

# Women in charge

## Unit aims

- Read and interpret an online news article and a statistical map.
- Recognize and use adjectives and nouns to describe feelings.
- Recognize and use the passive voice.
- Listen to a speech.
- Participate in a debate.
- Write a formal email.



Natalicia Tracy (middle), Executive Director of Brazilian Immigrant Center



Gloria Steinem, journalist, editor and political activist. Co-founder of *New York Magazine* and *Ms. Magazine*

## Starting out

- 1 How would you define a successful woman?
- 2 Are there any jobs that women shouldn't do? If so, which ones and why?



## Reading

### ■ Pre-reading

1 Look briefly at the extract below and check (✓) the sentence that is true about it.

- a ☐ It's from an online news article.    b ☐ It's from a printed newspaper.

http://www.wbur.org/radioboston/2014/01/07/brazilian-immigrant-crusader-wins-award
☰

### Brazilian Immigrant Wins Social Justice Award

Sacha Pfeiffer January 7, 2014

Natalicia Tracy's day job is at the [Brazilian Immigrant Center](#) in Allston. She's its executive director, and she and her staff help newcomers to this country with all the struggles that come with being an immigrant, especially in terms of workplace rights.

But these days she has a new title: [social justice crusader](#). She received that honor from the [Petra Foundation](#), which got its start in Boston and recognizes people whose life mission is to build a more fair and just society. And that certainly describes the mission of 42-year-old Natalicia Tracy.

**Interview Excerpts**

*How Tracy's nanny job began to go awry, and what she did about it:*

A few months into the job the family felt that the house was too small so they put me in a [...] porch. That became my bedroom. I put cardboard on the concrete floor and had a futon on the floor and a space heater. That's what my room was. I was shocked by that. [...] I was responsible for everything and I was working seven nights a week. Some nights, on the weekend, I would be babysitting until 2 am because they wanted to go out with their friends. [...]. I was being paid \$25 a week for working 90 hours a week [...]. I was alone.

I didn't speak any English. I had an eighth-grade education. I was in a new country [...].

I felt very angry at times because that's not what they had promised me; they had promised me the opportunity to go to school, learn about a new culture and basically be part of their family. But I found myself in a situation where I felt very trapped [so] I started to teach myself English with a little dictionary that I brought from home and the radio clock they had given to me. I was supposed to be up by 6 am every day, but it played music, so I listened to music and tried to learn the words. Then I started looking at the newspapers that they left at the house. That's basically how I learned enough English to get out there and say, "I want to learn more and this is not okay to be in this situation."

*The types of complaints lodged with the Brazilian Immigrant Center, and Tracy's mission there:*

The most common one is wage theft. They worked, they didn't get paid. And then when you talk to them it's not that they just didn't get paid, but they were working, overtime, they were forced to work without a break, if they got hurt, they still had to finish the day of work. Those are the common issues that are brought to us every day [...].

PFEIFFER, Sacha. Brazilian Immigrant Wins Social Justice Award.

Available at: <<http://www.wbur.org/radioboston/2014/01/07/brazilian-immigrant-crusader-wins-award>>.

### Looking at the Text

The text above is an **online news article**. Online articles usually have links to other articles or websites, which offer the possibility of a non-linear and fragmented reading experience.

### ■ While reading

2 Read the news article briefly. Then read the sentences below and check (✓) the one that explains why Natalicia Tracy won an award.

- a ☐ She works for the Petra Foundation, a human rights organization.
- b ☐ She supports Brazilian immigrants who move to the United States.

3 Now read the news article more carefully. Then answer the questions below.

- a What does Natalicia do at the Brazilian Immigrant Center?
- \_\_\_\_\_
- b What were Natalicia's expectations when she went to the United States?
- \_\_\_\_\_
- c How did she learn enough English to leave the family she worked for?
- \_\_\_\_\_

4 Look at the map and its legend. Then read the statements a–b and check (✓) the title which would be more appropriate for the map.



THE World Bank - International Labour Organization, ILOSTAT database.  
Available at: <<http://databank.worldbank.org/data/reports.aspx?source=2&series=SL.TLF.CACT.FE.ZS&country=#advancedDownloadOptions>>.

- a ☐ Where women work and don't: A map of female labor force participation around the world
- b ☐ Where women work and don't: Domestic work around the world

5 Analyze the map. Then decide if the sentences below are T (true) or F (false).

- a A larger share of women in Uruguay participate in the labor force than in Argentina. ☐
- b The percentage of women in the labor force in the United States and in Russia is the same. ☐
- c On average, less than 25% of women in Europe participate in the labor force. ☐
- d The percentages vary a lot in Africa. ☐

### Reading Tip

#### Reading maps

To read statistical maps, first we must pay attention to the title to get familiarized with the issue it deals with. Then, it is essential to read its legend and make sure to compare the colors you see on the map with the ones in the color scale.

## Post-reading

6 Discuss with your teacher and classmates: Why do the percentages of women who work outside home vary so much around the world?





## Vocabulary


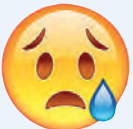



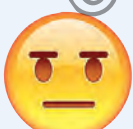
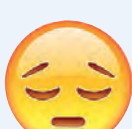



### Adjectives and nouns to describe feelings

- 1 Based on the information in the news article on page 42, complete the sentence below using one of the adjectives from the box.

happy    important    unhappy  
satisfied    wonderful

Natalicia felt \_\_\_\_\_ about how she was treated in the house where she worked in the United States.

- 2 Look at the emoticons and decide if they are PT (positive), NG (negative) or NT (neutral).

 happy	 sad
 excited	 calm
 great	 annoyed
 disappointed	 sick
 embarrassed	 scared

- 3 Look at the extract from page 42. Underline the adjectives and classify them as *positive* or *negative*.

"I felt very angry at times because that's not what they had promised me; they had promised me the opportunity to go to school [...]. But I found myself in a situation where I felt very trapped [...]."

- 4 Read the quote below and complete the sentences.

"A woman with a voice is by definition a strong woman. But the search to find that voice can be remarkably difficult". – Melinda Gates

a The adjective for the noun "strength" is \_\_\_\_\_.

b The adjective for the noun "difficulty" is \_\_\_\_\_.

- 5 Do you agree with the quote in Activity 4? Discuss with a classmate.

- 6 Match the adjectives with their corresponding nouns.

a angry	<input type="checkbox"/> generosity
b calm	<input type="checkbox"/> sadness
c disappointed	<input type="checkbox"/> anger
d embarrassed	<input type="checkbox"/> disappointment
e excited	<input type="checkbox"/> embarrassment
f generous	<input type="checkbox"/> intelligence
g happy	<input type="checkbox"/> surprise
h intelligent	<input type="checkbox"/> calmness
i sad	<input type="checkbox"/> excitement
j surprised	<input type="checkbox"/> tiredness
k tired	<input type="checkbox"/> happiness

### Language Corner

Several adjectives finish in *-ed*, usually deriving from a verb (e. g., trapped, excited, tired, embarrassed, annoyed, surprised, etc.).



## Grammar

### Passive voice

- 1 Read the extract from a newspaper article below.

www.huffingtonpost.com/faisal...

### What Is “Entrepreneurship” in the 21st Century?

The French word entrepreneur first appeared in the French dictionary in 1723 to describe a person who organizes and operates a business by taking a financial risk. Since then the word entrepreneur – and the world – has completely changed. Today, entrepreneurship is celebrated like never before and it is defined in so many ways – social entrepreneurship, intra-entrepreneurship, knowledge entrepreneurship, micro-entrepreneurship – you name it. [...]

HUFFINGTON POST. Available at: <www.huffingtonpost.com/faisal-hoque/what-is-entrepreneurship\_b\_3304100.html>.

- 2 Read the underlined parts in the extract in Activity 1. Then read the statements and answer T (true) or F (false).

- a “Entrepreneurship is celebrated like never before” means the same as “People celebrate entrepreneurship like never before.” ☐
- b In the sentence “It is defined in so many ways,” we know exactly who defines entrepreneurship like that. ☐
- c In both sentences from the extract, the actions are more important than the people who did them. ☐
- d A form of *be* is used in both sentences. ☐
- e A form of *be* is followed by a verb in the present simple. ☐

### Understanding Language

- 1 Look at the sentences analyzed in Activity 2 again and read the statements below. Then underline the option that best completes the sentences about the passive voice.

- a We usually use the passive voice when we want to emphasize **the action** *instead of the agent* / **the agent** *instead of the action*.
- b The passive voice is formed by **a form of *be* + infinitive** / **a form of *be* + past participle**.
- c The sentences in Activity 2 are in the **present simple** / **past simple**.

- 2 Read the sentence below. From the words in bold, indicate who is the receiver of the action and who is the agent of the action.

**Domestic work**, both live-in and live-out, is performed largely by **immigrant women and women of color**.

Receiver:

\_\_\_\_\_

Agent:

\_\_\_\_\_

- 3 Complete the statement below. Read the sentence above again, if necessary.

In the passive voice, the agent is very often not mentioned. When it is mentioned, it is introduced with the preposition

\_\_\_\_\_

Check Grammar Reference, page 120

- 3 Go back to the news article on page 42, find three sentences in the passive voice and write them in the lines below.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 4 Look at the sentences you wrote in Activity 3. Analyze the verb tenses they are in and choose the correct option.

The sentences are about

- ☐ the present.  
☐ the past.  
☐ the future.

- 5 Read the movie story lines below and complete the sentence. Then, in each story line, use the verbs in parentheses in the passive voice to complete them.

The movies are all related to \_\_\_\_\_.

a

**Title:** *Provoked: A True Story*

**Director:** Jag Mundhra

**Country:** India, 2007

**Plot:** *Provoked* \_\_\_\_\_ [base] on the true story of Kiranjit Ahluwalia, a Punjabi woman. She \_\_\_\_\_ [sentence] to life imprisonment but the trial \_\_\_\_\_ [consider] unfair and \_\_\_\_\_ [cancel].



b

**Title:** *The Color Purple*

**Director:** Steven Spielberg

**Country:** USA, 1985

**Plot:** This film follows the life of Celie, a young black girl growing up in the early 1900s. We follow Celie's hard life for 30 years, beginning when she is just 14. The movie is based on the book of the same title by the Afro-American writer Alice Walker and \_\_\_\_\_ [nominate] for ten Oscars.

c

**Title:** *The Promise*

**Director:** Bethany Rooney

**Country:** USA, 1999

**Plot:** This movie is based on a true story. Lisa \_\_\_\_\_ [encourage] by her sister to leave her violent husband.



d

**Title:** *Defending Our Lives*

**Director:** Margaret Lazarus, Renner Wunderlich

**Country:** USA, 1993

**Plot:** This documentary \_\_\_\_\_ [award] a prize in 1993. It is about women who \_\_\_\_\_ [incarcerate].



- 6 Order the words to write questions in the passive voice about the movies in Activity 5.

a movie / produced / *Provoked* / the / was / where / ?

\_\_\_\_\_

b by / directed / *The Color Purple* / who / was / ?

\_\_\_\_\_

c was / launched / *The Promise* / when / ?

\_\_\_\_\_

d a / when / awarded / *Defending Our Lives* / prize / was / ?

\_\_\_\_\_

- 7 Read the story lines in Activity 5 again and answer the questions in Activity 6.

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

- 8 How do movies help raise awareness of social problems? Share your opinions with your teacher and classmates.



## Listening

### A speech

- 1 This is the motto for a campaign called “It’s on us.” Read the statements below and check (✓) the ones that are true according to the information on the page.



To **RECOGNIZE** that non-consensual sex is sexual assault.

To **IDENTIFY** situations in which sexual assault may occur.

To **INTERVENE** in situations where consent has not or cannot be given.

To **CREATE** an environment in which sexual assault is unacceptable and survivors are supported.

The main objective of the campaign “It’s on us” is

IT’S ON US.

Available at: <<http://itsonus.org/#landing>>.

- a ☐ to combat, prevent and protect the victims of child abuse.
- b ☐ to denounce, combat and protect the victims of sexual violence.



- 2 Now listen to former US President Obama’s speech about the campaign “It’s on us” at the Grammy Awards ceremony in 2015. Check (✓) the correct alternative to complete each statement.

- a Obama’s speech is about making changes for the better by ending violence against  
☐ women and girls. ☐ old people.
- b According to Obama, at the moment of his speech, one in five women  
☐ has been arrested in the United States.  
☐ has been a victim of rape or attempted rape.
- c And more than one in four women have experienced some form of  
☐ prejudice. ☐ domestic violence.
- d Obama says sexual and domestic violence  
☐ has to stop. ☐ is not his problem.



- 3 Listen to Obama’s speech again and choose the statement that best represents it.

- a ☐ All of us can help create a culture where violence isn’t tolerated and victims are supported.
- b ☐ All of us can survive domestic violence. We just need to look for help when we suffer an act of violence.

- 4 In your opinion, how can artists help stop domestic violence? Discuss your ideas with your teacher and classmates.



## Speaking

### A debate

- 1 You are going to take part in a debate about women's rights. First analyze the statements below and check (✓) the ones you agree with.
  - a ☐ Women should be paid higher salaries than men for similar functions.
  - b ☐ Women should work fewer hours than men.
  - c ☐ Maternity leave should last one year.
  - d ☐ Women should always denounce violence against themselves.
  - e ☐ Women have the same rights as men.
  - f ☐ Men and women are equally responsible for their children.
- 2 Read the statements again. Then write in your notebook an argument in favor and an argument against each statement.
- 3 Read the phrases and place them in the appropriate column in the chart below.

- |                      |                               |
|----------------------|-------------------------------|
| • I disagree.        | • Excuse me, but ...          |
| • I'm sorry, but ... | • What do you think?          |
| • In my opinion ...  | • I don't think so.           |
| • That's so true.    | • Exactly.                    |
| • Not necessarily.   | • I think ...                 |
| • I agree.           | • Sorry to interrupt, but ... |

### The World of English

Here are some of the expressions more commonly used with the noun *women*:

**positive:** *women entrepreneurs, women's empowerment, women activists, women's movement, women's participation, empowerment of women, participation of women, advancement of women.*

**negative:** *oppression of women, exploitation of women.*

Giving/Asking for opinion	Agreeing	Disagreeing	Interrupting

- 4 Now using the arguments you wrote in Activity 2 and the useful phrases in Activity 3, debate the statements in Activity 1 with your classmates. Follow the steps below.

**Step 1:** Review the arguments you wrote in Activity 2.

**Step 2:** Debate as many of the topics in Activity 1 as you can.

**Step 3:** Use the expressions in Activity 3 to introduce your ideas and the expressions in the box *The World of English*.





## Writing

**What:** an email.

**Goal:** to support the right of girls to study.

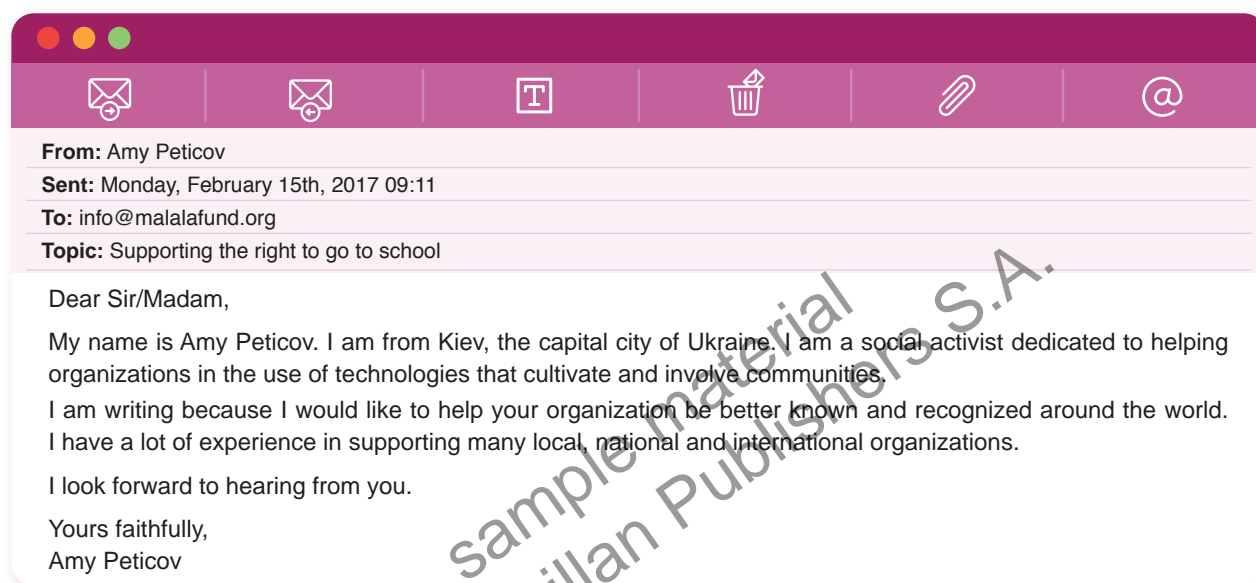
**Audience:** classmates and international organizations.

**Where:** notebook and websites of international organizations.

1 Look at the extract below and check (✓) the genre it illustrates.

a ☐ an informal email

b ☐ a formal email



2 Read the email carefully and underline the expressions that are generally used in a formal email.

3 Now you are going to write an email to an international organization to support the right of girls to study. Follow the guidelines below.

STUDY SKILLS



### Writing Guidelines

- 1 With your classmates, discuss and write down three arguments to support this cause.
- 2 Choose the international organization you are going to send your email to.
- 3 Plan your email and decide which supporting arguments you are going to use.
- 4 Prepare a draft in your notebook. Remember to use formal language.
- 5 Ask one or more classmates to read and discuss your draft with you.
- 6 Revise your draft based on this discussion. Correct grammar and spelling too.
- 7 Write the final version of your email and send it to the organization you chose.



# UNIT 4

## Women in charge

### Grammar Reference

#### Passive voice

- We use the passive voice to emphasize the action instead of the person: who or what causes an action is unknown or irrelevant.

Examples:

Active voice	Passive voice
(People) <b>bring</b> these problems to us every day.	These problems <b>are brought</b> to us every day.
(They) <b>forced</b> some people to work overnight.	Some people <b>were forced</b> to work overnight.

- We use *by* if we want to say who performs or performed the action.

Examples:

Active voice	Passive voice
Alice Walker <b>wrote</b> "The Color Purple".	The "Color Purple" <b>was written by</b> Alice Walker.

- We form the passive voice with a form of *be* + past participle.

<b>Present simple</b>	Affirmative: The company <b>is managed</b> by a group of talented women. Negative: Complaints <b>are not (aren't) sent</b> to the Central Office. Interrogative: <b>Is</b> the company <b>run</b> by her?
<b>Present continuous</b>	Affirmative: The company <b>is being managed</b> by a group of talented women. Negative: Complaints <b>are not (aren't) being sent</b> to the Central Office. Interrogative: <b>Is</b> the company <b>being run</b> by her?
<b>Past simple</b>	Affirmative: The company <b>was managed</b> by a group of talented women. Negative: Complaints <b>were not (weren't) sent</b> to the Central Office. Interrogative: <b>Was</b> the company <b>run</b> by her?
<b>Future simple with will</b>	Affirmative: The company <b>will be managed</b> by a group of talented women. Negative: Complaints <b>will not (won't) be sent</b> to the Central Office. Interrogative: <b>Will</b> the company <b>be run</b> by her?
<b>Present perfect</b>	Affirmative: The company <b>has been managed</b> by a group of talented women. Negative: Complaints <b>have not (haven't) been sent</b> to the Central Office. Interrogative: <b>Has</b> the company <b>been run</b> by her?

### Word List

Look at the words on the list and complete them with the missing vowels.

\_\_\_ngry

ann\_\_\_y\_\_\_d

c\_\_\_lm

dis\_\_\_ppo\_\_\_nt\_\_\_d

emb\_\_\_rr\_\_\_ssed

\_\_\_xc\_\_\_ted

gr\_\_\_\_t

h\_\_\_ppy

s\_\_\_d

s\_\_\_tisf\_\_\_ed

sc\_\_\_r\_\_\_d

s\_\_\_ck

s\_\_\_rpr\_\_\_sed

tir\_\_\_d

\_\_\_nh\_\_\_ppy

w\_\_\_nd\_\_\_ful

## ACTIVITIES

- 1 Write the adjectives from the box in the most appropriate column of the chart.

angry	annoyed	calm	disappointed	embarrassed	excited
great	<del>happy</del>	sad	scared	sick	surprised
					tired

Positive	Negative	Neutral / It depends
happy		

- 2 Unscramble the words and write sentences.

a today / extremely / calm / feel / I / .

I feel extremely calm today.

b very / scared / dogs / of / is / Tom / .

c her / disappointed / was / Tina / son / with / .

d the / annoyed / noise / with / neighbors / students' / the / were / .

e about / trip / we / next / are / our / excited / .

- 3 Circle the word that doesn't belong in each group.

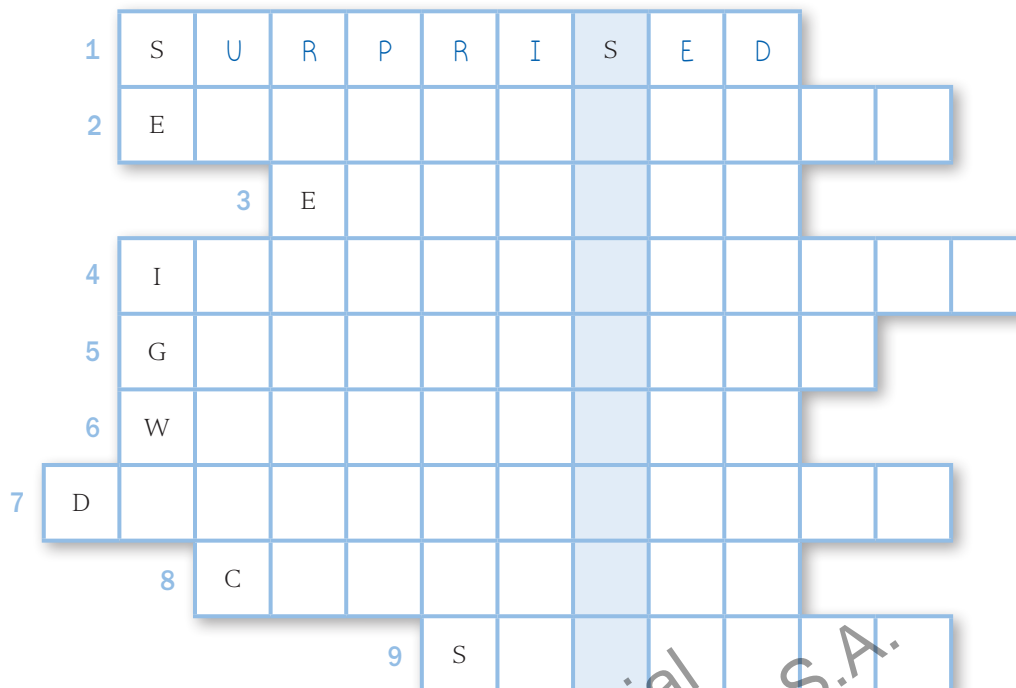
a generosity anger intelligence happiness

b annoyed tired disappointed excited

c sadness embarrassed scared excited

d excitement tiredness satisfied anger

- 4** Read the definitions and write the words in the crossword puzzle. Discover the mystery word and complete the sentence.



- |                                  |   |
|----------------------------------|---|
| 1 astonished, amazed             | 6 splendid, great                           |
| 2 self-conscious or disconcerted | 7 saddened by the failure of an expectation |
| 3 emotionally enthusiastic       | 8 the state of being undisturbed, calm      |
| 4 ability to use knowledge       | 9 the opposite of happiness                 |
| 5 willingness to give            |   |

I feel quite \_\_\_\_\_ with my progress in English.

- 5** Complete the sentences with the words from the box.

participation    rights    entrepreneurs    ~~movement~~    activists    empowerment

- a The American Civil Rights movement started in the 1950s.
- b Women started to fight for their \_\_\_\_\_ in the 19th century.
- c \_\_\_\_\_ refers to increasing the spiritual, political, social or economic strength of individuals and communities.
- d Many people believe that the \_\_\_\_\_ of women in politics and government is essential to building democracy.
- e Gloria Steinem is one of the most important female \_\_\_\_\_ of all times.
- f Female \_\_\_\_\_ from around the world have always inspired women in undeveloped countries.





6 Underline the correct alternative to complete the sentences.

- a The book was/~~were~~ written by Isabel Allende.
- b Our school ~~are~~/is cleaned every day.
- c My wallet ~~was~~/~~were~~ stolen.
- d They ~~were~~/was not invited to the party.
- e Smoking is/~~are~~ not allowed in the school.
- f The new school building ~~were~~/was built last year.

7 Match the active voice sentences in column A with the passive voice sentences in column B. Then complete them.

A	B
a They forbid smoking on school premises.	<input type="checkbox"/> A lot of products _____ in China.
b They produce a lot of products in China.	<input checked="" type="checkbox"/> a Smoking <u>is forbidden</u> on school premises.
c They teach us world history.	<input type="checkbox"/> We _____ to play games in class.
d They didn't invite Anna to the party.	<input type="checkbox"/> _____ you _____ help?
e They didn't allow us to play games in class.	<input type="checkbox"/> When _____ the telephone _____?
f Did they offer you help?	<input type="checkbox"/> Anna _____ to the party.
g When did they invent the telephone?	<input type="checkbox"/> We _____ world history.

8 Rewrite the sentences in the passive voice.

- a We export many goods to other countries.

Many goods are exported to other countries.

- b They send us presents every year.

\_\_\_\_\_

- c They told us to be careful.

\_\_\_\_\_

- d They sold tickets last night.

\_\_\_\_\_

- e They made a lot of inventions in the 19th century.

\_\_\_\_\_

- f They grow coffee in Brazil.

\_\_\_\_\_

**9** Complete the dialog in the passive voice using the present simple form of the verbs in parentheses.

**Kim:** Thanks for looking after the kids today, Dad.

**Grandpa:** No problem. It's a pleasure! What time are the children ready to go to school?

**Kim:** They (a) \_\_\_\_\_ usually  
\_\_\_\_\_ at eight o'clock. (dress)

**Grandpa:** OK. And what time do they come back from school?

**Kim:** They (b) \_\_\_\_\_ at 2:00, so they  
should be here at 2:30. (pick up)

**Grandpa:** All right.

**Kim:** At about six o'clock, our cat Max  
(c) \_\_\_\_\_. (feed)

**Grandpa:** Don't worry. I'll remember the cat.

**Kim:** Wonderful! There is lasagna in the fridge. You can heat it in the microwave. Dinner  
(d) \_\_\_\_\_ at seven o'clock. (serve) And if you have any questions,  
just call me.

**Grandpa:** OK. No problem.

**Kim:** Many thanks, Dad!



**10** Write questions in the passive voice using the prompts given.

a When / America / discover?

When was America discovered?

b Where / the television / invent?

\_\_\_\_\_

c When / your favorite book / write?

\_\_\_\_\_

d When / personal computers / create?

\_\_\_\_\_

e Where / the first cell phones / make?

\_\_\_\_\_

- 11 Read the text. Then write T (true) or F (false).

### **Divergent**

The movie *Divergent* was released in March 2014. It is a **thrilling** story full of action, romance and adventure. Many people think the book is much better than the film, though.

*Divergent* is the story of a 16-year-old girl called Beatrice who lives in a futuristic dystopian Chicago in which society is divided into five "**factions**". The members of each faction believe that the old world was destroyed due to different human characteristics and now they are trying to live in a different way.

Beatrice grew up in Abnegation, the generous faction, but now that she is of age, she can move to a new faction. But that means leaving her **beloved** family behind. After an **aptitude** test, it is determined that she is not only generous, but also brave and **knowledgeable**. She is divergent. But what does that mean, and which faction should she choose? *Divergent* relates to our world because it shows how people can split apart over differences of opinion.



- a The film *Divergent* is based on a book.
- b It's a story about the present.
- c All factions have the same human characteristics, except Abnegation.
- d Beatrice has good qualities.
- e The film shows how a person can diverge from others.

☒ T

☐

☐

☐

☐

- 12 Match the words with their definitions.

- a thrilling
- b faction
- c beloved
- d aptitude
- e knowledgeable

- ☐ well-informed
- ☐ adored
- ☒ a exciting
- ☐ division
- ☐ skill

- 13 Complete the sentences with the words from Activity 12.

- a I saw a thrilling movie with my friends yesterday.
- b It is very difficult to leave someone \_\_\_\_\_ behind.
- c She has an \_\_\_\_\_ for learning languages.
- d Are there always different \_\_\_\_\_ in large groups?
- e I have always found Matt to be \_\_\_\_\_ and helpful.