

UNIVERSITÀ CA' FOSCARI DI VENEZIA

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

1

Collana diretta da Dario Calimani

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 più funzionale alle aree disciplinarie dei diversi Corsi di laurea. Una nuova strategia didattica che, coniugando insieme competenze linguistiche diverse, ha come scopo primario la concentrazione dell'impegno e l'incisività del risultato.

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.

Dario Calimani

Volumi della collana:

*English for the Arts*

*English for Economics*

*English for History and Philosophy*

*English for Welfare Services*

*Le français de l'économie*

Volumi in preparazione

*English for Science*

*Deutsch für Geisteswissenschaftler*

*Le discours historique et philosophique en Français*

**Geraldine Ludbrook**  
**English for Welfare Services**



Geraldine Ludbrook, *English for Welfare Services*

© 1999 Libreria Editrice Cafoscarina  
ISBN 978-88-85613-86-7

Cover illustration: William Hogarth, *Prison Scene* (1735) from *Rake's Progress* (series).

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

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## INTRODUCTION

*English for Welfare Services* is intended for Italian students of social services who are required to use English in their tertiary studies but whose knowledge of the language is limited to what they have learnt in a general school course. The manual aims at providing specific and relevant language work in the field of social welfare, together with some up-to-date information regarding British institutions and services.

As the book is primarily designed to improve students' skills in comprehension and written English, some restrictions have necessarily been imposed. There is no specific comprehension work connected with the reading passages to permit students and teachers the freedom to select and use the texts in the way that most closely meets their specific needs. The grammar section is limited to the main difficulties likely to be encountered in texts of this kind with practice at a pre-intermediate/intermediate level. As a result, some aspects of grammar have been omitted or have not been dealt with in an extensive manner. Priority has been given throughout to the structures and aspects most commonly found in formal written English.

Social workers and other professionals working in welfare services deal with people in difficulty in fields ranging from child welfare to mental health, poverty, discrimination and social injustice. The social settings in which they work are varied: schools, hospitals, the workplace, public and private agencies and services. This has been taken into account in the selection of the reading material presented. The reading passages cover two basic kinds of situation: crisis events (such as marriage breakdown and divorce, child abuse, domestic violence) and situations of ongoing personal and social distress (such as drug addiction, unemployment, homelessness). Attention is also focused on mental health problems (depression and suicide) as well as common health issues (stress, AIDS, alternative medicine). More general social issues are also addressed (sexism, racial discrimination, education), as are cases of special needs (disabilities, long-term care).

Each of the 15 units in Part I opens with a short introductory text: a "popular" journalistic article or a general news item. Also dealing with the issue raised in the introductory text, a second longer reading passage provides information on some of the services or assistance currently available in Britain: national charities, voluntary services, EU organisations. Alternatively, the further reading passage provides information on the present laws in Britain governing certain issues, such as the divorce law and the Race Relations Act, or

describes British institutions: the education system, or unemployment services. There follows a short discussion section in which students are encouraged to reflect on the problem examined in the passage, comparing services and organisations available in England and Italy, and expressing their personal opinion on any controversial points raised in the unit.

Each reading passage is accompanied by a glossary of the most difficult words in the passage, compiled with the Italian student in mind, focusing mainly on the words that differ most from the Italian equivalent. In particular, words that often deceive students by their similarity to Italian while having a different meaning (so-called “false friends”) are indicated with an asterisk and are brought together in Appendix VI along with other common false friends. All the irregular verbs in the glossary are supplied with their past forms, and the most common irregular verbs are listed in Appendix I.

Each Unit contains a series of grammar exercises, accompanied by a brief outline of the grammar point in question to be used for revision purposes or as a starting point for further grammar work. The elements of grammar introduced are closely linked to the reading passages and deal with the main aspects needed to facilitate comprehension and production.

Considerable attention is focused on word formation, i.e. words formed from other meaningful structures, which are divided into three main groups:

1. *Composition*: compound words made up of two nouns (*week + end, wheel + chair, break + down*);
2. *Derivation*: suffixes and prefixes (*disability, unlikely, shortage, action*);
3. *Conversion*: the shift of words from one word class to another: *blind* (adjective) - *the blind* (class noun), *charity* (abstract noun) - *a charity* (count noun).

The extensive series of morphological exercises throughout the manual, which are brought together in Appendix II where the main meanings and functions of the prefixes and suffixes are summarised, has the scope of introducing students to this important and flexible aspect of the English language. Appendix IV highlights some common aspects of phrasal and prepositional verbs, and Appendix III revises numbers, dates and trends.

Each unit concludes with a short vocabulary section in which students are asked to revise and extend the vocabulary specific to the field covered in the unit: education, families, health etc., with particular attention to the common difficulties encountered by Italian students. Political correctness—a very

topical aspect of language—is also touched upon. Three short sections are dedicated to increasing students’ awareness of linguistic issues concerning racial and sexual discrimination and disabilities.

Part II—Units 16 to 20—is made up of five longer texts (with glossary) that discuss current ethical questions: euthanasia and living wills, attitudes to HIV testing, in vitro fertilisation, genetically engineered food, and the National Social Workers Association’s Code of Ethics. In this section students are invited to practice presentation—either written or spoken—of a standpoint for or against a certain issue, and to examine their own personal position on the issue discussed and other related questions.

In addition to the purely linguistic purposes set out above, *English for Welfare Services* may also serve as a more general educational tool, stimulating students towards a more creative approach to the English language and encouraging them to take a more active interest in their discipline and its links to society as a whole.

Geraldine Ludbrook

## ACKNOWLEDGEMENTS

The following articles have been reprinted by courtesy of BBC News Online at [www.bbc.co.uk/news](http://www.bbc.co.uk/news): “Early years services working together” by Alison Stenlake, “Education link to homelessness”, “Blind men behaving badly?” by Liz Doig, “UK unemployment goes up - and down”, “Adoption rules to end ‘misguided’ practices”, “Aids deaths in Europe plummet”, “Crackdown on violence against women”, “Cancer: what to eat to beat it”, “Complementary Medicine”, “What is long-term care?”, “IVF: The facts”.

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Grateful thanks to Frederika Gebhardt and Maria Rees for their suggestions and advice throughout the preparation of the book.

# **PART I**



## **UNIT 1            DIVORCE**

### **CHILDREN AND DIVORCE**

One out of every two marriages today ends in divorce and many divorcing families include children. Parents who are getting a divorce are frequently worried about the effect the divorce will have on their children. During this difficult period, parents may be preoccupied with their own problems, but continue to be the most important people in their children's lives.

While parents may be devastated or relieved by the divorce, children are invariably frightened and confused by the threat to their security. Some parents feel so hurt or overwhelmed by the divorce that they may turn to the child for comfort or direction. Divorce can be misinterpreted by children unless parents tell them what is happening, how they are involved and not involved, and what will happen to them.

Children often believe they have caused the conflict between their mother and father. Many children assume the responsibility for bringing their parents back together, sometimes by sacrificing themselves. Vulnerability to both physical and mental illnesses can originate in the traumatic loss of one or both parents through divorce. With care and attention, however, a family's strengths can be mobilised during a divorce, and children can be helped to deal constructively with the resolution of parental conflict.

Parents should be alert to signs of distress in their child or children. Young children may react to divorce by becoming more aggressive and uncooperative, or by withdrawing. Older children may feel deep sadness and loss. Their schoolwork may suffer and behaviour problems are common. As teenagers and adults, children of divorce often have trouble with their own relationships and experience problems with self-esteem.

Children will do best if they know that their mother and father will still be their parents and remain involved with them even though the marriage is ending and the parents won't live together. Long custody disputes or pressure on a child to "choose sides" can be particularly harmful for the youngster and can add to the damage of the divorce. Research shows that children do best when parents can co-operate on behalf of the child.

Parents' ongoing commitment to the child's well-being is vital. If a child shows signs of distress, the family doctor or paediatrician can refer the par-

ents to a child and adolescent psychiatrist for evaluation and treatment. In addition, the child and adolescent psychiatrist can meet with the parents to help them learn how to make the strain of the divorce easier on the entire family. Psychotherapy for the children of a divorce, and the divorcing parents, can be helpful.

Facts for Families. American Academy of Child and Adolescent Psychiatry

## GLOSSARY

**\*parent** = genitore

**\*preoccupied** = distratto

**overwhelmed** = schiacciato

**to bring (brought, brought) back**

**together** = riunire

**care** = sollecitudine

**distress** = angoscia

**to withdraw (withdrew, withdrawn)**

= chiudersi, diventare introverso

**self-esteem** = stima di sé

**to do (did, done) well** = andare bene

**to choose (chose, chosen) sides** = schierarsi, prendere partito per

**on behalf of** = nell'interesse, a favore di qualcuno

**to cope** = far fronte, tener testa, affrontare

**ongoing** = continuo

**commitment** = impegno, responsabilità

**to refer someone to** = indirizzare

**strain** = tensione

## NOTES

1) Note the difference between *security* and *safety*.

*security* (a feeling of being safe and free from worry):

*He loves the security of a loving family.*

*safety* (the state of being safe from harm):

*Your personal safety is at risk with your violent husband.*

2) The plural form of *child* is *children*. See Unit 6 for more information on irregular plurals

3) The verbs *to divorce* and *to marry* are used without prepositions:

*I divorced John three years after I married him.*

The expressions *to get married (separated, divorced)* describe the change in state: *They want to get married soon.*

The expressions *to be married (separated, divorced)* refer to the state:

*They have been separated for years.*

**GRAMMAR REVIEW****SIMPLE PRESENT TENSE**

The Simple Present tense is used:

- (a) to express habitual or general actions:  
*Children often believe they have caused the conflict.*
- (b) to state general truths and states:  
*One out of every two marriages ends in divorce.*

It is often used with frequency adverbs: *often, sometimes, always, never* etc.

**PRESENT CONTINUOUS TENSE**

The Present Continuous tense is used:

- (a) to express an activity happening now:  
*My parents are getting a divorce.*
- (b) to emphasise the continuous nature of actions happening in the present:  
*The marriage is ending.*
- (c) to refer to a planned future arrangement:  
*We are seeing a solicitor tomorrow.*

It is generally used with time expressions such as *at present, now, nowadays*.

**Exercise 1**

Choose between the simple present and present continuous tense:

- 1) Children often *suffer / are suffering* when their parents divorce.
- 2) While a marriage *ends / is ending*, parents should think of their children.
- 3) John *is / is being* separated from his wife. They split up last year.
- 4) The judge *gives / is giving* her sentence next week.
- 5) Divorce proceedings in Britain *take / are taking* several months.
- 6) They *work / are working* in a supermarket at the moment, but hope to change jobs soon.
- 7) We normally *have / are having* a lot of friction in our marriage.
- 8) He *does / is doing* his best to save the relationship, but his wife is not trying very hard.

The negative of the Simple Present is formed by the use of *do not* or *does not* before the infinitive of the main verb: *I don't (do not) want to get divorced.*

The negative of the Present Continuous tense is formed by adding *not* to the verb *to be*: *They aren't (are not) getting married after all.*

### Exercise 2

Make the following sentences negative:

1) We want a divorce.

\_\_\_\_\_

2) Counselling is available for people getting a divorce.

\_\_\_\_\_

3) She's able to cope on her own.

\_\_\_\_\_

4) I'm living apart from my husband.

\_\_\_\_\_

5) He's looking after the children at weekends.

\_\_\_\_\_

6) Her children are doing well at school.

\_\_\_\_\_

7) They need to see a psychologist.

\_\_\_\_\_

8) The divorce is coming through soon.

\_\_\_\_\_

The interrogative form of the Simple Present tense uses *do* or *does* with the infinitive of the main verb: *Do they want to get married?*

The interrogative form of the Present Continuous tense places the appropriate form of the verb *to be* before the subject of the sentence: *Is he married?*



*Sally is good.*  
*I see your view.* (understand)

*Sally is being good today.* (behaving)  
*I'm seeing a solicitor.* (meeting with)

When we refer to temporary states, the state verbs can be used in a continuous form:

*I like John.*

*I'm not liking school much this term.*

*I live in London.*

*I'm living with my mother until I find a new flat.*

Some verbs can have both forms with very little difference in meaning:

*I feel / am feeling sad.*

*My arm hurts / is hurting.*

#### **Exercise 4**

Choose the correct form - Present Simple or Present Continuous:

- 1) *I see / am seeing* a counsellor next week.
- 2) Getting a divorce *costs / is costing* a lot nowadays.
- 3) *We live / are living* apart at the moment but haven't separated legally yet.
- 4) The court *hears / is hearing* the case at this very minute.
- 5) My husband *thinks / is thinking* I am having an affair with another man.
- 6) Jack *is / is being* very strange lately. I wonder what the matter is.
- 7) She *has / is having* some regrets about the breakdown of their marriage.
- 8) *I think / am thinking* you did the right thing to leave him.

#### **Exercise 5**

Correct the mistake in each sentence.

- 1) I'm preferring to live with my mother.
- 2) She is having three children to bring up on her own.
- 3) We see the mediation service next week.
- 4) He is seeming very unhappy.
- 5) My daughter is always hating school.
- 6) She is never doing her homework.
- 7) Jack and Susan try a temporary separation.
- 8) We have a reconciliation meeting at this very moment.

## FURTHER READING

### MARRIAGE BREAKDOWN AND DIVORCE

The breakdown of a marriage gives rise to a variety of legal problems as well as being very distressing to the partners involved. The matters of most concern involve the children, income on which to live, and who will live in the family home. In most cases of marriage breakdown, the partners involved manage to agree on the steps to be taken regarding children, possessions and maintenance either informally or through Mediation. In other cases, the Courts have to decide. Separation and divorce also may affect the tax you pay, your pension, National Insurance contributions, loans and hire purchase, the mortgage, and ownership of property and possessions.

#### *Out-of-Court Mediation Service*

The purpose of this service is to help solve problems that occur particularly where children are concerned. The Mediation Service will assist parents to discuss the arrangements that are to be made for the children. It does not try to bring about a reconciliation, although this sometimes may occur. The workers in the service have received special training and will see both parties together to decide if any solutions can be reached without Court proceedings.

The service can only operate if both parties co-operate. A small fee is asked from you if you go to conciliation as a contribution towards the costs of the service. If you are entitled to Legal Aid, the fee may be recovered from the Legal Aid Board.

#### *Divorce*

Divorce is only available when you have been married for at least one year and when one of five facts apply:

- (a) that one spouse had committed adultery and the other spouse finds it intolerable to live with him/her;
- (b) that one spouse has behaved in such a way that the other spouse cannot reasonably be expected to live with him/her;
- (c) that one spouse has deserted the other for a continuous period of at least two years;
- (d) that the spouses have lived apart for a continuous period of at least two years and both consent to a divorce being granted;
- (e) that the spouses have lived apart for a continuous period of at least five years, even if one spouse does not agree to a divorce.

If divorce proceedings are taken, then all matters relating to the marriage (e.g. financial matters) can be dealt with within these divorce proceedings. Divorce proceedings are generally handled by the County Court. You will not need to attend the hearing in order to obtain a divorce unless there is an unresolved dispute as to children. You may need to be advised by a solicitor.

Usually the divorce proceedings will take several months and there are two stages to a Decree of Divorce: the Decree Nisi is the first stage, but the Decree Absolute is not issued until at least six months after the Decree Nisi. It is the Decree Absolute that is the “divorce” so you cannot remarry until it is issued.

The pronouncement of the Decree Nisi signifies that you have proved to the Court’s satisfaction that the marriage has irretrievably broken down and that there is no reason in law why, after a six week period of reflection, you should not be able to get a Decree Absolute, and so be divorced

National Family Mediation Service

## GLOSSARY

**breakdown** = insuccesso, rottura  
**to give (gave, given) rise to** = causare,  
 dare origine a  
**income** = reddito  
**maintenance** = alimenti  
**loan** = prestito bancario  
**hire purchase** = acquisto a rate  
**mortgage** = mutuo

**to bring (brought, brought) about** =  
 causare, determinare  
**fee** = parcella  
**proceedings** = azione legale  
**spouse** = coniuge  
**to desert** = abbandonare  
**hearing** = udienza  
**to grant** = concedere  
**solicitor** = avvocato

There are five kinds of lawyers in the English legal system: lawyer, attorney, notary, solicitor, and barrister. A *barrister* pleads in the higher courts. A *solicitor* advises clients on matters of law, draws up legal documents, such as wills, and prepares cases for barristers. An *attorney* performs the same work as a solicitor, but only in Common law, and is often appointed to act for another person. A *notary*, or *notary public*, is a public official who is legally authorised to take oaths, attest and certify certain documents. *Lawyer* is a generic term; a member of the legal profession who conducts suits in the courts or advises clients, often limited to attorneys and solicitors.

The legal system in most English-speaking countries is based on Common law, which developed in Medieval England. This system is based on custom and precedent established by court decisions unlike Roman or Civil law, the basis for the law of most of continental Europe—including Italy—and Latin America. Civil law is instead based on codified principles and Civil law courts do not generally employ trial by jury or the law of evidence.

### DISCUSSION

- 1) This passage describes the steps that are taken to obtain a divorce in England. How does this procedure compare with the Italian system?
- 2) The Prince of Wales, Nelson Mandela, the person next door: divorce is everywhere. But does divorce really lead to social breakdown? Is it worse to stay in an unhappy marriage “for the sake of the children”? What do you think?

### VOCABULARY

Choose the most suitable word or phrase to complete the sentence.

- 1) I got to \_\_\_\_\_ Jimmy well ten years ago when we worked together.  
*/ meet / know / introduce /*
- 2) Susie and John got married a year after they got \_\_\_\_\_.  
*/ divorced / engaged / separated /*
- 3) Is Patrick married or is he still a \_\_\_\_\_?  
*/ single / bachelor / spinster /*
- 4) When we got married Peter was our \_\_\_\_\_.  
*/ bridesmaid / best man / bridegroom /*
- 5) My wife and I had a terrible \_\_\_\_\_ last night.  
*/ discussion / argue / row /*

- 6) Can you \_\_\_\_\_ me the money for the solicitor. I'll pay it back next month.

*/ lend / borrow / pay /*

- 7) At Christmas we always have a big gathering with all my \_\_\_\_\_.

*/ parents / families / relatives /*

- 8) I have three \_\_\_\_\_. Their names are Susie, Sally and Jack.

*/ brothers / sisters / brothers and sisters /*

## UNIT 2 CHILDREN

### HOW TO PROTECT YOUR CHILDREN

A playground bully, an adult stranger, even a familiar grown-up, can represent a threat to a child, either physically or sexually. Many children are now being taught how to stay safe, often through special lessons at school. This is what the KIDSCAPE charity suggests that parents teach their children:

1. *To be safe.*

Tell your children they have the right to be safe. No one can take that away.

2. *To protect their own bodies.*

Children must know that their body belongs to them, especially the private parts covered by their swimsuits and underwear.

3. *To say no.*

Tell your children it's all right to say no if someone tries to hurt them. A lot of children are told to always do what grown-ups tell them.

4. *To get help against bullies.*

Bullies pick on younger, more vulnerable children. Tell children to get friends to help them, and to say no without fighting. Make sure they tell a grown-up. Tell them to give up something a bully wants, like a bike if they are going to get hurt. Tell them you will not be angry if they come home without it.

5. *To tell.*

Tell your children they must tell you what has happened and that you will not be angry with them.

6. *To be believed.*

If your child wants your help, they need to know they will be believed and supported. This is especially true in the case of sexual assault, as children rarely lie about it.

7. *Not to keep secrets.*

Child molesters known to the child often say that a kiss or a touch is 'our secret'. Tell your children that some secrets should never be kept, even if they said they wouldn't tell.

8. *To refuse touches.*

Tell your children they can say no to touching or kissing if they don't like it. If someone touches them and tells them to keep it a secret, they must tell you. Never force your child to hug or kiss anyone.

9. *Not to talk to strangers.*

Most well-meaning adults will not approach a child who is on their own, unless they are obviously lost or distressed. Tell your children never to talk to strangers, and to politely ignore any approach from a stranger. Get them to tell you if a stranger tries to talk to them.

10. *To break rules.*

Tell your children they can break rules to stay safe. They can run away, scream, lie or kick to get away from danger.

KIDSCAPE

## GLOSSARY

**bully** = prepotente, spaccone, bullo

**\*stranger** = sconosciuto

**grown-up** = adulto

**threat** = minaccia

**to teach (taught, taught)** = insegnare

**to hurt (hurt, hurt)** = far male

**to pick on** = prendersela con, maltrattare

**to lie** = mentire

**to hug** = abbracciare

**well-meaning** = ben intenzionato

**to approach** = avvicinare, accostare

**politely** = in modo garbato

**to break (broke, broken) a rule** = infrangere una regola

## NOTES

1) *to hurt* can be a transitive verb: *He hurt his leg when he fell* or an intransitive verb: *His leg hurts*.

Note that there is very little difference in meaning between the simple and the continuous form:

*My leg hurts / is hurting.*

2) The imperative in English is the base form of the verb—the infinitive without *to*—and is invariable for both singular and plural reference. The negative imperative is formed by *don't* and the base form of the verb:

*Tell your children to say no.*

*Don't be angry with them.*

- 3) Be careful not to confuse the following verbs:  
 to grow: *I grow peas in the garden.* (plants are grown)  
 to raise: *My parents raised me strictly.* (children and animals are raised)  
 to grow up (intr.): *I grew up in England.* (to reach maturity)  
 to educate: *I was educated at Eton.* (to receive instruction or schooling)

## GRAMMAR REVIEW

### FUTURE TIME

*Will + infinitive* and *going to + infinitive* are commonly used to talk about the future. *Going to* is preferred in spoken English while *will (won't)* is preferred in formal, written English.

#### Prediction

*Going to* is used when it is predicted that an event is about to happen on the basis of something we observe now: *He looks as though he is going to cry.*

*Will* is used for a prediction not connected with the present: *He will cry when he hears the news.*

#### Intention

*Going to* is used to talk about decisions made previously: *He's going to study physics at university.*

*Will* is used in formal English to talk about arranged events: *The meeting will start at 10 o'clock.*

*Will*, however, is also used for decisions made at the moment of speaking: *I'll answer the phone.*

See Unit 1 for the use of the Present Continuous tense for future reference, Unit 2 for the use of *will* as a modal auxiliary verb, and Unit 12 for the use of *will* in conditional sentences.

### THE PASSIVE

The Passive form of the verb is made up of the appropriate tense of the verb *to be* plus the Past Participle.

Active: *Parents tell their children to be careful. Scientists have made progress in cancer research.*

Passive: *Children are told to be careful. Progress has been made in cancer research.*

The Passive is used when there is little interest in, or knowledge of, the doer of the action, and more interest in the action or its result. If it is necessary to identify the doer of the action, the preposition *by* is used.

*He was arrested and taken to gaol.*

*He was arrested by three policemen after a long car chase.*

The Passive can be used with modal auxiliary verbs.

*Children must be told how to protect themselves. They can be exposed to bullying at school. They should be warned about possible dangers.*

*They could be hurt by strangers.*

The Passive is very commonly found in formal and scientific English as it is used to express impersonal concepts.

### **Exercise 1**

Underline the passive forms in the reading passage. Re-write the sentences in the active form.

### **Exercise 2**

Make the following sentences passive.

- 1) In the past, parents sent their children outside to play on the streets.

---

- 2) Now traffic accidents and strangers have made urban streets dangerous for children.

---

- 3) The government is introducing new measures to make the streets safer for children

---

- 4) The government will not ban cars from the areas, but it will lower speed limits for traffic.

---

- 5) The plan may persuade parents not to keep their children indoors watching television.

---

**Exercise 3**

Put the verbs in brackets in the correct tense, active or passive, to fit the meaning of the text.

There are numerous criminal charges that can \_\_\_\_\_ (bring) against parents who \_\_\_\_\_ (be) violent towards their children. Neighbours and relatives who \_\_\_\_\_ (think) that a child \_\_\_\_\_ (receive) excessive punishment should \_\_\_\_\_ (report) their fears to the NSPCC. The matter will \_\_\_\_\_ (handle) confidentially; the NSPCC cannot \_\_\_\_\_ (force) to say who reported the violence.

In practice, relatively few prosecutions \_\_\_\_\_ (bring). Usually the child \_\_\_\_\_ (remove) from the position of danger. This \_\_\_\_\_ (do) by taking the child into care or by excluding the violent parent.

**REPORTING VERBS: TELL and SAY**

*To tell* and *to say* are both reporting verbs. However, *to tell* must be followed by an indirect object while *to say* is normally followed by *that* or, occasionally, by *to* + indirect object.

*He says that he is listening.*                      *He tells me (that) he is listening.*  
*He said to me that he was listening.*

*To say* is used to introduce direct speech, greeting or commands:

*He said: "I am listening to you".*    *He said no.*                      *He said goodbye.*

*To tell* can also be used in expressions such as:

*to tell a story* - *to tell the time* - *to tell a lie* - *to tell the truth* - *to tell the difference*

**Exercise 4**

Use an appropriate form of *say* or *tell* in the following sentences.

1) I \_\_\_\_\_ my daughter she should not speak to strangers.

- 2) She \_\_\_\_\_ no to the man who wanted to give her a sweet.
- 3) They were \_\_\_\_\_ not to be so secretive.
- 4) I \_\_\_\_\_ him not to \_\_\_\_\_ that word again.
- 5) Children sometimes find it hard to \_\_\_\_\_ whether a person is suspicious or not.
- 6) I have never been able to \_\_\_\_\_ between the twins— they are identical.
- 7) Could you \_\_\_\_\_ me how to get some advice.
- 8) Why don't you \_\_\_\_\_ what the matter is?

### REPORTED COMMANDS AND REQUESTS

Commands are reported with *tell* followed by the object pronoun and the infinitive: “*Go away!*” *He told me to go away.*

Requests are reported with *ask* followed by the object pronoun and the infinitive: “*Please help me*”. *He asked her to help him.*

#### Exercise 5

Report the following commands and requests.

- 1) “Be home by 8 o’clock!”.

My mother \_\_\_\_\_  
home by 8 o’clock.

- 2) “Can you explain where you went?”

She \_\_\_\_\_  
where I had been.

- 3) “Come home with me”.

The man \_\_\_\_\_  
with him.

4) “What are you doing there?”

The policeman \_\_\_\_\_  
what I was doing.

5) “Could you tell me the time?”

They \_\_\_\_\_  
them the time.

6) “You must work harder”.

My parents \_\_\_\_\_  
harder.

7) “Could you turn the music down, please”.

Our neighbours \_\_\_\_\_  
the music down.

8) “Don't wear your boots inside”.

She \_\_\_\_\_  
my boots inside.

## FURTHER READING

### NATIONAL SOCIETY FOR THE PREVENTION OF CRUELTY TO CHILDREN (NSPCC)

The National Society for the Prevention of the Cruelty to Children is the UK's leading charity specialising in child protection and the prevention of cruelty to children. It has been protecting children from abuse for over 100 years.

The NSPCC was founded in 1889 by the Reverend Benjamin Waugh. As a young man, Waugh worked as a Congregational minister in the slums of east London. There he witnessed daily the cruelty and deprivation experienced by large numbers of children. This was a time when abuse of children, unlike cruelty to animals, was not a criminal offence. Waugh worked tirelessly to

help such children and campaigned vigorously to draw public and Government attention to their sufferings.

News of Benjamin Waugh's pioneering work spread rapidly. When the London Society for the Prevention of Cruelty to Children was established in 1884, Waugh was appointed Honorary Secretary. Five years later, in 1889, the National Society for the Prevention of Cruelty to Children was founded with Benjamin Waugh as Director and Queen Victoria as Royal Patron. In 1889 the NSPCC employed 29 Inspectors, who in that year alone dealt with 3,937 cases of child abuse and neglect. So great was the need for their services that by 1900 the number of Inspectors had increased to 163. By 1905 the NSPCC had helped over 1 million children.

The first Prevention of Cruelty to Children Act (1889) was largely the result of five years' lobbying by Benjamin Waugh and his supporters. A century later, the NSPCC continues to uphold and develop the campaigning tradition established by its founder.

## NSPCC Services for Children

### *Assessment*

Our first step in helping vulnerable children is to assess the risk of them being harmed, whether as part of a existing pattern of abuse or as a first incident. Our child protection teams can then decide on the best form of action. This could be treatment for children and their families or, as a last resort, removing the child to a safe place to prevent further abuse.

### *Treatment*

Children who have been severely affected by abuse may need months of one-to-one counselling before they can express their feelings about the experience. Only then can they start to recover, rebuild their lives and reclaim their lost childhood.

Alternatively, counsellors may work with the whole family, particularly if the child or the abuser are to continue to live together in the family home. Many of our projects also organise counselling groups for children. Some are facilitated by an adult counsellor, others are peer support groups in which children share and learn from each others' experiences.

### *Child Witness Support Service*

For many child witnesses, the ordeal of giving evidence in court against their abusers can be as traumatic as the abuse they originally experienced. The NSPCC's Regional Child Witness Support Teams help children develop the confidence they need to say exactly what happened to them and then to be cross-examined. Aided by the NSPCC's interactive Child Witness Pack, our

staff help child witnesses learn about the roles of court officials and the legal language they use. After the hearing, we support children and families through the aftermath of both the court experience and the abuse itself

NSPCC

## GLOSSARY

**leading** = principale, primo

**Congregational minister** = pastore congregazionale

**tirelessly** = instancabilmente

**to campaign** = condurre una campagna

**to draw (drew, drawn) attention to** = attirare l'attenzione, l'interesse

**neglect** = trascurare

**to lobby** = esercitare pressione su forze politiche

**to uphold (upheld, upheld)** = sostenere

**aftermath** = postumi

**to assess** = valutare, stimare

**pattern of abuse** = abusi sistematici, ripetuti

**team** = équipe

**one-to-one** = individuale

**\*to recover** = riprendersi, rimettersi

**reclaim** = recuperare, riprendere

**ordeal** = prova

**witness** = testimone

**to cross-examine** = sottoporre a controinterrogatorio

## DISCUSSION

- 1) What are the three main services the NSPCC provides for children? Who provides similar services for children in Italy?
- 2) There are plans in Britain to set up a central register with the names of all individuals who have been convicted of child abuse. Employers may be asked to consult the list before taking on staff. Do you agree with this proposal or do you think it may create civil liberties problems?

## VOCABULARY

Complete each sentence with a word from the list below.

*charged fine sentence court witness suspicion illegal evidence*

- 1) Roger was arrested and \_\_\_\_\_ with molesting his daughter.

- 2) His wife had had the \_\_\_\_\_ that something was wrong for some time.
- 3) The social services found \_\_\_\_\_ that the child had been abused.
- 4) The child had to act as a \_\_\_\_\_ at the trial.
- 5) He was found guilty and given a long \_\_\_\_\_.
- 6) I took my employer to \_\_\_\_\_ to get the money she owed me.
- 7) The parents were given a \_\_\_\_\_ because they had never sent their son to school.
- 8) Making children under thirteen work is \_\_\_\_\_.

## **UNIT 3            EDUCATION**

### **EARLY YEARS SERVICES WORKING TOGETHER**

This week, the government announced that there are to be five more ‘early excellence centres’ in England. This brings the number of these centres to 21 —just four away from the target of 25 by the start of the next academic year.

But what are they, and how do they work? The centres are the product of a government initiative to ensure that all pre-school children have access to high-quality education in their early years. The centres are provided through a partnership between local education authorities and the private and voluntary sectors.

But the centres do not just provide education—they bring together learning with childcare and social services. And they are designed to develop new services for children, parents, teachers and childcare workers. In practice, this means that centres educate youngsters, as well as helping them and their families in other ways, such as by providing parenting skills courses, family literacy classes and health advice.

Each centre tailors its services to suit the community it serves—some of the needs of an inner-city estate differ from those of an isolated rural community.

On the White City estate in the London Borough of Hammersmith and Fulham, an early excellence centre is evolving. In April, the Randolph Beresford Early Excellence Centre was born from a collaboration between the education, health and social services departments. It is based at the former Livingstone Nursery School, where the centre’s nursery education is still provided, and incorporates the local social services facilities, the health centre, and play service, all of which are conveniently nearby.

Although the centre is still developing, the range of services it already provides is impressive—particularly to those new to the concept of early years education involving more than just a nursery school. A drop-in facility for parents helps support those feeling isolated and experiencing problems, while a family support group, with a skilled family worker on hand, can help people with parenting skills and other issues. A counselling service provides further help, and also works with specific groups and individuals, such as refugees.

Health visitors attending the centre give advice on children's health issues, and help refer parents and their children for further medical attention at the health centre. Social services introduce parents needing some form of help or support to various groups run by the centre, and children in care can make use of its extended hours—it looks after children from 8am to 6pm. Crèche facilities are available at the centre, from where parents can also access child-care workers. Training and professional development for childcare workers is provided, and the centre can even help parents get back into education. It runs taster sessions of courses—for example, one in computer skills—to boost people's confidence before they take the step of joining a college or education centre elsewhere. Other services include classes for parents with English as an additional language [...]

BBC News

## GLOSSARY

<b>target</b> = obiettivo	<b>drop-in facility</b> = servizio ad accesso libero (senza appuntamento)
<b>to ensure</b> = assicurare, garantire	<b>skilled</b> = esperto
<b>pre-school</b> = di età prescolastica	<b>skill</b> = abilità, capacità professionale
<b>partnership</b> = associazione	<b>issue</b> = questione
<b>*to educate</b> = istruire	<b>crèche</b> = nido
<b>youngsters</b> = ragazzi	<b>*available</b> = disponibile
<b>parenting skills</b> = mestiere di genitore	<b>to access</b> = accedere a
<b>literacy</b> = alfabetismo	<b>training</b> = formazione professionale
<b>*advice</b> = consigli	<b>to get (got, got) back</b> = ritornare
<b>to tailor</b> = adattare, fare su misura	<b>taster</b> = di prova
<b>to suit</b> = soddisfare	<b>to boost *confidence</b> = aumentare fiducia in se stessi
<b>estate</b> = quartiere di case comunali	<b>to join</b> = iscriversi
<b>facilities</b> = servizi, risorse	
<b>*convenient</b> = comodo	
<b>*impressive</b> = notevole	

## NOTES

Note the use of the passive structure in English: *I was born in 1958.*

## WORD STUDY

A common way of forming words in English is by adding prefixes or suffixes to existing words. By noting them carefully, you will be able to increase your vocabulary. See Appendix II for a summary of the most common prefixes and suffixes.

The suffix *-ity* is used to form nouns from the corresponding adjectives:  
*The school has a drop-in facility for parents.*

### Exercise 1

Add *-ity* to form nouns from the following adjectives. Write a sentence using each new word.

*active* \_\_\_\_\_

*probable* \_\_\_\_\_

*complex* \_\_\_\_\_

*possible* \_\_\_\_\_

*rigid* \_\_\_\_\_

The suffix *-ment* is used to form nouns from the corresponding verbs:  
*Training and professional development is provided for childcare workers.*

### Exercise 2

Add *-ment* to form nouns from the following verbs. Write a sentence using each new word.

*equip* \_\_\_\_\_

*move* \_\_\_\_\_

*improve* \_\_\_\_\_

*govern* \_\_\_\_\_

*state* \_\_\_\_\_

## GRAMMAR REVIEW

### UNCOUNTABLE NOUNS

*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.*

### Exercise 3

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) What a beautiful furniture!
- 4) His researches are going well.
- 5) The news are not good.
- 6) Would you like a new work?
- 7) They gave me a useful information.
- 8) Put the luggages in the hall.

### -ING FORM

The *-ing* form occurs several times in this reading passage. It is often used in formal or scientific English because of its conciseness and flexibility. Note the following examples from the passage:

- 1) an early excellence centre *is* currently *evolving*.

The *-ing* form is used as part of the present continuous tense (see Unit 1).

- 2) They bring together *learning* with children.

In this example the *-ing* form acts as a noun.

- 3) *parenting* skills

Here the *-ing* form is used as an adjective describing the noun *skills*.

- 4) parents *needing* some help - health visitors *visiting* the centre

In both these examples the *-ing* structure takes the place of a relative clause (see Unit 14): parents *who need* some help - health visitors *who visit* the centre

- 5) They take the step of *joining* a college

In this case, the *-ing* form follows a preposition.

**Exercise 4**

Find further examples of the *-ing* form in the passage. Identify the function each has.

**Exercise 5**

In the following sentences, replace the phrases in italics with an *-ing* form.

- 1) A nurse *who visits* and *helps* the old and sick in their homes is called a health visitor.
- 2) The social services often come across parents *who want* some advice.
- 3) The work of the childcare centres is *the education of* young children.
- 4) Some of the facilities offered are *the support of* parents and *the development of* childcare workers.
- 5) Early excellence centres provide courses *that boost* people's confidence.
- 6) The aim of the centre is *to help* parents and teachers alike.
- 7) They have set up a service *that assists* parents to retrain.
- 8) The centre makes families *who experience* problems feel less lonely.

**Exercise 6**

Insert the *-ing* form of the verb in these sentences. Be very careful of spelling.

- 1) There is a \_\_\_\_\_ area outside near the car park. (to smoke)
- 2) She managed to find a new job after \_\_\_\_\_ unemployed for six months. (to be)
- 3) \_\_\_\_\_ to work by train every day can be \_\_\_\_\_. (to travel - to tire)
- 4) Social services \_\_\_\_\_ to help that family find a new house to live in. (to try)
- 5) A \_\_\_\_\_ child needs help from \_\_\_\_\_ adults. (to suffer - to care)

- 6) Can you give me some information about \_\_\_\_\_. (to re-train)
- 7) Would you mind \_\_\_\_\_ the windows? (to open)
- 8) \_\_\_\_\_ children need plenty of room to run around in. (to grow)

## **FURTHER READING**

### **THE STATE EDUCATION SYSTEM IN ENGLAND**

#### **PRE SCHOOL**

Nursery education is for children aged two to five and takes place in nursery schools or nursery classes attached to a primary school. Often parents prefer to send their children to nursery classes in primary schools as this helps to make the transition from nursery to primary school easier for the child.

#### **PRIMARY SCHOOLS**

Primary education in England begins at age five. Local education authorities must provide all children with a school place no later than the start of the term after their fifth birthday.

Primary schools consist mainly of infant schools for children aged five to seven, junior schools for those aged seven to 11, and combined junior and infant schools for both age groups. First schools in some parts of England cater for ages five to 10 as the first stage of a three-tier system: first, middle and secondary. Middle schools in England cover different age ranges between eight and 14 and usually lead on to comprehensive upper schools.

#### **SECONDARY SCHOOLS**

Under the 1944 Education Act, local education authorities were given the responsibility for planning and delivering primary and secondary education in their areas. Between 1944 and the mid 1960s, most local authorities operated a system of grammar, technical and secondary modern schools, with pupils being allocated to schools on the basis of their performance in 11-plus examinations. Selection became unpopular in the 1960s and the local authorities were encouraged to move towards comprehensive systems. In 1974, the Labour govern-

ment legislated for universal comprehensive education, but the Conservative government elected in 1979 allowed grammar schools to continue.

### *Comprehensive schools*

The main type of general secondary school, attended by 86.8% of secondary pupils in England. Comprehensives cater for children of all abilities between the ages of eight and 11, who then move on to senior comprehensive schools at 12,13 or 14. This type of school accounts for about 5% of the secondary pupils in England.

### *Secondary grammar schools*

These select pupils on the basis of their 11-plus examinations, providing an academic course from age 11 to 16 or 18. Secondary grammar schools make up about 4% of the secondary pupils in England.

### *Secondary modern schools*

These provide a general education with a practical bias. This type of school accounts for 2.6% of the secondary pupils in England.

### *Specialist schools*

Specialist schools in England are those which have a recognised focus on developing particular skills—in technology, languages, sports or the arts. The emphasis is on sharing their expertise and resources with local primary and secondary schools, so that all the children in the surrounding area benefit.

### *Schools for special needs*

Children deemed to have special educational needs may be most obviously those with a condition that hinders or prevents them from making use of the facilities provided for pupils of their age. But in the broadest sense it covers all those whom the school considers could benefit from extra help with their studies. There are nearly 2,000 special schools (both day and boarding) for pupils with special educational needs. Some of these are run by voluntary organisations and some are in hospitals. The pupil-teacher ratio in special schools is 5.9:1 compared to 20:1 in mainstream state schools.

### *Independent schools*

Fee-charging schools are sometimes described as “private schools” or traditionally (somewhat confusingly) “public schools”. Independent schools receive no grants from public funds and are owned and managed under special trusts. Fee-charging schools come in a variety of forms. Some are privately owned and run for profit, others are charitable foundations. Fees at independent schools vary widely. They depend on whether schools are educating older

children or younger ones, whether they are day or boarding schools and, sometimes, on the part of the country in which they are situated.

## HIGHER EDUCATION

The term higher education is used to describe education above A level and its equivalents. It is provided in universities and colleges of higher education, as well as some further education colleges.

### *Options*

Those gaining the required A level points—or equivalent—can join a degree course. There are now more than 100 universities in the UK providing higher education. All universities are governed by royal charter or by Act of Parliament, and enjoy academic freedom. They appoint their own staff, decide which students to admit, provide their own courses and award their own degrees. The number of universities has increased considerably since 1992, when polytechnics were given degree-awarding powers and were allowed to call themselves universities.

First degree courses are mainly full-time and usually last three years. However, there are some four-year courses, and medical and veterinary courses normally require five years.

Universities offer courses in a wide range of subjects, including traditional arts subjects and science and technology. Many universities have close links with commerce and industry. First degrees in most institutions have the title Bachelor of Arts (BA) or Bachelor of Science (BSc). Special qualifications are awarded for bachelor degrees in engineering (BEng) and education (BEd). Where degrees are awarded with honours, these are divided into four classes: first (highest), upper second, lower second and third.

## GLOSSARY

**term** = trimestre

**to cater for** = provvedere

**tier** = livello

**to deliver** = effettuare, fornire

**to account for** = incidere

**bias** = taglio

**to hinder** = impedire

**boarding school** = collegio, convitto

**ratio** = rapporto

**mainstream** = tradizionale

**fees** = retta

**trust** = amministrazione

**royal charter** = statuto reale

**to award a degree** = conferire una laurea

**link** = collegamento

Secondary education covers schooling from the age of 11 to the minimum school-leaving age of 16. Pupils follow a common curriculum leading to the General Certificate of Secondary Education, which has replaced the General Certificate of Education Ordinary Level (O-level). Pupils may stay on at school for a further two years when they sit for the General Certificate of Education Advanced Level (A level), which gives access to university. The grades A\* A-G are given for each subject but only A\* A-C are considered pass grades.

### DISCUSSION

- 1) Summarise the English education system in note form. How does the English education system differ from the Italian system?
- 2) In Britain, publicly-funded secondary schools must provide a sex education programme that deals also with issues such as pregnancy, contraception, HIV and sexually-transmitted diseases. Do you think schools should provide this kind of information or should it be left to parents?

### VOCABULARY

Choose the most suitable word or phrase to complete each sentence.

- 1) I have a \_\_\_\_\_ in Philosophy from Oxford University.  
*/ paper / certificate / degree /*
- 2) Her parents were very angry when they read her school \_\_\_\_\_.  
*/ account / report / papers /*
- 3) My best \_\_\_\_\_ at school was chemistry.  
*/ topic / theme / subject /*
- 4) Someone who has completed a university degree is a \_\_\_\_\_.  
*/ graduate / laureate / tutor /*

- 5) Simon \_\_\_\_\_ his exams and had to repeat the course.  
*/ missed / failed / lost /*
- 6) My mother \_\_\_\_\_ me how to read when I was four.  
*/ learned / taught / learnt /*
- 7) In England, children start \_\_\_\_\_ school at the age of five.  
*/ secondary / nursery / primary /*
- 8) She doesn't \_\_\_\_\_ school regularly and is dropping behind in her work.  
*/ go / frequent / attend /*

## UNIT 4            HOMELESSNESS

### EDUCATION LINK TO HOMELESSNESS

Over a quarter of people sleeping on the streets have been excluded from school, according to a report published recently by the homeless charity CRISIS, and rough sleepers are 90 times more likely to have been excluded than the general population. Sixty-two per cent have no educational qualifications, compared to a 34% national average.

The report, *Prevention is Better than Cure*, says homeless charities should put more efforts into stopping people becoming rough sleepers and getting them off the streets rather than helping them to survive there. It recommends that young people be encouraged to stay with their families and carers until they are 18, where possible, rather than encouraging independence too early.

The report, the first of a series on street homelessness, identifies several risk factors that lead to people sleeping rough. The government has committed itself to reducing the number of rough sleepers by two thirds by the year 2002.

Shaks Ghosh, chief executive of CRISIS, said: “We have known for some time that a poor education reduces people’s chances in life. But people ending up on the streets because of poor qualifications and opportunities is an example of modern-day poverty in its most extreme form.” He said the emphasis in the past had been too often on providing emergency accommodation for homeless people, rather than long-term support to get them off and keep them off the streets. “It is crucial that we look at ways to prevent people at high risk of homelessness ending up on the street before they get there,” he added.

Other risk factors may include disputes with parents, experience of sexual or physical abuse, time spent in local authority care, alcohol and drug misuse, mental health problems, leaving the armed forces and unemployment. Forty per cent of rough sleepers have suffered violence or abuse, says the report, which is based on interviews with 120 homeless people and staff at 19 homelessness prevention projects. Thirty-six per cent have mental health or drug and alcohol problems. One in four are ex-servicemen and one in three have been in prison at some stage. Over a third had been resettled since they first slept rough, but had ended up back on the streets.

The report has recommended several proposals:

- (a) Schools should teach more about homelessness and the practical problems of leaving home;
- (b) Pilot peer education programmes might be set up;
- (c) Family mediation projects could be established for homeless young people;
- (d) Support services for homeless people with mental health and drug and alcohol problems should be provided;
- (e) Housing resettlement schemes for people leaving the armed forces would be useful.

BBC News

## GLOSSARY

**homeless** = senza casa, senzatetto

**charity** = istituzione benefica

**to sleep (slept, slept) rough** = dormire all'aperto

**carer** = chi ha responsabilità o custodia

**to lead (led, led) to** = condurre, portare a

**chance** = occasione, opportunità

**to end up** = finire

**to provide** = fornire, offrire

**accommodation** = alloggio, sistemazione

**to get (got, got) off** = togliere da

**to keep (kept, kept) off** = tenere lontano

**misuse** = abuso, cattivo uso di

**staff** = personale

**serviceman** = militare

**to resettle** = risistemare

**pilot** = di prova, sperimentale

**peer** = pari

### Local authority care

When a child goes into “care”, the social services department of the local authority takes over the parents’ rights and responsibilities. It has very wide powers to decide how and where the child shall be looked after. The child may be placed in a home, with foster parents or even with friends and relations; the parents can be denied access to the child.

The care laws are designed to deal with three sets of circumstances:

1. *When the parents can't cope or can't be found.* For instance, the mother is ill or the family have been made homeless. Alternatively, the parents may have abandoned or ill-treated the child.
2. *When the child is “troublesome”.* If the child has committed an offence and is in need of care and control.
3. *Emergency problems.* If the child has been physically or sexually abused, neglected or abandoned. The child can be taken to a place of safety for a short period.

## NOTES

Note the difference between the noun *mistake*, which means error, and the verb *to mistake*, which means to misunderstand or to confuse with:

*I made a mistake in the test.*                      *I mistook you for your sister.*

## WORD STUDY

The prefix *un-* is often used to make an adjective negative:

*Children may become uncooperative.* (not cooperative)

The prefix *mis-* adds the meaning of badly, mistakenly:

*Divorce can be misinterpreted by children.* (interpreted wrongly)

### Exercise 1

Use the prefixes *un-* or *mis-* to modify the meaning of the following sentences.

- 1) Children can be happy about their parents' separation.
- 2) Jack had a very fortunate accident.
- 3) I understood your question.
- 4) Children's distress is often recognised.
- 5) I believe the matter was handled by social services.

The suffix *-less* forms an adjective from a noun and means "without":

*She has been homeless for a year.* (without a home)

Its opposite *-ful* means "with":

*Social workers are hopeful they will resettle her soon.*

### Exercise 2

Use the suffixes *-less* and *-ful* to create adjectives from the following nouns and write a sentence with each new word.

*care* \_\_\_\_\_

*success* \_\_\_\_\_

*taste* \_\_\_\_\_

*rest* \_\_\_\_\_

*help* \_\_\_\_\_

*thought* \_\_\_\_\_

## GRAMMAR REVIEW

### PRESENT PERFECT TENSE

The Present Perfect tense is formed by *have* or *has* with the past participle of the main verb, which in regular verbs is made by adding *-ed* to the infinitive. *Over a quarter of people sleeping on the streets have been suspended from school.*

The past participles of the most common irregular verbs are found in Appendix I.

The two main functions of this tense are:

(a) to indicate an action that happens between some indefinite time in the past and the present: *The report has recommended several proposals;*

(b) to indicate an action that began in the past and continues (or its effects continue) into the present: *We have known for some time.*

The negative of the Present Perfect tense is formed by adding *not* to the verb *have*: *I haven't seen him for ages.*

The interrogative of the Present Perfect tense places the appropriate form of the verb *have* before the subject of the sentence:

*Have you seen him anywhere?*

### Exercise 3

Find the past participles for the following verbs and write a sentence for each using the present perfect tense.

*sleep* \_\_\_\_\_

*put* \_\_\_\_\_

*become* \_\_\_\_\_

*get* \_\_\_\_\_

*keep* \_\_\_\_\_

*spend* \_\_\_\_\_

**Exercise 4**

In the following sentences, put the verbs in brackets in the Present Perfect tense.

- 1) If a mother \_\_\_\_\_ (fall) ill, she may ask that her child be taken into care for a short time.
- 2) This may also happen if the family \_\_\_\_\_ (become) homeless.
- 3) However, sometimes the parents \_\_\_\_\_ (abandon) or \_\_\_\_\_ (mistreat) the child.
- 4) If the child \_\_\_\_\_ (commit) an offence, the court may order that the child be put in care.
- 5) When the child \_\_\_\_\_ (be) in care for six months, the local authority must review the case.
- 6) If the child \_\_\_\_\_ (be) well behaved, he or she may return to their parents.
- 7) This is more likely when the family \_\_\_\_\_ (manage) to find a new house.
- 8) If the parents \_\_\_\_\_ (refuse - passive) access to the child, they may appeal to the court.

**Exercise 5**

Choose the most suitable time expression.

- 1) The family has been homeless *for / since* a long time.
- 2) It's ages *since / ago* their children have been to school.
- 3) They haven't attended school *since / when* they lived in Manchester.
- 4) They've been in a hostel *in / since* the end of last year.
- 5) Social services have tried to find them a home *for months / for the last time*.
- 6) They haven't managed to find work *for / since* two years.

- 7) The father has retrained *soon* / *recently* as a plumber.  
 8) He has *ever* / *never* worked in that kind of job before.

### MODAL AUXILIARY VERBS

Modal auxiliary verbs are used together with the infinitive of a verb to modify its meaning.

Some general rules for modal verbs:

- (a) modal verbs are followed by a verb without *to*: *I can drive.*
- (b) there is no *-s* in the third person or *-ed* past form: *He can drive.*
- (c) the negative is formed by adding *not*: *He can't drive.*
- (d) the interrogative is formed by inverting modal verb and subject: *Can you drive?*
- (e) most modal verbs refer only to the present and future: *Can we go driving tomorrow?*
- (f) past and future tenses are usually supplied by other verb forms *I'll be able to drive when I'm 18.*

CAN (to be able to)

ability: *I can swim.*

generic possibility: *Children can often swim when they are very young.*

COULD (was/were able to)

general past ability: *I could swim when I was ten.*

specific past ability: *I was able to swim 1 kilometre in the race last night.*

conditional possibility: *Perhaps I could help you.*

MAY (to be allowed to)

permission: *You may leave the room.*

real possibility: *I may come to the party this evening. I'm not sure.*

MIGHT

more remote possibility: *I might come to the party, but I don't think so.*

MUST (to have to)

intrinsic necessity: *You must get help.*

external necessity: *Students have to enrol by September.*

past necessity: *We had to make some serious decisions.*

MUSTN'T is a strong form of prohibition: *You mustn't touch that!*

### SHOULD

Mild (moral) obligation or advice: *He should see a solicitor.*

### WILL (Future WON'T)

future fact: *The divorce will be final next month.*

future intention: *I will try harder to understand you.*

## Exercise 6

Find the mistakes in the following sentences and correct them.

- 1) I think it can rain later today.
- 2) You mustn't to touch that wire - it's dangerous!
- 3) He should doing more work.
- 4) We'll must see a counsellor about our problems.
- 5) I could get my divorce last year without waiting too long.
- 6) He hadn't to sit the exam again.
- 7) It is likely he might come to the meeting.
- 8) You don't can see that film - it isn't suitable.

## Exercise 7

Complete the sentences below inserting appropriate modal auxiliaries in the spaces.

- 1) When you rent a flat or a house, you \_\_\_\_\_ pay the rent.  
(obligation)
- 2) If you don't, the landlord \_\_\_\_\_ evict you. (generic possibility)
- 3) Then you \_\_\_\_\_ need to resettle. (future)
- 4) If you have enough money, you \_\_\_\_\_ look for another flat.  
(advice)

- 5) But it \_\_\_\_\_ be hard to find a cheap one. (generic possibility)
- 6) In this case, the social services \_\_\_\_\_ give you some advice. (real possibility)
- 7) If you got desperate, you \_\_\_\_\_ contact a voluntary association. (conditional possibility)
- 8) You \_\_\_\_\_ get too depressed because there is always a solution to be found. (prohibition)

## FURTHER READING

### CRISIS

CRISIS is the national charity for single homeless people—those with no legal right to accommodation. Our goal is to alleviate the poverty and distress experienced by those homeless people who have literally nowhere else to turn, neither friends, family nor the state. As a first step, we want to prevent homeless people having to sleep rough on the streets. Ultimately, we seek to help people rebuild their lives and move towards a sustainable home.

CRISIS was founded in 1967, in response to the shocking television documentary *Cathy Come Home*. Over 3,000 people gathered for a candlelit vigil in Hyde Park to demonstrate their support for homeless people, an event which is still commemorated in an annual “pilgrimage” from Canterbury to London.

In 1972, CRISIS opened its first Christmas shelter for street homeless people. This shelter is still a major element of our winter services, giving homeless and vulnerably housed people an opportunity to celebrate Christmas in comfort and safety. Last year, over 1,300 people spent some part of their Christmas there. Over the years, the Christmas shelter has become something of an institution and is the first thing most people still associate with CRISIS. However, the charity has grown and developed new schemes which now help over 20,000 homeless people a year. From keeping people alive on the streets to helping people rent accommodation in the private sector, CRISIS is there where it matters.

One of our most important innovations is to provide a set of services designed to help people move successfully along a path from being homeless to being permanently settled. We call this approach “Stepping Stones”.

There is no single solution to homelessness. Every homeless person has their own needs and challenges, and the struggle to move out of homelessness is often a difficult one, with people experiencing setbacks as well as progress. This is why we build our work on providing “Stepping Stones” out of homelessness. These are designed to provide what people need, when they need it. And each step represents a real move forward. Each “Stepping Stone” comprises a range of very practical initiatives; together they are designed to help homeless people reach a sustainable and brighter future.

### *Survival*

For every person sleeping out on our streets tonight survival is probably at the forefront of their minds. Our WinterWatch and Open Christmas programmes provide emergency accommodation at a time of year when homeless people are most vulnerable. ReachOut workers make contact with people on the street, helping them to access the services they need.

### *Resettling*

CRISIS provides a range of services that offer accommodation of some kind. These range from emergency direct access shelters such as WinterWatch, Open Christmas and CRISIS Cold Weather Shelter, to more permanent accommodation such as Open House and SmartMove..

### *Supporting*

Ending street homelessness is not simply a matter of putting a roof over someone's head. For a person to achieve and sustain a stable, safe home and rebuild their lives it is essential to have help at hand along the way. CRISIS services such as ReachOut, SmartMove and Skills for Life provide that support and help people reintegrate into the community.

CRISIS

## GLOSSARY

**goal** = obiettivo

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

**sustainable** = prolungato

**to found** = fondare

**vigil** = veglia

**pilgrimage** = pellegrinaggio

**shelter** = rifugio, ricovero

**to rent** = affittare

**need** = necessità, esigenza

**challenge** = difficoltà

**setbacks** = imprevisti, ostacoli

**forefront** = in prima posizione

**to reach out** = stendere la mano

## DISCUSSION

- 1) Briefly list the services CRISIS offers to homeless people. How do these compare to similar services in Italy?
- 2) What are some ways the state can help to provide housing for low-income groups?

## VOCABULARY

Choose the most suitable word or phrase in each sentence.

- 1) The government has announced plans to help *the poor / poverty*.
- 2) There has been another *increase / rising* in the number of homeless.
- 3) The factory has closed and many people are now *away from work / unemployed*.
- 4) He realised he had *done / made* a mistake by leaving the army at that time.
- 5) Volunteers will always give *help / helps* to people in difficulties.
- 6) London is full of people sleeping *hard / rough*.
- 7) He was arrested because he had *countered / broken* the law.
- 8) There is a great *shortage / wastage* of low-rent flats in London.

## UNIT 5            DISABILITIES

### BLIND MEN BEHAVING BADLY?

The newest publication for lads who love lager, ladies, footie and frolicks is in Braille.

However, SP [...] doesn't look much like its mainstream shelf-dwelling brothers. There are no pictures and no advertising. The magazine comes either in the form of a bulk of embossed sheets, or a computer disk. But it is expected to fly out of the stores of its producers—the RNIB—and not just because it has a cover price of 30p. Despite there being almost one million blind and partially-sighted people in the UK—and an additional 700,000 whose sight is impaired—SP is the first Braille publication of its genre.

Editor Trudy Salandiak said “The point of SP is to give young men with serious sight problems a snapshot of the material available in mainstream men's magazines. Our magazine will also contain some original articles which relate to sight problems or eye health issues, but this won't be the main focus. We are also hoping that some articles will be contributed by readers themselves”. [...]

The RNIB's introduction to its *See Right* campaign—which aims to encourage all service providers to offer adequate facilities for non-sighted people—says that blind and partially-sighted people have the same information needs as everyone else. Until fairly recently, however, a blind person who wanted to read a newspaper would have to wait up to a week to receive an audio cassette from a talking newspapers for the blind organisation. While broadcast news meant that blind people could keep up to date with world events, there was no immediate access to a permanent document that could be picked up and put down at leisure.

Magazines in Braille or on audio cassettes were few and far between compared to the variety available to sighted people. So information like that contained in SP—which bills itself as “a mixture of and views on relationships, sex, fitness, music and celebrity features”—was in many cases unobtainable. Books, plays and even national curriculum study aids have long been available in Braille, large print or on tape. But these publications were usually produced some time after the versions for sighted people had been on the market.

The advent of the Internet, however, changed all that as it provided rapid access to a whole wealth of information. With the help of speech synthesising

software, non-sighted people suddenly had reams of data at their fingertips. [...] However, the growing complexity of web-sites has meant that they have become more inaccessible to blind people. [...] Many sites have now moved to accommodate the needs of disabled people: BBC News Online's low graphics site received the RNIB's accessibility award in January this year. The charity also offers advice to Web designers on how to make sites available to non-sighted people, trying to get people to think of the needs of non-sighted Web users. [...]

But while the non-sighted community waits for publishers to take better account of its needs, at least some niches are being addressed. There have been Braille versions of women's magazines like *Bella* and *Best* for some time and now the RNIB says "The new magazine for the first time will give men with serious sight problems the chance to read what their sighted peers are reading."

BBC News

## GLOSSARY

**lad** = ragazzo

**lager** = birra chiara

**footie (football)** = calcio

**frollicks** = divertimenti

**to dwell** = risiedere, stare

**bulk** = mole

**embossed** = stampato in rilievo

\***editor** = direttore (di un giornale, una rivista)

**impaired** = danneggiato, deteriorato

**snapshot** = istantanea, idea

**facilities** = servizi

**broadcast** = radiotrasmissione

**to keep (kept, kept) up to date** = tenersi aggiornato

**at leisure** = a volontà

**few and far between** = rari

**to bill (oneself)** = reclamizzarsi, definirsi

**features** = servizio speciale

**wealth** = ricchezza

**reams** = gran quantità

**at one's fingertips** = sulla punta delle dita

**award** = premio

**to address** = prestare attenzione a

## WORD STUDY

Note the use of the prefix *un-* to form the word *unsighted* (not sighted). (see Unit 1).

The prefix *in-* is also used to make an adjective negative:

*Some websites have become inaccessible to blind people.* (not accessible)

The prefix *non-* is added to adjectives and nouns to give the sense of *not being* or *not having*:

*The service provides facilities for non-sighted people.* (people without sight)

### Exercise 1

Use the prefixes *un-*, *in-* or *non-* to make the opposites of the following words. Write a sentence for each new word.

<i>accurate</i>	_____
<i>co-operation</i>	_____
<i>capable</i>	_____
<i>classified</i>	_____
<i>direct</i>	_____
<i>essential</i>	_____
<i>frequent</i>	_____
<i>profit</i>	_____
<i>sense</i>	_____
<i>skilled</i>	_____

## GRAMMAR REVIEW

### ADJECTIVAL NOUNS

The word *sight* derives from the verb *to see*. Note the different function it has in these two examples: People whose *sight* is impaired. It will contain some original articles which relate to *sight* problems.

In English nouns can often take on the function of adjectives. The adjectival noun is only very rarely used in the plural form. What other examples can you find in the passage?

### Exercise 2

Match a noun in column **A** with a noun from column **B** to form compound nouns. Write a sentence using each new word.

<b>A</b>	<b>B</b>	
1) <i>health</i>	a) research	_____
2) <i>wheel</i>	b) therapy	_____
3) <i>cancer</i>	c) expert	_____
4) <i>computer</i>	d) problems	_____
5) <i>speech</i>	e) chair	_____

### Exercise 3

Compound nouns can sometimes be quite complex: *national curriculum study aids*. Form compound nouns from each of the following phrases. Remember that the adjectival nouns are plural only in very rare cases.

- 1) Therapy for sight improvement.  
\_\_\_\_\_
- 2) Research concerned with health funding.  
\_\_\_\_\_
- 3) Devices for the detection of gas.  
\_\_\_\_\_
- 4) Services provided by welfare.  
\_\_\_\_\_
- 5) User of a guide dog.  
\_\_\_\_\_
- 6) Issues regarding general health.  
\_\_\_\_\_
- 7) Course for the appreciation of music.  
\_\_\_\_\_
- 8) Skills concerned with computers.  
\_\_\_\_\_

**PAST TENSE**

The Simple Past Tense is used to describe actions which happened in the past and are now finished. It is also used to describe a series of events.

*The advent of the Internet changed all that. BBC news Online's site received the RNIB's accessibility award in January this year.*

With regular verbs the tense is formed by adding *-ed* or *-d* to the infinitive and the same form is used for all subjects. The past tense of the verb *to be* is *was/were*:

*There was no immediate access. Magazines in Braille were few and far between.*

The past tense of the verb *to have* is *had*:

*Non-sighted people suddenly had reams of data at their fingertips.*

The past tenses of the most common irregular verbs are found in Appendix I.

The negative of the Simple Past is formed by the use of *did not* before the infinitive of the main verb: *Blind people did not have access to information.*

The interrogative form of the Simple Past uses *did*: *Did he buy the magazine?*

**Exercise 4**

Put the following sentences, which contain irregular verbs from the first four units, into (1) the Simple Past tense; (2) Simple Past negative; (3) Simple Past interrogative.

- 1) The children feel hurt by their parents' divorce.

---

- 2) The psychiatrist meets with the parents.

---

- 3) The workers in the Mediation Service see both partners.

---

- 4) Divorce proceedings take several months.

---

5) He sleeps rough on the streets.

---

6) Health visitors give advice on children's issues.

---

7) The centre runs training courses.

---

8) It brings together parents and experts.

---

### Exercise 5

Insert the correct form of the verb - Simple Past, Active or Passive - in each of the sentences below.

1) Helen Keller \_\_\_\_\_ in 1880 and \_\_\_\_\_ in 1968. (to be born - to die)

2) She \_\_\_\_\_ her sight and hearing after a childhood illness. (to lose)

3) But she later \_\_\_\_\_ to read, write and speak. (to learn)

4) She \_\_\_\_\_ to university in Boston. (to go)

5) She \_\_\_\_\_ a degree in 1904. (to grant)

6) As an adult, she \_\_\_\_\_ much time to establishing services for the blind. (to give)

7) She \_\_\_\_\_ up an association that was called the American Foundation for the Blind. (to set)

8) She \_\_\_\_\_ a suffragette and a socialist. (to become)

**PAST CONTINUOUS TENSE**

The Past Continuous tense is used to express a past activity that took place over a period of time. It is often used for description whereas the Simple Past tense is used to describe past events and habits.

*While he was crossing the road he tripped and fell over.*

The negative of the Past Continuous tense is formed by adding *not* to the verb *to be*: *She wasn't receiving enough support.*

The interrogative form of the Past Continuous tense places the appropriate form of the verb *to be* before the subject of the sentence: *Was she planning to learn Braille?*

**Exercise 6**

Choose the correct verb form - Past Simple or Past Continuous - in the following sentences.

- 1) Mr Upson *worked* / *was working* as a butcher.
- 2) One day he *used* / *was using* a new meat cutter when his hand *slipped* / *was slipping*.
- 3) He *went* / *was going* to hospital straight away.
- 4) But he *lost* / *was losing* the tops of two fingers.
- 5) He *didn't use* / *wasn't using* a pusher to hold the meat when the accident *happened* / *was happening*.
- 6) He *took* / *was taking* his employers to court.
- 7) However, he *didn't win* / *wasn't winning* the case.
- 8) So he *didn't receive* / *wasn't receiving* much compensation for his injury.

## FURTHER READING

### USEFUL AIDS FOR COMMON DIFFICULTIES

There are three major categories of disability: motor disabilities that affect our movement and physical activities; sensory disabilities that affect our senses, such as seeing and hearing; and learning disabilities that affect our understanding. The Disabled Living Foundation has drawn up a list of features that may be useful in coping with common disabilities. It is common for a person to have a combination of difficulties, and so priorities may have to be weighed up.

People who can use only one hand often need a method of securing equipment in place to a surface so that it does not need to be held steady like, for example, clamps, suction pads or Velcro.

Wheelchair users often need:

- smooth surfaces (heavy pile carpets impede their progress);
- sufficient space for turning and getting on and off the wheelchair;
- appliances that are positioned so that they can be operated within the wheelchair user's reach (cooker controls set at the front of the cooker, for example);
- sufficient knee and foot room to get close to tables, sinks, work surfaces.

People who find it difficult to bend often need:

- long-handled equipment;
- reachers or pick-up sticks;
- equipment positioned above waist height (such as letter box baskets, electric socket extenders);
- items that provide a high sitting position from which to stand up (such as high seat chair, raised toilet seat, bath seat).

People with low vision or who are blind often need:

- a well-organised and static environment;
- adjustable lighting in work areas;
- colour contrasting items (for example, coloured plugs against a white socket or a brightly-coloured mug or plate which will contrast with a light coloured table);
- large, raised or colour contrasting control switches, markings and labels. These can be purpose made or individually adapted.

Blind people may require Braille controls or some sort of tactile labelling, and items that provide an audible signal (for example, talking scales or a beeping liquid level indicator).

People who are hard of hearing or deaf often need:

- equipment to amplify environmental sounds (television headphones, loud door bells, amplified phone bells);
- items that provide a visual indicator of environmental sounds (flashing door and telephone bells).

People with memory problems often need:

- equipment that reminds them to carry out an action (for example, pill reminders);
- items that provide a warning signal (gas and smoke detectors).

Disabled Living Foundation

## GLOSSARY

**disability** = invalidità, infermità

**to weigh up** = considerare, valutare

**to secure** = fissare, fermare

**clamp** = morsetto

**suction pad** = ventosa

**pile carpet** = moquette a pelo lungo

**room** = spazio, posto

**sink** = lavello

**to bend (bent, bent)** = piegare, chinare

**waist** = vita, cintura

**electric socket** = presa elettrica

**item** = articolo

**labelling** = etichettatura

**scales** = bilancia

**bleeping** = suono intermittente

## DISCUSSION

- 1) What other aids might be useful for people with disabilities?
- 2) Disabled children and children with learning difficulties are increasingly being taught in mainstream schools rather than in special schools. What advantages and disadvantages can you see in this policy?

## VOCABULARY

Use a dictionary to find the meaning of the following phrases and write a sentence for each one.

*to turn a blind eye to something*

---

*to be blind drunk*

---

*a blind date*

---

*a blindfold*

---

*blind man's buff*

---

### **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*

#### **Preferred Use**

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

Some other light-hearted politically correct terms:

*bald*  
*dwarf*  
*insane*  
*dead*

*comb-free*  
*vertically challenged*  
*mental explorer*  
*biologically challenged*

## **UNIT 6            UNEMPLOYMENT**

### **UK UNEMPLOYMENT GOES UP – AND DOWN**

The number of jobless in the UK has risen slightly, but the number of people claiming benefits is actually falling. Figures published by the Office for National Statistics also show that the number of people holding a job is higher than ever before.

Looking at the government's preferred measure for unemployment, the so-called ILO figure, the number of people out of work increased by 24,000 to 1,822,000 between January and March. The unemployment rate was unchanged at 6.2%. The data are compiled following guidelines set out by the International Labour Organisation, based on surveys which ask people whether they are seeking work. When Labour took power, this counting method became the benchmark for unemployment statistics.

However, according to the old measure, preferred by the previous Conservative government, unemployment has actually fallen. The number of people claiming unemployment benefit dropped by 17,400 in April, compared with a rise of 2,000 in March. City economists had expected this figure to rise by 6,500.

Both the ILO count and the claimant count are now at their lowest rate since the early 1980s.

Overall, the data show that the labour market continues to be in good health. Across the UK, 27.35m people now have a job. This is the highest level ever recorded. [...] Job losses have been concentrated in the manufacturing sector, which has been hurt by the high pound and the collapse of export markets.

The Organisation for Economic Co-operation and Development (OECD), the industrialised countries' think-tank, has predicted that unemployment in the UK will rise steadily from 6.4% for 1999 to 7.3% by the year 2000. It also expects the UK economy to grow by only 0.7% in 1999 before picking up in 2000.

Unemployment often continues to rise after an economy starts to recover, as firms delay laying off workers for as long as possible.

Kate Barker, chief economic adviser at the Confederation of British Industry, said: "The rise in ILO unemployment is not surprising since manufacturing

industry is still weak. Regrettably our surveys suggest that there will be further job cuts in manufacturing over the coming months.

“We believe that the apparent slight rise in earnings growth should be temporary since the pressure for pay increases is slowly easing.

“Taken with yesterday’s inflation figures the labour market data supports our view that interest rates can still be safely cut to 5% next month, without jeopardising the Government’s inflation target.”

BBC News

## GLOSSARY

**jobless** = disoccupato

**to rise (rose, risen)** = salire, crescere, aumentare

**to claim benefits** = richiedere indennità di disoccupazione

**to fall (fell, fallen)** = diminuire, calare

**figure** = cifra, dati

**guidelines** = indicazioni, direttive

**to set (set, set) out** = stabilire, fissare

**benchmark** = punto di riferimento

**claimant** = richiedente

**rate** = tasso

**to record** = registrare

**think-tank** = comitato di esperti

**to pick up** = riprendere

**to delay** = ritardare

**to lay off** = licenziare per mancanza di lavoro, mettere in cassa integrazione

**earnings** = redditi

**to ease** = allentare

**to jeopardise** = mettere a repentaglio, in pericolo

## NOTES

1) Note the expressions used in this article to describe people who have no job: *the jobless, people out of work*.

2) Note the difference between *1980* (the year) and *the 1980s* (the period from 1980 to 1989). See Appendix III for further work on dates.

## GRAMMAR REVIEW

### CLASS NOUNS

Nouns can also be formed from adjectives or past participles, preceded by the definite article, to refer to a class of people: *the jobless - the unemployed - the rich - the disadvantaged*

These class nouns are always followed by plural verb forms:

*The unemployed are offered many benefits.*

**Exercise 1**

Match the list of class nouns with the correct definition.

The poor	are people who lack the power to speak.
The deaf	are people with physical or mental impairment.
The dumb	are people with no home
The disabled	are people not in good health.
The ill	are people with little money
The homeless	are people who are unable to hear.

**NOUN PLURALS**

The plural of a noun is usually made by adding *-s* to the singular noun:  
*figure* → *figures*.

If the noun ends in *-s*, *-ch*, *-o*, *-sh*, *-x*, *-zz*, the suffix *-es* is added: *loss* → *losses*.

If the noun ends in vowel *-y* (after a consonant), the plural is formed with *-ies*: *country* → *countries*.

If the noun ends in consonantal *-y* (after a vowel), the spelling is regular:  
*survey* → *surveys*.

If the noun ends in *-f* or *-fe*, the plural is usually, but not always, formed with *-ves*: *life* → *lives*.

Sometimes there is an internal vowel change: *man* → *men*.

As we have seen with the uncountable nouns (Unit 3), some nouns do not have a plural form and are never used with a plural verb: *unemployment*.

In this passage, we have some examples of nouns that are always plural:  
*people* - *People are increasingly worried about unemployment.*  
*earnings* - *Workers' earnings have risen slightly.*

Some of the most common nouns that are always plural in English are:  
*police, clothes, trousers, pyjamas, scissors, glasses, scales, arms, savings.*

Collective nouns can take either a singular or plural verb.

The verb is singular if the word means a single group or unit:

*The Labour government uses certain guidelines to calculate unemployment.*

The verb is plural if the word refers to the individuals who make up the unit:

*The government are voting to increase their own salaries.*

Some of the most common collective nouns in English are: *family, team, majority, minority.*

Foreign words—mainly Italian—that end in *-o*, can take their original plural *-i* (mainly for musical terms) or, more commonly, the plural is formed with *-s*: *concerto* → *concerti* or *concertos*.

Some words that are Greek or Latin in origin retain their original plurals: *The data are compiled following certain guidelines.*

## Exercise 2

Here is a list of nouns that have irregular plurals: some plurals have spelling variations, some nouns have no plural, some form their plural with a vowel change, some are foreign words. With the help of a dictionary, find their plural forms.

*half*

*potato*

*casino*

*crisis*

*hypothesis*

*medium*

*criterion*

*sheep*

*woman*

*child*

*reply*

*think-tank*

*labour market*

*fish*

*person*

## ADVERBS OF MANNER

Many adverbs of manner are formed by adding the suffix *-ly* to the corresponding adjective:

*slight* → *slightly*

*safe* → *safely*

*slow* → *slowly*

There are some exceptions to this rule: *good* → *well*

Some adjectives and adverbs have the same form:

*fast development*

*it developed fast*

*a hard job*

*he works hard*

The adverb must never divide the verb from its complement:

*I like my job very much.*    not    *I like very much my job.*

**Exercise 3**

Re-write the following sentences transforming the nouns into verbs and the adjectives into adverbs.

1) There will be a steady rise in unemployment

---

2) Fast growth of the economy is predicted.

---

3) There may be a slight cut in interest rates.

---

4) The experts made a close study of the phenomenon.

---

5) The economy is making steady progress.

---

**ADVERBS OF FREQUENCY**

*always, never, occasionally, often, twice etc.*

Adverbs of frequency are normally placed

- (a) after the simple tenses of to be: The figures are *sometimes* wrong.
- (b) before the simple tenses of all other verbs: Unemployment *often* continues to rise.
- (c) before the past participle in compound tenses: Interest rates have *rarely* fallen in recent years.

**ADVERBS OF DEGREE**

*fairly, hardly, almost, quite, very, nearly etc.*

Adverbs of degree modify other adverbs or adjectives. They are normally placed before the adverb or adjective they modify.

**Exercise 4**

Put the adverbs on the right in the correct place in the sentence.

1) I like my new job. (quite)

- 2) I hated my old job in the factory. (really)
- 3) We work quickly. (fairly)
- 4) They enjoyed the training course. (very much)
- 5) You work too much. You should slow down. (always - a little)
- 6) I feel better now. (a lot)
- 7) She suffered when she was sacked. (terribly)
- 8) This work experience is useful. (very)

### Exercise 5

#### ADVERBS OF TIME

Replace the word or phrase in italics with one of the phrases given without changing the meaning.

- 1) Jack found a new job *in the end*.  
/ at last / eventually / lately /
- 2) He had been working in a factory when *all at once* he was laid off.  
/ suddenly / one by one / after that /
- 3) Before he lost his job, he had enjoyed going on holiday *every now and again*.  
/ frequently / immediately / occasionally /
- 4) He went to Africa *lately*.  
/ once / recently / yet /
- 5) But it was very expensive and he regretted it *later*.  
/ after / afterwards / at last /

### FURTHER READING

#### LOOKING FOR WORK

The Employment Service, an agency within the Department for Education and Employment, runs more than 1000 Jobcentres throughout the UK to help people find work. In 1996/97 Jobcentres placed some 1.7 million people into

work, 650,000 people into training and employment programmes, took over 3.3 million claims for Jobseeker's Allowance, and placed over 85,000 people with disabilities into jobs. The staff are trained to be able to respond flexibly and imaginatively to the needs of unemployed people, taking into account their individual needs, local Labour Market circumstances and the range of help available from different partners in the locality.

### *Jobseeker's Charter*

Your local Jobcentre can give you advice whether you are looking for your first job, another job after becoming unemployed or are returning to work. They can also offer advice on careers direction and training to improve your qualifications.

As soon as you are unemployed or know that you will be unemployed and looking for work, contact your local Jobcentre. You should do this straight away because if you can get Jobseeker's Allowance, you may lose money by not claiming at once. When you first contact the Jobcentre you will be asked about your situation and requirements. You will be given information about what you have to do to claim Jobseeker's Allowance and advice about other courses of action you can take.

If you decide to claim Jobseeker's Allowance, you will get an appointment for a New Jobseeker's Interview where the Employment Service Adviser will make sure you understand the conditions for receiving Jobseeker's Allowance, discuss the type of work you are looking for and the best ways of finding it, give you information about jobs, training and the other opportunities that are available discuss with you and draw up a Jobseeker's Agreement

Normally, to get Jobseeker's Allowance you must:

- be capable of, actively seeking and available for work, usually for at least 40 hours a week;
- have paid enough National Insurance Contributions or have income and savings below a certain level;
- be out of work or working on average less than 16 hours a week;
- be 18 years old or over and under pension age (but see exceptions on 16- and 17-year-olds);
- have a Jobseeker's Agreement which is signed by you and an Employment Service Adviser;
- not be in relevant education;
- be in Great Britain;
- be treated as habitually resident in the United Kingdom.

### *Availability for work*

You should be willing and able to start a job immediately.

You should be available for work at least 40 hours a week. You may be able to restrict your availability if, for example, you have a physical or mental condition, which affects the work you do, or a conscientious or religious objection.

If you are looking for work in your usual occupation, you may be allowed a period of between one and 13 weeks at the beginning of your claim, during which you are able to restrict your availability to that occupation and your normal rate of pay. You cannot normally refuse a job on the basis of pay after six months.

If you have been temporarily laid off work or put on short time working you may be able to restrict your availability for 13 weeks from the date you are laid off or placed on short time working. You may be able to restrict your availability to casual jobs, if you are laid off, or to the balance of the hours you do not work if you do casual work.

### *Actively Seeking Work*

In order to meet the Actively Seeking Work condition you must actively seek work in each week you are receiving Jobseeker's Allowance. As well as contacting possible employers, you could for example also be improving your employment prospects by putting together a Curriculum Vitae (CV).

### *Jobseeker's Agreement*

To get Jobseeker's Allowance you must have a Jobseeker's Agreement, which is signed jointly by you and your Employment Service Adviser. At your new Jobseeker's Interview, your adviser will help you draw up a written agreement, which takes account of your skills and experience.

### *Visiting your Jobcentre*

Normally you will have to go to the Jobcentre at least every fortnight to sign a declaration to show that you have, among other things, been actively seeking work and are still available for work. Each time you attend we will also discuss how your jobsearch is going and whether you need any additional help, as well as ensure that you still satisfy the entitlement conditions for Jobseeker's Allowance. You are advised to keep a record of what you are doing to find work and improve your chances of finding a job.

### *Advisory Interviews*

As well as seeing you each fortnight, we will ask you to attend regular in-

depth interviews while you are still claiming Jobseeker's Allowance. These interviews allow more time for you and the Employment Service Adviser to look at your situation, consider what options are available and review your Jobseeker's Agreement to make sure the steps in it offer you the best chance of finding work. You must attend when you are told to do so or you may lose Jobseeker's Allowance.

Department for Education and Employment

## GLOSSARY

**to run (ran, run)** = gestire

**to respond to** = rispondere, essere  
sensibile a

**locality** = area, vicinanze

**requirements** = esigenze

**interview** = colloquio di lavoro

**to draw (drew, drawn) up** = redigere

\***relevant** = pertinente

**willing** = disponibile

**to be on short time** = lavorare a orario  
ridotto

**casual job** = lavoro saltuario

**balance** = rimanente

**to put (put, put) together** = assem-  
blare, redigere

**jointly** = unitamente

**entitlement** = diritto, titolo

**in-depth** = approfondito

## DISCUSSION

- 1) Who can claim unemployment benefits in the UK? How does this compare with Italy? What services are available for young people in Italy looking for work?
- 2) Youth unemployment is a serious problem throughout Europe. What schemes might be useful to increase the number of jobs for young people?

## VOCABULARY

Choose the most suitable word or phrase

- 1) I've found a \_\_\_\_\_ job during the holidays. I will have it for the next six weeks only.

*/ overtime / temporary / part-time /*

- 2) I am hoping to \_\_\_\_\_ enough money to pay for my studies.  
*/ gain / win / earn /*
- 3) I was \_\_\_\_\_ from my last job because I was always late.  
*/ sacked / thrown / pushed /*
- 4) I was planning to \_\_\_\_\_ in any case because I hated the boss.  
*/ retire / dismiss / resign /*
- 5) Fortunately, a new \_\_\_\_\_ came up straight away.  
*/ work / position / employ /*
- 6) You should put in a(n) \_\_\_\_\_ for that vacant post.  
*/ application / promotion / resignation /*
- 7) After the \_\_\_\_\_ with the personnel officer, I was told I had the job.  
*/ discussion / talk / interview /*
- 8) \_\_\_\_\_ must always take into account the needs of the people working for them.  
*/ Employees / Employers / Staff /*

## **UNIT 7            ADOPTION**

### **ADOPTION RULES TO END ‘MISGUIDED’ PRACTICES**

New guidelines have been unveiled to end the blocking of adoption on grounds of a couple's race, culture, age or smoking habits. Such factors are widely accepted to be taken into account during assessment, when social services try to match children and adopters with similar backgrounds. But the new guidelines say these factors should not be allowed on their own to stop what may be the child's best chance of a happy and secure future. The rules should make it easier for trans-racial adoptions to take place and for older couples to adopt a child.

The Health Minister Paul Boateng, who is responsible for children's services, said it was time to end “misguided” practices and stop treating adoption as a last resort. “The importance of family life to a child cannot be overstated,” he said. “For too long adoption has been regarded as the last and least acceptable option.

“Some local authorities still refuse to place children for adoption because one of the prospective parents is 40-plus, or is deemed the wrong colour, or smokes, or because of the belief that the family must be kept together no matter what, even at the expense of the child's best interests. This shows a fundamental failure to understand the nature of adoption.”[...]

The new guidance stresses: “It is unacceptable for a child to be denied loving adoptive parents solely on the grounds that the child and adopters do not share the same racial or cultural background.” But it also says families should help adopted children appreciate their backgrounds and teach them now to deal with racism. Agencies must be sure adopters have a reasonable chance of continued good health and have a duty to consider the effect of smoking. But it adds: “The use of criteria whose application is in reality to ban people who smoke from adopting is not appropriate.”

The guidance also calls for careful monitoring of children awaiting adoption to avoid their “drifting within the care system”.

Nearly 2,300 children were adopted in England in 1996. Numbers have fallen from about 22,000 in the early 1970s. [...]

Director of the British Agencies for Adoption and Fostering, Felicity Collier, welcomed much of the guidance but warned against taking the section about race and culture “out of context”. She welcomed the acknowledgement that placement in a family of similar ethnic origin and religion was often most likely to meet a child's needs. She said: “Many adults who were trans-racially adopted as children speak of feeling isolated and confused about their racial identity. We must learn from their testimonies.”

Lee Chambers, also from the BAAF, played down the significance of the report. She said: “This is not a change of direction. We are still very wary of this being misinterpreted. We don't want this to raise expectations among prospective adopters.” She added: “Race will still play an important part of any assessment of any adopter for a child because it's a very important part of a child's heritage.”

BBC News

## GLOSSARY

<b>to unveil</b> = inaugurare	<b>to stress</b> = sottolineare
<b>on grounds of</b> = col pretesto di	<b>to share</b> = condividere
<b>to match</b> = combaciare	<b>to deal (dealt, dealt) with</b> = affrontare
<b>background</b> = ambiente, origine familiare	<b>to ban</b> = escludere
<b>misguided</b> = malaccorto, cattivo	<b>to drift</b> = andare alla deriva
<b>last resort</b> = ultima risorsa	<b>acknowledgement</b> = riconoscimento
<b>to overstate</b> = esagerare	<b>to play down</b> = minimizzare
<b>to deem</b> = giudicare, stimare	<b>wary</b> = prudente, cauto
<b>no matter what</b> = costi quel che costi	<b>to raise expectations</b> = sollevare, creare aspettative
<b>guidance</b> = direttiva	<b>heritage</b> = eredità, patrimonio

## NOTES

- 1) The verbs *to raise* and *to rise* are often confused. *To raise* (*raised, raised*) is a transitive verb; *to rise* (*rose, risen*) is intransitive:  
*The government has raised the price of petrol.*  
*Unemployment figures are rising steadily.*
- 2) *Adoption has been regarded as the last and least acceptable option.*  
Note the distinction between these three similar and often confused words:  
*last* = final *This is your last chance.*

*least* = superlative form

*He is the least clever in the class.*

*latest* = the most recent

*Have you seen his latest film?*

Note also the difference also between *last* and *the last*:

*I started work last week.*

*This is the last week of my holidays.*

## WORD STUDY

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

*Adopters must have continued good health.* (= people who adopt)

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

*A calculator is useful in solving mathematical problems.* (= the machine that calculates).

See Unit 14 for exercises with *-er* and *-or*.

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*

The old-fashioned French terms *fiancé* (engaged man) and *fiancée* (engaged woman) are still occasionally found in English.

The prefix *over-* is used to give the idea of excess: *The importance of family life cannot be overstated.*

Its opposite *under-* gives the idea of insufficiency or inadequacy: *Understatement is a well-known English characteristic.*

### Exercise 1

Choose the most suitable word for each sentence from the list below.

*overweight    overcrowding    underproduction    under-spending    over-qualified*

- 1) The shoe factory is closing because of \_\_\_\_\_.
- 2) \_\_\_\_\_ can be a problem in inner city areas.

- 3) She is \_\_\_\_\_ for her job as a nurse; she has a medical degree.
- 4) The government has been accused of \_\_\_\_\_ on health care.
- 5) People whose diet is poor are sometimes \_\_\_\_\_.

## GRAMMAR REVIEW

### INFINITIVE I INFINITIVE OR -ING FORM

Certain verbs are followed by the infinitive of the main verb:

*Social services try to match children and adopters.*

Some of the most common of these verbs are: *agree, choose, decide, expect, forget, help, hope, manage, promise, refuse, try, want, would like, would love, would prefer.*

Other verbs are generally followed by the *-ing* form of the main verb:

*We don't like raising expectations.*

Some of the most common of these verbs are: *admit, appreciate, avoid, consider, delay, dislike, enjoy, finish, hate, imagine, like, love, mind, prefer, prevent, propose, stop, suggest, understand.*

Some verbs can be followed by either infinitive or *-ing* form without any change in meaning: *I intend to apply / applying for adoption.*

Some examples are: *advise, begin, continue, recommend.*

Note that the verbs *allow* and *permit* always require a complement:

*The law allows/permits you to adopt a child.                      The law allows/permits adoption of a child.*

The passive form is common: *These factors should not be allowed to stop suitable adoptions.*

Other verbs change their meaning when followed by infinitive or *-ing*.  
Compare:

- |                                      |   |
|--------------------------------------|---|
| (a) <i>I must remember to apply.</i> | (= I will apply in the future)                |
| <i>I remember applying.</i>          | (= I applied in the past)                     |
| (b) <i>I stopped smoking.</i>        | (= I ceased the habit of smoking)             |
| <i>I stopped to smoke.</i>           | (= I stopped in order to smoke)               |
| (c) <i>I tried to adopt a child.</i> | (= I attempted to adopt a child)              |
| <i>I tried adopting a child.</i>     | (= I made the experiment of adopting a child) |

### Exercise 2

Choose the correct form of the verb

- 1) The government will consider *to change / changing* the laws on adoption.
- 2) The present law permits either a married couple or a single person *to adopt / adopting* a child.
- 3) Some pressure groups have proposed *to modify / modifying* this law.
- 4) They want unmarried couples *to be / being* able to adopt.
- 5) They also suggest *to allow / allowing* same-sex couples this right.
- 6) I think anybody should be able *to choose / choosing* whether to adopt a child.
- 7) Personally, I don't mind the idea of same-sex couples *to adopt / adopting* children.
- 8) The important thing is that the adopters want *to care / caring* for the child.

### Exercise 3

Put the verb into either the infinitive or *-ing* form

- 1) We have now finished \_\_\_\_\_ to adopt a child. (to apply)

- 2) Local authorities first wanted \_\_\_\_\_ about our lifestyle. (to know)
- 3) My husband has recently stopped \_\_\_\_\_. (to smoke)
- 4) This was lucky as prospective adopters are not allowed \_\_\_\_\_. (to smoke)
- 5) We would love \_\_\_\_\_ a child. (to have)
- 6) We hope \_\_\_\_\_ one soon. (to adopt)
- 7) My husband has proposed \_\_\_\_\_ a child. (to foster)
- 8) But I would prefer \_\_\_\_\_ one permanently. (to care for)

The infinitive is also used to express purpose:

*New guidelines have been unveiled to end the blocking of adoption on grounds of a couple's race.*

The infinitive is used in certain impersonal expressions:

*It is easy (difficult, important, interesting, necessary, possible, usual) to adopt a child.*

Sometimes the infinitive may be part of a construction with *for*:

*It is easy for trans-racial adoptions to take place.*

*It is unacceptable for a child to be denied loving parents.*

Note also the impersonal expression *it is time*:

*It is time to stop / It is time for us to stop / It is time we stopped* treating adoption as a last resort.

#### Exercise 4

Construct sentences from the columns below.

	important		local authorities		permit adoption by single people
	necessary		adoption agencies		choose potential adopters well
It is	usual	for	the government	to	protect children
	vital		social services		match adopters and children
	useful		the law		monitor children awaiting adoption

## FURTHER READING

### GAY AND LESBIAN ADOPTION: TWO VIEWS

*The new guidelines set out by the Department of Health stating it would be wrong to exclude any particular group from consideration when choosing people to adopt or foster children have sparked off a heated debate.*

As a result of the guidance, a children's society with close links to the Church of England has chosen to lift its ban on gay and lesbian couples. The decision is likely to anger some Anglicans who take a strict line against homosexuality. The presidents of the society are the Archbishops of Canterbury, York and Wells and they are said to be very displeased with the decision, especially the Archbishop of Canterbury who has in the past made clear his support for the church's traditional teachings on homosexuality.

The Chief Executive of the society has said that despite this change in policy, the society's prime consideration will be finding the carer that best meets the needs of the individual child. He added that the society still supports the Christian ideal that every child should be brought up in a loving family, with a mother and a father.

The President of the Conservative Family Campaign has declared: "The evidence from all the major statistical-based studies that have been done about the impact on children is that children do best if they are looked after by a married couple, whether or not they are blood relations".

*STONEWALL is the British civil rights group that works for legal equity and social justice for lesbians, gay men and bisexuals. This is their view on adoption.*

Adoptions in Britain are regulated by the 1976 Adoption Act. The law does not allow a lesbian or gay couple to adopt jointly—only a married couple or a single person can apply for an adoption order. This does not mean that unmarried couples and same-sex couples never adopt. It means that when they do adopt, only one member of the couple becomes the legal parent. It seems bizarre that the law can cope with the notion of a single parent, but not with the concept of two parents who are not married.

Because it is possible for a "single" parent who has a partner to adopt, unmarried couples do in practice sometimes adopt, with the court making an adoption order coupled with a joint residence order. This gives the non-applicant

some legal status, but does not mean that the child legally has two adoptive parents.

We believe that the law should be amended to allow joint applications to adopt by unmarried and same-sex couples. This would make it possible for a same-sex couple who has sole responsibility for bringing up a child to adopt the child jointly in order to formalise the relationship between the joint parent and the child.

STONEWALL

## GLOSSARY

**to foster** = avere custodia

**to spark off** = accendere

**heated** = acceso, appassionato

**to lift a ban** = abolire, togliere un divieto

**to anger** = far arrabbiare

**to take a strict line** = scegliere una posizione dura

**policy** = politica

**\*to support** = sostenere, approvare

**to meet (met, met) needs** = corrispondere alle esigenze

**to bring (brought, brought) up** = allevare, crescere

**to look after** = badare, occuparsi di

**jointly** = congiuntamente

**court order** = ingiunzione

**to cope with** = accettare

**coupled** = unito

**to amend a law** = emendare una legge

Fostering is usually used when parents are temporarily unable to look after their children, yet do not want their children to be adopted or go into care. The eventual aim is often for the child to be reunited with its parents. Fostering is arranged through the local authority or privately.

An adoption application can be made by a married couple (both must be at least 21); parent and step-parent; a single person (must be at least 21 and unmarried—or, if married, spouse living permanently apart). Unmarried couples cannot jointly adopt a child; however, one of them can apply as a single person to adopt.

The adoption office in the local social services department can provide a list of adoption agencies. If a child is placed with you through an adoption agency, after the child has lived with you for three months you can apply to the court for an adoption order. Unless the natural parents withdraw their consent, the court will make an adoption order. You now have full parental rights over the child and the natural parents have none.

## DISCUSSION

- 1) Who can apply for adoption in Britain? Can the same people apply in Italy? What does the present law permit?
- 2) In your opinion, who should be able to legally adopt a child: a single person, unmarried couples, same-sex couples? Why do you support this view?

## VOCABULARY

Choose a suitable word for each sentence from the list below.

<i>mother figure</i>	<i>mother-in-law</i>	<i>step-mother</i>	<i>godmother</i>
<i>mother-to-be</i>	<i>mother tongue</i>	<i>motherhood</i>	<i>Mother's Day</i>

- 1) The mother of the woman you marry is your \_\_\_\_\_.
- 2) A pregnant woman is a \_\_\_\_\_.
- 3) The language you learn from your parents is your \_\_\_\_\_.
- 4) The woman who marries your father if your mother has died is your \_\_\_\_\_.
- 5) The woman who takes responsibility for your religious education at baptism is your \_\_\_\_\_.
- 6) It is very hard for women to combine work and \_\_\_\_\_.
- 7) As I am an orphan, my aunt has always been a \_\_\_\_\_ for me.
- 8) You must always remember to buy a present for your mother on \_\_\_\_\_.



## UNIT 8      DRUGS

### ADDICTION, DEPENDENCY, AND SUBSTANCE ABUSE

The relationship between mental illness and substance use and abuse is a complicated one. Alcohol and psychoactive drugs alter a person's perceptions, feelings, and behaviour, and some people use these substances for just that reason. Many people who suffer from emotional disorders or mental illness turn to drugs and alcohol to self-medicate, that is as a way of tolerating feelings that are intolerable. Yet, ironically, this method of self-treatment seldom works in the long-run, and frequently makes matters worse.

A person may have a drink or two, or smoke marijuana, when he or she is having a tough time: trouble at the office, a divorce, the death of a loved one, or the diagnosis of an illness. Problem drinking or drug abuse often starts out as a relatively moderate way of soothing upset, perhaps simply as a way to help falling asleep. But, because drinking or using drugs only masks the problem, dulling the senses and compromising judgement, this is not an effective solution. The difficulty that led to the drink or the joint lingers on, long after the glass is empty or the ashes cold.

For others, drinking or drug use may be a way of breaking out of a chronic, mild depressive or anxious state. Ecstasy may give people just the right "high" he or she needs to enjoy evenings at the disco, or it may be a reward at the end of a tedious day. In the same way, an individual may have a few beers at lunch, and then a few more at night to take the edge off anxiety or angry feelings. However, when the drug wears off, or the alcohol-induced mellow haze fades, depression, irritability and agitation usually return, often with a vengeance. In more severe cases of self-medicating, opiates—specifically heroin—are used to temper psychotic symptoms. Psychotic episodes frequently occur during and after detoxification.

Using drugs and drink to self-medicate is only one side of the equation. During a psychiatric evaluation, it is always necessary to rule out drug or alcohol use, since they can produce symptoms that mimic those of mental illness. Hallucinogens, for example, can cause hallucinations, dissociative states and bizarre, manic-like behaviour. Depressive symptoms can arise as a result of cocaine withdrawal. Alcohol usually exacerbates anxiety or depression. With people who use recreational depressants, like Valium, barbiturates, and other hypnotics, there can be increased aggressiveness and violent behaviour because these drugs lower inhibitions. Stimulants can produce a rush-high-

crash-anxiety-depression cycle that imitates a manic-depressive cycle. They can also prompt suicidal or violent behaviour. Cocaine can cause manic-like symptoms, panic attacks, hallucinations, paranoia and, in withdrawal, depression and suicide behaviour. Opiates frequently cause depression and withdrawal can result in criminal acts.

In short, alcohol and drugs—no matter how tempting—do not provide any real, enduring relief from emotional problems. And in almost all instances, they make things worse.

Substance Abuse - His Health Intelihealth at <http://img.discoveryhealth.com/>

## GLOSSARY

**addiction** = dipendenza anormale

**disorder** = disturbo, squilibrio

**to turn to** = rivolgersi a

**to make matters worse** = peggiorare  
la situazione

**tough** = duro, difficile

**to soothe** = calmare, lenire

**upset** = turbamento

**to mask** = celare, mascherare

**to dull** = attenuare, offuscare

\***effective** = efficace

**to linger on** = durare, permanere

**joint** = spinello

**ash** = cenere

**to break (broke, broken) out of** =  
liberarsi da

**high** = (slang) ebbrezza da droga

**to take (took, taken) the edge off** =  
attenuare

**to wear (wore, worn) off** = perdere  
l'effetto

**mellow** = tranquillo, piacevole

**haze** = torpore

**to fade** = attenuarsi, svanire

**with a vengeance** = eccessivamente

**episode** = crisi

**detoxification** = disintossicazione

**to rule out** = escludere, impedire

**to mimic (mimicked)** = simulare, imitare

**withdrawal** = astinenza

**depressants** = sedatore, inibitore

**to lower** = ridurre, indebolire

**rush** = effetto immediato

**to result in** = risolversi in

## WORD STUDY

1) *manic-like* The suffix *-like* is used to form adjectives with the meaning resembling or similar to (*lifelike*, *spring-like*) or having the characteristics of (*childlike*, *catlike*).

*like* is also used in comparisons:

*He smokes like a chimney.*

*John is very like his father.*

2) The prefix *dis-* is used to indicate reversal: *to disconnect* (the opposite of connect) or to give a negative meaning of lack or deprivation: *disable* (not able) *disorder* (lack of order).

### Exercise 1

Add the prefix *dis-* to form the opposites of the following words.

*ability advantage agree approve continue like satisfied similar*

Complete these sentences using appropriate words formed above.

- 1) If you find someone unpleasant, you \_\_\_\_\_ them.
- 2) If you have a permanent \_\_\_\_\_, you may apply for a pension.
- 3) Poor education can be a real social \_\_\_\_\_.
- 4) When one thing is different from another, the two things are said to be \_\_\_\_\_.
- 5) He is very \_\_\_\_\_ with his job.
- 6) I \_\_\_\_\_ of his lifestyle. I think he should spend more time with his family.
- 7) He wants to \_\_\_\_\_ his treatment and seek an alternative solution to his addiction.
- 8) They strongly \_\_\_\_\_ with my decision to leave my wife.

## GRAMMAR REVIEW

### MASS AND COUNT NOUNS

Nouns are divided into two general classes:

mass nouns: *time, drink, illness, alcohol*

count nouns: *person, glass, day, office*

Some nouns belong to both classes:

*Beer is commonly drunk in England.*

*He has got over a serious illness.*

*He likes a beer after work.*

*Chronic illness can be treated.*

Many count nouns take on an abstract meaning when used as mass nouns:

*He's having a tough time.*

*Time is precious.*

*CRISIS is a charity for the homeless.*

*Charity begins at home.*

Some nouns are mass in English but not in Italian (see Unit 3): *advice, behaviour, business, furniture, information, luggage/baggage, money, music, news, progress, travel, research, work.*

### Exercise 2

Find the following nouns in the reading passage and decide whether they are *count* or *mass*. If they appear more than once, they may change class.

*alcohol*

*drink*

*death*

*illness*

*behaviour*

*time*

### INDEFINITE ARTICLE

The indefinite article *a* or *an* is only used before singular count nouns.

*a* is used before words beginning with a consonant (or consonant sound):

*a dog*

*a car*

*a university*

*a European*

*an* is used before words beginning with a vowel (or vowel sound):

*an apple*

*an uncle*

*an X-ray*

*an hour*

The indefinite article is used to indicate general classification:

*A divorce can be very painful.*

It is also used in expressions of ratio:

*once a week*

*twice a month*

*three times a year*

*80 km an hour*

The indefinite article should not be confused with the number *one*, which is used to indicate *one only/not more than one*:

*He's had a drink.*

*He's had (only) one drink.*

### Exercise 3

Use *a / an / -* in the following sentences.

- 1) Every solicitor has \_\_\_\_\_ steady flow of clients charged with drunk driving who are looking for \_\_\_\_\_ advice.

- 2) It may be \_\_\_\_\_ difficult fact to face but there is rarely any defence to the charge.
- 3) If you are charged, you haven't much of \_\_\_\_\_ chance of being acquitted.
- 4) The police cannot carry out \_\_\_\_\_ random breath tests.
- 5) All they need is to suspect that the driver has had \_\_\_\_\_ drink.
- 6) Simply leaving \_\_\_\_\_ pub car park may be sufficient grounds for suspicion.
- 7) The police can carry out \_\_\_\_\_ test if there has been \_\_\_\_\_ accident.
- 8) You may be asked to breathe into \_\_\_\_\_ breathalyser or give \_\_\_\_\_ blood sample.

### DEFINITE ARTICLE

The definite article *the* is invariable for both singular and plural reference:

*the dog*                      *the dogs*                                      *the child*                      *the children*

The use of the definite article depends on the kind of noun it is used with and the reference.

If the reference is *specific*, the definite article is used:

Count nouns:

*The dogs in the garden are hungry.*                      *The child I adopted is Brazilian.*

Mass (abstract) nouns:

*A book about the life of the Queen.*                      *The time he had was limited.*

The reference is made *specific*:

(a) when the object is unique: *the earth, the sky*

(b) when a noun is mentioned for a second time: *She has bought a new car; the car is blue.*

(c) when the noun is made definite by the addition of a clause: *the child (that) I adopted*

(d) when made clear by the context: *the dogs in the garden (my garden)*

If the reference is *generic*, the article is not used:

Count nouns:

*Dogs make good pets.*

*Children must be protected.*

Mass (abstract) nouns:

*Life is short.*

*Time and tide wait for no man.*

The definite article can also be used with a singular noun for a class of animal or thing:

*The dog is man's best friend.*

*The drug addict needs psychological help.*

The definite article is used before superlatives and ordinal numbers:

*the best*

*the worst*

*the first, second, third*

The definite article is *not* used

(a) with possessive adjectives: *This is my book.*

(b) with names of meals: *We have breakfast at 8 am.*

(c) with the names of games: *He enjoys tennis at weekends.*

(d) with means of transport: *They go to work by car.*

#### Exercise 4

Use *the* where necessary in the following sentences.

- 1) \_\_\_\_\_ drugs are a common problem in \_\_\_\_\_ urban areas.
- 2) \_\_\_\_\_ numbers of drug addicts are increasing all \_\_\_\_\_ time.
- 3) \_\_\_\_\_ progress in rehabilitation has not helped solve \_\_\_\_\_ problem.
- 4) \_\_\_\_\_ crime linked to \_\_\_\_\_ drug use is one of \_\_\_\_\_ worst aspects.
- 5) Not to mention \_\_\_\_\_ illnesses related to \_\_\_\_\_ drug users.
- 6) \_\_\_\_\_ my neighbours' son uses \_\_\_\_\_ drugs.
- 7) He often hangs around in \_\_\_\_\_ local park.
- 8) \_\_\_\_\_ mothers of \_\_\_\_\_ children who play there all get very worried about this.

**Exercise 5**

Use *a / an / the / -* in the following sentences.

- 1) I am having \_\_\_\_\_ terrible time in \_\_\_\_\_ office.
- 2) \_\_\_\_\_ boss is always finding \_\_\_\_\_ mistakes in \_\_\_\_\_ my work.
- 3) I go to \_\_\_\_\_ pub every evening and have \_\_\_\_\_ glass of whisky or two.
- 4) \_\_\_\_\_ problem is that I have never got over \_\_\_\_\_ death of \_\_\_\_\_ my mother.
- 5) She died \_\_\_\_\_ last year.
- 6) \_\_\_\_\_ things have never been \_\_\_\_\_ same since.
- 7) My father and I visit her grave twice \_\_\_\_\_ year.
- 8) I think I'll have to find \_\_\_\_\_ help to face up to my loneliness.

**Exercise 6**

Find and correct the mistakes in the following sentences

- 1) I met John the last night.
- 2) We had pleasant drink together.
- 3) He told me about the his holiday in Manchester.
- 4) He was arrested for the drunk driving.
- 5) He was driving at 150 kilometres a hour.
- 6) Police tested his alcohol level.
- 7) It was well over legal limit.
- 8) The his driving licence was taken away for a year.

## **FURTHER READING**

### **EUROPEAN MONITORING CENTRE FOR DRUGS AND DRUG ADDICTION (EMCDDA)**

The Lisbon-based European Monitoring Centre for Drugs and Drug Addiction is one of 11 independent agencies established by the European Community to work on specific topics ranging from education and training to the environment and drugs. The agencies' common aim is to achieve a degree of decentralisation in Community activities and to develop scientific or technical know-how in their particular fields.

The EMCDDA was set up in 1993 by Council Regulation (EEC) No. 302/93 in response to a heightening drug problem in Europe and to public and institutional demands for an accurate picture of the phenomenon across the European Union. It became fully operational in 1995.

#### **Mission and agenda**

The Centre's mission is to provide Europe's citizens, politicians and those working in the drug field with the data they need to take appropriate action on drugs and related problems. The Centre works exclusively in the field of information.

The EMCDDA's main tasks are:

- collecting and analysing existing data;
- improving data-comparison methods;
- disseminating data and information;
- co-operating with European Union institutions, international organisations and with non-Eu countries.

The information collected, analysed and disseminated by the Centre focuses on the following areas:

- demand and reduction of the demand for drugs;
- national and European Community strategies and policies;
- international co-operation and the geopolitics of supply;
- control of the trade in narcotic drugs, psychotropic substances and precursors; and
- implications of the drugs phenomenon for producer, consumer and transit countries.

The EMCDDA has a policy of close and intensive co-operation with the institutions of the European Union. The Centre provides the EU institutions

with support and data via its Annual Report on the State of the Drugs Problem in the European Union and participates in institutional meetings, joint seminars, projects and research activities.

This active co-operation with European bodies allows the Centre to reiterate its firm commitment to providing constant assistance to the European Union in defining an anti-drug strategy by presenting the Member States with more reliable and comparable information. In return, this co-operation ensures that the Centre and its potential contributions in the field of information on drugs become better known at European level.

EMCDDA

## GLOSSARY

**to range** = spaziare  
**aim** = scopo, piano  
**to achieve** = ottenere, raggiungere  
**know-how** = conoscenza pratica  
**to set (set, set) up** = istituire  
**heightening** = crescente  
**demand** = richiesta

**\*agenda** = sistema delle priorità  
**task** = mansione  
**to focus on** = concentrarsi su  
**supply** = fornitura  
**close** = stretto  
**body** = organo

## DISCUSSION

- 1) Briefly summarise the role the EMCDDA plays within the European Union.
- 2) Drug legislation tends to penalise drug users without specifying the toxicity of the drug. Are you for or against the legalisation of soft drugs? Explain why.

## VOCABULARY

### A USER'S STORY

By the time I was 18, I knew I was willing to try *slamming* heroin. When you first use heroin, you feel kind of nauseous and euphoric. But once you're *strung out*, just to regain your humanity, you have to use it two or three times a day. You don't even feel *high* anymore, you just go from being a mess to having it completely together. Your whole well-being is wrapped up in the drug. It's horrible, but you'd do anything to get your humanity back. It re-

duced me to zero—all my scholastic work, my relationships, were reduced to nothing. By the time I got in here [rehabilitation], my only friends were *junkies*, 50 and older, people I was going to be like.

Choose the best definition of the following words from the passage:

- |                   |                |               |                 |
|-------------------|----------------|---------------|-----------------|
| <i>slamming</i>   | (a) shutting   | (b) using     | (c) smoking     |
| <i>strung out</i> | (a) addicted   | (b) stretched | (c) sick        |
| <i>high</i>       | (a) tall       | (b) long      | (c) intoxicated |
| <i>junkies</i>    | (a) old people | (b) addicts   | (c) dropouts    |

## UNIT 9      AIDS

### AIDS DEATHS IN EUROPE PLUMMET

The number of people dying from AIDS in Europe has fallen by 80% since 1995, according to new research. The huge drop in AIDS deaths is due to the introduction of new drug therapies, which can keep the virus at bay. The most dramatic fall in deaths was amongst those who were most seriously ill. People who had a significantly compromised immune system were eight times less likely to die after September 1995.

Writing in *The Lancet*, the researchers say patients on a combination of three drugs were the least likely to die. They were twice as likely to survive as those on only two drugs. Dr Amanda Mocroft, from University College London, who led the study, said: "Most of the reduced mortality can be attributed to new treatments and the way in which treatments are combined." The figures are broadly similar to studies in the US where combination therapy was introduced earlier than in Europe. The researchers studied over 4,000 HIV-infected patients across 17 European countries and Israel between September 1994 and March 1998.

The highest death toll in this period was in northern Europe, which includes the UK, Denmark, northern Germany, Ireland, the Netherlands, Norway and Sweden. Some 33.1% of people with HIV died. The majority of deaths were among gay men, but they were closely followed by intravenous drug users. Some 32.2% of HIV positive homosexuals, 29.2% of IV drug users, 23.6% of haemophiliacs or people who had received infected blood transfusions and 20.7% of heterosexuals died. Most of the people who died in the period were in the 25 to 44 age group. However, people over 45—although less likely to be HIV positive—were more likely to die from the virus. The researchers say they need more funding to keep up their studies to see what happens in the future, for example, if death rates continue to fall or the virus develops resistance to the drugs.

People taking the drugs often find that the effectiveness of a particular combination of drugs wears off and they have to take a new cocktail. For some people, combination therapy does not work. The drugs also have side effects, which vary according to each individual, and have to be taken to a strict schedule. This deters some people from taking them. [...]

Despite the fall in AIDS deaths in Europe, the picture world-wide is less optimistic. A recent report by the World Health Organisation and UNAIDS, the United Nations AIDS organisation, stated that HIV rates had risen by 10% in the last year—although infection rates in Europe and the US have remained stable in the last 10 years. More than 33 million people in the world are HIV positive. Millions of people continue to die from the disease. Most are from developing countries, which cannot afford the expensive new drug treatments. This means AIDS is still the leading cause of premature death world-wide. More than 11 million people have died from the disease over the last 17 years.

BBC News

## GLOSSARY

**drop** = calo, diminuzione

**due to** = dovuto a

**drug** = farmaco

**to keep (kept, kept) at bay** = tenere a bada

**fall** = ribasso

**likely** = probabile

**treatment** = trattamento, cura

**broadly** = in linea di massima

**death toll** = numero di vittime

**IV** = endovenoso

**to keep up** = continuare, mantenere

**death rate** = indice di mortalità

**effectiveness** = efficacia

**to work** = funzionare

**side effect** = effetto collaterale

**strict schedule** = dosaggio rigoroso

**to deter** = scoraggiare

**to afford** = permettersi

## NOTES

1) Do not confuse the verb *to die* (*died, died*) with the related adjective *dead*.  
*He died last night.* *He has been dead for months.*

2) *Majority, minority* are both collective nouns (see Unit 6) that are followed either by a singular or plural verb form.

3) The words *hundred, thousand, million* and *dozen* are never plural when used of a definite number: *33 million people*. If used to convey the idea of a large number, they may be made plural: *millions of people*. See Appendix III.

## GRAMMAR REVIEW

**COMPARISON I****ADJECTIVES**

One syllable adjectives form their comparative and superlative by adding *-er* and *-est* to the positive form:

<i>high</i>	<i>higher</i>	<i>the highest</i>
<i>low</i>	<i>lower</i>	<i>the lowest</i>

Adjectives of three or more syllables form their comparative and superlative by adding *more* and *the most* to the positive form:

<i>probable</i>	<i>more probable</i>	<i>the most probable</i>
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Adjectives of two syllables follow one or other of the two rules:

<i>likely</i>	<i>more likely</i>	<i>the most likely</i>
<i>clever</i>	<i>cleverer</i>	<i>the cleverest</i>

Some irregular comparisons:

<i>bad</i>	<i>worse</i>	<i>the worst</i>
<i>good</i>	<i>better</i>	<i>the best</i>
<i>little</i>	<i>less</i>	<i>the least</i>
<i>many/much</i>	<i>more</i>	<i>the most</i>

Underline all the comparative and superlative forms in the reading passage.

**Exercise 1**

What are comparative and superlative forms of the following adjectives?  
Write a sentence using each adjective in its comparative or superlative form.

*strict* \_\_\_\_\_

*dramatic* \_\_\_\_\_

*noisy* \_\_\_\_\_

*clear* \_\_\_\_\_

*well-known* \_\_\_\_\_

**Exercise 2**

Choose the correct form in these sentences.

- 1) The death toll from AIDS here is *worse* / *worst* than in northern Europe.
- 2) The *last* / *latest* figures are not encouraging.
- 3) Poor countries have *less* / *least* hope than *richer* / *richest* countries.
- 4) *Better* / *Best* research is necessary.
- 5) Combination therapy seems to be the *more* / *most* successful treatment.
- 6) It is the *newer* / *newest* of the two treatments available.
- 7) Today the situation is looking *hopefuller* / *more hopeful*.
- 8) Researchers have found the *most fast* / *fastest* way to cure the disease.

### ADVERBS

Adverbs that end in *-ly* form their comparative and superlative by adding *more* and *the most* to the positive form:

*slowly*                      *more slowly*                      *the most slowly*

Other adverbs form their comparative and superlative by adding *-er* and *the -est* to the positive form:

*fast*                              *faster*                              *the fastest*

The adverbs *well* and *badly* use the same comparative forms as their adjectives:

*well*                              *better*                              *the best*  
*badly*                              *worse*                              *the worst*

### Exercise 3

Write the comparative or superlative form of the adverb in each sentence.

- 1) Researchers are working \_\_\_\_\_ on combination therapies than on single drugs. (hard)
- 2) Combination therapy was introduced \_\_\_\_\_ in the US than in Europe. (early)
- 3) It seems to work \_\_\_\_\_. (well)
- 4) The numbers of people dying from AIDS are dropping \_\_\_\_\_ than two years ago. (fast)
- 5) Experts are thinking \_\_\_\_\_ about the future. (optimistically)

- 6) People using combination therapy are likely to die \_\_\_\_\_ than other patients. (late)
- 7) People in developed countries are being treated the \_\_\_\_\_ of all. (rapidly)
- 8) Death rates are staying \_\_\_\_\_ in developing countries. (high)

### MODIFYING CONNECTIVES: CONTRASTING

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

1) *Much progress has been made in medical research.* 2) *Millions continue to die from AIDS.*

*but* (general and informal)

Much progress has been made in medical research *but* millions continue to die from AIDS.

*however* (more formal and emphatic)

Much progress has been made in medical research. *However*, millions continue to die from AIDS.

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

*Although* much progress has been made in medical research, millions continue to die from AIDS.

Millions continue to die from AIDS *although* much progress has been made in medical research.

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

*Despite* the fact that much progress has been made in medical research, millions continue to die from AIDS.

*Despite* the progress made in medical research, millions continue to die from AIDS.

*Despite* the progress being made, millions continue to die from AIDS.

#### Exercise 4

Find the examples of these connectives in the reading passage. Rewrite each sentence using a different connective.

#### Exercise 5

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.  

---

## **FURTHER READING**

### **CARING FOR SOMEONE WITH AIDS**

One of the best places for people with AIDS to be cared for is at home, surrounded by the people who love them. Many people living with AIDS can lead an active life for long periods of time. Most of the time, people with AIDS do not need to be in a hospital. Being at home is often cheaper, more comfortable, more familiar, and gives them more control of their life. In fact, people with AIDS-related illnesses often get better faster and with less discomfort at home with the help of their friends and loved ones.

If you are caring for someone with AIDS at home, remember that each person living with AIDS is different and is affected by HIV, the virus that causes AIDS, in different ways. You should get regular updates from the person's doctor or nurse on what kind of care is needed. Often what is needed is not

medical care, but help with the normal chores of life: shopping, getting the mail, paying bills, cleaning the house, and so on.

Also remember that AIDS causes stress on both the person who is sick and on you as you care for them. Caring for someone with AIDS is a serious responsibility. You will have to work with the person with AIDS to decide what needs to be done, how much you can do, and when additional help is needed. But, by rising to the challenges of caring for someone with HIV infection and AIDS, you can share emotionally satisfying experiences, even joy, with those you love. You can also find new strengths within yourself. But you need to take care of yourself as well as the person with AIDS.

### *Preparing to Care for Someone at Home*

Every situation is different, but here are some tips to get you started. First take a home care course, if possible. Learn the skills you need to take care of someone at home and how to manage special situations.

Talk with the person you will be caring for. Ask them what they need. If you are nervous about caring for them, say so. Ask if it is OK for you to talk to their doctor, nurse, social worker, case manager, other health care professional or lawyer when you need to. Together you can work out what is best for both of you.

Talk with the doctor, nurse, social worker, case manager, and other health care workers who are providing care. They may need the patient's permission, sometimes in writing, to talk to you, but you need to talk to these people to find out how you can help. Work with them and the person you are caring for to develop a plan for who does what. Get clear, written information about medicines and other care you'll give. Ask what each drug does and what side effects to look out for. Ask the doctor or nurse what changes in the person's health or behaviour to watch for. For example, a cough, fever, diarrhoea, or confusion may mean an infection or problem that needs a new medicine or even putting the person in the hospital.

You also need to know whom to call for help or information and when to call them. Make a list of doctors, nurses, and other people you might need to talk to quickly, their phone numbers, and when they are available. Keep this list by the phone.

Talk to a lawyer or AIDS support organisation. For some medical care or life support decisions, you may need to be legally named as the care co-ordinator. If you are going to help file insurance claims, apply for government aid, pay bills, or handle other businesses for the person with AIDS, you may also need

a power of attorney. There are many sources of help for people with AIDS, and you can help the person with AIDS get what they are entitled to.

### *Giving Care*

People living with AIDS should take care of themselves as much as they can for as long as they can. They need to be and feel as independent as possible. They need to control their own schedules, make their own decisions, and do what they want to do as much as they are able. They should develop their own exercise program and eating plan. In addition to regular visits to the doctor, many people with AIDS work at staying healthy by eating properly, sleeping regularly, doing physical exercises, praying or meditating, or other things. If the person you are caring for finds something that helps them, encourage them to keep it up. An exercise program can help maintain weight and muscle tone and can make a person feel better if it is tailored to what the person can do. Well-balanced, tasty meals help people feel good, give them energy, and help their body fight illness. People with HIV infection are better off if they don't drink alcoholic drinks, smoke, or use illegal drugs.

### *Final Arrangements*

A person with AIDS, like every other adult, should have a will. This can be a difficult subject to discuss, but a will may need to be written before there is any question of the mental competence of the person with AIDS. You may want to be sure the person you are caring for has a will and that you know where it is.

Living wills, which specify what medical care the person with AIDS wants or does not want, also have to be written before their mental competence could be questioned. You, as the caregiver, may be the person asked to see that the doctors follow the wishes of the person with AIDS. This can be a very hard experience to deal with, but is another way of showing respect for a dying person. You may want to be sure the person you are caring for knows that they can control their medical care through living wills.

US Department of Health and Human Services

## GLOSSARY

**update** = aggiornamento

**chore** = lavoro abituale, noioso

**bill** = bolletta

**sick** = malato

**to rise to a challenge** = mostrarsi  
all'altezza di una sfida

**in writing** = per iscritto

**to watch for** = stare in guardia

**cough** = tosse

**life support system** = impianto che  
permettela sopravvivenza

**to file an insurance claim** = presenta-  
re richiesta di risarcimento

**aid** = assistenza

**to handle** = occuparsi  
**power of attorney** = procura  
**source** = fonte  
**to be entitled to** = aver diritto a  
**healthy** = sano

**to pray** = pregare  
**will** = testamento  
**to question** = contestare, mettere in dubbio

See Unit 16 for further information about *living wills*.

## DISCUSSION

- 1) Briefly summarise the information about caring for someone with AIDS.
- 2) The London Lighthouse is Europe's biggest residential and support centre for people affected by HIV and AIDS, but recent cuts in public funding mean it may have to close. Should the state run or help fund centres to care for people dying of AIDS or should the responsibility be met by families and friends?

## VOCABULARY

Choose the most suitable word or phrase to complete the sentence.

- 1) My mother hasn't \_\_\_\_\_ her illness yet.  
*/ looked for / got over / suffered /*
- 2) He \_\_\_\_\_ himself when he fell from the ladder.  
*/ hurt / wounded / damaged /*
- 3) She's having her baby. She must be \_\_\_\_\_ to hospital.  
*/ recovered / admitted / gone /*
- 4) He lives in a very \_\_\_\_\_ flat in a slum area.  
*/ unhealthy / insane / unwell /*

- 5) You really need to get some \_\_\_\_\_ for that injury.  
*/ cure / treatment / heal /*
- 6) I didn't see the step and \_\_\_\_\_ over, breaking my arm.  
*/ felt / fell / trip /*
- 7) You should take the baby's \_\_\_\_\_. She looks flushed.  
*/ fever / heat / temperature /*
- 8) Whenever I drive long distances, my back gets terribly \_\_\_\_\_.  
*/ sick / ill / sore /*

## **UNIT 10      WOMEN AND VIOLENCE**

### **CRACKDOWN ON VIOLENCE AGAINST WOMEN**

The government has launched the first nation-wide strategy to combat violence against women.

The “Living Without Fear” document, launched by Home Secretary Jack Straw, Minister for Women Margaret Jay, and Coronation Street actress Sally Whittaker, will be backed by £6.3m for Victim Support and £6m for new projects to reduce domestic violence, rape and sexual assault. [...] The report, which comes after a national consultation exercise, covers a range of violence issues, including rape, domestic abuse, and attacks at work.

Recent statistics have shown that:

- Two women in the UK die each week as a result of domestic abuse and one in four are victims of domestic violence.
- Domestic violence often begins or escalates when a woman becomes pregnant.
- 70% of women under 30 fear they could be raped.
- A third of young men think they can force women to have sex under certain circumstances.
- Reported rape has risen by 165% in the past 10 years, although the conviction rate is said to be falling. This is partly thought to be the result of women feeling more able to report rape and partly a rise in reports of date rape.
- Nurses are the most likely workers to be assaulted while doing their job.

The government says women are disproportionately affected by domestic violence and that the knock-on effects on children is immense. The Royal College of Psychiatrists says children who witness abuse are more likely to repeat the behaviour in later life. It adds that children as young as seven can show a tendency towards later domestic violence. Women's groups say the effect on children has not been given the attention or funding it deserves in the past.

The report also talks about increasing the number of safe supervised areas where children can keep in contact with fathers who have committed domestic violence. The government also wants to increase women's access to help. The report states that some victims of domestic abuse are sent to as many as 10 organisations before they get the help they need.

It adds that the cost of violent attacks on women is estimated in the millions. According to one research project, the cost of domestic violence in Greater London alone is £278m a year.

The Cabinet Office report puts together examples of good practice in reducing violence against women. These include a project in Yorkshire, which has developed specialist training for lawyers and police with the aim of increasing prosecutions of sexual offences. Women's refuge organisations say these are currently very low. Another project in West Yorkshire grades domestic violence attacks in an effort to provide the most sensitive and effective response in any given situation.

The government says it wants to have a national network of effective multi-agency partnerships which combat violence against women in place within five years. It is also looking into the possibility of launching a 24-hour help-line for women, which will cover all forms of violence. [...]

Other proposals in the report centre on awareness campaigns among school-children and the general public, a survey of violence in the workplace, initiatives for making streets and public transport safer and increased protection for victims of violence who are witnesses in court.

BBC News

## GLOSSARY

**crackdown** = provvedimento

**to launch** = lanciare, avviare

**Home Secretary** = Ministro dell'Interno

**to back** = sostenere

**to escalate** = intensificarsi, aggravarsi

**to fear** = temere

**conviction** = condanna

**date rape** = stupro da parte di un conosciuto nel contesto di un appuntamento amoroso

**disproportionally** = in modo sproporzionato

**knock-on** = a catena

**to witness** = vedere, essere presente a

**Greater London** = zona amministrativa di Londra

**Cabinet Office** = Consiglio dei Ministri

**to put (put, put) together** = riunire

**offence** = reato

**refuge** = casa rifugio

**to grade** = classificare

**to have in place** = rendere operativo

**to look into** = esaminare a fondo

**to centre on** = concentrare su

**help-line** = servizio di aiuto telefonico

**awareness campaign** = campagna di

informazione

## WORD STUDY

- 1) Note the use of *on* to indicate continuity, persistence in the adjective *knock-on*. Other examples: *to keep on*, *to go on*, an *ongoing* crisis. See Appendix IV.
- 2) The prefix *multi-* is used to mean *many* or *much*: *multi-agency partnerships*.

### Exercise 1

Find the words beginning with *multi-* which match these definitions.

- 1) A society comprising people of many races is \_\_\_\_\_
- 2) Someone who can speak more than two languages is \_\_\_\_\_
- 3) A tool that can be used for many purposes is \_\_\_\_\_
- 4) A person with a fortune of several million pounds is a \_\_\_\_\_
- 5) A large business operating in several nations is a \_\_\_\_\_
- 6) A society with people of different cultures is \_\_\_\_\_
- 7) A computer program using sound, pictures and film is \_\_\_\_\_
- 8) A treaty signed by several countries is \_\_\_\_\_

3) The suffix *-ion* (*-ation*, *-ition*) converts a verb into the corresponding noun. The following are some of the examples to be found in the passage above: *to protect* → *protection*    *to promote* → *promotion*    *to preserve* → *preservation*

### Exercise 2

Make nouns from the following verbs. Write a sentence using each new word.

*to declare* \_\_\_\_\_

*to specialise* \_\_\_\_\_

*to inform* \_\_\_\_\_

*to apply* \_\_\_\_\_

*to decide* \_\_\_\_\_

*to combine* \_\_\_\_\_

*to act* \_\_\_\_\_

*to educate* \_\_\_\_\_

## GRAMMAR REVIEW

### GENDER OF NOUNS

Masculine: men, boys and male animals

Feminine: women, girls, female animals

Neuter: inanimate things, animals and babies whose sex is unknown

### Exercise 3

Decide whether the following nouns are masculine, feminine or neuter:

*aunt*

*dog*

*son*

*nurse*

*baby*

*husband*

*spouse*

*cook*

*child*

*duke*

*sibling*

*uncle*

*cousin*

*king*

*widow*

*duchess*

*daughter*

*parent*

*bitch*

*lion*

*lioness*

*queen*

*wife*

*widower*

### SEXISM AND POLITICAL CORRECTNESS

Considerable attention is now paid to avoid terms and language which denigrate women or make them invisible. Here are some of the most widespread changes and developments.

#### (a) Names

The title *Mr* refers to both married and single men whereas emphasis was traditionally placed on a woman's marital status by the term *Mrs* (for a married woman) and *Miss* (for a single woman). Today the title *Ms* to refer to both married and single women is widely accepted.

#### (b) 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*      *garbage man* = *garbage collector*

(c) generic masculine

The pronoun *he* (*him, his*) has been traditionally used to refer to both females and males. This should now be avoided. The English language does not have a single pronoun which refers to both men and women. However, some alternatives are:

- *he or she - he/she - s/he - one - you*
- plural pronoun *they/their*
- using *he* and *she* alternately

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*

**Exercise 4**

Rewrite these sentences making them “politically correct”.

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.
- 

## COMPARISION II

### COMPARATIVE STRUCTURES

- 1) To express the same degree we use *as...as* with the positive form of adjectives and adverbs and *not as/so...as* with the negative form:

*The figures for the UK were as high as those for Denmark.*

*The figures for southern Europe are not as/so high as for northern Europe.*

- 2) The idea of parallel increase is expressed by the + comparative...the + comparative:

*The more research is carried out, the more likely a solution will be.*

*The sooner the problem is resolved the better it will be for everyone.*

- 3) Gradual increase or decrease is expressed by two comparatives, especially with the verbs *get* and *become*:

*The situation is becoming more and more difficult to control.*

*The numbers are getting higher and higher.*

### Exercise 5

Put one suitable word in each space.

- 1) The cases of reported rape are higher \_\_\_\_\_ in the past.
- 2) Children need \_\_\_\_\_ much protection as women do.
- 3) There have never been so many victims of domestic violence \_\_\_\_\_ in the last 12 months.
- 4) Unfortunately, the \_\_\_\_\_ violence children see, the greater their tendency to violence.
- 5) Prosecutions of sexual offences are getting fewer and \_\_\_\_\_.
- 6) The sooner the situation improves \_\_\_\_\_ better.
- 7) Date rape is getting \_\_\_\_\_ and more common.
- 8) Awareness campaigns are just \_\_\_\_\_ important as help-lines.

**Exercise 6**

Choose the most suitable word or phrase for each sentence.

- 1) The government's project will give women \_\_\_\_\_ protection.  
/ *farther* / *much more* / *as better* / *a lot* /
- 2) Violence against women is getting \_\_\_\_\_ serious.  
/ *more and more* / *less and less* / *further and further* / *most and most* /
- 3) \_\_\_\_\_ one in six women suffer domestic abuse.  
/ *As much as* / *As many as* / *As far as* / *As long as* /
- 4) Children \_\_\_\_\_ seven can show a tendency towards violence.  
/ *as younger as* / *younger as* / *young as* / *as young as* /
- 5) Women's organisations are working \_\_\_\_\_ since domestic violence has increased.  
/ *much harder* / *as harder* / *just as hardly* / *more hardly* /

**FURTHER READING****WOMEN'S AID FEDERATION OF ENGLAND**

Women's Aid is the key national agency for women and children experiencing physical, sexual or emotional abuse in their homes. Women's Aid aims to promote the protection of women and children who have suffered from, or are exposed to domestic violence. This includes the preservation and protection of their mental and physical health, the relief of need and the promotion of research and education about domestic violence.

Our national work includes running the Women's Aid National Help-line for women experiencing domestic violence. Help-line volunteers and staff give advice and information as well as a much-needed listening ear.

We also co-ordinate and support a network of 250 local refuge groups throughout England. This involves:

1. producing the only UK-wide Directory of Refuge and Help-line Services;

2. supporting the development of new refuges and other support services for women and children;
3. providing advice and information on all aspects of refuge work, including management, children's work, housing, legal issues, publicity and fundraising;
4. providing refuges with training on all aspects of domestic violence and refuge work;
5. organising network events and conferences for all refuge groups to enable them to meet, share good practice and develop their services.

We lobby for relevant policy and legislative changes to improve the safety of women and children experiencing or leaving domestic violence. We deliver training and consultancy to a wide range of professionals and practitioners. We also work towards public education and raising awareness of domestic violence among the public, policy-makers, and the media.

Women's Aid together with other Women's movements and Human Rights Organisations, governments and United Nations bodies recognise that violence against women is a human rights issue that violates women's rights to the enjoyment of human rights and fundamental freedoms under general international law or human rights conventions.

Over the years Women's Aid has made inputs to international seminars and events to further the work of the United Nations Convention to eliminate all forms of discrimination against women. Under this convention, violence against women is defined as a form of discrimination.

In the promotion of policy and services for women, we have interacted with and provided training for women's groups in Europe and South Africa. We are also represented on the Committees of International Women's groups. In the future we hope to look more closely at making links with women's groups in Europe, Africa, Asia and Australia. The objective will be to promote information sharing and cultural exchange of our work to end violence against women.

Women's Aid Federation

## GLOSSARY

**key** = chiave

**preservation** = mantenimento

**relief** = soccorso, aiuto

**network** = rete

**fundraising** = raccolta di fondi

**range** = gamma

**practitioner** = professionista

**package** = pacchetto

**to further** = favorire, promuovere  
**input** = contributo  
**to interact with** = interagire

**membership** = associazione  
**forthcoming** = prossimo, imminente

## DISCUSSION

- 1) Is there an Italian equivalent to the Women's Aid Federation? Where can Italian women go for help if they experience domestic violence?
- 2) International women's organisations are working in developing and developed countries to obtain more rights for women: access to education, freedom from slavery and prostitution, greater participation in political and economic progress. In what areas do you think women are still discriminated against?

## VOCABULARY

Use the word at the end of the line to form a word that fits in the space.

- 1) My friend Mary has been gathering some \_\_\_\_\_ about women's refuges. INFORM
- 2) She is trying to make a \_\_\_\_\_ about whether to leave her husband. DECIDE
- 3) Since he lost his job he has become very \_\_\_\_\_ towards her. VIOLENCE
- 4) Last week he hit her and caused severe \_\_\_\_\_ to her back. INJURE
- 5) Fortunately, although it was very \_\_\_\_\_, the damage was not too serious. PAIN
- 6) She got excellent \_\_\_\_\_ at the local hospital. TREAT
- 7) The doctors said she will make a rapid \_\_\_\_\_. RECOVER
- 8) She will make an \_\_\_\_\_ for a court order to keep her husband away. APPLY



## **UNIT 11            MULTI-RACIAL BRITAIN**

### **ROOTS OF THE FUTURE: IMMIGRANTS PAST AND PRESENT**

If we go back far enough, we can say that everyone who lives in Britain today has origins somewhere else. Many of us can probably trace the immigrants in our own family histories.

Some may have been among the various invading armies—Roman, Saxon, Viking or Norman. Others had little choice about coming: Africans were brought to Britain by force in the seventeenth and eighteenth centuries as slaves or servants; and thousands of people arrived at various times as refugees from France, Ireland, Russia, and other countries, escaping from persecution or famine in their own countries.

Most people probably came because they thought they could make a better life for themselves here. Before 1914, when the First World War broke out, there were fewer restrictions and it was possible to travel to many countries without passports, visas or work permits. People could just decide to make a new life somewhere else, provided they had enough money for the passage. Often they were encouraged by the monarch or government because immigration was a way of dealing with local shortages of capital, skills or labour.

At any one time, newcomers have only been a tiny proportion of the British population. Even today, only about 7% of the population were not born in Britain. Newcomers have often met hostility and resentment, yet even a quick study would show that they have brought skills and qualifications, set up businesses and created jobs, not only for themselves but also for local people. Many have been willing to do jobs that have been difficult to fill locally. What is remarkable and often not understood is that the contributions immigrants and their immediate descendants have made, and continue to make, to Britain are out of all proportion to their numbers.

In 1066, for example, a small community of French Jews were encouraged by William I to bring their capital and financial skills to Britain. At its peak the community was only 5,000 strong or around 0.025% of the population, but it became an indispensable source of finance for king and commoner alike. Jews were the founders of banking and financial services in Britain.

From the fourteenth century, Flemish and French weavers, German mining engineers, Dutch canal builders, printers, brewers and brick-makers brought

new manufacturing skills and techniques at a time when wool was Britain's only major export. In the sixteenth and seventeenth centuries, Protestant refugees from France and the Low Countries played a revolutionary role in manufacturing, silk weaving, science and banking.

The Irish who fled in their thousands from rural poverty and famine between the 1830s and 1850s helped to build much of the infrastructure of an industrial society in Britain, doing jobs that local people often did not want in mines and docks, and building canals, roads, railways, and factories.

By the end of the eighteenth century, British traders and merchants had made fortunes through the trade in African slaves. Millions worked in appalling conditions on sugar, cotton and tobacco plantations in the Americas and the West Indies, and there were about 20,000 black people in London, most of them compelled to work as servants in the big houses.

The British Empire, which by the end of the nineteenth century covered large parts of the globe, owed its success to over two million Indian and Chinese labourers working on plantations, mines, docks, ships and railways. Their labour was crucial to the prosperity and industrial expansion Britain achieved during the nineteenth century.

As British subjects, people from the Empire were expected to fight in all Britain's wars, even wars of colonial expansion, and the part they played in both World Wars made a crucial difference to Britain's prospects. In 1882, Lord Salisbury had compared India to 'an English barracks in the Oriental seas from which we may draw any number of troops without paying for them'.

Faced with the massive task of reconstruction after the Second World War, and acute labour shortages, the British government encouraged immigration, first from among European refugees displaced by the war, and then from Ireland and the Commonwealth. Before long, in some factories, mills and plants, the overwhelming majority of workers were Asian or black.

However, by the end of the 1970s, strict controls on immigration had been brought in. Most immigrants to Britain today come from other parts of Europe, or are work permit holders—mainly coming from the USA and Japan. Others are admitted as refugees. Since the end of the Second World War, refugees have come from many countries including Hungary, Chile, Cyprus, Argentina, Somalia, Lebanon, Sudan, Iran, Sri Lanka, Vietnam, Nigeria, Turkey, Iraq and the former Yugoslavia.

Today, people from ethnic minorities, and the cultures they have brought with them, are integral to life in Britain. Over two-thirds of independently-owned local shops belong to people from ethnic minorities. 27% of London Underground's staff are from ethnic minorities. About 23% of Britain's doctors and 24% of restaurant employees were born overseas. Curries and Chinese takeaways are as popular as fish and chips, and Linford Christie (runner), Ian Wright (footballer) and Nasser Hussain (cricketer) rank among Britain's best sports stars.

British culture has never stood still, and its literature, art, music, dance and theatre are constantly being enriched and revitalised by people who can draw on a wide variety of cultural influences from around the world.

Commission for Racial Equality

## GLOSSARY

**army** = esercito  
**famine** = carestia  
**to break (broke, broken) out** = scoppiare  
**provided (that)** = a condizione che  
**passage** = costo della traversata  
**shortage** = mancanza, carenza  
**to fill (a job)** = ricoprire  
**remarkable** = straordinario  
**immediate** = più prossimo  
**peak** = massimo, punta  
**commoner** = cittadino  
**alike** = allo stesso modo  
**weaver** = tessitore  
**brewer** = birraio  
**brick-maker** = mattonaio  
**silk** = seta

**dock** = porto  
**trade** = commercio  
**appalling** = spaventoso  
**compelled** = costretto  
**subject** = suddito  
**to displace** = deportare  
**mill** = stabilimento, opificio  
**overwhelming** = stragrande  
**integral** = integrante  
**to belong** = appartenere  
**overseas** = oltremare, all'estero  
**to rank** = considerare  
**to stand (stood, stood) still** = stare fermo  
**to draw (drew, drawn) on** = attingere a

## NOTES

1) The noun *work* is uncountable: *People came to Britain looking for work.*  
 Compare this to the use of the countable noun *job*:  
*He's willing to do any job. - Newcomers created jobs.*  
 (See Unit 3 for Uncountable nouns)

- 2) Note the use of the adjective *strong* following a number to indicate containing or having a specific number: *The community was only 5,000 strong* (It had only 5,000 members).

### WORD STUDY

The suffix *-age* is used to form nouns.

It indicates a process or action: *passage, breakage, marriage*

or a state or condition: *shortage, bondage*

or a collection or set: *luggage, baggage*

#### Exercise 1

Write a sentence using each of the following words.

*heritage*

---

*marriage*

---

*advantage*

---

*breakage*

---

*courage*

---

### GRAMMAR REVIEW

#### PAST PERFECT TENSE

The Past Perfect tense is formed by *had* with the past participle of the main verb: *By the end of the 18th century, British traders had made fortunes.* The past participles of the most common irregular verbs are found in Appendix I.

The main function of this tense is to indicate which of two connected actions in the past happened first. The second action is expressed by the Past Simple: *They settled in Britain in 1970. They had escaped from Russia 5 years earlier.*

The Past Perfect tense is not always necessary if the order of events is made clear by a time expression. Then the Simple Past tense can be used: *Before they came to Britain, they managed to sell their house.*

The connection between the two events is often indicated by an adverb of time such as: *when, as soon as, after, before*. The reading passage contains two examples of the past perfect with the preposition *by* and a time phrase to express *at that time or before/ not later than*:

*by the end of the eighteenth century - by the end of the 1970s*

The Past Perfect tense is used in indirect speech provided that the introductory verb is in the past tense: *He said that he had been in England for 5 years.*

The Past Perfect tense is also used in conditional sentences. See Unit 13.

### Exercise 2

Join the following pairs of sentences using the conjunction in brackets. Change one verb form into the Past Perfect.

- 1) They were persecuted for political reasons. They escaped from Kosovo.  
(after)

---

- 2) They left the country. They resettled in Britain. (as soon as)

---

- 3) They found a house. They looked for work. (when)

---

- 4) Their children couldn't go to school. They learned some English. (until)

---

- 5) They learned the language. They found it hard to meet people. (before)

---

- 6) They met people. They made some friends. (after)

---

- 7) They asked their friends for help. They found some work. (when)

---

- 8) They didn't feel settled. They had a house and jobs. (until)

---

**Exercise 3**

In which of the following sentences can the Past Perfect be replaced by the Past Simple?

- 1) By the time I got to work, the meeting had begun.
- 2) We needed to discuss a problem that had arisen the previous week.
- 3) An employee had been accused of insulting a black colleague.
- 4) After she had been insulted, the woman punched the man.
- 5) Before this incident happened, the two had been good friends.
- 6) As soon as the meeting had begun, the black employee made an official complaint.
- 7) She had already spoken to the trade union representative about the incident.
- 8) She had been advised to take the case to court.

**Exercise 4****REVISION OF PAST TENSES**

Put the verbs in brackets in the correct tense – Simple Past, Present Perfect, Past Perfect. When both the Simple Past tense and the Past Perfect are possible, use the Past Perfect.

The fighting skills of the Gurkhas are well known, and their bravery in numerous battles \_\_\_\_\_ (bring) fame to themselves and to Nepal. They \_\_\_\_\_ (be) part of the British army since 1816 when Nepal \_\_\_\_\_ (become) a British protectorate. Even after Nepal \_\_\_\_\_ (gain) independence in 1923, the British \_\_\_\_\_ (continue) to employ Gurkhas in the army and \_\_\_\_\_ (create) a special status for them.

However, their treatment \_\_\_\_\_ (not always be) fair. In 1997 the British government \_\_\_\_\_ (raise) the Gurkhas' pay. Before this they \_\_\_\_\_ (receive) much lower pay than other soldiers. The con-

ditions \_\_\_\_\_ (be) laid down in a treaty the British government  
 \_\_\_\_\_ (sign) with Nepal and India in 1947 before Independence.  
 Now the Gurkhas \_\_\_\_\_ (begin) a new fight for better pension  
 rights and for Gurkhas' children to have employment opportunities in Britain.

**Exercise 5**

**NATIONALITY WORDS**

Write the nationality adjective for each country. Remember that nationality adjectives always require a capital letter.

- |                |       |                 |       |
|----------------|-------|-----------------|-------|
| <i>Britain</i> | _____ | <i>Holland</i>  | _____ |
| <i>China</i>   | _____ | <i>Ireland</i>  | _____ |
| <i>England</i> | _____ | <i>Italy</i>    | _____ |
| <i>France</i>  | _____ | <i>Scotland</i> | _____ |
| <i>Germany</i> | _____ | <i>Spain</i>    | _____ |
| <i>Greece</i>  | _____ | <i>Wales</i>    | _____ |

**PEOPLE**

If the nationality adjective ends with *-sh, -ch, -ese*, the word referring to the people remains the same:

*English → the English      French → the French      Chinese → the Chinese*

If the adjective ends with *-an, -s* is added:

*German → the Germans      Italian → the Italians      Roman → the Romans*

Some exceptions are:

*Finland - Finnish → the Finns      Greece - Greek → the Greeks*

*Scotland - Scottish → the Scots*

The following countries are all mentioned in the reading passage above. Write the nationality adjective and the word for the people. Use a dictionary to help you.

<b>COUNTRY</b>	<b>ADJECTIVE</b>	<b>THE PEOPLE</b>
<i>Argentina</i>	_____	_____
<i>Chile</i>	_____	_____
<i>Hungary</i>	_____	_____
<i>India</i>	_____	_____
<i>Iran</i>	_____	_____
<i>Iraq</i>	_____	_____
<i>Lebanon</i>	_____	_____
<i>Pakistan</i>	_____	_____
<i>Somalia</i>	_____	_____
<i>Turkey</i>	_____	_____
<i>Vietnam</i>	_____	_____

### **FURTHER READING**

#### **THE RACE RELATIONS ACT (1976)**

The Race Relations Act makes racial discrimination unlawful and gives people the right to claim compensation for discrimination, which can include harassment and victimisation.

Racial violence and other racial incidents are offences under criminal law. Inciting racial hatred is also a criminal offence.

Racially offensive material in the media contravenes media codes of practice. Complaints can be made to the Press Complaints Commission or the Broadcasting Standards Authority.

The Race Relations Act makes it unlawful to discriminate against anyone on grounds of race, colour, nationality (including citizenship), or ethnic or national origins.

It applies to jobs, training, housing, education, the provision of goods, facilities and services.

*What is discrimination?*

The Race Relations Act deals with racial discrimination, not prejudice. It is concerned with people's actions and the effects of their actions, not their intentions.

Prejudice literally means 'pre-judging' someone—knowing next to nothing about them but jumping to conclusions because of some characteristic, like their appearance.

Discrimination occurs when someone is treated less favourably because of that characteristic—in the case of racial discrimination because of their racial, national or ethnic origins.

Racism is the belief that some 'races' are superior to others—based on the false idea that different physical characteristics (like skin colour) or ethnic background make some people better than others.

Under the Race Relations Act, there are two kinds of racial discrimination:

*Direct discrimination*

Direct discrimination occurs when someone is treated less favourably on racial grounds than other people are, or would be, treated in similar circumstances. When someone is segregated from others on racial grounds this is also direct discrimination. Racial abuse and harassment is also unlawful direct discrimination if it occurs in circumstances covered by the Act.

Example: If an Asian woman is turned down for a job as a shop assistant and told there are no vacancies, then a white woman with equivalent qualifications is offered the job a short while later, the Asian woman has been directly discriminated against.

*Indirect discrimination*

Indirect discrimination occurs when a condition or requirement is applied equally to people of all racial groups, but many fewer people of a particular group are able to comply with it. Such indirect discrimination is unlawful when it cannot be justified other than on racial grounds.

Example: If an employer requires job applicants to have a qualification in a particular subject, but will only consider people whose degree is from a British university, this condition could amount to indirect discrimination.

*Victimisation*

It is also unlawful under the Act to treat someone less favourably than others, because they have taken a case of racial discrimination, or given evidence relating to a case, or alleged that discrimination has occurred.

*Your rights under the Act*

If you think you have been discriminated against at work, you have the right under the Race Relations Act to take your employer to the employment tribunal. If you think you have been discriminated against at school or college, when seeking accommodation, during training, when buying goods, or when applying for or using any service provided by your local council, banks, pubs, clubs, cinemas, cafés, insurance companies and other agencies, you can bring a case of racial discrimination to a county court (in England and Wales) or sheriff court (in Scotland).

If you are thinking of bringing a case of racial discrimination you can apply to the Commission for Racial Equality, or to one of a number of other organisations, such as trade unions and racial equality councils, for help. There are time limits, so you should not delay.

Commission for Racial Equality

## GLOSSARY

**unlawful** = illegale, illegittimo

**harassment** = molestia

**\*incident** = avvenimento

**to contravene** = contravvenire

**on grounds of** = per motivi di

**to jump to conclusions** = saltare alle conclusioni

**to occur** = accadere, esistere

**to turn down** = respingere, rifiutare

**vacancy** = posto vacante

**to amount to** = equivalere

**to take/bring a case** = fare causa, portare in giudizio

**to allege** = dichiarare, sostenere

**trade union** = sindacato

**time limit** = termine di prescrizione

The British Race Relations Act tackles racial discrimination at two levels: firstly, it allows an individual to take legal action against someone who has discriminated against him or her on the grounds of race and, secondly, it creates a national body to monitor and advise on the general problems of racial discrimination: the Commission for Racial Equality.

## DISCUSSION

- 1) Italy is increasingly having to face the problems that arise in a multi-racial society. What are some of the problems foreigners living in Italy have? What services are offered to assist and protect foreigners?
- 2) As a result of wars around the world, thousands of people apply for refugee status in Britain and other European countries every year. Do we have a moral obligation to help refugees?

## VOCABULARY

### RACISM AND POLITICAL CORRECTNESS

Besides problems of direct and indirect racial discrimination, the issue of politically correct language when referring to race is also important so as to avoid giving offence. The terms *negro* and *coloured* are now rarely used. In Britain, the term *black* (*white*) is preferred, whereas in the United States, *African-American* is more common. Other American terms are *Asian-American* and *Hispanic-American*.

Use a dictionary to find the meaning of the following words and phrases. Write a sentence using each phrase.

- black magic* \_\_\_\_\_
- a black look* \_\_\_\_\_
- black market* \_\_\_\_\_
- a black sheep* \_\_\_\_\_
- a white flag* \_\_\_\_\_
- a white elephant* \_\_\_\_\_
- a white lie* \_\_\_\_\_



## UNIT 12      STRESS

### STRESS AND STRESS MANAGEMENT

Dr. Hans Selye, the father of stress theory, defined stress as “the non-specific response of the body to any demand made upon it”. The demand can be a threat, a challenge or any kind of change which requires the body to adapt. The response is automatic and immediate. Stress can be good (“eustress”) when it helps us to perform better, or it can be bad (“distress”) when it causes upset or makes us sick.

The stress reaction results from an outpouring of adrenaline, a stimulant hormone, into the bloodstream. This, with other stress hormones, produces a number of changes in the body, which are intended to be protective. The result is often called “the fight-or-flight response” because it provides the strength and energy to either fight or run away from danger. The changes include an increase in heart rate and blood pressure (to get more blood to the muscles, brain and heart), faster breathing (to take in more oxygen), tensing of muscles (preparing for action), increased mental alertness and sensitivity of sense organs (to assess the situation and react quickly), increased blood flow to the brain, heart and muscles (the organs that are most important in dealing with danger) and less blood to the skin, digestive tract, kidneys and liver (where it is least needed in times of crisis). In addition, there is an increase in blood sugar, fats and cholesterol (for extra energy) and a rise in platelets and blood-clotting factors (to prevent haemorrhage in case of injury).

The manifestations of stress are numerous and varied, but they generally fall into four categories:

*Physical symptoms:* fatigue, headache, insomnia, muscle aches and stiffness, heart palpitations, chest pains, abdominal cramps, nausea, trembling, cold extremities, flushing or sweating, frequent colds.

*Mental symptoms:* decrease in concentration and memory, indecisiveness, the mind may race or go blank, confusion, and loss of sense of humour.

*Emotional symptoms:* anxiety, nervousness, depression, anger, frustration, worry, fear, irritability, impatience, short temper.

*Behavioural symptoms:* pacing, fidgeting, nervous habits (nail-biting, foot-tapping) increased eating, smoking and drinking, crying, yelling, swearing, blaming and even throwing things or hitting.

The causes of stress are called “stressors” or “triggers” and there are two kinds: external and internal.

*External stressors* are found in our physical environment and can be noise, bright lights, heat and confined spaces. Social interaction with people can also trigger stress when someone is rude, bossy or aggressive towards us. Major life events like the death of a loved one, sudden loss of a job, or even happy events like a promotion or a new baby, also cause stress, as do small daily hassles like commuting, misplacing keys or the car breaking down.

*Internal stressors* can be the result of our lifestyle: drinking too much coffee, not getting enough sleep or working too hard. The way we see the world—pessimistic thinking, self-criticism, unrealistic expectations, all-or-nothing views—contributes to causing stress. Some of us are perfectionists, workaholics or pleasers, which are very stressful personality traits.

It is very important to note that most of the stress that most of us have is actually self-generated. This is a paradox because so many people think of external stressors when they are upset. Recognising that we create most of our own upsets, however, is an important first step to dealing with them.

There are various steps we can take to master stress.

Perhaps the easiest thing is to change our lifestyle habits. We can decrease our consumption of caffeine by drinking less coffee, tea and colas and improve our diet by eating less junk food and following a well-balanced diet. We need regular exercise (at least 30 minutes three times a week), adequate sleep (everyone needs to work out how much they require and then make sure they get it), and enough leisure time to do something for ourselves. Sometimes relaxation techniques like meditation or self-hypnosis can be helpful.

Then we need to change any stressful situations in our lives. This may mean learning to use our time and money better, becoming more assertive, and adopting a more positive attitude to problem-solving. Possibly we may need to leave a job or relationship that is unhappy and unproductive.

Finally we can change our ways of thinking. Look at things more positively, seeing problems as opportunities, refuting negative thoughts and keeping a strong sense of humour.

## GLOSSARY

<b>to master</b> = dominare	<b>chest</b> = torace
<b>response</b> = reazione	<b>to race</b> = correre, andare a gran velocità
<b>demand</b> = esigenza	<b>to pace</b> = passeggiare
<b>to perform</b> = funzionare	<b>to fidget</b> = agitarsi, muoversi con irrequietezza
<b>outpouring</b> = versamento	<b>to yell</b> = urlare
<b>bloodstream</b> = flusso sanguigno	<b>to swear</b> = imprecare
<b>flight</b> = fuga	<b>to trigger</b> = provocare, scatenare
<b>heart rate</b> = battito cardiaco	<b>red tape</b> = burocrazia
<b>breathing</b> = respiro	<b>deadline</b> = scadenza
<b>digestive tract</b> = canale alimentare	<b>hassle</b> = scocciatura
<b>kidney</b> = rene	<b>to commute</b> = fare il pendolare
<b>liver</b> = fegato	<b>upset</b> = turbamento
<b>platelet</b> = piastrina	<b>junk food</b> = cibo poco sano
<b>clotting</b> = coagulazione	<b>assertive</b> = determinato
<b>injury</b> = ferita	
<b>fatigue</b> = affaticamento	

## WORD STUDY

1) The suffix *-ness* is used to form abstract nouns from adjectives:  
*nervous* → *nervousness*     *bossy* → *bossiness*     *happy* → *happiness*

### Exercise 1

Use the suffix *-ness* to form nouns from the adjectives below. Then choose a suitable noun to complete each sentence.

<i>aggressive</i>	<i>effective</i>	<i>ill</i>	<i>lonely</i>
<i>aware</i>	<i>hopeless</i>	<i>kind</i>	<i>sad</i>

- 1) Stress must be treated like any other \_\_\_\_\_.
- 2) The first step is the \_\_\_\_\_ that we often are our own worst enemies.
- 3) \_\_\_\_\_ in other people can increase stress.

- 4) Experts are convinced of the \_\_\_\_\_ of relaxation techniques in limiting stress.
- 5) It is important to begin treating yourself with a bit more \_\_\_\_\_.
- 6) \_\_\_\_\_ can also increase stress levels.
- 7) You can combat \_\_\_\_\_ by getting out and meeting new people.
- 8) One of the worst reactions is a feeling of \_\_\_\_\_.

### 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 frustration is \_\_\_\_\_
- 5) A person suffering from fear is \_\_\_\_\_
- 6) A person suffering from aggression is \_\_\_\_\_
- 7) A person suffering from stress is \_\_\_\_\_
- 8) A person suffering from illness is \_\_\_\_\_

## GRAMMAR REVIEW

### CONDITIONAL SENTENCES I

#### ZERO CONDITIONAL

Both the verb in the *if*-clause and the verb in the main clause are in the present tense. This kind of sentence is used to express automatic or habitual results.

*If you are stressed, your blood pressure rises.*

**TYPE 1 CONDITIONAL**

The verb in the *if*-clause is in the present tense and the verb in the main clause is in the future. This kind of sentence indicates that the action in the *if*-clause is probable.

*If you suffer from stress, the symptoms will manifest themselves in four ways.*

Variations:

1) The future may be expressed with *will* or with other modal auxiliaries:

*If you suffer from stress, you must look after yourself.* (obligation)

*If you suffer from stress, you may feel tired all the time.* (possibility)

See Unit 4 for a revision of the modal auxiliaries.

2) The verb in the main clause may be an imperative form:

*If you suffer from stress, see a doctor!*

3) The present simple may be replaced by the present continuous:

*If you are feeling stressed, a holiday will help.*

*If not* can be expressed by *unless*:

*If you don't look after yourself, you can become quite ill.*

*Unless you look after yourself, you can become quite ill.*

**Exercise 3**

Use the notes to complete the sentences on the results of adrenaline.

*When the human body is exposed to stress.....*

- 1) heart rate – increase \_\_\_\_\_
- 2) breathing - get faster \_\_\_\_\_
- 3) brain - become more alert \_\_\_\_\_
- 4) sense organs - be more sensitive \_\_\_\_\_
- 5) muscles - tense \_\_\_\_\_

**Exercise 4**

Put the verbs in brackets in a suitable tense: present or future.

- 1) If you \_\_\_\_\_ (work) in a noisy environment, you \_\_\_\_\_ (become) stressed.

- 2) You \_\_\_\_\_ (have to) face the problem, if you \_\_\_\_\_ (want) to improve the situation.
- 3) If they \_\_\_\_\_ (feel) tense, some people \_\_\_\_\_ (go) for a short walk to get a break.
- 4) My father always \_\_\_\_\_ (tell) jokes if he \_\_\_\_\_ (get) nervous.
- 5) If I \_\_\_\_\_ (be) worried, I \_\_\_\_\_ (bite) my fingernails.
- 6) If I \_\_\_\_\_ (want) to break the habit, I \_\_\_\_\_ (have to) use some willpower.
- 7) I \_\_\_\_\_ (try) applying some special nail polish if I \_\_\_\_\_ (remember) to buy it today.
- 8) If that \_\_\_\_\_ (not work), I \_\_\_\_\_ (try) hypnosis.

### Exercise 5

Choose the most suitable tense.

- 1) Unless I *get / will get* a break soon, I *go / will go* mad.
- 2) I always *react / will react* like this if my work *goes / will go* badly.
- 3) If the weather *will be / is* fine tomorrow, I *may go / do go* for a swim at the beach.
- 4) I *will stay / stay* at home and read if it *rains / is raining* when I want to go out.
- 5) *Come / To come* round for dinner if you *are / be* free.
- 6) I *cook / will cook* something special if you *like / will like*.
- 7) Unless you *tell / don't tell* me what you want, I *don't / won't* know what to prepare.
- 8) If you *want / will want* a curry, I *have / will have* to do some shopping.

**FURTHER READING****MEASURING STRESS: THE STRESS SCALE**

<b>STRESS</b>	<b>EVENT VALUES</b>
1. DEATH OF SPOUSE, PARENT, BOYFRIEND/GIRLFRIEND	100
2. DIVORCE (of yourself or your parents)	65
3. PUBERTY	65
4. PREGNANCY (or causing pregnancy)	65
5. MARITAL SEPARATION OR BREAKUP WITH BOYFRIEND/GIRLFRIEND	60
6. JAIL TERM OR PROBATION	60
7. DEATH OF OTHER FAMILY MEMBER (other than spouse, parent or boyfriend/girlfriend)	60
8. BROKEN ENGAGEMENT	55
9. ENGAGEMENT	50
10. SERIOUS PERSONAL INJURY OR ILLNESS	45
11. MARRIAGE	45
12. ENTERING COLLEGE OR BEGINNING NEXT LEVEL OF SCHOOL (starting junior high or high school)	45
13. CHANGE IN INDEPENDENCE OR RESPONSIBILITY	45
14. ANY DRUG AND/OR ALCOHOL USE	45
15. FIRED AT WORK OR EXPELLED FROM SCHOOL	45
16. CHANGE IN ALCOHOL OR DRUG USE	45
17. RECONCILIATION WITH MATE, FAMILY OR BOYFRIEND/GIRLFRIEND (getting back together)	40
18. TROUBLE AT SCHOOL	40
19. SERIOUS HEALTH PROBLEM OF A FAMILY MEMBER	40
20. WORKING WHILE ATTENDING SCHOOL	35
21. WORKING MORE THAN 40 HOURS PER WEEK	35
22. CHANGING COURSE OF STUDY	35
23. CHANGE IN FREQUENCY OF DATING	35
24. SEXUAL ADJUSTMENT PROBLEMS (confusion of sexual identity)	35
25. GAIN OF NEW FAMILY MEMBER (new baby born or parent remarries)	35
26. CHANGE IN WORK RESPONSIBILITIES	35
27. CHANGE IN FINANCIAL STATE	30
28. DEATH OF A CLOSE FRIEND (not a family member)	30
29. CHANGE TO A DIFFERENT KIND OF WORK	30
30. CHANGE IN NUMBER OR ARGUMENTS WITH MATE, FAMILY OR FRIENDS	30
31. SLEEP LESS THAN 8 HOURS PER NIGHT	25
32. TROUBLE WITH IN-LAWS OR BOY/GIRLFRIEND'S FAMILY	25
33. OUTSTANDING PERSONAL ACHIEVEMENT (awards, grades, etc.)	25
34. MATE OR PARENTS START OR STOP WORKING	20
35. BEGIN OR END SCHOOL	20

36. CHANGE IN LIVING CONDITIONS (visitors in the home, remodelling house, change in roommates)	20
37. CHANGE IN PERSONAL HABITS (start or stop a habit like smoking or dieting)	20
38. CHRONIC ALLERGIES	20
39. TROUBLE WITH THE BOSS	20
40. CHANGE IN WORK HOURS	15
41. CHANGE IN RESIDENCE	15
42. CHANGE TO A NEW SCHOOL (other than graduation)	10
43. PRE-MENSTRUAL PERIOD	15
44. CHANGE IN RELIGIOUS ACTIVITY	15
45. GOING INTO DEBT (you or your family)	10
46. CHANGE IN FREQUENCY OF FAMILY GATHERINGS	10
47. HOLIDAY	10
48. WINTER HOLIDAY SEASON	10
49. MINOR VIOLATION OF THE LAW	5

TOTAL SCORE = \_\_\_\_\_

Adapted from the “Social Readjustment Rating Scale” by Thomas Holmes and Richard Rahe, first published in *Journal of Psychosomatic Research*.

## GLOSSARY

**jail term** = periodo in prigione  
**probation** = libertà vigilata  
**engagement** = fidanzamento  
**fired** = licenziato  
**expelled** = espulso  
**dating** = corteggiamento

**mate** = compagno/a  
**in-laws** = suoceri  
**outstanding** = eccezionale  
**achievement** = successo  
**family gathering** = riunione familiare

## DISCUSSION

- 1) Do the stress test and add up your stress score.
- 2) How does stress affect you? What do you do to reduce the stress in your life?

**VOCABULARY**

Choose the most suitable word or phrase

- 1) James had always been rather tense and \_\_\_\_\_.  
/ *courageous* / *aggressive* / *sociable* /
- 2) Finally he decided to reduce stress in his life and took up a(n) \_\_\_\_\_.  
/ *pastime* / *leisure* / *occupation* /
- 3) He started jogging every morning to get \_\_\_\_\_.  
/ *exercised* / *trained* / *fit* /
- 4) He made more friends and became quite \_\_\_\_\_.  
/ *sociable* / *proud* / *stubborn* /
- 5) He became so \_\_\_\_\_ that he used to buy drinks for all his friends at the pub.  
/ *cheerful* / *generous* / *grateful* /
- 6) He even had a girlfriend, who was very \_\_\_\_\_ and got on with all his friends.  
/ *mean* / *brave* / *pleasant* /
- 7) Then he started running more seriously and even won first \_\_\_\_\_ in a competition.  
/ *medal* / *prize* / *reward* /
- 8) Now he runs for miles every day and has become ambitious and \_\_\_\_\_ again.  
/ *cheerful* / *kind* / *bad-tempered* /



## UNIT 13      PREVENTING ILLNESS

### CANCER: WHAT TO EAT TO BEAT IT

When can what you eat or drink help you fight off cancer? Diet has the most impact on the development of bowel cancer, but has also been shown to influence others including lung, breast and head cancer.

Anyone wanting to ward off cancer should eat plenty of garlic and tapioca pudding, if recent headlines are anything to go by. They are just the latest two foods to be hailed by scientists as potentially safeguarding against cancer. Another recent study would have us eating grain, fish, meat and Brazil nuts—because they contain the trace element selenium. For salads, turn to cherry tomatoes, red onions and red-coloured Lollo Rosso lettuce because they are rich in particles known as flavanols. Citrus fruit skins can help—they contain a cancer-beating substance known as citrus limonoids. For those on hormone replacement therapy, soya products can fend off the disease.

Most cancer specialists recommend fibre, as does the government, although a 16-year study involving nearly 90,000 people recently found no evidence that natural fibre had an impact on cancer. Certain red wines—such as Cabernet and Merlot—are also high in flavanols and another substance called resveratrol, although if bladder cancer is a fear, constant drinking—water is best—is recommended by one study. An after-dinner cup of green tea could also be helpful.

Off the menu are red meat, processed meat, excessive alcohol and, according to one study, sweeteners.

But while studies indicating that eating more of one type of food can beat cancer is guaranteed to catch the headlines, there is often very little to back them up. [...] Dr Lesley Walker, head of science information at the cancer research campaign, said plenty of unsubstantiated research made the headlines. “If we ate everything the newspapers told us to eat, we’d have pretty bizarre diets,” she said. She said there was “unlimited potential” for researchers to find anti-cancerous properties in fruit and vegetables, as most of them will contain substances that can beat cancer in a test tube. “What is important, though, is to see the relevance of that to a population,” she said. One example was that of garlic. Substances found in garlic have been shown to fight cancer in a test tube, but, as yet, there is no significant evidence that it can do the same in humans.

Only long-term, large-scale studies could give a definite indication of which foods could help combat cancer, she said. One such ongoing trial was the European Prospective Investigation into Cancer—EPIC—which involves more than 400,000 people in nine countries across Europe.

The UK base for the study is in Cambridge, and involves more than 25,000 middle-aged and elderly people in the East Anglia region. Participants keep “extremely detailed” records of what they eat, Dr Walker said. She said that the study would compare the habits of those who developed cancer with those who did not. The results would be particularly useful, as they would cover a range of different diets. The findings would help scientists determine not just whether, say, fats played a role in cancer, but also what sorts of fat. “They’ll be comparing people in Norfolk with people in Germany with people in the Mediterranean. The power of the study is in that huge variation,” she said.

In the meantime, the advice is simple—eat a healthy well-balanced diet and take lots of exercise.

BBC News

## GLOSSARY

**to fight (fought, fought) off** = respingere

**to ward off** = evitare

**bowel** = viscere

**to hail** = acclamare

**to safeguard** = salvaguardare, proteggere

**hormone replacement therapy** = terapia ormonale

**bladder** = vescica

**sweetener** = dolcificante

**to back up** = confermare

**test tube** = provetta

**\*relevance** = pertinenza

**elderly** = anziano

**finding** = scoperta

## WORD STUDY

Note the use of *off* with phrasal verbs: *to fight off*, *to ward off*, *to fend off* to mean “away”. It can also mean “disconnect” as in *to switch off*. (See Appendix IV for further details on phrasal verbs)

### Exercise 1

Choose the appropriate verb in the correct tense for each sentence below.

*break off*

*turn off*

*go off*

*hold off*

*put off*

- 1) John \_\_\_\_\_ our engagement a week before the wedding.
- 2) I think we should \_\_\_\_\_ making a decision until next month.
- 3) The milk has \_\_\_\_\_. We'll have to buy some more.
- 4) He \_\_\_\_\_ his appointment with the doctor until next week.
- 5) \_\_\_\_\_ the television immediately!

### Exercise 2

Re-write these sentences replacing the phrase containing *off* with a word or phrase with a similar meaning.

- 1) I'll have a day *off* work tomorrow to go to the dentist.  
\_\_\_\_\_
- 2) The milk is *off*, we'd better buy some more.  
\_\_\_\_\_
- 3) I'm *off* drug therapy.  
\_\_\_\_\_
- 4) He's very well *off* - he has a large house with a swimming pool.  
\_\_\_\_\_

## GRAMMAR REVIEW

### CONDITIONAL SENTENCES II

#### TYPE 2 CONDITIONAL

The verb in the *if*-clause is in the past tense and the verb in the main clause is in the conditional tense. The past tense in the *if*-clause is not a true past but a subjunctive and is used to express unreality or improbability.

*If we ate everything doctors told us to, we would have a well-balanced diet.*

In formal English, the form *were* of the verb *to be* is used in the *if*-clause:

*If I were more sensible, I'd eat better.*

**Exercise 3**

Choose the most suitable tense.

- 1) If you *would have / had* high blood pressure, you *should find / found* a suitable therapy.
- 2) If you *didn't like / weren't liking* traditional medicine, you *could try / tried* acupuncture.
- 3) You *chose / might choose* homeopathy if you *might want / wanted* a different solution.
- 4) If you *didn't face / hadn't faced* the problem, it *got / could get* worse.
- 5) You *would have / had* a serious medical condition if your blood pressure *did get / got* too high.
- 6) If your doctor *would tell / told* you to follow that treatment, you *should / may* do it.
- 7) If you *didn't / don't* do it, you *would have / had* to see a specialist.
- 8) The specialist *would / did* help you, if you *followed / would follow* her advice.

**TYPE 3 CONDITIONAL**

The verb in the *if*-clause is in the past perfect tense and the verb in the main clause is in the perfect conditional - *would + have + past participle*. The time reference is past as the action in the *if*-clause did not take place.

*If she had followed a well-balanced diet, she wouldn't have had such high blood pressure.*

**Variations**

1) The conditional may be expressed with *might, should* or *could*:

*If you had wanted to lose weight, you could have gone on a low-fat diet.*

2) The simple past perfect in the *if*-clause may be replaced by the past perfect continuous:

*If he had been losing weight faster, he would have been happier.*

**Exercise 4**

Put the verbs in brackets into a suitable tense.

John is recovering from a heart transplant.

- 1) If he \_\_\_\_\_ (had) regular check-ups, his problem \_\_\_\_\_ (be) found earlier.
- 2) If it \_\_\_\_\_ (be) found earlier, it \_\_\_\_\_ (be) cured with drugs.
- 3) If it \_\_\_\_\_ (be) cured with drugs, he \_\_\_\_\_ (not-need) the operation.
- 4) If he \_\_\_\_\_ (not-have) the operation, he \_\_\_\_\_ (be) in a very serious condition.
- 5) If he \_\_\_\_\_ (take) more exercise and \_\_\_\_\_ (eat) better when he was younger, his problem \_\_\_\_\_ (not-get) so critical.
- 6) If his problem \_\_\_\_\_ (not-be) so serious, he \_\_\_\_\_ (not-have) a heart attack.
- 7) If he \_\_\_\_\_ (not-have) a heart attack, he \_\_\_\_\_ (not-have) the operation.
- 8) If he \_\_\_\_\_ (manage) to avoid the operation, he \_\_\_\_\_ (have) an easier time.

**USE OF THE HYPHEN**

In English, pairs of words that are commonly used in close association tend to go through three stages of development:

1. separate words: *common room*
2. joined by a hyphen: *sitting-room*
3. one word: *bedroom*

Unfortunately, there are no clear rules as to which category compound words belong and some words are found in more than one form:

*to-day today girl friend girlfriend starting point starting-point*

There is a tendency in modern style guides to eliminate hyphens:

*nonspecialist X ray*

Hyphens are also used:

(a) in compound adjectives when placed before the noun: *twentieth-century medicine* but *medicine of the twentieth century*

(b) with most prefixes: *over-eat*, *self-awareness*, *anti-fascist*

(c) in nouns and adjectives with prepositions: *walk-out*, *come-on*

(d) in writing numbers: *twenty-one*, *thirty-second*, *two-thirds*

Find other examples of these uses of the hyphen in the reading passages.

### Exercise 5

Correct the mistakes in the use of the hyphen:

- 1) My son is four-years-old.
- 2) My sister is thirtyfour.
- 3) A person's wellbeing is very im-portant.
- 4) The students are holding a protest sitin.
- 5) My motherinlaw is coming to stay next-week.
- 6) Send me an uptodate programme.
- 7) I like your Tshirt. Where did you buy it?
- 8) I'll be celebrating my fiftyfirst birthday in Hawaii.

## FURTHER READING

### COMPLEMENTARY MEDICINE

*What is complementary medicine?*

Conventional medicine is led by the doctor's diagnosis. Symptoms and medical tests are used to assess the problems and then treatment is prescribed. Complementary medicine aims to treat the patient as a whole. For alternative practitioners, illness can mean a breakdown or disturbance of physical and mental well-being. Treatment aims to stimulate the body's natural resources and self-healing abilities.

*Popular complementary therapies:*

*Acupuncture:* An ancient Chinese art based on the theory that Qi energy flows along meridians in the body, and can be stimulated by inserting fine needles at specific points. Acupuncture is used to treat asthma, addiction, arthritis, depression, anxiety, blood pressure disorder and problems with the digestive system.

*Herbal medicine:* It is believed that as much as 80% of the world outside the industrialised countries relies on herbs for health. In fact, many commercially-produced pharmaceutical products are derived from herbs, but herbal medicine uses the whole plant rather than an extract. Used to help most illnesses including migraine, arthritis, depression, insomnia and lung, stomach, blood and skin disorders

*Homeopathy:* Works on the principal that what makes a healthy person unwell can be used to treat the same symptoms in someone who is unwell. But homeopathic medicines are diluted to a high degree. Used on asthma, allergies, anxiety, tension, menstrual problems and morning sickness.

*Massage Therapy:* The manipulation of soft tissue for therapeutic purposes, which may include the use of oil, salts, and hot and cold packs. Designed to create a state of being both relaxed and alert; relief from stress; faster recovery time from an injury; and a greater sense of self-awareness.

*Osteopathy:* A widely respected therapy that also has a regulatory council. Osteopaths manipulate the muscles and spine to improve mobility and balance. It can help with many types of injury and be useful in treating arthritis, sciatica, headaches, depression and digestion problems.

*Reflexology:* A type of deep foot (or hand) massage designed to relax the whole body through the reflex response. The thumbs are used extensively to break up crystalline deposits that have formed at the nerve endings, particularly on the bottom of the feet.

*Shiatsu:* Shiatsu means finger, or thumb pressure. Like acupuncture, it is based on the theory that meridians, or lines, of energy run through the body, and can be manipulated. Techniques include pounding, stretching and rocking. Pressure may be applied by use of forearms, elbows, palms, feet and knees. The end result should be greater mobility and flexibility, a clearer sense of one's body, and a sense of being both relaxed and energised.

## GLOSSARY

**to heal** = guarire  
**to flow** = scorrere  
**needle** = ago  
**migraine** = emicrania  
**lung** = polmone  
**morning sickness** = nausea e vomito  
 mattutini in gravidanza

**tissue** = tessuto  
**packs** = impacchi  
**\*recovery** = guarigione  
**balance** = equilibrio  
**to pound** = pestare  
**to rock** = oscillare

## DISCUSSION

- 1) What other forms of complementary medicine do you know of?
- 2) Some people believe alternative medicine is not up to the clinical standards of modern western medicine; others believe alternative medicine consists of therapies that have been used successfully for thousands of years. Are you for or against the use of alternative medicine? Why?

## VOCABULARY

Use a dictionary to help you match the idioms with their correct definition. Write a sentence using each idiom.

- |                                    |                          |
|------------------------------------|--------------------------|
| 1) <i>to see eye to eye</i>        | a) to hope for good luck |
| 2) <i>to cross your fingers</i>    | b) to be alert           |
| 3) <i>to be a pain in the neck</i> | c) to be insane, crazy   |
| 4) <i>to be off your head</i>      | d) to be a nuisance      |
| 5) <i>to be on your toes</i>       | e) to agree with someone |

## UNIT 14 SUICIDE

### SUICIDE IS SERIOUS

More than 28,000 Americans commit suicide each year, men three times as often as women. Over 200,000 attempt suicide, women three times as often as men. Men tend to use guns; women use drugs (70% are prescribed drugs). Suicide occurs more among university students than other young people, more among divorced people than among people who are married, and more among doctors, lawyers and dentists than other professionals.

There is an increasing risk of suicide between ages 15 and 25; the suicide rate in that age group has tripled in 30 years and today only accidents and homicide kill more than suicide at these ages. Adolescents who are using alcohol and drugs are 30% more likely to attempt suicide than non-users, and those who do attempt suicide reported much more loneliness, rejection and punishment during childhood. Less than 1% of these young people who attempted suicide called a suicide help-line and one third of their parents never found out they had made an attempt.

Predicting suicide is hard, but it has been found that 73% of teenagers attempted suicide if they had three or more of these six signs: (1) previous suicide attempt (2) suicide attempt by a friend (3) suicidal thoughts (4) depression (5) low self-esteem (6) born to a teenage mother.

Other warning signs are depression, as one in four people who attempt suicide have a family history of suicide, alcohol and drug abuse, sudden mood changes, verbal hints (“You won’t have to worry about me much longer”), suicidal talk, moodiness and withdrawal, preoccupation with death. In many cases the person has been doing badly at school or at work and has suffered a loss: health, economic, love, self-esteem.

But what is it that drives people to want to kill themselves?

The French social theorist Emile Durkheim, who occupied the first chair of sociology in France, discussed the reasons for suicide in *Suicide: A Study in Sociology* (1897). In this work, Durkheim challenged the basic assumption that suicide was just an individual emotional disturbance. He believed that a breakdown of common values shared by a society—such as morality and religion—lead to a loss of social stability and to individual feelings of anxiety and dissatisfaction. He made a pioneering study of suicide in which he col-

lected suicide statistics and classified suicide into three categories: egoistic, anomie, and altruistic. The egoistic suicide arose from a lack of social integration by the individual. Anomie suicide, from the Greek word for “lawless”, came from a historical period in which established standards and expectations no longer seemed to apply, such as the Great Depression of 1929. Altruistic suicide was based on group identity, when the welfare of the group was considered important enough to sacrifice one’s life, such as a soldier during wartime.

## GLOSSARY

**to attempt** = tentare

**prescribed drugs** = medicine prescritte

**to triple** = triplicarsi, triplicare

**hint** = accenno, allusione

**moodiness** = sbalzi di umore

**\*preoccupation** = pensiero assillante, interessamento totale

**loss** = perdita

**to challenge** = contestare, mettere in dubbio

**emotional disturbance** = disturbi emozionali

**pioneering** = pionieristico

**lack** = mancanza, insufficienza

**established standards** = principi tradizionali

**expectations** = aspettative, speranze

**welfare** = benessere

## WORD STUDY

1) The suffixes *-er* and *-or* form nouns from verbs, with the general meaning of the person, animal or thing who performs the action of the verb:

*attempter* (= someone who attempts)

*caller* (= someone who calls)

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

*dentist* (= someone who practises dentistry)

*pianist* (= a professional piano player)

*lawyer* (= someone who practises law)

*doctor* (= someone who practises medicine)

The suffix *-ist* is also used to refer to something related to particular beliefs:

*pacifist*

*fascist*

*feminist*

**Exercise 1**

Make nouns from the following verbs using a dictionary, when necessary, to choose the correct suffix.

*care*

*counsel*

*abuse*

*compute*

*train*

*work*

*light*

*indicate*

*solicit*

*invest*

*use*

*cook* (person or object?)

**Exercise 2**

Use the suffixes above to form the names of the professions.

**SUBJECT**

**PERSON**

Psychiatry

Counselling

Economics

Law

Science

Social work

Psychology

Sociology

Administration

Therapy

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**GRAMMAR REVIEW**

**RELATIVE CLAUSES**

Relative clauses give extra information about a noun in the main clause. They can refer to this as subject or object.

*People who are depressed* may attempt suicide. (subject)

*A woman who I knew* committed suicide last year. (object)

There are two main kinds of relative clauses.

1) Defining relative clauses give important information to define exactly what is being referred to:

*Adolescents who are using alcohol and drugs* are more likely to commit suicide.

2) Non-defining relative clauses add extra information, separated by commas: Durkheim, *who was the first professor of sociology in France*, studied the causes of suicide.

### Relative pronouns

In defining relative clauses, *who* and *that* are used to refer to people, *which* and *that* are used to refer to things. In object clauses, the relative pronoun may be omitted: *A woman (who) I knew*. It is usual, especially in spoken English, to omit the relative pronoun whenever possible.

In non-defining relative clauses, *who* is used to refer to people, *which* is used to refer to things. The pronoun *that* is not used in non-defining clauses. The relative pronoun may never be omitted in non-defining clauses.

The pronoun *whose* is used to indicate possession and usually refers to people: *The boy whose brother committed suicide*.

The pronoun *whom* is the object from of *who* and is used after prepositions: *The friend to whom the boy phoned for help*.

### Prepositions

In informal English, especially in spoken English, it is common to end relative clauses with the preposition. *That* cannot be used after a preposition.

*This is the help (that/which) I was looking for.* (informal)

*This is the help for which I was looking.* (formal)

Note that long and complex sentences with relative clauses are rarely used in spoken English and are uncommon in informal written English. It is more common to join shorter clauses with conjunctions.

### Exercise 3

Join each pair of sentences to form one new sentence.

1) Jack is a friend. I went to school with him.

---

- 2) His brother John is a dentist. He attempted suicide last year.  
\_\_\_\_\_
- 3) His attempt was caused by severe depression. His attempt failed.  
\_\_\_\_\_
- 4) Mr Smith is a psychiatrist. He helped Jack cope with his depression.  
\_\_\_\_\_
- 5) Jack wrote a book about his experience. It became a best seller.  
\_\_\_\_\_
- 6) I read the book last month. I found it fascinating.  
\_\_\_\_\_
- 7) I recommended it to Jane. She has also suffered from depression.  
\_\_\_\_\_
- 8) She read the book. It helped her greatly.  
\_\_\_\_\_

#### **Exercise 4**

Choose the most suitable word in each sentence.

- 1) That's the girl *that / who / whose* brother I work with.
- 2) We work for a help-line *that / who / whom* offers support to suicidal people.
- 3) The service for *that / who / which* we work is run mainly by experts.
- 4) Volunteers, *to who / whom / which* some training is given, also help.
- 5) I enjoy my job, *which / that / who* gives me great satisfaction.
- 6) This is the office *who / that / where* we work in.
- 7) The view from the window, *that / which / whom* we both love, looks over the Thames.
- 8) The help-line receives some funding from the state, *it / which / that* really makes a difference.

**Exercise 5**

Which relative pronouns may be omitted in the following sentences?

- 1) The Samaritans, which was founded in 1953, helps suicidal people.
- 2) The advice from the help-line that I rang was very useful.
- 3) The woman who answered the phone was most understanding.
- 4) The training that she had received was very professional.
- 5) She advised me to speak to a psychologist, which was a good idea.
- 6) The psychologist, who had his office in Harley Street, listened to me carefully.
- 7) His advice, which I followed closely, was really helpful.
- 8) The result that I found most exciting was that I started to enjoy life.

**FURTHER READING****THE SAMARITANS**

The Samaritans is a nation-wide charity, founded in 1953, which exists to provide confidential emotional support to any person, irrespective of race, creed, age or status, who is suicidal or despairing, and to increase public awareness of issues around suicide and depression. This service is provided 24 hours every day by trained volunteers, and relies upon public donations. Chad Varah, the Vicar of St Paul's Clapham Junction, founded the organisation after he discovered there were three suicides a day in Greater London. He began by counselling people himself, but in 1953 set up a telephone help-line staffed entirely by volunteers.

Ten years after those first calls, in 1963, there were 41 Branches of The Samaritans in the UK and Ireland. Just three years later, in 1966, there were 6,537 Samaritan volunteers based in 80 Branches. In 1974 Chad founded Befrienders International, the world-wide body of Samaritans Branches, to complement the, by then, 160 Branches in the UK and Ireland, with 18,022 volunteers. There has been a steady growth since that date, with volunteer numbers peaking in 1993 at 23,500. Calls to The Samaritans have continued to go up every year, and there are now 203 Branches.

The Samaritans' vision is that fewer people will take their own lives because Samaritan befriending is always available at any hour of the day or night for everyone passing through personal crisis and at risk of dying by suicide and because Samaritans provide society with a better understanding of suicide, suicidal behaviour and the value of expressing feelings that may lead to suicide.

This vision is supported by five aims:

1. To offer emotional support that is always easily available, consistent and of a high standard to everyone passing through a personal crisis and who is suicidal or at risk of becoming suicidal.
2. To contribute to a better understanding throughout society of the recognition of and response to suicidal behaviour.
3. To recruit and retain a sufficient number of well-trained, supported and motivated volunteers to be able to meet the need for the Samaritan service.
4. To have the necessary material resources to provide the service to callers.
5. To have an overall organisation that provides the most effective Samaritan service.

Some recent facts

Samaritan volunteers 1998

In 1998 there were 19,600 Samaritan volunteers: 71% are female, 29% male. Between them, they gave 3.1 million hours of listening and, on average, each volunteer took 262 calls in the year. There were 12,500 applications to become a volunteer. Each volunteer gave 180 hours, or 22.5 working days of listening in 1998.

The Samaritans in England, 1998

Volunteers received 3,580,000 total calls, 37% of which were silent contacts. 51% of calls were from men. In 16% of calls the caller expressed suicidal thoughts. 78,900 people called at drop-in Branches. There are now 152 Branches with 383 emergency telephone lines. 15,170 volunteers gave 2,420,000 hours of listening in 1998.

THE SAMARITANS

## GLOSSARY

**nation-wide** = su scale nazionale  
**creed** = credo, fede

**despairing** = disperato  
**to rely upon** = dipendere da

**branch** = ramo, ufficio, centro  
**staffed** = gestito  
**to befriend** = aiutare, favorire  
**\*consistent** = coerente, costante  
**to recruit** = reclutare, assumere

**to retain** = assicurarsi  
**caller** = chi telefona  
**overall** = complessivo  
**to take a call** = ricevere una telefonata

## DISCUSSION

- 1) What events lead young people to consider suicide? What services provide support and counselling for suicidal people in Italy?
- 2) People with mental health problems can be a risk for themselves and to others. Do you think they should be committed to mental hospitals or should they be cared for in the community?

## VOCABULARY

Here is a list of expressions linked to death. Use a dictionary to check the meaning and write a sentence using each phrase.

*to kill two birds with one stone*

---

*to be as dead as a doornail*

---

*to be dead to the world.*

---

*to be at death's door*

---

*to be dressed to kill*

---

## **UNIT 15      CARE FOR THE AGED**

### **WHAT IS LONG-TERM CARE?**

Long-term care covers everything from residential and nursing homes to home care. It is provided by a range of different organisations, including local authorities, the NHS and private and voluntary organisations. [...]

Home care services include meals-on-wheels, respite care, community nursing and day care centres. Local authorities provide 60% of publicly-funded home care help, compared with the NHS which funds the rest. Private and voluntary organisations can be contracted by local authorities to provide support, such as meals-on-wheels services and respite care, on their behalf.

NHS care, which includes home adaptations and community nursing services such as chiropody, is free. Local authorities can charge for services and increasingly do so because of budget cutbacks.

Since April 1993 social services have increasingly been targeting the most frail, providing more services for fewer people. According to the King's Fund, up to 75% of home care is now provided to people over 75. Carers, who are generally relatives or friends, also provide support to people living at home on a voluntary basis. The government has recently published the first National Carers' Strategy, which includes extra funding for respite care to give carers a break.

There has been a big fall in the number of places in local authority residential care homes since the introduction of legislation to encourage them to contract services to homes in the private and voluntary sectors. In 1984 there were 137,200 local authority places, but by 1998 there were just 64,100. Local authorities must first assess elderly people's care needs to see if they qualify for a residential care home.

The cost of care homes varies across the country. Under means testing, residents with over £16,000 in capital must pay the full costs of care home places. People with between £10,000 and £16,000 get some help from the state to pay for their home care. Those with under £10,000 get the maximum state support, but are still expected to use their savings to pay towards some of their care. [...]

The NHS provides long-term care in hospitals or wards, and pays for continuing care at independent nursing homes. The NHS also funds some services, such as continence supplies, to people receiving means-tested care in residential and nursing homes. Some residents on income support qualify for funding through the Department of Social Security. The DSS is currently funding around 80,000 residential care places.

Places in private and voluntary care homes have risen since the 1980s. But the number of people in private homes has fallen since 1993, when community care reforms were introduced. About 95,000 people in residential and nursing homes fund their own care. They pay on average £20-£40 a week more than people funded by the DSS or the local authority. [...]

BBC News

## GLOSSARY

**care** = assistenza

**nursing home** = casa di cura

**meals-on-wheels** = servizio di pasti caldi a domicilio

**respite** = pausa, respiro

**respite care** = assistenza suppletiva

**community nursing** = assistenza sanitaria nella comunità

**day care** = assistenza di giorno

**to contract** = appaltare, dare or o prendere in appalto

**adaptation** = adattamento, modifica

**chiropody** = arte del pedicure, podologia

**free** = gratis

**to charge for** = addebitare

**cutback** = taglio, riduzione

**to target** = mirare a

**frail** = debole

**grant** = sovvenzione, contributo

**carer** = chi da assistenza

**break** = periodo di riposo

**savings** = risparmi

**ward** = reparto

**continence supplies** = pannoloni per chi soffre di incontinenza

**means-tested** = dipende dal reddito

**income support** = sussidio

## NOTES

1) 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 eldest sister is twenty-one.*

However, *elder* cannot be used in the comparative construction with *than*: *My sister is older than I am.* (See Unit 9 for comparisons).

2) Review the section on compound nouns in Unit 5. This reading passage has several examples of different compound nouns with the noun *care*. Some have the structure *noun + noun*; others have the structure *gerund + noun*; in some examples *care* acts as an adjectival noun.

### Exercise 1

Underline all the examples of compound nouns with *care* that you can find in the passage. Can you find any other compound nouns?

## WORD STUDY

### Exercise 2

Use the prefixes *long-* and *short-* to fill in the spaces with suitable words.

*distance*                      *lived*                      *sighted*                      *staffed*                      *tempered*

- 1) He is so \_\_\_\_\_ he gets angry at any small thing.
- 2) He made a very expensive \_\_\_\_\_ phone call.
- 3) If you are able to see distant objects in focus, you are \_\_\_\_\_.
- 4) John and Trudy's marriage was very \_\_\_\_\_ - they separated after only one year.
- 5) They are so \_\_\_\_\_ at this department store that the shop assistants are always busy and rude.

## GRAMMAR REVIEW

### INFINITIVE II: OTHER PATTERNS

Note the forms of the infinitive:

present infinitive: *to tell*

continuous infinitive: *to be telling*

perfect infinitive: *to have told*

perfect continuous infinitive: *to have been telling*

present infinitive passive: *to be told*

perfect infinitive passive: *to have been told*

**INFINITIVE AS NOUN**

The infinitive or an infinitive phrase can be used as a noun:

*To tell the truth is important.*

*To please him is easy.*

If the action is used in a general sense, the *-ing* form can be used:

*Telling the truth is important.*

*Pleasing him is easy.*

However, it is more usual to use the construction introduced by *it*:

*It is important to tell the truth.*

*It is easy to please him.*

(See Unit 7)

**ADJECTIVES + INFINITIVE**

When the subject of the main verb is the object of the infinitive, the following construction is also possible:

*He is easy to please.*

= It is easy to please him.

*They were hard to understand.*

= It was hard to understand them.

**Exercise 3**

Rewrite the following sentences.

1) It is impossible to lift him because he is so heavy.

He \_\_\_\_\_

2) It is difficult to talk to her because she is so deaf.

She \_\_\_\_\_

3) It is hard to feed him because he has so few teeth.

He \_\_\_\_\_

4) It will be simple to amuse them because they love playing cards.

They \_\_\_\_\_

5) It was interesting to discuss things with you because you made useful comments.

You \_\_\_\_\_

- 6) It is enjoyable to listen to him because he talks about his childhood in war-time Britain.

He \_\_\_\_\_

- 7) It was sad to look at her because she had become so frail.

She \_\_\_\_\_

- 8) It has been lovely to look after you because you have been very pleasant.

You \_\_\_\_\_

### PASSIVE + INFINITIVE

With certain verbs, including *know, believe, consider, declare, estimate, expect, say, suppose, think, understand*, instead of the impersonal form *it ... that*, a passive form with the infinitive can be used.

*People are expected to use their savings.* = It is expected that people use their savings.

*He is thought to be honest.* = It is thought that he is honest.

The continuous infinitive is used when the action is progressive:

*The government is known to be cutting back on costs.* = It is known that the government is cutting back on costs.

The perfect infinitive is used when the action is past:

*The NHS is estimated to have paid for 15,000 places.* = It is estimated that the NHS has paid for £15,000 places.

### Exercise 4

Rewrite the sentences.

- 1) People think he needs home care.

He \_\_\_\_\_

- 2) Social services estimate they qualify for a place.

They \_\_\_\_\_

- 3) Local authorities believe the government is paying too little for care.

The government \_\_\_\_\_

4) The community nurse considered the patient had been well cared for in the nursing home.

The patient \_\_\_\_\_

5) They reported the nursing staff had received a greatly deserved pay rise.

The nursing staff \_\_\_\_\_

### **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 5**

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. She won the 200 metres.

---
- 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.

---

### **FURTHER READING**

#### **JOSEPH ROWNTREE AND HIS GARDEN VILLAGE OF NEW EARSWICK**

Joseph Rowntree (1835-1925) was a successful York businessman who built up the Cocoa and Confectionery business which bore his name. In 1901 his son Seebohm Rowntree published a study of the living conditions of the working classes in York, entitled *Poverty: a study of town life*. It revealed appalling statistics of dark, overcrowded and insanitary housing.

Joseph Rowntree's conviction that it must be possible to provide better housing for people on low incomes led him to acquire 150 acres of land near the village of Earswick, two and a half miles to the north of the centre of York. The building of New Earswick was an attempt to create a balanced village community where, although rents were to be kept low, they should still represent a modest commercial return on the capital invested. Houses there were to be open to any working people, not just Rowntree employees. At Joseph Rowntree's insistence, houses had gardens with fruit trees and enough ground to grow vegetables. All the grass verges were planted with trees—and almost all the roads are named after trees. The village was built from the very ground it stands on: the bricks were made in the brick-works on the outskirts of New

Earswick. From 1950 the brickyard, which closed down in the 1930s, was developed into a nature reserve.

### *HARTRIGG OAKS*

Hartrigg Oaks is a continuing care retirement community (CCRC) located to the north of New Earswick on the outskirts of York. The community is a Joseph Rowntree Housing Trust initiative, which began development of Hartrigg Oaks early in the 1980s. The CCRC reflected a series of concerns relating to the provision of housing and care for older people, in particular the provision of care and accommodation in a stimulating environment. The community comprises a single-site development of a number of one- and two-person bungalows clustered around a central care centre that also houses recreational facilities including a restaurant, music and craft rooms. Residents can move into Hartrigg Oaks at any time, although most residents are in their late 60s or early 70s. The residents are expected first to move into a bungalow, and receive any care that is required in the bungalow until the point at which intensifying needs mean a move to the central care facility.

The CCRC has a unique funding structure that has extensive precedent in the US and in Germany, but has as yet been untried in the UK. The funding requires from residents the payment of an initial residents' fee, which essentially covers the lease on the bungalow; and then a community fee which can fund unlimited care. In establishing the community, the Joseph Rowntree Housing Trust has aimed to provide housing and care for elderly people which reduces fears relating to paying for care in old age, anxiety about house maintenance (covered in the cost of the residence fee) and social concerns about being a burden to the family, or anticipating loneliness in later years.

Joseph Rowntree Foundation

## GLOSSARY

**to bear (bore, borne)** = portare  
**return** = rendimento  
**ground** = terreno, terra  
**verge** = ciglio della strada  
**brickworks/yard** = fabbrica di laterizi  
**outskirts** = periferia  
**nature reserve** = riserva naturale  
**to reflect** = rispecchiare  
**concerns** = preoccupazioni  
**to comprise** = comprendere

**site** = area  
**to cluster around** = raggrupparsi attorno  
**to house** = ospitare  
**craft room** = laboratorio per attività artistiche  
**untried** = non sperimentato  
**fee** = tassa, retta  
**lease** = contratto d'affitto  
**burden** = peso

## DISCUSSION

- 1) Using your own words, describe the various stages of accommodation residents move through at Hartrigg Oaks. What facilities can help elderly people remain independent as long as possible?
- 2) The number of elderly people will rise dramatically in the near future. Who should provide long-term care for the elderly: the state or families?

## VOCABULARY

Choose a word from the list below for each sentence.

*house husband*  
*homework*  
*housekeeper*  
*home town*

*housing*  
*old people's home*  
*housework*  
*homeless*

- 1) I hate cooking, ironing and other \_\_\_\_\_.
- 2) Jake couldn't look after the children by himself so he found a \_\_\_\_\_.
- 3) Norwich is my \_\_\_\_\_. I grew up there.
- 4) Paul used to live on a \_\_\_\_\_ estate outside Newcastle.
- 5) My grandparents have decided to move to an \_\_\_\_\_.
- 6) Make sure you finish all your \_\_\_\_\_ before you turn on the TV.
- 7) A man who doesn't have a paid job but looks after his home and children is a \_\_\_\_\_.
- 8) When Peter left his wife and family, he soon found himself \_\_\_\_\_.



## **PART II**



## UNIT 16 EUTHANASIA

### THE VOLUNTARY EUTHANASIA SOCIETY

The VES was set up in 1935, as the first society of its kind in the world. Our founders included doctors, lawyers and churchmen, and amongst our early supporters were Canon Dick Shepherd, Dean Inge and H. G. Wells.

Our aim is to make it legal for a competent adult, suffering unbearably from an incurable illness, to receive medical help to die at their own considered and persistent request.

To this end, we lobby the medical profession and Parliament, and aim to raise awareness about “end-of-life” issues. After years of campaigning, we now work with the newly-formed All Party Doctor Assisted Dying Group in Parliament, composed of MPs and Peers who support widening the choices available at the end of life. We are funded and supported by nearly 20,000 members across England and Wales.

We also distribute living wills for refusing unwanted life-prolonging treatment, and campaign for the greater awareness and use of these amongst medical staff.

#### *What is a living will?*

The living will (also known as an “advance directive”) 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.

#### *What does it do?*

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.

#### *Is it legally binding?*

Although there is no law that governs the use of living wills, in common law

refusing treatment beforehand will have a legal effect as long as it meets the following conditions:

1. The person is mentally able, is not suffering any mental distress and is over 18 when he or she makes the request.
2. The person was fully informed about the nature and consequence of the living will at the time he or she made it.
3. The person is clear that the living will should apply to all situations or circumstances, which arise later.
4. The person is not pressurised or influenced by anyone else when he or she made the decision.
5. The living will has not been changed either verbally or in writing since it was drawn up.
6. The person is now mentally incapable of making any decision because they are unconscious or otherwise unfit.

These conditions have been established by the judgements in a number of recent legal cases. In 1992, the Appeal Court showed that when an informed and able patient has made a choice which is “clearly established and applicable in the circumstances” doctors would be bound by it. This view was also confirmed by later cases that stated that a document was legally binding if it represented an informed refusal of specific treatments. The patient cannot refuse measures which are clearly appropriate in the circumstances and which are provided for all patients. These measures could include basic hygiene such as washing, pain relief and the offer of being fed. Also, the patient cannot refuse treatment where his or her refusal would conflict with an existing legal requirement or his or her condition would pose a risk to other patients and medical staff.

#### *Who supports living wills?*

The British Medical Association, the Patient’s Association, the Royal College of Nursing and the Government have all confirmed that they support living wills. A recent survey of doctors conducted by The Sunday Times (November 1998) showed that 69% of British doctors think that it is a good idea for patients to make living wills.

#### *Prime Minister Tony Blair, December 1997*

“Contrary to what some have tried to assert, an advance directive is not a move towards legalising euthanasia. It is a way for patients to exercise their right to refuse treatment by anticipating a time when they may lose the capacity to make or convey the decision.”

*Paddy Ashdown, leader of the Liberal Democrats, September 1998*

“My wife and myself have both signed a living will form. For us this is a very personal decision.”

*The British Medical Association (Code of Practice 1995, drawn up together with the Royal College of Nursing and other Royal Colleges).*

“Competent, informed adults have an established right to refuse medical procedures in advance.”

“It is unacceptable to force treatment upon a patient.”

“Health professionals may be legally liable if they disregard the terms of an advance directive.”

The Voluntary Euthanasia Society Factsheet

## GLOSSARY

**unbearably** = insopportabilmente

**persistent** = insistente

**to feed (fed, fed)** = alimentare,

**binding** = vincolante

**unfit** = incapace

**requirement** = requisito

**liable** = responsabile

## DISCUSSION

1. What is “Voluntary Euthanasia”?
2. Using your own words, describe the function of a living will.
3. What are some arguments in favour of advance directives set out in the passage?
4. Some people believe that life is sacred and that no-one has the right to purposely take a life. Others believe that people have a right to die with dignity. What are your feelings on the issue of voluntary euthanasia?



## **UNIT 17      HIV TESTING**

### **SURVEY ON PUBLIC ATTITUDES TOWARD HIV TESTING**

Between April 24-26, 1998, a national survey was carried out in the US in an attempt to discover attitudes toward HIV testing in general and more specifically in terms of current or future relationships.

The survey consisted of a minimum of 1,000 interviews with adults 18 years of age or older; 500 male and 500 female. A random sample technique was used to select each sample from all available residential telephone numbers to provide a truly independent survey.

#### **SURVEY HIGHLIGHTS**

The following represents responses from 533 people who had first indicated they have never been tested for HIV or have never actively sought to get tested for HIV.

1. How likely would you be to consider a potential partner's HIV status before beginning a physical relationship with that partner?

Very Likely	54.6%
Somewhat Like	10.4%
Somewhat Unlikely	4.0%
Very Unlikely	26.7%
Don't Know/No Answer	4.3%

2. How likely do you think a potential partner would be to support a request to get tested for HIV before entering into a physical relationship?

Very Likely	36.3%
Somewhat Likely	21.8%
Somewhat Unlikely	11.4%
Very Unlikely	12.0%
Don't Know/No Answer	18.5%

3. What's the likelihood of you being supportive if a potential partner asked you to get tested for HIV before beginning a physical relationship?

Very Likely	70.1%
Somewhat Likely	12.3%
Somewhat Unlikely	3.1%
Very Unlikely	8.2%
Don't Know/No Answer	3.3%

4. Would your feelings about someone change if they required an HIV test from you before entering into a physical relationship?

More Favourable	40.7%
Feelings Wouldn't Change	40.5%
Less Favourable	1.3%
Don't Know/No Answer	7.5%

5. How likely would you be to delay or deny an initial physical encounter with someone until they got tested for HIV?

Very Likely	52.3%
Somewhat Likely	14.6%
Somewhat Unlikely	7.1%
Very Unlikely	17.8%
Don't Know/No Answer	8.2%

6. How likely would you be to take someone's word that they have been tested for HIV and are currently HIV negative?

Very Likely	13.0%
Somewhat Likely	24.8%
Somewhat Unlikely	15.3%
Very Unlikely	38.3%
Don't Know/No Answer	8.6%

7. Who should be responsible for bringing up the subject of HIV testing in a relationship?

My Own Responsibility	48.7%
Both Equally	38.2%
Partner's Responsibility	4.8%
Don't Know/No Answer	8.3%

8. How likely would you be to initiate a discussion about HIV testing if the partner doesn't bring up the subject?

Very Likely	56.4%
Somewhat Likely	24.3%
Somewhat Unlikely	5.1%
Very Unlikely	8.0%
Don't Know/No Answer	6.1%

9. Thinking back over the last ten years, what best describes the number of relationships you've had in which HIV testing was discussed?

Every Relationship	2.5%
Most of Them	4.2%
Some of Them	4.7%
Very Few of Them	3.1%
None of Them	18.5%
Only One Relationship/Discussed	14.3%
Only One Relationship/Not Discussed	36.6%
No Relationships	10.6%
Don't Know/No Answer	5.5%

10. What is your level of agreement with the following statement? The only way anybody can know with 100% certainty about a partner's HIV status is to have him or her tested for HIV.

Strongly Agree	67.2%
Somewhat Agree	19.1%
Neither Agree or Disagree	2.7%
Somewhat Disagree	3.0%
Strongly Disagree	3.7%
Don't Know	2.6%

## GLOSSARY

**survey** = sondaggio  
**to carry out** = eseguire  
**relationship** = relazione, rapporto  
**sample** = campione  
**random** = casuale  
**to support** = appoggiare  
**likelihood** = probabilità

**to delay** = rinviare  
**to deny** = rifiutare  
**to take someone's word** = prendere qualcuno in parola  
**to bring (brought, brought) up** = introdurre

## DISCUSSION

1. Answer the questions listed in the survey. How do your answers compare with the findings of the survey?
2. What is your opinion on HIV testing within a personal relationship? Would you ask a potential partner to test for HIV? Have you ever tested for HIV yourself?
3. Do you think people found HIV positive or are diagnosed with AIDS should be named? Do you think there should be an anonymous scheme?
4. The High Court recently heard a case in which the parents of a young baby refused to have their child tested for the AIDS virus when the mother was discovered to be HIV positive. The parents, who believe in the effectiveness of alternative medicine, said they did not want the state to interfere in their daughter's upbringing and did not want to lose control over the way the child would be treated if the test were positive. The judge ruled that the child had a right to life and should have the test so that she could receive treatment if necessary. Do you think the law should intervene in cases where parents refuse traditional treatment for their children in favour of alternative cures?

## UNIT 18      IN VITRO FERTILISATION

### *In Vitro Fertilisation: Some Facts*

Around 6,000 babies a year are born in the UK to otherwise infertile couples as a result of in vitro fertilisation. But the techniques used often arouse huge controversy and some say the process can falsely raise would-be parents' hopes since it only has a success rate of around 15%. There have also been cases of fertilised eggs being mixed up in the laboratory and the wrong embryo being implanted in the woman, leading to fears about how the process is carried out.

### *What is IVF?*

IVF was developed in the 1970s. The first British test tube baby was Louise Brown, who was born in 1978 and recently celebrated her 21st birthday. Some 30,000 test tube babies have been born in the UK since then.

There are several different techniques, but the main process involves the women taking fertility drugs to help her produce more eggs. The eggs are then harvested and fertilised in the laboratory. The woman is given hormone drugs to prepare her womb to receive the fertilised eggs. The fertilised eggs are placed inside the womb and a normal pregnancy follows.

One of the biggest and most controversial advances in IVF in recent years has been the introduction of a technique called ICSI—intra-cytoplasmic sperm injection. This works by injecting a single sperm directly into an egg. Some people fear the technique could increase the risk of genetic defects that make the donor infertile being passed on to babies.

ICSI was introduced five years ago, but new advances are helping men with a very low sperm count to benefit from it. These include operations to search for sperm that can be retrieved and injected into an egg.

Another advance being developed at St George's Hospital in London involves a 3D-ultrasound device that helps to spot fertility problems before IVF begins. For example, it can test whether there are any blockages in a woman's Fallopian tubes that could harm her chances of having a healthy pregnancy.

Other doctors at the hospital are pioneering a technique that could mean an end to hormone treatments and the painful retrieval of eggs from infertile women. The technique involves collecting thousands of immature eggs from the ovary and developing them in the laboratory. It works by removing a bit

of the skin of the ovary that masks the place where immature eggs develop. It takes five months to grow there properly and lots of nourishment. The eggs can be frozen so that they can be used whenever the woman wants. Again, the technique is controversial because it means a woman could store the eggs and use them at any age. It is likely to be available in the next 10 years, say doctors at the hospital.

Dr Ian Findlay is also developing a test that can check for 10 genetic abnormalities in one go before a fertilised egg is placed in the womb. He said: "This could lead to a dramatic reduction in miscarriages as the vast majority of miscarriages are due to abnormalities."

### *The politics of IVF*

IVF is only successful in 15% of cases and a recent report from the College of Health shows that success rates vary widely across the country. Only 18% of IVF treatment is funded by the NHS and waiting times can differ greatly. Most couples have three cycles at an average cost of £3,420. It can cost up to £2,000 per cycle for a couple to go private.

One way of getting free treatment is for women to donate their eggs to other infertile couples. Opponents of IVF argue that it falsely raises would-be parents' hopes that they will be able to have a baby when the chances are not that high. They also argue that it can be a traumatic experience to go through repeated IVF attempts, only to find that the woman does not get pregnant.

Another possible drawback is the fact that IVF treatment increases the chance of having multiple births which the couple may not have planned for. One to two per cent of pregnant women give birth to more than one child, but with fertility treatment the odds are raised to 25%. Most of the babies born are twins, but bigger births are on the rise.

Many doctors are worried that they are being put under increasing pressure to use more of the fertility drugs to produce more eggs and so increase the chance of the woman getting pregnant. Some believe fertility drugs could cause ovarian cancer. Liz Tiberis, author of "No Time to Die", believes her ovarian cancer was the result of nine attempts at IVF. But fertility doctors say the link has not been proven. The Cancer Research Campaign is investigating.

### *Who regulates the IVF process?*

In the UK, the Human Fertilisation and Embryology Authority regulates and licenses fertility clinics under the 1990 Human Fertilisation and Embryology Act.

One area of controversy involves the processes clinics have for ensuring mix-ups do not occur over embryos. This follows a US case where one woman was wrongly implanted with the fertilised egg of another.

Fertility experts say procedures in the UK are very tight and there is unlikely to be the same mix-up here. But the Medical Protection Society recently reported the case of an expert who implanted three embryos from one woman into another by mistake. However, he realised his error in time.

Calls have been made for procedures for matching eggs with mothers to be tightened, for example, by stipulating that doctors have to do a DNA test before implantation goes ahead rather than relying on written records.

BBC Health Notes

## GLOSSARY

**to arouse** = svegliare, destare

**would-be** = aspirante

**to harvest** = raccogliere

**womb** = utero

**to pass on** = trasmettere

**to spot** = individuare

**blockage** = blocco

**Fallopian tubes** = trombe di Fallopio

**ovary** = ovaia

**in one go** = in un unico colpo

**miscarriage** = aborto spontaneo

**mix-up** = confusione

**to tighten** = rafforzare

## DISCUSSION

1. Summarise the principal techniques used in IVF today.
2. The article mentions several risks connected with IVF treatment. What are they?
3. The British government is considering limiting availability of free IVF treatment within the National Health Service to those most able to benefit from it: women under 35 who do not smoke and are not overweight. The only alternative to other women would be very expensive private treatment. Do you think the government should provide funding for all women who wish to undergo IVF or should it be limited to those who have the greatest chances of success?

4. British scientists are developing a technique for the genetic screening of embryos fertilised using IVF techniques before they are implanted in the womb. They say the screening will be useful in avoiding certain diseases like cystic fibrosis and colon cancer that are linked to faulty genes. The technique has obvious ethical implications. What are your feelings on the issue?

## UNIT 19      GENETICALLY ENGINEERED FOOD

If current trends continue, within a few years most of the foods we eat could be genetically engineered. Trans-national corporations want us to believe that this food is safe, nutritious and thoroughly tested. Independent scientists, however, warn us that current understanding of genetics is extremely limited. They believe that this technology is flawed and carries inherent risks.

*What is genetic engineering?*

In traditional forms of breeding, variety has been achieved by selecting from the multitude of genetic traits that already exist within a species' gene pool. In nature, genetic diversity is created within certain limits. A rose can cross with a different kind of rose, but a rose will never cross with a mouse. Even when species that may seem to be closely related do succeed in breeding the offspring are usually infertile. For example, a horse can mate with a donkey, but the offspring, a mule, is sterile. These boundaries are essential to the integrity of any species.

In contrast to traditional breeding, genetic engineering involves taking genes from one species and inserting them into another in an attempt to transfer a desired trait or character. For example, selecting a gene which leads to the production of a chemical with antifreeze properties from an arctic fish (such as the flounder) and splicing it into a tomato or strawberry to make it frost-resistant. It is now possible for scientists to introduce genes taken from bacteria, viruses, insects, animals or even humans, into plants.

It has been suggested that, because we have been modifying the genes of plants and animals for thousands of years, genetic engineering is simply an extension of traditional breeding practices. While it is true that the food crops we are eating today bear little resemblance to the wild plants from which they originated, it is clear that through this new technology organisms are being manipulated in a fundamentally different way.

Current understanding of the way in which genes are regulated is extremely limited. Any change to the DNA of an organism at any point may well have knock-on effects that are impossible to predict or control. For example, a gene coding for red pigment was taken from a maize plant and transferred into petunia flowers. Apart from turning white, the flowers also had more leaves and shoots, a higher resistance to fungi and lowered fertility.

The random insertion of a foreign gene may disrupt the tightly controlled network of DNA in an organism. The gene could, for example, alter chemical reactions within the cell or disturb cell functions. This could lead to instability, the creation of new toxins or allergens, and changes in nutritional value.

Many people became aware of GE food for the first time in 1996 when soybeans grown in the US were genetically engineered by Monsanto to be resistant to their best-selling herbicide Round-up. Over 40% of the US soybean harvest is exported. When the first consignment of GE soya arrived in Europe, it was already mixed in with the conventional harvest. The American Soybean Association rejected calls to segregate the GE soya on the basis that it was 'substantially equivalent' to ordinary soya.

The theory of 'substantial equivalence' has been at the root of international guidelines and testing of GE food. According to this principle, selected chemical characteristics are compared between a GE product and any variety within the same species. If the two are grossly similar, the GE product does not need to be rigorously tested on the assumption that it is no more dangerous than the non-GE equivalent.

From a scientific standpoint, the use of 'substantial equivalence' as a basis for risk assessment is seriously flawed, and cannot be depended on as a criterion for food safety. Genetically engineered food may contain unexpected new molecules that could be toxic or cause allergic reactions. A product could not only be 'substantially equivalent', but even be identical with its natural counterpart in all respects bar the presence of a single harmful compound.

GE foods already on the market in the US include corn, soybeans, potatoes, squash, tomatoes, chicory and papaya as well as milk and other dairy products from cows treated with a genetically engineered growth hormone. A variety of enzymes produced from genetically engineered micro-organisms are used throughout the food processing industry. None of these foods have been subject to long-term safety studies or the kind of rigorous toxicological assessment that is applied to pharmaceuticals. Pharmaceuticals undergo up to 15 years of clinical trials which are still limited in their ability to assess unexpected problems; when pharmaceuticals are put on the market, 3% of them need to be withdrawn due to serious side effects.

Numerous surveys have been conducted around the world in order to monitor public attitudes towards GE food. In industrialised nations these have highlighted a discrepancy between government policy and public concern. With a few exceptions, governments have been keen to encourage the introduction of

genetic engineering into the food supply. Opinion polls, however, have shown that most people would rather they did not have to eat it. Concerns fall into a number of categories:

*Choice* - consumers are worried that lack of segregation and labelling together with the fact that so many foods are being introduced will leave them unable to exercise free choice.

*Health* - people are becoming aware that there is a scientific basis to safety concerns about GE food, and are reluctant to replace food they know to be safe with food that might not be. A lack of trust in official assurances of safety, which has been exacerbated by the “mad cow” crisis in the UK, has made people very suspicious of claims that there 'is no evidence of harm'.

*Ethics* - for some people the main issue is not whether genetically engineered food is safe or not, but the fact that it is unnatural and unnecessary. For some it offends deeply held principles about the relationship between humanity and nature.

*Politics* - international free-trade agreements are increasing the power of commercial interests and people are concerned that governments are being influenced by non-elected bodies.

*Profit* - trade in GE food and crops is dominated by a handful of multinational corporations. It is widely believed that these are the only beneficiaries of genetically engineered foods.

*Environment* - there is growing evidence that genetic engineering poses new risks to ecosystems, with the potential to threaten biodiversity, wildlife and truly sustainable forms of agriculture.

Luke Anderson for GREENPEACE

## GLOSSARY

**to warn** = avvertire  
**understanding** = comprensione  
**flawed** = imperfetto  
**to mate** = accoppiarsi  
**offspring** = prole, prodotto  
**flounder** = passera  
**to splice** = inserire

**to breed (bred, bred)** = allevare  
**to disrupt** = smembrare  
**bar** = eccetto  
**squash** = zucca  
**opinion poll** = sondaggio d'opinione  
**trade** = commercio  
**handful** = manciata

## DISCUSSION

1. List the series of arguments the author of this article sets out against genetically engineered food.
2. What are some arguments in favour of the continued production of genetically engineered food?
3. Genetically engineered ingredients are already found in many of the foods we eat and governmental commissions say there is no evidence that the genetically modified foodstuffs currently sold in the UK and Europe are harmful. Besides, advocates of GE food say, all genetically modified food must now be labelled, so consumers have a choice. What are your feelings about the use of genetically modified food?
4. US scientists have genetically modified mice to be better at learning and remembering. They believe that one day it may be possible to improve human intelligence. What is your opinion on genetic engineering involving animals and humans?

## **UNIT 20**

# **NATIONAL ASSOCIATION OF SOCIAL WORKERS – CODE OF ETHICS**

The National Association of Social Workers is the largest organisation of professional social workers in the United States with 155,000 members. It promotes, develops and protects the practice of social work and social workers. NASW also seeks to enhance the well-being of individuals, families, and communities through its work and through its advocacy. A professional social worker has a degree in social work and meets state legal requirements. Professional social workers practice in many settings including family service agencies, child welfare, community mental health centres, private practice, schools, hospitals, employee assistance programs, and public and private agencies. Professional social workers are the nation's largest group of mental health services providers.

## **CODE OF ETHICS**

### *Preamble*

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.

A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organisations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organising, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organisations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of six core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

1. service
2. social justice
3. dignity and worth of the person
4. importance of human relationships
5. integrity
6. competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

*Value 1: Service*

*Ethical Principle:* Social workers' primary goal is to help people in need and to address social problems.

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

*Value 2: Social Justice*

*Ethical Principle:* Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

*Value 3: Dignity and Worth of the Person*

*Ethical Principle:* Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are aware of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

*Value 4: Importance of Human Relationships*

*Ethical Principle:* Social workers recognise the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organisations, and communities.

*Value 5: Integrity*

*Ethical Principle:* Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organisations with which they are affiliated.

*Value 6: Competence*

*Ethical Principle:* Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

National Association of Social Workers

## GLOSSARY

**to enhance** = aumentare, accrescere

**to address** = affrontare

**to empower** = dare potere, mettere in grado

**to strive (strove, striven)** = adoperarsi

**advocacy** = appoggio, sostegno

**responsiveness** = sensibilità

**core** = essenziali

**to set (set, set) forth** = esprimere

**goal** = scopo, fine

**to elevate** = innalzare

**to pursue** = seguire

**caring** = attento, comprensivo

**mindful of** = attento a

**dual** = doppio

**to engage** = impiegare

## DISCUSSION

1. For each value and ethical principle, describe a practical example from the field of social work in which they might be applied.
2. Which of the values and principles set out in the Code of Ethics do you believe are the most important to the profession of social work and why?
3. How do you imagine you might pursue these values in the branch of social work that most interests you personally?
4. Professional misconduct is defined to include actions or omissions that are likely to be harmful to clients or members of the public, or contrary to the Code of Ethics. What might be some examples of professional misconduct for social workers?

## **APPENDICES**



## APPENDIX I

### IRREGULAR VERBS

<i>BASE FORM</i>	<i>PAST SIMPLE</i>	<i>PAST PARTICIPLE</i>	
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

### PREFIXES AND SUFFIXES

PREFIX	MEANING	EXAMPLE
<i>dis-</i>	not	<i>disability, disorder</i> (Unit 8)
<i>im-</i>	not	<i>impossible, improbable</i> (Unit 8)
<i>in-</i>	not	<i>inaccurate, incorrect</i> (Unit 5)
<i>mis-</i>	mistakenly	<i>misunderstand, mistake</i> (Unit 4)
<i>multi-</i>	many	<i>multi-racial</i> (Unit 10)
<i>over-</i>	more than, excessive	<i>overpaid, overtime</i> (Unit 7)
<i>non-</i>	not	<i>non-cooperative</i> (Unit 5)
<i>un-</i>	not	<i>unhappy, unlikely</i> (Unit 4)
<i>under-</i>	less than, insufficient	<i>underpaid</i> (Unit 7)

SUFFIX	FUNCTION	EXAMPLE
<i>-age</i>	noun from verb	<i>breakage, marriage</i> (Unit 11)
<i>-ee</i>	noun from verb	<i>interviewee, employee</i> (Unit 7)
<i>-er</i>	noun from verb	<i>interviewer, employer</i> (Unit 7)
<i>-ful</i>	adjective from noun	<i>useful, hopeful</i> (Unit 4)
<i>-ion</i>	noun from verb	<i>protection, rejection</i> (Unit 10)
<i>-ist</i>	noun from sciences and skills	<i>economist</i> (Unit 14)
<i>-ity</i>	noun from adjective	<i>community, nationality</i> (Unit 3)
<i>-less</i>	adjective from noun	<i>hopeless, homeless</i> (Unit 4)
<i>-like</i>	adjective of resemblance	<i>child-like, lifelike</i> (Unit 8)
<i>-ment</i>	noun from verb	<i>enjoyment, employment</i> (Unit 3)
<i>-ness</i>	noun from adjective	<i>happiness</i> (Unit 12)
<i>-or</i>	noun from verb	<i>actor, indicator</i> (Unit 14)

**Exercise 1**

Complete the word in each sentence

- 1) He is very dis \_\_\_\_\_ with his job.
- 2) It is very un \_\_\_\_\_ that employment will fall.
- 3) You must have mis \_\_\_\_\_ my instructions.
- 4) International co- \_\_\_\_\_ can help relieve famine.
- 5) Government funding for the elderly is in \_\_\_\_\_.
- 6) It is im \_\_\_\_\_ for his parents to control him.
- 7) She is seriously over- \_\_\_\_\_. She should go on a diet.
- 8) Britain is now a multi- \_\_\_\_\_ society.

**Exercise 2**

Complete each sentence with a word formed from a word given in the list below

<i>care</i>	<i>employ</i>	<i>hope</i>	<i>psychology</i>
<i>clear</i>	<i>govern</i>	<i>promote</i>	<i>work</i>

- 1) She is studying to become a social \_\_\_\_\_er.
- 2) Last year she wanted to be a \_\_\_\_\_ist.
- 3) My \_\_\_\_\_er is very happy with my work.
- 4) I am hoping I will get a \_\_\_\_\_ion and a pay rise soon.
- 5) The \_\_\_\_\_ment has promised to increase funding for long-term care.
- 6) I think their situation is \_\_\_\_\_less. We'll have to contact the social services.
- 7) You must be more \_\_\_\_\_ful in your planning.
- 8) You must try for more \_\_\_\_\_ity.

**Exercise 3**

Make nouns from the following words:

- 1) educate \_\_\_\_\_
- 2) painful \_\_\_\_\_
- 3) encourage \_\_\_\_\_
- 4) honest \_\_\_\_\_
- 5) organise \_\_\_\_\_
- 6) ill \_\_\_\_\_
- 7) operate \_\_\_\_\_
- 8) political \_\_\_\_\_



## APPENDIX III

### NUMBERS AND TRENDS

#### Cardinal numbers

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

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

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

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

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:

<i>to go up</i>	<i>to go down</i>	<i>slightly, slowly, steadily, rapidly</i>
<i>to rise</i>	<i>to fall</i>	
<i>to increase</i>	<i>to decrease</i>	
<i>to grow</i>	<i>to drop</i>	
<i>to soar</i>	<i>to plummet</i>	
<i>to peak</i>	<i>to crash</i>	

*to be unchanged*                      *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 IV

### PREPOSITIONAL AND PHRASAL VERBS

#### PREPOSITIONAL VERBS

A prepositional verb is a verb + preposition:

*I'm waiting for you.      I'm looking at the proposal.*

The preposition is placed before the object:

*I looked for the book.      not      I looked the book for.*

Prepositions: *about, after, at, for, from, in, into, of, on, to, with.*

Some of the prepositional verbs most commonly found in the reading passages:

*account for  
agree with  
apply for  
ask for  
associate with  
believe in  
care about  
care for  
consist of  
cope with  
deal with  
decide on*

*depend on  
listen to  
look at  
look after  
look for  
pay for  
rely on  
see to  
suffer from  
talk about  
talk to*

#### PHRASAL VERBS

A phrasal verb is a verb + adverb:

*He took the patient away.      It is time to go out now.*

The adverb can be placed either before or after the object:

*I turned down the job.*

*I turned the job down.*

*I turned it down.*

Adverbs: *about, away, back, down, in, off, on, out, over, round, through, up.*

Some phrasal verbs are easy to understand:

*I put the book back on the shelf then looked round for another book to take out of the library.*

Sometimes the phrasal verb corresponds to another one-word verb:

*She always turns up (= arrives) at the last minute.*

*He turned down (= refused) all the jobs he was offered.*

Adverbs used in phrasal verbs often have common meanings:

*up* (= completely)

*I have used up all my spare money buying CDs.*

*up* (= increasing)

*The numbers of reported rape are going up all the time.*

*down* (= completely to the ground)

*I fell down and broke my arm.*

*down* (= decreasing)

*The numbers of people dying from AIDS are going down in developed countries.*

*down* (= on paper)

*In a living will you can write down what medical treatment you wish to receive.*

*on* (= connect)

*People who have trouble bending may need reachers to switch on household appliances.*

*on* (= continue)

*After secondary school, many young adults go on to study at university.*

*off* (= away, departing)

*If you lose your job, you shouldn't put off getting advice from your local Job-centre for too long.*

*off* (= disconnect)

*When you break off a relationship, you may suffer from stress.*

*out* (= completely)

*Sometimes it may be hard to work out a suitable solution to the problem of homelessness.*

*over* (= from beginning to end)

*It is always important to think over the issue of long-term care very carefully.*

**PREPOSITIONAL VERBS**

Put the correct form of an appropriate prepositional verb in each space.

*apply for*    *ask for*    *care for*    *deal with*    *explain to*  
*look after*    *pay for*    *suffer from*    *take on*    *turn down*

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.

**PHRASAL VERBS**

Use the correct form of a phrasal verb that has the same meaning as the verb in brackets.

*break down*    *carry on*    *cut off*    *go up*    *put away*  
*put off*    *put up*    *switch on*    *use up*    *work out*

The government has just \_\_\_\_\_ (raise) the price of petrol and prices \_\_\_\_\_ (rise) all the time. I don't know how I will be able to \_\_\_\_\_ (continue) living in this house. I try \_\_\_\_\_ (save) some money for emergencies, but I am beginning to \_\_\_\_\_ (collapse). When I \_\_\_\_\_ (connect) the lights last night, I discovered the electricity had been \_\_\_\_\_ (disconnect). Then I remembered I had \_\_\_\_\_ (consume) all my money and hadn't paid the bill. I really can't \_\_\_\_\_ (postpone) the problem any longer - I'll have to \_\_\_\_\_ (calculate) what to do.

Some other common prepositional and phrasal verbs found in the reading passages:

**TO BREAK**

*to break down*

Their marriage broke down after only two years. (Unit 1)

Small daily hassles like the car breaking down can be stressful. (Unit 12)

*to break off*

John broke off our engagement only a week before the wedding. (Unit 13)

*to break out*

The First World War broke out in 1914. (Unit 11)

*to break out of*

Drug abuse may be an attempt to break out of a chronic anxious state. (Unit 8)

*to break up with*

Breaking up with your girl or boy friend may be a cause of stress. (Unit 12)

*to break a rule*

Tell your children they can break rules to stay safe. (Unit 2)

*to break a habit*

I want to break the nasty habit of biting my fingernails. (Unit 12)

*to take a break*

If you are feeling tense, take a break and go for a walk. (Unit 12)

**TO BRING**

*to bring about*

The Mediation service will try to bring about a reconciliation. (Unit 1)

*to bring back together*

Many children assume the responsibility of trying to bring their parents back together. (Unit 1)

*to bring together*

The early excellence centres bring together learning with child care services. (Unit 3)

*to bring up a child*

A couple who have sole responsibility for bringing up a child can apply to adopt the child. (Unit 7)

*to bring up a subject*

Would you initiate a discussion about HIV testing if the partner doesn't bring up the subject? (Unit 17)

*to bring a case*

Under the Racial Discrimination Act, you can bring a case of racial discrimination to a county court. (Unit 11)

*to bring charges*

Criminal charges can be brought against violent parents. (Unit 2)

### **TO GET**

*to get (receive) help, treatment, advice*

*to get (become) worried, better, worse, ill, pregnant, close to someone*

*to get (arrive) home*

*to get (catch) a train, a plane*

*to get back into*

The early excellence centre can even help parents get back into education. (Unit 3)

*to get off*

CRISIS works to get people off the streets. (Unit 4)

*to get on /off*

Wheelchair users need sufficient space for turning and getting on and off the wheelchair. (Unit 5)

*to get on with*

He even had a girlfriend, who was very pleasant and got on with all his friends. (Unit 12)

*to get out of*

A person with AIDS should get out of bed as often as they can. (Unit 9)

*to get over*

My mother hasn't got over her illness yet. (Unit 9)

*to get well*

People with AIDS-related illnesses often get well faster at home. (Unit 9)

## **TO LOOK**

*to look after*

Some studies have shown that children do best if they are looked after by a married couple. (Unit 7)

*to look at*

It is crucial that we look at ways to prevent people ending up on the street. (Unit 4)

*to look for*

If you have enough money, you should look for another flat. (Unit 4)

*to look into*

The Government is looking into the possibility of launching a 24-hour helpline for women. (Unit 10)

## **TO PUT**

*to put down*

SP is a magazine that can be picked up and put down at leisure. (Unit 5)

*to put off*

He has put off his appointment with the doctor until next week. (Unit 13)

*to put out*

The firemen put out the fire while the policemen held back the crowd. (Unit 10)

*to put in*

You should put in an application for that vacant post. (Unit 6)

## **TO TAKE**

*to take in*

When you are in danger your breathing gets faster to take in more oxygen. (Unit 12)

*to take into account*

Employers must take into account the needs of people working for them. (Unit 6)

*to take on*

In English nouns can often take on the function of adjectives. (Unit 5)

*to take a case/a person to court*

He took his employers to court. (Unit 5)

*to take legal action*

The British Race Relations Act allows you to take legal action against someone who has discriminated against you. (Unit 11)

*to take one's own life*

The Samaritans' vision is that fewer people will take their own lives because Samaritan befriending is always available. (Unit 14)

*to take place*

The rules should make it easier for trans-racial adoptions to take place. (Unit 7)

*to take someone's word*

How likely would you be to take someone's word that they have been tested for HIV? (Unit 17)

## **TO TURN**

*to turn down*

If an Asian woman is turned down for a job then a white woman is offered the same job, this is a case of racial discrimination. (Unit 11)

*to turn on/off*

Turn off the television immediately! (Unit 13)

*to turn over*

Patients in bed may need your help to turn over. (Unit 9)

*to turn to*

Some parents feel so hurt by the divorce that they may turn to the child for comfort. (Unit 1)



## APPENDIX V

### 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>istruzione, formazione culturale</i>	<i>educazione</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</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>studioso</i>	<i>scolaro</i> pupil, schoolchild

scope  
*competenza, portata*

*scopo*  
aim, purpose

sensible  
*ragionevole, sensato*

*sensibile*  
sensitive

stranger  
*estraneo, sconosciuto*

*straniero*  
foreigner

to support  
*mantenere, sostenere*

*sopportare*  
to bear, to stand

sympathetic  
*comprensivo*

*simpatico*  
likeable, nice, pleasant

ultimately  
*alla fine*

*ultimamente*  
lately, recently

unable  
*incapace*

*inabile*  
disabled, unfit

unconscious  
*inconsapevole*

*incosciente*  
reckless, irresponsible



## KEY TO EXERCISES

### UNIT 1

#### Exercise 1

1. suffer; 2. is ending; 3. is; 4. is giving; 5. take; 6. are working;  
7. have; 8. is doing.

#### Exercise 2

1. We don't want; 2. Counselling isn't available; 3. She isn't able; 4. I'm not living; 5. He isn't looking; 6. Her children aren't doing; 7. They don't need; 8. The divorce isn't coming.

#### Exercise 3

(Examples) 1. Are you married?; 2. Who is he seeing?; 3. Where do you live?; 4. How often does she see her father?; 5. When are they getting divorced?; 6. What does she want?; 7. Is the divorce final?; 8. Whose fault was it?

#### Exercise 4

1. I'm seeing; 2. costs; 3. are living; 4. is hearing; 5. thinks; 6. is being;  
7. has; 8. I think.

#### Exercise 5

1. prefer; 2. has; 3. are seeing; 4. seems; 5. always hates; 6. never does;  
7. are trying; 8. are having.

#### Vocabulary

1. know; 2. engaged; 3. bachelor; 4. best man; 5. row; 6. lend;  
7. relatives; 8. brothers and sisters.

### UNIT 2

#### Exercise 1

are being taught; covered; are told; will be believed and supported;  
should never be kept.

#### Exercise 2

1. children were sent outside by their parents to play; 2. Urban streets have been made dangerous for children by accidents and strangers; 3. New meas-

ures are being introduced (by the government); 4. Cars will not be banned from the areas by the government, but speed limits for traffic will be lowered; 5. Parents may be persuaded by the plan.

### Exercise 3

be brought; are; think; receives/is receiving; report; be handled; be forced; are brought; is removed; is done.

### Exercise 4

1. told; 2. said; 3. told; 4. told; say; 5. tell; 6. tell; 7. tell; 8. say.

### Exercise 5

1. told me to be; 2. asked me; 3. told me to go home; 4. asked me; 5. Asked me to tell; 6. told me I must work; 7. asked us to turn; 8. told me not to wear.

### Vocabulary

1. charged; 2. suspicion; 3. evidence; 4. witness; 5. sentence; 6. court; 7. fine; 8. illegal.

## UNIT 3

### Exercise 1

activity; probability; complexity; possibility; rigidity.

### Exercise 2

equipment; movement; improvement; government; statement.

### Exercise 3

1. much; 2. progress; 3. What beautiful furniture; 4. research is; 5. is; 6. a new job; 7. gave me (some) useful information; 8. luggage.

### Exercise 4

(Examples) learning (noun); providing (gerund preceded by preposition); is developing (present progressive); involving (relative sense); counselling (adjective).

### Exercise 5

1. visiting; helping; 2. wanting; 3. educating; 4. supporting; develop- ing; 5. boosting; 6. helping; 7. assisting; 8. experiencing.

**Exercise 6**

1. smoking; 2. being; 3. Travelling; tiring; 4. are trying; 5. suffering, caring; 6. retraining; 7. opening; 8. Growing.

**Vocabulary**

1. degree; 2. report; 3. subject; 4. graduate; 5. failed; 6. taught; 7. primary; 8. attend.

**UNIT 4****Exercise 1**

1. unhappy; 2. unfortunate; 3. misunderstood; 4. unrecognised; 5. mishandled.

**Exercise 2**

careless - careful; successful; tasteless - tasteful; restless - restful; help- less - helpful; thoughtless - thoughtful.

**Exercise 3**

slept; put; become; got; kept; spent.

**Exercise 4**

1. has fallen; 2. has become; 3. have abandoned or mistreated; 4. has committed; 5. has been; 6. has been; 7. has managed; 8. have been re- fused.

**Exercise 5**

1. for; 2. since; 3. since; 4. since; 5. for months; 6. for; 7. recently; 8. never.

**Exercise 6**

1. it may rain; 2. mustn't touch; 3. should do; 4. We must; 5. I was able to get; 6. He didn't have to sit; 7. It is likely he will; 8. You cannot.

**Exercise 7**

1. must; 2. can; 3. will; 4. should; 5. can; 6. may 7. could; 8. mustn't.

**Vocabulary**

1. the poor; 2. increase; 3. unemployed; 4. made; 5. help; 6. rough; 7. broken; 8. shortage.

## UNIT 5

### Exercise 1

inaccurate; non-cooperation; incapable; unclassified; indirect; inessential; infrequent; non-profit; nonsense; unskilled.

### Exercise 2

1. health problems; 2. wheelchair; 3. cancer research; 4. computer expert; 5. speech therapy.

### Exercise 3

1. sight improvement therapy; 2. health funding research; 3. gas detection devices; 4. welfare services; 5. guide dog user; 6. general health issues; 7. music appreciation course; 8. computer skills.

### Exercise 4

1. felt - didn't feel - did the children feel; 2. met - didn't meet - did the psychiatrist meet; 3. saw - didn't see - did the workers in the Mediation Service see; 4. took - didn't take - did the divorce proceedings take; 5. slept - didn't sleep - did he sleep; 6. gave - didn't give - did health visitors give; 7. ran - didn't run - did the centre run; 8. brought - didn't bring - did it bring.

### Exercise 5

1. was born; died; 2. lost; 3. learnt; 4. went; 5. was granted; 6. gave; 7. set; 8. became.

### Exercise 6

1. worked; 2. was using; slipped; 3. went; 4. lost; 5. wasn't using; happened; 6. took; 7. didn't win; 8. didn't receive.

### Vocabulary

(Examples) They turned a blind eye to his bad behaviour. He gets blind drunk every Saturday evening. I first met my husband on a blind date. The boy put on a blindfold to play blind man's buff at the party.

## UNIT 6

### Exercise 1

people with little money; people who are unable to hear; people who lack the power to speak; people with physical or mental impairment; people not in good health; people with no home.

**Exercise 2**

halves; media; replies; potatoes; criteria; think-tanks; casinos; sheep; labour markets; crises; women; fish; hypotheses; children; people.

**Exercise 3**

1. Unemployment will rise steadily; 2. The economy is predicted to grow fast; 3. Interest rates may be cut slightly; 4. The phenomenon was studied closely by the experts; 5. The economy is progressing steadily.

**Exercise 4**

1. I quite like; 2. I really hated; 3. fairly quickly; 4. They enjoyed the training course very much; 5. You always work too much. You should slow down a little; 6. I feel a lot better now; 7. She suffered terribly; 8. very useful.

**Exercise 5**

1. eventually; 2. suddenly; 3. occasionally; 4. recently; 5. afterwards.

**Vocabulary**

1. temporary; 2. earn; 3. sacked; 4. resign; 5. position; 6. application; 7. interview; 8. Employers.

**UNIT 7****Exercise 1**

1. underproduction; 2. Overcrowding; 3. overqualified; 4. under-spending; 5. overweight.

**Exercise 2**

1. changing; 2. to adopt; 3. modifying; 4. to be; 5. allowing; 6. to choose; 7. adopting; 8. to care.

**Exercise 3**

1. applying; 2. to know; 3. smoking; 4. to smoke; 5. to have; 6. to adopt; 7. fostering; 8. to care for.

**Exercise 4**

(Examples) It is important for the law to protect children. It is necessary for the government to permit adoption by single people. It is vital for social services to choose potential adopters well. It is usual for adoption agencies to

match adopters and children. It is useful for local authorities to monitor children awaiting adoption.

### Vocabulary

1. mother-in-law; 2. mother-to-be; 3. mother tongue; 4. stepmother; 5. godmother; 6. motherhood; 7. mother figure; 8. Mother's Day.

## UNIT 8

### Exercise 1

1. dislike; 2. disability; 3. disadvantage; 4. dissimilar; 5. dissatisfied; 6. disapprove; 7. discontinue; 8. disagree.

### Exercise 2

*alcohol* - mass; *drink* - count, mass; *death* - count; *illness* - mass; *behaviour* - mass; *time* - count.

### Exercise 3

1. a; -; 2. a; 3. a; 4. -; 5. a; 6. a; 7. a; an; 8. a; a.

### Exercise 4

1. -; -; 2. The; the; 3. The; the; 4. -; -; the; 5. the; -; 6. -; -; 7. the; 8. The; the.

### Exercise 5

1. a; the; 2. The; -; -; 3. the; a; 4. The; the; -; 5. -; 6. -; the; 7. a; 8. -.

### Exercise 6

1. last night; 2. a pleasant drink; 3. his holiday; 4. for drunk driving; 5. an hour; 6. The police; 7. the legal limit; 8. His driving licence.

### Vocabulary

using; addicted; intoxicated; addicts.

## UNIT 9

### Exercise 1

stricter - strictest; more dramatic - most dramatic; noisier - noisiest; clearer - clearest; better-known - best-known.

**Exercise 2**

1. worse; 2. latest; 3. less - richer; 4. better; 5. most; 6. newer; 7. more hopeful; 8. fastest.

**Exercise 3**

1. harder; 2. earlier; 3. best; 4. faster; 5. more optimistically; 6. later; 7. most rapidly; 8. higher.

**Exercise 4**

(Examples) but; however; although; and; despite.

**Exercise 5**

(Examples) 1. Although Britain...; 2. but the number of nurses; 3. Despite the fact that waiting times; 4. However, doctors are not always happy; 5. but it creates a lot of work.

**Vocabulary**

1. got over; 2. hurt; 3. admitted; 4. unhealthy; 5. treatment; 6. fell; 7. temperature; 8. sore.

**UNIT 10****Exercise 1**

1. multi-racial; 2. multi-lingual; 3. multi-purpose; 4. multi-millionaire; 5. multi-national; 6. multi-cultural; 7. multi-media; 8. multi-lateral.

**Exercise 2**

declaration; specialisation; information; application; decision; combination; action; education.

**Exercise 3**

Feminine: aunt; widow; duchess; daughter; bitch; lioness; queen; wife.

Masculine: son; husband; duke; uncle; king; lion; widower; dog.

Neuter: baby; spouse; cook; child; cousin; parent; nurse; sibling.

**Exercise 4**

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.

### Exercise 5

1. than; 2. as; 3. as; 4. more; 5. fewer; 6. the; 7. more; 8. as.

### Exercise 6

1. much more; 2. more and more; 3. As many as; 4. as young as; 5. much harder.

### Vocabulary

1. information; 2. decision; 3. violent; 4. injuries; 5. painful; 6. treatment; 7. recovery; 8. application.

## UNIT 11

### Exercise 1

1. We must protect our national heritage; 2. They have a very happy marriage; 3. His knowledge of languages gives him a great advantage; 4. He had to pay for all the breakage; 5. They needed great courage to escape.

### Exercise 2

1. They escaped from Kosovo after they had been persecuted; 2. As soon as they had left, they resettled in Britain; 3. They looked for work when they had found a house; 4. Their children couldn't go to school until they had learnt some English; 5. They found it hard to meet people before they had learned the language; 6. They made some friends after they had met people; 7. When they had asked their friends for help, they found some work; 8. They didn't feel settled until they had had a house and jobs.

### Exercise 3

4. After she was insulted; 5. the two were good friends; 6. the meeting began.

### Exercise 4

has brought; have been; became; gained; have continued; have created; has not always been; raised; had received; were; (had) signed; have begun.

**Exercise 5**

British; Chinese; English; French; German; Greek; Dutch; Irish; Italian; Scottish; Spanish; Welsh.

Argentinian - the Argentinians; Chilean - the Chileans; Hungarian - the Hungarians; Indian - the Indians; Iranian - the Iranians; Iraqi - the Iraqis; Lebanese - the Lebanese; Pakistani - the Pakistanis; Somali - the Somalis; Turkish - the Turks; Vietnamese - the Vietnamese.

**Vocabulary**

(Examples) Black magic is still practised in some societies. He gave me a black look - he was furious. In Eastern European countries anything can be bought and sold on the black market. My uncle has always been considered the black sheep of the family, as he has never had a serious job. The defeated army flew the white flag as a sign of surrender. That piano was a real white elephant because no one ever played it and it was so expensive to buy. Her new haircut was awful but I told a white lie and said it looked great.

**UNIT 12****Exercise 1**

1. illness; 2. awareness; 3. aggressiveness; 4. effectiveness; 5. kindness; 6. Sadness; 7. loneliness; 8. hopelessness.

**Exercise 2**

1. anxious; 2. depressed; 3. angry; 4. frustrated; 5. afraid; 6. aggressive; 7. stressed; 8. ill.

**Exercise 3**

1. heart rate increases; 2. breathing gets faster; 3. the brain becomes more alert; 4. sense organs are more sensitive; 5. the muscles tense.

**Exercise 4**

1. work - become; 2. have to - want; 3. feel - go; 4. tells - gets; 5. am - bite; 6. want - will have to; 7. will try - remember; 8. doesn't work - will try.

**Exercise 5**

1. get - will go; 2. react - goes; 3. is - may go; 4. will stay - is raining; 5. Come - are; 6. will cook - like; 7. tell - won't know; 8. want - will have.

**Vocabulary**

1. aggressive; 2. pastime; 3. fit; 4. sociable; 5. generous; 6. pleasant; 7. prize; 8. bad-tempered.

**UNIT 13****Exercise 1**

1. broke off; 2. hold off; 3. gone off; 4. put off; 5. turn off.

**Exercise 2**

1. take a day's holiday; 2. has gone bad; 3. I'm no longer using; 4. very wealthy.

**Exercise 3**

1. had - should find; 2. didn't like - could try; 3. might choose - wanted; 4. didn't face - could get; 5. would have - got; 6. told - should; 7. didn't - would have; 8. would - followed.

**Exercise 4**

1. had had - would have been; 2. had been - would have been; 3. had been - wouldn't have needed; 4. hadn't had - would have been; 5. had taken - eaten - wouldn't have got; 6. hadn't been - wouldn't have had; 7. hadn't had - wouldn't have had; 8. had managed - would have had.

**Exercise 5**

1. four years old; 2. thirty-four; 3. well-being; important; 4. sit-in; 5. mother-in-law; next week; 6. up-to-date; 7. T-shirt; 8. fifty-first.

**Vocabulary**

1. to agree with someone; 2. to hope for good luck; 3. to be a nuisance; 4. to be insane, crazy; 5. to be alert.

**UNIT 14****Exercise 1**

carer; lighter; counsellor; indicator; abuser; solicitor; computer; investor; trainer; user; worker; cooker (object).

**Exercise 2**

psychiatrist; counsellor; economist; lawyer; scientist; social worker; psychologist; sociologist; administrator; therapist.

**Exercise 3**

1. Jack is a friend I went to school with; 2. His brother John, who is a dentist, attempted suicide last year; 3. His attempt, which was caused by severe depression, failed; 4. Mr Smith is a psychiatrist who helped Jack cope with his depression; 5. Jack wrote a book about his experience, which became a best seller; 6. I found the book, which I read last month, fascinating; 7. I recommended it to Jane, who has also suffered from depression; 8. She read the book, which helped her greatly.

**Exercise 4**

1. whose; 2. that; 3. which; 4. to whom; 5. which; 6. [that]; 7. which; 8. which.

**Exercise 5**

2.; 4.; 8.

**Vocabulary**

(Examples) My cousin was out of work and I needed some help in the office, so I employed him and killed two birds with one stone. Unfortunately, when the vet arrived the cat was as dead as a doornail and there was nothing she could do but take it away. When she phoned I was dead to the world and didn't even hear the phone ring. He is at death's door and will probably not last much longer. After her divorce, she was seen in a nightclub dressed to kill.

**UNIT 15****Exercise 1**

(Examples) Long-term care; home care; respite care; day care centres; home care help; NHS care; local authority residential care home; care home places; means-tested care; residential care places; community care reforms; home adaptations; local authority places; state support; income support.

**Exercise 2**

1. short-tempered; 2. long-distance; 3. long-sighted; 4. short-lived; 5. short-staffed.

**Exercise 3**

1. He is impossible to lift; 2. She is difficult to talk to; 3. He is hard to feed; 4. They will be simple to amuse; 5. You were interesting to discuss

things with; 6. He is enjoyable to listen to; 7. She was sad to look at; 8. You have been lovely to look after.

#### **Exercise 4**

1. He is thought to need home care; 2. They are estimated to qualify for a place; 3. The government is believed to be paying too little for care; 4. The patient was considered to have been well cared for in the nursing home; 5. The nursing staff was reported to have received a greatly deserved pay rise.

#### **Exercise 5**

(Examples) 1. besides being a star; 2. as well as being a fervent anti-drugs campaigner; 3. in addition to winning the 200 metres; 4. and shattered the existing world record; 5. Moreover, she won a silver medal in the pole vault.

#### **Vocabulary**

1. housework; 2. housekeeper; 3. home town; 4. housing; 5. old people's home; 6. homework; 7. house husband; 8. homeless.

## **APPENDIX II**

#### **Exercise 1**

1. dissatisfied; 2. unlikely; 3. misunderstood; 4. co-operation; 5. insufficient; 6. impossible; 7. over-weight; 8. multi-racial.

#### **Exercise 2**

1. worker; 2. psychologist; 3. employer; 4. promotion; 5. government; 6. hopeless; 7. careful; 8. clarity.

#### **Exercise 3**

1. education; 2. pain/painfulness; 3. encouragement; 4. honesty; 5. organisation; 6. illness; 7. operation; 8. politics.

## **APPENDIX IV**

#### **Prepositional verbs**

applied for; turned down; taken on; pay for; asking for; looking after; caring for; suffers from; explain to; deal with.

**Phrasal verbs**

put up; are going up; go on; to put away; break down; switched on; cut off; used up; put off; work out.

Stampato in Italia  
presso Laser Copy S.r.l.,  
via Livraghi 1, Milano  
*gennaio 2011*