture.

Caryn Sweeney

Transitions Abroad

[http://www.transitionsabroad.com/publications/studyabroadmagazine/2007Spring/a\\_career\\_in\\_international\\_development\\_work.shtml](http://www.transitionsabroad.com/publications/studyabroadmagazine/2007Spring/a_career_in_international_development_work.shtml)

## GLOSSARY

**competitive** = vantaggioso

**tip** = suggerimento, consiglio

**volunteer** = volontario

**intern** = tirocinante

**choice** = scelta

**name tag** = badge

**function** = ricevimento

**to hire** = assumere, ingaggiare

**abroad** = all'estero

**deal** = affare

**prospective** = potenziale

**acclimation** = acclimatazione

**folks (inf.)** = gente

**to reap** = trarre

**small talk** = conversazione

**to deepen** = aumentare, approfondire

## LANGUAGE NOTES

The word *scores* (dozzine) refers to a large number or amount: *Scores of people worked for the company.*

*To pay (paid) off* a student loan means to complete payment of the money owing.

Note the plural of the word *focus* > *foci*. The alternative plural *focuses* is also possible.

A *degree* is the qualification you receive at university (laurea). A first degree in most universities has the title Bachelor of Arts (BA) or Bachelor of Science (BSc). While you are studying for your first degree, you are known as an *undergraduate*. When you are awarded your degree, you become a *graduate*.

A *higher degree* is a postgraduate degree. This may be a Master's degree, which are the Master of Arts (M.A.) and Master of Science (M.Sc.). The highest level of qualification is the doctoral degree or Ph.D. (*philosophiae doctor*).

Three ethnic dishes are mentioned in the text. *Pierogi* is a kind of Polish dumpling (gnocco). *Sushi* is a Japanese dish consisting of small balls or rolls of rice and fish. *Ramen noodles* are Japanese noodles served in a soup.

### COMPREHENSION

1. The text is aimed at people who ...
  - a. want to change their job.
  - b. are interested in taking a degree abroad.
  - c. are interested in a career abroad.
  
2. In order to start a network, a person should ...
  - a. work in an Embassy.
  - b. make contacts in an organization.
  - c. make name tags.
  
3. Studying abroad could be useful in order to ...
  - a. become more flexible.
  - b. speak more languages.
  - c. do business.
  
4. The location for work is ...
  - a. less important than the person's experience.
  - b. more important than the person's experience.
  - c. of no importance.
  
5. A Master's or doctoral degree is ...
  - a. crucial for this type of career.
  - b. useful for making cultural contacts.
  - c. useful for making small talk.

## VOCABULARY

**Exercise 4 Work experience.** Match each term with the correct definition:

graduate	intern	mentor	trainee	volunteer
----------	--------	--------	---------	-----------

1. A \_\_\_\_\_ is a new employee learning on the job.
2. A student who works to get experience is an \_\_\_\_\_.
3. Someone who works for an organisation without being paid is a \_\_\_\_\_.
4. A \_\_\_\_\_ has completed his/her university studies.
5. An experienced person who trains students or new employees is called a \_\_\_\_\_.

**Exercise 5 Adjectives to describe yourself.** Complete the table.

Noun	Adjective
ambition	
analysis	
capability	
creativity	
decision	
determination	
discretion	
efficiency	
enthusiasm	
flexibility	
imagination	
maturity	
motivation	
precision	
proficiency	
punctuality	
reliability	<i>reliable</i>
responsibility	
trustworthiness	

**Exercise 6 CV** Read carefully the following CV for a job application and insert the headings.

Work experience	Additional information Education	Key skills Profile
-----------------	-------------------------------------	-----------------------

**Curriculum Vitae**  
**LORENZO FABRIS**

**Personal details**

Surname: Fabris

First name: Lorenzo

Date of birth: 06.02.1977

Nationality: Italian

**Contact details**

Via 24 Marzo, 24

31100 Treviso, Italy

E-mail: l.fabris@hotmail.it

Tel: +39 012 33563524

**1. \_\_\_\_\_**

I am seeking a challenging and fulfilling post helping disadvantaged young people. I have considerable experience in working with teenagers and am willing to learn and work hard. I am enthusiastic, energetic and adaptable and am able to relate well to young people. I enjoy helping and motivating others to achieve and fulfil their potential.

**2. \_\_\_\_\_**

**Effective communication skills**

As a volunteer care assistant in a children's home, I am responsible for helping with the children's physical needs and aim to help them come to terms with their specific difficulties. I need good verbal communication skills and a sensitive approach to do this. I also endeavour to ensure sessions are not only fun but include some learning development.

**Planning and organising**

I am responsible for organising outings and activities at the home. This involves negotiating what is possible, liaising with staff, planning each outing, organising other volunteers to help, and leading the group.

**Problem-solving**

I work as part of a busy team, sometimes under great pressure. I am highly flexible, coping with unexpected situations.

**Teamwork**

I am sensitive to the needs of people and work well with colleagues.

**3.** \_\_\_\_\_

2005 – 2006      **Training course in Rehabilitation Centre, Mestre**  
I took part in a project to study drug addiction amongst adolescents.

2003 – 2005      **University of Padua, Italy**  
Post-graduate degree in Developmental Psychology (Final Grade: 110/110)

**Courses included:**  
Child development  
Working with young people  
Social psychology

**Research dissertation:** *Affrontare i problemi psicologici dei bambini senza tetto (Psychological problems of homeless children. How can they be addressed?)*

1997 – 2002      **University of Ca' Foscari, Venice, Italy**  
Degree in Social Work (Final grade: 109)

**Courses included:**  
Communication in health and social care  
Youth – perspectives and practice  
Working together for children

**Research dissertation:** *La depressione nelle comunità per minori (Minor depression in Home Care)*

**4.** \_\_\_\_\_

2007 – present    Care Assistant in *L'Arcobaleno* Children's Home  
Helping teenagers with additional needs in a residential children's home.

2006 – present    Volunteer Support Worker New Horizon Project, Mestre  
Providing information to the 16-25 age range on specialist services (e.g. drugs and housing)

5. \_\_\_\_\_

- Computer literate, knowledge of Microsoft Windows and databases
- Fluent in English and French
- Clean driving licence and minibus certificate

References are available upon request.

## WRITING

**Exercise 7 Formal letter.** Complete the letter of application for an internship with an appropriate form of the verb in brackets, active or passive.

Dear Sir or Madam,

I **1.** \_\_\_\_\_ (*to write*) to express my interest in the internship offer on your website and I **2.** \_\_\_\_\_ (*to like*) to apply for it. This **3.** \_\_\_\_\_ (*to be*) an ideal opportunity for me given my experience and qualifications.

Last month I **4.** \_\_\_\_\_ (*to select*) as one of the winners of a scholarship **5.** \_\_\_\_\_ (*to provide*) by the Program “Erasmus Placement”, which **6.** \_\_\_\_\_ (*to allow*) students to spend a period of internship abroad. This internship **7.** \_\_\_\_\_ (*to complement*) my experience in Social Welfare, **8.** \_\_\_\_\_ (*to provide*) me with specific knowledge in social services, which I **9.** \_\_\_\_\_ (*to consider*) fundamental for my future career abroad and in Italy.

As you can see from my CV, I **10.** \_\_\_\_\_ (*to have*) some experience in a number of fields related to the world of social services, including **11.** \_\_\_\_\_ (*to work*) at the local council. During this experience I **12.** \_\_\_\_\_ (*to develop*) the ability to be independent and precise in organizing my work.

If my application **13.** \_\_\_\_\_ (*to be*) successful, I **14.**  
\_\_\_\_\_ (*to do*) my best to achieve the objectives required. I **15.**  
\_\_\_\_\_ (*to look*) forward to receiving your reply.

Yours faithfully,

### **DISCUSSION**

Here is a list of 10 fields of social work. Discuss what skills you think each entails and say which you would be interested in entering and why.

Adoption  
Child welfare  
Child sexual abuse  
Foster care  
Human Rights  
Poverty  
Psychotherapy  
Social change  
Social justice  
International Development



## UNIT 10 HEALTHCARE

### HEALTH AND SOCIAL SERVICES IN EUROPE

The healthcare sector refers primarily to those services provided by hospitals, general practitioners and community clinics in the prevention, diagnosis, and treatment of illness. It is a major economic activity in Member States, consuming significant fractions of gross domestic product (GDP), and accounting for the employment of tens of millions of people across Europe. It is also a very complex sector, composed not just of healthcare service providers, but also funders (both public and private) and consumers (patients). In addition, important economic sectors are actively associated with the sector, most notably pharmaceuticals and medical equipment suppliers. This article, however, will focus on healthcare service provision and does not address directly any industries that supply the sector with drugs or equipment.

Social services can have multiple meanings and can include, for example, the provision of welfare payments and pensions. Here, the term social services is confined to work rendered by any person or organisation in furtherance of the general welfare of citizens. This includes, but is not limited to, services for:

- children and their families;
- disabled people of all ages;
- elderly people (especially those with mental health problems);
- people who misuse drugs and alcohol; and
- services in relation to HIV/AIDS.

Public authorities and voluntary organisations are typically the providers of social services, though the private sector may also play an important role, for example, in the provision of long-term care facilities.

Traditionally speaking, healthcare and social services sectors have been treated separately. This is partly on account of their origins but also due to the fact that interest groups have sought to maintain these boundaries. This situation is changing throughout the Western world. This is due to many factors including an increasingly elderly population, increased attention to prevention of disease as opposed to cure, and a greater demand from citizens (customers) for integrated services to meet their particular needs. The result is a growing emphasis on care (including healthcare) in the community, with much greater collaboration between healthcare and social services providers.

There are clear differences between EU Member States in the way healthcare and social services are both funded and delivered. Focusing on healthcare, the European Commission has discerned two main models:

- Countries that offer a national health service free at the point of delivery (the Nordic countries, the United Kingdom and Ireland), where expenditure is funded mainly through general taxation,
- Countries in which there is an insurance-based system (the other Member States), where contributions are levied specifically for access to healthcare and where people are reimbursed for the services they purchase.

Though these systems may be different, all are subject to similar pressures, such as rising costs and expectations, and an ageing population.

European Foundation for the Improvement of Living and Working Conditions

[http://www.eurofound.europa.eu/emcc/publications/2003/sf\\_hss\\_1.pdf](http://www.eurofound.europa.eu/emcc/publications/2003/sf_hss_1.pdf)

## GLOSSARY

**primarily** = principalmente

**general practitioner** = medico generico

**most notably** = più di tutto

**pharmaceutical** = farmaco

**equipment** = attrezzatura, apparecchiatura

**drug** = farmaco

**rendered** = reso

**in furtherance of** = per sostenere

**facility** = struttura

**interest group** = gruppo di pressione

**throughout** = in tutto (il mondo)

**to discern** = distinguere

**to levy** = riscuotere, imporre

**to purchase** = acquistare

**expectation** = aspettativa

## LANGUAGE NOTES

Numbers *hundred*, *thousand*, *million* are never made plural unless used with general reference to a large number:

*three hundred*     *There were hundreds of patients waiting for care.*

*two thousand*     *Thousands of people signed the petition for a new hospital.*

The suffix *-er (-or)* forms nouns from verbs, with the general meaning of the person who performs the action of the verb:

*healthcare service providers* (= people who provide healthcare)

Although the noun usually refers to people, words formed with this suffix may also refer to things:

*computer* (= the machine that computes).

The United Kingdom is made up of Great Britain and Northern Ireland. Great Britain is the collective name for the three countries of England, Scotland and Wales. After the war of independence (1919-1921), Ireland was split into the independent Irish Free State (now Ireland) and Northern Ireland, which is still part of the United Kingdom.

### COMPREHENSION

1. What is the main difference between the healthcare sector and social services?
2. Would charities be more active in the healthcare sector or social services?
3. Why have the healthcare sector and social services been considered separate sectors?
4. Why are these two sectors working together now?
5. What are the two main healthcare models to be found in the EU?

### VOCABULARY

**Exercise 1** Find words in text that mean the following:

1. family doctor
2. medicines
3. wellbeing
4. aged
5. services

**Exercise 2 Health services.** Match the following words connected to the health services with their Italian equivalent.

- |                      |                    |
|----------------------|--------------------|
| 1. in-patient        | a. ricetta         |
| 2. prescription      | b. ricovero        |
| 3. operating theatre | c. degente         |
| 4. hospitalisation   | d. reparto         |
| 5. ward              | e. sala operatoria |

**Exercise 3 Odd Word Out.** Which word in each group is NOT related to the other three words?

- |                |          |          |          |
|----------------|----------|----------|----------|
| 1. fine        | healthy  | fit      | weak     |
| 2. injury      | pain     | wound    | cut      |
| 3. disease     | epidemic | illness  | disorder |
| 4. temperature | germ     | bug      | virus    |
| 5. pills       | tablets  | ointment | capsules |

### **SOCIAL WORK PRACTICE IN HIV/AIDS**

HIV/AIDS crosses all fields of practice, including mental health, addictions, community development, and health care. Social work practice in this area continues to evolve, as social workers provide support to persons living with HIV/AIDS and those affected by the disease through direct counselling, treatment intervention, and social justice activities.

HIV/AIDS affects millions of individuals and families world-wide. In Canada, the rate of infection continues to rise. Those at risk include youth, women, men who have sex with men, and heterosexual men who engage in high-risk activities such as unprotected sex and sharing of needles.

While there is no cure for the disease, people are living longer with all the accompanying joys and challenges this entails. Some of these challenges include dealing with the side effects of anti-retroviral medications, coping with grief and loss, and dealing with the continued stigma of HIV/AIDS.

Social workers possess the knowledge and skills to work effectively with individuals who are living with HIV/AIDS and those affected by the disease, including family members, friends, partners, and children. Social workers bring the unique skill of working with people within the context of their environment and advocating change that best meets the needs of clients.

On an individual level, social workers provide a broad range of services and supports to those living with HIV/AIDS. Social workers are familiar with community resources such as income support bureaucracies, education/training programs and career planning, prescription drug programs and policies, short- and long-term disability programs, housing, human rights leg-

isolation, addictions services, legal services, services and resources for people who are gay, lesbian, and bisexual, and nutrition and food security. Social workers often work with those living with HIV/AIDS to navigate these systems, while empowering clients to make informed decisions affecting their health.

Social workers also provide therapy and counselling for concerns such as new diagnosis, disclosure, intimate partner violence, depression, fertility, anxiety, relationships (intimate and familial), grief and loss, and addictions. Often, they work within the context of a multidisciplinary team in providing support for those living with a chronic illness. Team members may include a nurse practitioner, physician, pharmacist, psychologist, psychiatrist, immunologist, and a representative from public health.

In the community context, social workers continue to advocate on behalf of those living with HIV/AIDS through community organization and policy development. They also provide education to reduce the incidence of HIV through harm reduction and health promotion. Social workers understand that health care is more than medical care. The twelve determinants of health, as outlined by the Public Health Agency of Canada, have an impact on a person's overall health and well-being. These determinants include social status and income, education, and social support networks. Social workers strive to eradicate social exclusion and poverty across all fields of practice.

Cheryl Schultz

Canadian Association of Social Workers

[http://www.casw-acts.ca/public/schultz\\_e.pdf](http://www.casw-acts.ca/public/schultz_e.pdf)

## GLOSSARY

**to cross** = attraversare

**field** = campo, settore

**counselling** = assistenza psicologica

**world-wide** = in tutto il mondo

**rate** = tasso

**needle** = ago ipodermico

**accompanying** = connesso

**to entail** = comportare

**side effects** = effetti collaterali

**anti-retroviral medication** = trattamento antiretrovirale

**grief** = dolore

**loss** = perdita

**to be familiar with** = conoscere bene

**bureaucracy** = burocrazia

**addiction** = dipendenza

**disclosure** = confidenzialità

**physician** = medico

**harm** = male, danno

**determinant** = fattore determinante

**to outline** = delineare

**overall** = generale, complessivo

## LANGUAGE NOTES

*Income support* is a benefit (sussidio) for people who are on a low income.

A *prescription drug* is a medicine that requires a doctor's prescription (*ricetta*), unlike an *over-the-counter drug* which is sold without a prescription.

The suffixes *-er*, *-or* and *-ist* are used to refer to people engaged in a profession:

<i>lawyer</i>	(= someone who practises law)
<i>doctor</i>	(= someone who practises medicine)
<i>dentist</i>	(= someone who practises dentistry)

## COMPREHENSION

Say whether the following statements are True or False.

1. The text refers to AIDS-related social work on an international level.
2. People with AIDS who live longer have to deal with various problems.
3. Social workers need to have a knowledge of community resources to help people affected with AIDS.
4. Medical care is more important than overall health care.
5. The twelve determinants of health influence people with AIDS.

## VOCABULARY

**Exercise 4** Put the correct form of the appropriate prepositional verb in each space.

<i>apply for</i>	<i>ask for</i>	<i>care for</i>	<i>deal with</i>	<i>explain to</i>
<i>look after</i>	<i>pay for</i>	<i>suffer from</i>	<i>take on</i>	<i>turn down</i>

He's a nurse at St. Mary's Hospital. He \_\_\_\_\_ the job last year and was \_\_\_\_\_ at first. Then he was \_\_\_\_\_ and started working at Christmas. Nurses don't earn much and they even have to \_\_\_\_\_ their own uniforms. The nurses are all \_\_\_\_\_ a pay rise. It is very tiring work \_\_\_\_\_ the elderly patients and \_\_\_\_\_ all their needs. He

often \_\_\_\_\_ backache and has to \_\_\_\_\_ the administration that he needs time off to \_\_\_\_\_ this problem.

**Exercise 5 Addiction, dependence, abuse.** Read the three definitions.

**Addiction:** A person suffers from physical and mental withdrawal symptoms if they stop using the substance.

**Substance abuse:** A person may not have gone all the way to being addicted, but they overuse the substance. For example, someone who is not a daily drinker but a binge drinker, instead.

**Substance dependence:** A person has become dependent upon using the substance, even if it is not something normally considered addictive. For example, over-the-counter medications or pain relievers.

Complete the sentences with one of the terms above.

1. Tolerance and \_\_\_\_\_ may result with long-term use of benzodiazepines.
2. Drug \_\_\_\_\_ results in drug-seeking behaviour.
3. Narcotics and cocaine are more likely to cause physical \_\_\_\_\_ than are other drugs.
4. For many substances, the line between use and \_\_\_\_\_ is not clear.
5. \_\_\_\_\_ can refer to activities such as the Internet and gambling.

**Exercise 6 Living wills.** A *living will* (testamento biologico) specifies what medical care a person wants or does not want.

Complete the text with the appropriate words.

treatment	issue	dying	face	ill
recovery	cope	alive	life	antibiotics

The living will allows people to leave instructions about their possible medical \_\_\_\_\_ in case there comes a time when they are no longer capable of making decisions or of communicating them. Living wills are an entirely

separate \_\_\_\_\_ from voluntary euthanasia, and should not be confused with the debate about assisted \_\_\_\_\_.

Many people fear that, if they become \_\_\_\_\_ they could \_\_\_\_\_ a situation where they may be given too much treatment when there is little or no chance of \_\_\_\_\_, or given treatment which would leave them in a condition they could not \_\_\_\_\_ with. A living will can show that in the future, under clearly defined circumstances, the patient does not want treatment which will help him or her to live longer, such as \_\_\_\_\_, tube feeding or being kept \_\_\_\_\_ indefinitely on a \_\_\_\_\_ support machine.

### DISCUSSION

Since the arrival of the HIV/AIDS epidemic in Italy in the 1980s, 120,000 cases of people testing positive for HIV have been registered with the Ministry of Health. Every year, 4,000 new infections are registered. From the height of the epidemic in 1995, the number of registered cases of AIDS has fallen from 5,600 to 1,200.

Italy has combated the AIDS epidemic through various campaigns, some of which are listed below. Which do you think has been the most effective. What else could be done?

Over-the-counter syringe sales  
Methadone detoxification programmes  
Sex education in schools  
Public health commercials on television  
Information about condom use





# APPENDICES



## APPENDIX I

### IRREGULAR VERBS

BASE FORM	PAST SIMPLE	PAST PARTICIPLE	
arise	arose	arisen	<i>alzarsi, sorgere</i>
awake	awoke	awoken	<i>svegliarsi</i>
be	was/were	been	<i>essere, stare</i>
beat	beat	beaten	<i>battere, picchiare</i>
become	became	become	<i>diventare</i>
begin	began	begun	<i>iniziare</i>
bend	bent	bent	<i>piegare, piegarsi</i>
bite	bit	bitten	<i>mordere</i>
bleed	bled	bled	<i>sanguinare</i>
blow	blew	blown	<i>soffiare</i>
break	broke	broken	<i>rompere</i>
bring	brought	brought	<i>portare</i>
build	built	built	<i>costruire</i>
burn	burnt/burned	burnt/burned	<i>bruciare, scottare</i>
buy	bought	bought	<i>comprare</i>
catch	caught	caught	<i>afferrare, prendere</i>
choose	chose	chosen	<i>scegliere</i>
come	came	come	<i>venire</i>
cost	cost	cost	<i>costare</i>
cut	cut	cut	<i>tagliare</i>
deal	dealt	dealt	<i>trattare</i>
dig	dug	dug	<i>scavare</i>
do	did	done	<i>fare</i>
draw	drew	drawn	<i>disegnare</i>
dream	dreamt/dreamed	dreamt/dreamed	<i>sognare</i>
drink	drank	drunk	<i>bere</i>
drive	drove	driven	<i>guidare</i>
eat	ate	eaten	<i>mangiare</i>
fall	fell	fallen	<i>cadere</i>
feel	felt	felt	<i>sentire, sentirsi</i>
fight	fought	fought	<i>combattere</i>
find	found	found	<i>trovare</i>

fly	flew	flown	<i>volare</i>
forget	forgot	forgotten	<i>dimenticare</i>
forgive	forgave	forgiven	<i>perdonare</i>
freeze	froze	frozen	<i>congelare</i>
get	got	got /gotten (Am. E)	<i>diventare, ottenere</i>
give	gave	given	<i>dare</i>
go	went	gone	<i>andare</i>
grow	grew	grown	<i>crescere</i>
hang	hung	hung	<i>appendere</i>
hang	hanged	hanged	<i>impiccare</i>
have	had	had	<i>avere</i>
hear	heard	heard	<i>sentire, udire</i>
hide	hid	hidden	<i>nascondere, nascondersi</i>
hit	hit	hit	<i>colpire, picchiare</i>
hold	held	held	<i>tenere</i>
hurt	hurt	hurt	<i>far male, ferire</i>
keep	kept	kept	<i>mantenere, tenere</i>
know	knew	known	<i>sapere</i>
lay	laid	laid	<i>distendere, porre</i>
lead	led	led	<i>condurre, guidare</i>
learn	learnt/learned	learnt/learned	<i>imparare</i>
leave	left	left	<i>lasciare, partire</i>
lend	lent	lent	<i>prestare</i>
let	let	let	<i>lasciare, permettere</i>
lie	lay	lain	<i>giacere, star sdraiati</i>
light	lit/lighted	lit/lighted	<i>accendere, illuminare</i>
lose	lost	lost	<i>perdere</i>
make	made	made	<i>creare, fare</i>
mean	meant	meant	<i>significare, voler dire</i>
meet	met	met	<i>incontrare, conoscere</i>
pay	paid	paid	<i>pagare</i>
put	put	put	<i>mettere</i>
read	read	read	<i>leggere</i>
ride	rode	ridden	<i>cavalcare, andare (in)</i>
ring	rang	rung	<i>suonare</i>

rise	rose	risen	<i>sorgere</i>
run	ran	run	<i>correre</i>
say	said	said	<i>dire</i>
see	saw	seen	<i>vedere</i>
sell	sold	sold	<i>vendere</i>
send	sent	sent	<i>mandare, spedire</i>
set	set	set	<i>mettere, sistemare</i>
shake	shook	shaken	<i>agitare, tremare</i>
shine	shone	shone	<i>brillare</i>
shoot	shot	shot	<i>sparare</i>
show	showed	shown	<i>mostrare, far vedere</i>
shut	shut	shut	<i>chiudere</i>
sing	sang	sung	<i>cantare</i>
sink	sank	sunk	<i>affondare</i>
sit	sat	sat	<i>sedere, sedersi</i>
sleep	slept	slept	<i>dormire</i>
smell	smelt/smelled (Am.E)	smelt/smelled	<i>annusare, sentire</i>
speak	spoke	spoken	<i>parlare</i>
spell	spelt/spelled (Am. E)	spelt/spelled	<i>formare con lettere</i>
spend	spent	spent	<i>spendere</i>
stand	stood	stood	<i>stare (in piedi)</i>
steal	stole	stolen	<i>rubare</i>
stick	stuck	stuck	<i>attaccare, attaccarsi</i>
strike	struck	struck	<i>colpire, scioperare</i>
swim	swam	swum	<i>nuotare</i>
take	took	taken	<i>portare (via), prendere</i>
teach	taught	taught	<i>insegnare</i>
tear	tore	torn	<i>strappare</i>
tell	told	told	<i>dire, raccontare</i>
think	thought	thought	<i>pensare</i>
throw	threw	thrown	<i>lanciare, tirare</i>
understand	understood	understood	<i>capire</i>
wake	woke	woken	<i>svegliare, svegliarsi</i>
wear	wore	worn	<i>indossare, portare</i>
win	won	won	<i>vincere</i>
write	wrote	written	<i>scrivere</i>

## APPENDIX II

### NUMBERS AND TRENDS

#### Cardinal numbers

1	one	11	eleven	21	twenty-one
2	two	12	twelve	22	twenty-two
3	three	13	thirteen	23	twenty-three
4	four	14	fourteen	24	twenty-four
5	five	15	fifteen	25	twenty-five
6	six	16	sixteen	26	twenty-six
7	seven	17	seventeen	27	twenty-seven
8	eight	18	eighteen	28	twenty-eight
9	nine	19	nineteen	29	twenty-nine
10	ten	20	twenty	30	thirty
31	thirty-one	70	seventy	1,000	a thousand
40	forty	80	eighty	1,000,000	a million
50	fifty	90	ninety		
60	sixty	100	a hundred		

1. When reading a number of three or more figures or writing it in words, we place *and* before the word denoting tens or units:

*104 a hundred and four*

*2,986 two thousand nine hundred and eighty-six*

2. Numbers after twenty are written with a hyphen: *twenty-one thirty-four*

Otherwise all numbers are written as separate words: *101 one hundred and one*

3. Either a or one can be used before hundred, thousand, million:

*100 a/one hundred*

*150 a/one hundred and fifty*

4. The words *hundred, thousand, million* are never made plural unless used with general reference to a large number:

*two hundred*

*There were hundreds of birds in the trees.*

*five thousand*

*Thousands of people went to the concert.*

5. Unlike Italian, in English the comma is used to divide groups of numbers: *1,000 2,300 45,000* and the point is used to indicate decimals: *1.5 (one point five) 4.56 (four point five six)*

6. The definite article is never used before percentages:

*The value of the shares increased by 10% He got a 5% pay rise*

### Ordinal numbers

1 <sup>st</sup>	first	11 <sup>th</sup>	eleventh	21 <sup>st</sup>	twenty-first
2 <sup>nd</sup>	second	12 <sup>th</sup>	twelfth	22 <sup>nd</sup>	twenty-second
3 <sup>rd</sup>	third	13 <sup>th</sup>	thirteenth	23 <sup>rd</sup>	twenty-third
4 <sup>th</sup>	fourth	14 <sup>th</sup>	fourteenth	24 <sup>th</sup>	twenty-fourth
5 <sup>th</sup>	fifth	15 <sup>th</sup>	fifteenth	25 <sup>th</sup>	twenty-fifth
6 <sup>th</sup>	sixth	16 <sup>th</sup>	sixteenth	26 <sup>th</sup>	twenty-sixth
7 <sup>th</sup>	seventh	17 <sup>th</sup>	seventeenth	27 <sup>th</sup>	twenty-seventh
8 <sup>th</sup>	eighth	18 <sup>th</sup>	eighteenth	28 <sup>th</sup>	twenty-eighth
9 <sup>th</sup>	ninth	19 <sup>th</sup>	nineteenth	29 <sup>th</sup>	twenty-ninth
10 <sup>th</sup>	tenth	20 <sup>th</sup>	twentieth	30 <sup>th</sup>	thirtieth

31 <sup>st</sup>	thirty-first	70 <sup>th</sup>	seventieth	1,000 <sup>th</sup>	thousandth
40 <sup>th</sup>	fortieth	80 <sup>th</sup>	eightieth	1,000,000 <sup>th</sup>	millionth
50 <sup>th</sup>	fiftieth	90 <sup>th</sup>	ninetieth		
60 <sup>th</sup>	sixtieth	100 <sup>th</sup>	hundredth		

1. Ordinal numbers written as figures add the last two letters of the written word:

*first - 1st      second - 2nd      third - 3rd      fourth - 4th*

2. Ordinal numbers are usually preceded by the definite article:

*the first day      the twentieth week      the eighth day*

3. The titles of Kings, Wars etc. are written with Roman figures but are read with ordinal numbers:

*Elizabeth II (Elizabeth the second)      World War II (the second World War)*

4. Ordinal numbers are used when reading dates:

*9th December = the ninth of December      25th June = the twenty-fifth of June*





## DESCRIBING TRENDS

The following verbs and adverbs can be used to describe trends:

to go up ↑	to go down ↓	slightly, slowly,
to rise ↑	to fall ↓	steadily, rapidly
to increase ↑	to decrease ↓	dramatically, suddenly
to grow ↑	to drop ↓	
to soar ↑↑	to plummet ↓↓	
to peak ↑↑	to crash ↓↓	

→ to be unchanged, to stay at the same level, to remain steady

the highest level ever recorded

the lowest rate since the early 1980s

Notice also the use of the prepositions:

*at* = no movement or change

*Unemployment was unchanged at 6.2%*

*from...to* = change starting at and moving to

*Unemployment will rise from 6.4% to 7.3%*

*by* = a difference of

*The economy will grow by 0.7%*

Read the following paragraph and note the verbs and expressions used to describe trends.

## MURDER OF THE YOUNG

Murder rates among young men have jumped by half over the last 20 years, according to Government figures published recently. The research seems to show that Britain has a worse killing rate than many European countries. According to the Office for National Statistics, the number of young men killed has soared. There are now two thirds more deaths by shooting than in the late 1970s. The research has shown that since 1979 the murder rate among men in their early 30s has gone up by 55% and those in their early 20s by 47%. But overall murder rates have climbed only slowly to about 700 a year now compared with about 450 in the late 1970s and 250 in 1965, the year hanging was abolished. At the same time, murders of men over 85, once more likely than the young to be killed, have fallen by more than half. That decline has gone on alongside the increasing wealth of the old. Among young men, murder rates have climbed alongside the spread of drugs and the collapse of the family and work values that once restrained their behaviour.

## APPENDIX III

### CONNECTORS

#### Adding

Sentence connectors	Clause connectors	Other words and structures
also besides (+ noun) furthermore in addition moreover too	and	another

#### Comparing

Sentence connectors	Clause connectors	Other words and structures
also likewise similarly too	and both ... and not only ... but also either ... or neither ... nor	as ... as (not so ... as) to be like to be similar to in the same way

#### Contrasting

Sentence connectors	Clause connectors	Other words and structures
however in contrast instead in/by comparison nevertheless nonetheless on the other hand on the contrary	but although even though whereas while	despite (+ noun) in spite of compared to to be unlike contrary to

#### Effects and results

Sentence connectors	Clause connectors	Other words and structures
accordingly as a result as a consequence consequently hence therefore thus	so because since	to result in to cause to affect the cause of ... the reason for ...

**Concluding**

in brief  
in conclusion  
to conclude  
in short  
in summary

**Reformulating**

in other words  
to put it more simply,  
it would be better to say  
i.e. (id est)  
viz. (videlicet)  
namely

**Giving examples**

e.g. (exempli gratia)  
for example  
for instance  
such as  
in particular  
notably

**APPENDIX IV****FALSE FRIENDS - FALSI AMICI**

abusive <i>offensivo, ingiurioso</i>	<i>abusivo</i> illegal
accident <i>incidente</i>	<i>accidente</i> shock, chance event
actual/actually <i>reale, effettivo/ in realtà, di fatto</i>	<i>attuale/attualmente</i> current, present / at present
advertisement <i>annuncio pubblicitario</i>	<i>avvertimento</i> warning
advice/to advise <i>consiglio/consigliare</i>	<i>avviso/avvisare</i> notice / to inform, to warn
advocate <i>sostenitore</i>	<i>avvocato</i> lawyer
agenda <i>ordine del giorno; politica</i>	<i>agenda</i> diary
agony <i>sofferenza fisica o mentale</i>	<i>agonia</i> death throes
argument <i>discussione, litigio</i>	<i>argomento</i> subject, topic
to assist <i>aiutare, prendersi cura di</i>	<i>assistere a</i> to witness (an accident), to attend (a concert)
to assume <i>supporre</i>	<i>assumere</i> to employ, to hire
to attack <i>aggredire</i>	<i>attaccare</i> to attach, to hang up (phone), to stick

audience <i>pubblico</i>	<i>udienza</i> hearing (leg.)
confidence <i>fiducia, sicurezza</i>	<i>confidenza</i> familiarity, intimacy
conscience <i>coscienza morale</i>	<i>coscienza</i> conscientiousness, consciousness
convenient <i>comodo, a portata di mano</i>	<i>conveniente</i> cheap, good value
decade <i>decennio</i>	<i>decade</i> ten days
to demand <i>esigere, pretendere</i>	<i>domandare</i> to ask (for something)
dependant <i>persona a carico</i>	<i>dipendente</i> employee; (drug) addict
to discuss <i>dibattere, parlare di</i>	<i>discutere</i> to discuss, to argue
disposable <i>usa e getta</i>	<i>disponibile</i> available, helpful, free
distracted <i>agitato, sconvolto</i>	<i>distratto</i> absent-minded, inattentive, pre-occupied
economic <i>economico, attinente all'economia</i>	<i>economico</i> cheap, inexpensive
editor <i>direttore (di giornale, rivista)</i>	<i>editore</i> publisher
educated/to educate <i>colto, istruito/istruire</i>	<i>educato/educare</i> good-mannered, polite/ to bring up, to rear
education	<i>educazione</i>

<i>istruzione, formazione culturale</i>	upbringing
effective <i>efficace</i>	<i>effettivo</i> real, actual
eventual/eventually <i>finale/ alla fine</i>	<i>eventuale/eventualmente</i> possibile/possibly, in case
facility <i>servizio</i>	<i>facilità</i> ease
to fail <i>bocciare, fallire, non riuscire</i>	<i>fallire</i> to fail, to miss (a target)
finally <i>alla fine, infine</i>	<i>finalmente</i> at last
fine (n) <i>ammenda, multa</i>	<i>fine (n)</i> conclusion, end
furniture (n.sing.) <i>mobili</i>	<i>fornitura</i> supply, stock
to guard <i>proteggere, sorvegliare</i>	<i>guardare</i> to look at, to observe
to hurt <i>far male, ferire</i>	<i>urtare</i> to bump, to crash, to knock into, to annoy
incoherent <i>incomprensibile, sconnesso</i>	<i>incoerente</i> inconsistent
incident <i>caso, evento</i>	<i>incidente</i> accident
inconvenient (a) <i>scomodo</i>	<i>inconveniente (n)</i> drawback, mishap
injury <i>ferita, infortunio</i>	<i>ingiuria</i> insult

instruction <i>insegnamento, ordine, disposizione</i>	<i>istruzione</i> education
to intend <i>avere intenzione, volere</i>	<i>intendere</i> to mean, to understand
irrelevant <i>non pertinente</i>	<i>irrilevante</i> insignificant
large <i>grande</i>	<i>largo</i> wide
to licence <i>accordare una licenza, autorizzare</i>	<i>licenziare</i> to dismiss, to fire, to sack
local <i>abitante del luogo; il pub di zona</i>	<i>locale</i> premises, room
lunatic (n) <i>matto, pazzo</i>	<i>lunatico (a)</i> changeable, moody
magazine <i>rivista</i>	<i>magazzino</i> storeroom, warehouse
major <i>importante, principale</i>	<i>maggiore</i> the greatest, the most important
matter (n) <i>affare, questione</i>	<i>materia</i> subject, subject matter
minor (a) <i>meno importante</i>	<i>minore (a)</i> the least important/ the smallest/the youngest
misery <i>estrema infelicità, sofferenza</i>	<i>miseria</i> extreme poverty
notice <i>avviso, comunicazione</i>	<i>notizia</i> news
observant (a) <i>attento; chi osserva</i>	<i>osservante</i> law-abiding; practising



occasion <i>occasione, momento</i>	<i>occasione</i> chance, opportunity
occasionally (adv) <i>ogni tanto</i>	<i>occasionale (a)</i> chance
to occur <i>accadere, verificarsi</i>	<i>occorrere</i> to need, to want, to happen
pain <i>dolore</i>	<i>pena</i> pity; punishment; sorrow
parent <i>genitore</i>	<i>parente</i> relative
to part <i>dividere, separare</i>	<i>partire</i> to depart, to leave
peculiar <i>eccentrico, strano</i>	<i>peculiare</i> characteristic, idiosyncratic
practically <i>in modo pratico, praticamente</i>	<i>praticamente</i> virtually, quasi
preoccupied <i>assorto, intento</i>	<i>preoccupato</i> worried
to present <i>consegnare, fare dono</i>	<i>presentare</i> introduce
to pretend <i>far finta, fingere</i>	<i>pretendere</i> to claim, to demand
principal (n) <i>preside</i>	<i>principale (n)</i> boss, employer
to prevent <i>evitare, impedire</i>	<i>prevenire</i> anticipate
professor <i>docente universitario titolare di cattedra</i>	<i>professore</i> lecturer, teacher

to provide <i>fornire, procurare</i>	<i>provvedere</i> to arrange, to see to
qualified <i>competente, qualificato, idoneo</i>	<i>qualificato</i> qualified, skilled
to quarrel <i>disputare, litigare</i>	<i>querelare</i> to bring an action against, to prosecute, to sue
to question/question <i>interrogare, mettere in dubbio/domanda</i>	<i>questionare/questione</i> to argue, to quarrel/issue, matter
to rape <i>stuprare, violentare</i>	<i>rapire</i> to abduct, to kidnap
rate (n) <i>indice; prezzo; tasso</i>	<i>rata</i> instalment
record <i>documentazione; disco; primato</i>	<i>ricordo</i> memory; souvenir
to recover <i>guarire, riprendersi</i>	<i>ricoverare</i> to admit or to send to hospital
to recuperate <i>guarire, riprendersi, ristabilirsi</i>	<i>recuperare</i> to get back, to recover
relevant <i>attinente, pertinente, relativo</i>	<i>rilevante</i> important, prominent
to respond <i>essere sensibile, replicare</i>	<i>rispondere</i> to answer, to reply
salary <i>stipendio</i>	<i>salario</i> wage
sane <i>sano di mente, sensato</i>	<i>sano</i> healthy
scholar	<i>scolaro</i>

<i>studioso</i>	pupil, schoolchild
scope <i>competenza, portata</i>	<i>scopo</i> aim, purpose
sensible <i>ragionevole, sensato</i>	<i>sensibile</i> sensitive
stranger <i>estraneo, sconosciuto</i>	<i>straniero</i> foreigner
to support <i>mantenere, sostenere</i>	<i>sopportare</i> to bear, to stand
sympathetic <i>comprensivo</i>	<i>simpatico</i> likeable, nice, pleasant
ultimately <i>alla fine</i>	<i>ultimamente</i> lately, recently
unable <i>incapace</i>	<i>inabile</i> disabled, unfit
unconscious <i>inconsapevole</i>	<i>incosciente</i> reckless, irresponsible

## KEY TO EXERCISES

### UNIT 1

#### Comprehension

1. To help European members provide quality social services.
2. By providing a network that provides information for social directors and care professionals in order to improve services.
3. Through working groups, events and online services.
4. To provide solutions to daily challenges in the social services on a national and European level.
5. b-disabilities; c-ageing; d-jobs; f-education; h-gender equality.

#### Exercise 1

1. social work; 2. social issues; 3. social policy; 4. social welfare; 5. social justice.

#### Exercise 2

The annual conference will be held in the London Hotel. Situated in the city centre, this is a perfect *venue* to meet. There will be three keynote speakers who will give their *plenary* talks in the Auditorium every morning. In the afternoon we will divide into small groups for *workshops*. All *delegates* will register with the *secretariat* when they arrive and can pick up their conference *badges* at the front desk. The *gala* dinner will take place on the final evening.

#### Exercise 3

1. week; 2. group; 3. holiday; 4. class; 5. relationships.

#### Comprehension

1. b; 2. a; 3. a; 4. c; 5. a.

#### Exercise 4

1. overworked; 2. undereducated; 3. underfunded; 4. overpopulated; 5. underpaid.

#### Exercise 5

1. wage; 2. employer; 3. job; 4. pay; 5. trained.

#### Exercise 6

1. provision; 2. development; 3. poverty; 4. decision; 5. partnerships.

**Exercise 7** (examples)

1. A social worker is a person employed by the social services; 2. On-the-job training is practical experience in the workplace; 3. The term “working conditions” refers to the environment in which a person works, including job hours, pay and duties; 4. Unlike government bodies, an NGO works independently from government; 5. The European Union (EU) is an economic and political union of 27 member states which are located primarily in Europe.

**UNIT 2****Comprehension**

1. T; 2. F; 3. T; 4. F; 5. F.

**Exercise 1**

1. lucrative – profitable; 2. domestic – home; 3. global – international; 4. powerless – weak; 5. labour – work.

**Exercise 2**

1. crimes; 2. pornography; 3. victims; 4. exploitation; 5. molester.

**Exercise 3**

1. as many as; 2. as long as; 3. as much as; 4. as little as; 5. as soon as.

**Comprehension**

1. Because research has revealed the extent of child prostitution in many Asian countries.  
 2. To stop the commercial exploitation of children.  
 3. Some are large NGOs and some are much smaller groups.  
 4. Eight regional representatives from all continents and an independent Chairperson, Treasurer, Secretary and Youth representative.  
 5. The unit administrates and coordinates the organisation.

**Exercise 4**

1. chairperson; 2. board; 3. treasurer; 4. secretary; 5. accountant.

**Exercise 5**

1. admission; 2. appointment; 3. elimination; 4. representation; 5. appearance.

**Exercise 6**

1. ONG – NGO, Non-Governmental Organisation; 2. PIL – GDP, Gross

Domestic Product; 3. OCSE – OECD, Organisation for Economic Co-operation and Development; 4. OMS – WHO, World Health Organisation; 5. IVA – VAT, Value Added Tax.

UNESCO: United Nations Educational, Scientific and Cultural Organization; NATO: North Atlantic Treaty Organisation; OXFAM: Oxford Committee for Famine Relief; UNICEF: United Nations Children's Fund; ERASMUS: European Community Action Scheme for the Mobility of University Students.

### Exercise 7

1. highly-skilled worker; 2. never-ending; 3. record breaking; 4. far-reaching consequences; 5. hand-made goods.

### Exercise 8

1. It is a 19<sup>th</sup>-century law.
2. It is a 40-hour course.
3. It is a 200-page report.
4. She is a 10-year-old girl.
5. It is a 5-year project.

## UNIT 3

### Comprehension

1. b; 2. c; 3. b; 4. c; 5. a.

### Exercise 1

useful, useless

skillful

harmful, harmless

careful, careless

jobless

endless

powerful, powerless

homeless

successful

painful, painless

### Exercise 2

1. lively; 2. live; 3. living; 4. lifestyle; 5. livelihood.

### Exercise 3

1. poor; 2. miserable; 3. urgent; 4. real; 5. Social.

**Comprehension**

1. F; 2. T; 3. F; 4. T; 5. F.

**Exercise 4**

1. injustice; 2. illegal; 3. unfair; 4. impossible; 5. incorrect; 6. unemployed; 7. immeasurable; 8. unauthorised; 9. illiterate; 10. irresponsible

**Exercise 5**

1. halt – stop; 2. reverse – turn round; 3. halve – reduce by 50%; 4. eradicate – get rid of; 5. ensure – guarantee.

**Exercise 6**

RICH: affluent, flush, loaded, wealthy, well-off

POOR: broke, hard up, needy, penniless, poverty-stricken

**Exercise 7**

1. both; 2. Likewise; 3. similar; 4. as; 5. also.

**UNIT 4****Comprehension**

1. The violation of migrants' rights.
2. They fail to protect migrants.
3. It helps developing country economies.
4. Manual work, mostly domestic work and agriculture.
5. To ensure that migrants have a right to appeal and that individual reviews are conducted.

**Exercise 1**

1. misconduct; 2. mismanagement; 3. misadvised; 4. mistaken; 5. misunderstanding.

**Exercise 2****Country**

Bangladesh  
Burkina  
Burundi  
Gabon  
Israel  
Kazakhstan  
Kuwait

**Person**

a Bangladeshi  
a Burkinese  
a Burundian  
a Gabonese  
an Israeli  
a Kazakh  
a Kuwaiti

Thailand	a Thai
Togo	Togolese
United Arab Emirates (UAE)	an Emirati

**Exercise 3**

1. benefit from; 2. rely on; 3. According to; 4. report on; 5. access to.

**Comprehension**

1. b; 2. b; 3. a; 4. a; 5. b.

**Exercise 4**

1. membership; 2. partnership; 3. ownership; 4. citizenship; 5. relationship.

**Exercise 5**

1. look after; 2. hear about; 3. cared for; 4. deal with; 5. know about.

**Exercise 6**

1. Refugees; 2. Internally displaced persons; 3. Asylum seekers; 4. Immigrants; 5. Slaves.

**Exercise 7** (examples)

1. *Although* Britain spends £946 a year on health care per person, the health service is inadequate; 2. The number of patients has risen to 14 million a year. *However*, the number of nurses is dropping; 3. *Despite* short waiting times, almost 500 patients a year die waiting for treatment; 4. More people with AIDS are being cared for at home, *but* doctors are not always happy about this; 5. People with AIDS are often more comfortable at home *though* it creates a lot of work for the family.

**UNIT 5****Comprehension**

1. T; 2. T; 3. F; 4. T; 5. F.

**Exercise 1**

1. key; 2. track record; 3. fostering; 4. entitlements; 5. home.

**Exercise 2**

1. accessible; 2. societal; 3. working; 4. additional; 5. successful.



**Exercise 3**

1. rent-free; 2. interest-free; 3. sugar-free; 4. duty-free; 5. work-free.

**Comprehension**

1. WWII veterans.
2. In Toronto, 1976.
3. In the same year and venue as the Olympic Games.
4. Ensuring that programmes and operations are workable within the Olympic context.
5. Fair gender representation and broad representation of disabilities.

**Exercise 4**

1. 'To do' lists or checklists - e. A person with a learning disability; 2. Additional training, supervision and support - b. A person with a mental health condition; 3. Larger, well-defined signage - d. A person who is blind or has vision impairment; 4. Ramp at the entrance to a building which has steps - c. A person with a mobility impairment; 5. Text telephone - a. A person who is deaf or hard of hearing.

**Exercise 5**

1. go bowling; 2. play basketball; 3. go skiing; 4. go hiking; 5. do karate.

**Exercise 6**

Shooting – Wheelchair Basketball; Boccia – Equestrian; Rowing – Swimming; Archery – Table Tennis.

**Exercise 7**

1. bald - d. comb-free; 2. dead - c. biologically challenged; 3. dwarf - e. vertically challenged; 4. insane - b. mental explorer; 5. fat - a. differently weighted.

**UNIT 6****Comprehension**

1. b; 2. b; 3. a; 4. b; 5. a.

**Exercise 1**

1. equality; 2. address; 3. banish; 4. strengthen; 5. scarce.

**Exercise 2**

1. pay freeze; 2. pay gap; 3. pay rise; 4. pay day; 5. pay scale.

**Exercise 3**

1. We didn't earn **much** money working in America.
2. You are making great **progress** in your English.
3. Put the **luggage** in the hall.
4. They gave me **some** useful information.
5. The news **is** not good.

**Comprehension**

1. F; 2. T; 3. T; 4. F; 5. T.

**Exercise 4**

1. deal – c. treatment; 2. standing – e. position; 3. earnings – a. wages; 4. tackle – d. deal with; 5. failings – b. weaknesses.

**Exercise 5**

1. trial; 2. evidence; 3. guilty; 4. disputes; 5. sentenced.

**Exercise 6**

1. together; 2. back; 3. up; 4. out; 5. about.

**Exercise 7**

1. men and women; 2. fire officers; police officers; 3. head teachers are responsible for their students; 4. They who laugh last laugh longest; 5. Individuals must have the opportunity to go as far as their abilities will take them.

**UNIT 7****Comprehension**

1. c; 2. a; 3. c; 4. a; 5. b.

**Exercise 1**

1. Indirect discrimination; 2. Harassment; 3. Victimisation; 4. Direct discrimination.

**Exercise 2**

1. ancient; 2. elderly; 3. antique; 4. outdated; 5. aged.

**Exercise 3**

1. part-time; 2. earn; 3. sacked; 4. resign; 5. position.

**Comprehension**

1. To improve the quality of life for the elderly.
2. Through a joint ICT research programme to provide accessible products and services for the elderly.
3. The population is ageing and the elderly are also important consumers.
4. Physical impediments and the cost of ICT products.
5. Through market assessments and facilitating exchange of best practice in the EU.

**Exercise 4**

1. raise awareness; 2. adopt an ageist policy; 3. boost my confidence; 4. overcome barriers; 5. build consensus.

**Exercise 5**

1. take away; 2. took on; 3. took over; 4. took back; 5. takes after.

**Exercise 6**

1. c; 2. d; 3. a; 4. e; 5. b.

**Exercise 7 (examples)**

1. Kathy Jager is a grandmother of four *as well as being* a star in the World Veterans' Athletics Championships.
2. Mrs Jager is a former social worker *besides being* a fervent anti-drugs campaigner.
3. Last week she set a world record for her age group in the 100 metres race. *Furthermore*, she won the 200 metres race.
4. She won the gold medal *in addition to shattering* the existing world record.
5. She was awarded a bronze medal in the long jump *and* won a silver medal in the pole vault.

**UNIT 8****Comprehension**

1. F; 2. T; 3. F; 4. F; 5. T.

**Exercise 1**

1. disorder; 2. funding; 3. treatment; 4. prevention; 5. healthy.

**Exercise 2**

1. anxious; 2. depressed; 3. angry; 4. afraid; 5. stressed.

**Exercise 3**

1. complexity; 2. probability; 3. possibility; 4. ability; 5. security.

**Comprehension**

1. Their rights are violated and they suffer all kinds of abuse.
2. Mental disorders are often stigmatized.
3. They can highlight their problems and needs and help find solutions to these.
4. To reduce the risk of human rights' violations.
5. No, they are inadequate and better policies and services should be provided.

**Exercise 4**

1. stigma; 2. abuse; 3. monitor; 4. key; 5. backed.

**Exercise 5**

1. Home care; 2. health care; 3. foster care; 4. child care; 5. Hospice care.

**Exercise 6**

1. obsessive compulsive disorder; 2. eating disorder; 3. Depression; 4. self-harming behaviour; 5. Schizophrenia.

**UNIT 9****Comprehension**

1. An NGO that provides relief to poor countries.
2. To provide relief to starving people in Greece during WWII.
3. To provide better health and education services for all world-wide, to combat poverty and injustice.
4. By working with partners on various levels, through campaigns and research.
5. Climate change can have a strong impact on ecosystems, agriculture, health etc.

**Exercise 1**

1. starving; 2. fair; 3. livelihood; 4. schooling; 5. shelter.

**Exercise 2**

1. Earthquake; 2. Flooding; 3. Wildfires; 4. Famine; 5. Drought.

**Exercise 3**

1. throughout; 2. thought; 3. thorough; 4. through; 5. though.

**Comprehension**

1. c; 2. b; 3. a; 4. a; 5. b.

**Exercise 4**

1. trainee; 2. intern; 3. volunteer; 4. graduate; 5. mentor.

**Exercise 5**

<b>Noun</b>	<b>Adjective</b>
ambition	<i>ambitious</i>
analysis	<i>analytic</i>
capability	<i>capable</i>
creativity	<i>creative</i>
decision	<i>decisive</i>
determination	<i>determined</i>
discretion	<i>discreet</i>
efficiency	<i>efficient</i>
enthusiasm	<i>enthusiastic</i>
flexibility	<i>flexible</i>
imagination	<i>imaginative</i>
maturity	<i>mature</i>
motivation	<i>motivated</i>
precision	<i>precise</i>
proficiency	<i>proficient</i>
punctuality	<i>punctual</i>
reliability	<i>reliable</i>
responsibility	<i>responsible</i>
trustworthiness	<i>trustworthy</i>

**Exercise 6**

1. profile; 2. key skills; 3. education; 4. work experience; 5. additional information.

**Exercise 7**

1. am writing; 2. would like to; 3. is/would be; 4. was selected; 5. provided; 6. allows; 7. would complement; 8. providing; 9. consider; 10. have/have had; 11. working; 12. developed; 13. is; 14. will do; 15; look.

**UNIT 10****Comprehension**

1. The health sector refers to services provided by hospitals, etc. To prevent and treat illness; the social services are concerned with the general welfare of citizens.
2. Charities would be more active in the social services sector.
3. Because of their origins and because interest groups have wanted to keep them separate.
4. The situation has changed, including a rise in the elderly population and higher demand for integrated services.
5. Free healthcare services funded through taxation (Nordic countries and UK); insurance-based system (other member states).

**Exercise 1**

1. general practitioner; 2. drugs; 3. welfare; 4. elderly; 5. facilities.

**Exercise 2**

1.c; 2. a; 3. e; 4. b; 5. d.

**Exercise 3**

1. weak; 2. pain; 3. epidemic; 4. temperature; 5. ointment.

**Comprehension**

1. F; 2. T; 3. T; 4. F; 5. T.

**Exercise 4**

He's a nurse at St. Mary's Hospital. He *applied for* the job last year and was *turned down* at first. Then he was *taken on* and started working at Christmas. Nurses don't earn much and they even have to *pay for* their own uniforms.

The nurses are all *asking for* a pay rise. It is very tiring work *caring for* the elderly patients and *dealing with* all their needs. He often *suffers from* backache and has to *explain to* the administration that he needs time off to *look after* this problem.

### Exercise 5

1. dependence; 2. addiction; 3. dependence; 4. abuse; 5. addiction.

### Exercise 6

The living will allows people to leave instructions about their possible medical *treatment* in case there comes a time when they are no longer capable of making decisions or of communicating them. Living wills are an entirely separate *issue* from voluntary euthanasia, and should not be confused with the debate about assisted *dying*.

Many people fear that, if they become *ill* they could *face* a situation where they may be given too much treatment when there is little or no chance of *recovery*, or given treatment which would leave them in a condition they could not *cope* with. A living will can show that in the future, under clearly defined circumstances, the patient does not want treatment which will help him or her to live longer, such as *antibiotics*, tube feeding or being kept *alive* indefinitely on a *life* support machine.





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*ottobre 2011*