

UNIT

4

## 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.



Natalia 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

Personal answers

- 1 How would you define a successful woman?
- 2 Are there any jobs that women should do? If so, which ones and why?

### Starting out

Organize students into pairs or groups of three. Explore the pictures with the class and ask them to discuss the questions. Then ask some members of the groups to share their answers with the class.

### Unit aims

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


## Reading

### Activity 1

Have students identify the characteristics of the text in order to justify their answers with the elements present therein (for example, the presence of the website address, the search field, the menu, hyperlinks in the body of text, etc.).

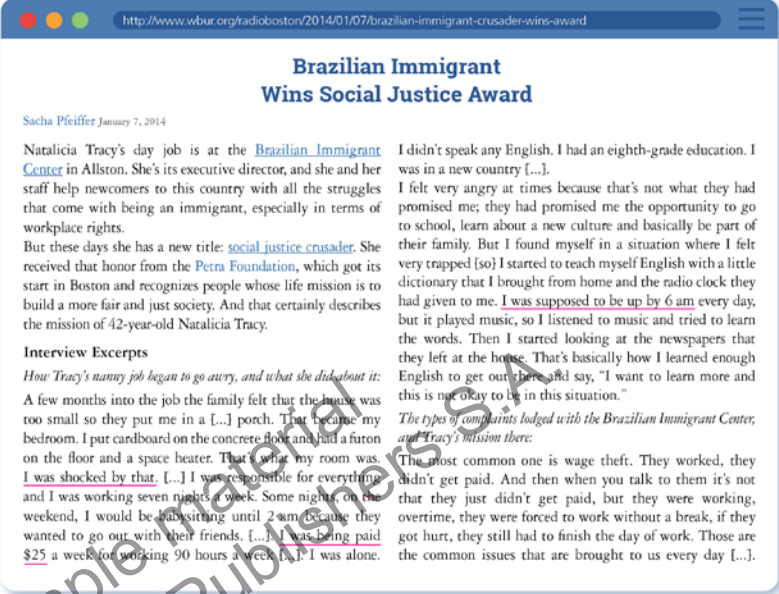
### Activity 2

Ask students to read the text quickly, or only read the first paragraph, and choose the correct option. Check the answer with the whole class.

**Reading**

**Pre-reading**

- 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.



**Brazilian Immigrant Wins Social Justice Award**

Sacha Pfeiffer January 7, 2014

Natalia 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 Natalia 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.

*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**

- Read the news article briefly. Then read the sentences below and check (✓) the one that explains why Natalia 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.

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

a What does Natalicia do at the Brazilian Immigrant Center?

Possible answers: She's its executive director. / She helps immigrants.

b What were Natalicia's expectations when she went to the United States?

Possible answers: She had high hopes. / She was optimistic about it.

c How did she learn enough English to leave the family she worked for?

Possible answers: She started learning English with a little dictionary. / Listening to music and learning the words. / Looking at the newspapers the family left in the house.

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?sources=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. ☐ T
- b The percentage of women in the labor force in the United States and in Russia is the same. ☐ F
- c On average, less than 25% of women in Europe participate in the labor force. ☐ F
- d The percentages vary a lot in Africa. ☐ T

### 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?

Some possible answers: Due to pressure from society and/or family for women not to work outside the home, due to cultural or religious reasons; lack of proper education that would grant women access to positions in the labor market; prejudice and discrimination against women.

### 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.

## Activity 5

Ask students to compare their answers and justify them in pairs before checking with the whole class. Then have students rewrite false statements correctly, based on elements from the text.

## Activity 3

For this activity, ask students to read the questions first, in order to focus their attention on the information they need to find. After checking with the whole class, clarify any vocabulary doubts.

When explaining Activity 3, you can make suggestions to help students infer the meaning of the unknown words in the text by using different strategies, such as trying to identify cognates, identifying the position of the word in the sentence in order to define its grammatical category, and/or reading the paragraph in which a given word is inserted (as well as the previous one) so as to better understand the context.

## Answers

page 42: 1 a 2 b

page 43: 3 a Possible answers: She's its executive director. / She helps immigrants. b Possible answers: She had high hopes. / She was optimistic about it. c Possible answers: She started learning English with a little dictionary. / Listening to music and learning the words. / Looking at the newspapers the family left in the house. 4 a 5 a T b T c F d T 6 Some possible answers: Due to pressure from society and / or family for women not to work outside the home, due to cultural or religious reasons; lack of proper education that would grant women access to positions in the labor market; prejudice and discrimination against women.

## Vocabulary

### Activity 1

Have students perform the activity individually. Then ask them which adjective they chose and have them justify their answer.

### Activity 2

Have students do the activity individually and then, in pairs or in small groups, compare their choices. There may be variation in their choices. It would, therefore, be good to encourage students to give reasons for their choices. You can ask them to add other adjectives to the list and design an emoticon for each of the words.

### Activity 4

Review the terms *noun* and *adjective*. Then ask what adjectives and nouns are equivalent to the words from the activity in their own language.

## 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 unhappy 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).

- 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 [...]."

They are negative.

- 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 strong.  
b The adjective for the noun "difficulty" is difficult.

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

- 6 Match the adjectives with their corresponding nouns.

- |                |                  |
|----------------|------------------|
| a angry        | f generosity     |
| b calm         | i sadness        |
| c disappointed | a anger          |
| d embarrassed  | c disappointment |
| e excited      | d embarrassment  |
| f generous     | h intelligence   |
| g happy        | j surprise       |
| h intelligent  | b calmness       |
| i sad          | e excitement     |
| j surprised    | k tiredness      |
| k tired        | g happiness      |

### Language Corner

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

## Answers

page 44: 1 unhappy 2 PT, NG, PT, PT/NT, NG, PT, NG, PT, NG, NG, NG 3 They are negative. 4 a strong b difficult 5 Personal answers 6 f, i, a, c, d, h, j, b, e, k, g

page 45: 2 a T b F c T d T e F 3 I was shocked by that. / I was being paid \$25. / I was supposed to be up by 6 am. **Understanding Language 1** a the action instead of the agent b a form of *be* + past participle c present simple 2 domestic work / immigrant women and women of color 3 by



UNIT 4

**Grammar**

**Passive voice**

1 Read the extract from a newspaper article below.

www.huffingtonpost.com/faial

**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/faial-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).

- "Entrepreneurship is celebrated like never before" means the same as "People celebrate entrepreneurship like never before."
- In the sentence "It is defined in so many ways," we know exactly who defines entrepreneurship like that.
- In both sentences from the extract, the actions are more important than the people who did them.
- A form of *be* is used in both sentences.
- 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.

- We usually use the passive voice when we want to emphasize the action instead of the agent / the agent instead of the action.
- The passive voice is formed by a form of be + infinitive / a form of be + past participle.
- 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

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

I was shocked by that. / I was being paid \$25. / I was supposed to be up by 6 am.

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## Activity 2

Ask students to do the activity individually and then compare answers in pairs or in small groups. When checking the task with the whole class, draw students' attention to item e. You can ask them to identify the form of the main verb of each underlined section in the text. Since the main verbs in both sentences (*celebrated* and *defined*) are regular, students will probably not identify them as participles. If convenient, you can compare the sentences with the passive voice in their L1. If appropriate, have students play bingo with verbs in the past participle. Follow the steps below:

- Ask each student to draw a 3x3 grid in their notebook. Write some regular and irregular verbs on the board (for example, *be*, *bring*, *come*, *direct*, *do*, *get*, *go*, *give*, *have*, *know*, *make*, *mean*, *pay*, *say*, *see*, *take*, *think*, *want*, *write*, etc.) and ask them to choose nine of them and to write the past participles on their grid, including one in each box. Remind them that some are regular and others are not. If necessary, briefly review beforehand.

## Grammar

### Activity 1

Before asking students to read the definition of the term "entrepreneurship", ask them to quote some characteristics of Natalicia Tracy, mentioned in the text on page 42, and write them on the board. When checking the activity, ask students to justify their answers and/or ask students what kind of entrepreneur Natalicia is.

**Note:** The word *entrepreneur* is pronounced /,ɒntɹəprɛ'nɜ:(r)/.

- Randomly, call out the participle of each of the verbs listed. Students circle the verbs in their grid as you call them out.
- The first student to circle all the verbs in his/her grid (or in a row if you prefer) wins the game.

## Activity 5

Ask students to skim the plots of the films so as to get the general ideas. This theme could be delicate for some students, so it is recommended to avoid personal questions about domestic violence and to take the opportunity to discuss the importance of preventing and reporting any form of violence.

- 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 women.

a

**Title:** *Provoked: A True Story*  
**Director:** Jag Mundhra  
**Country:** India, 2007

**Plot:** *Provoked* based [base] on the true story of Kiranjit Ahluwalia, a Punjabi woman. She sentenced [sentence] to life imprisonment but the trial considered [consider] unfair and cancelled [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 nominated [nominate] for ten Oscars.

**Title:** *The Promise*  
**Director:** Bethany Rooney  
**Country:** USA, 1999

**Plot:** This movie is based on a true story. Lisa encouraged [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 awarded [award] a prize in 1993. It is about women who incarcerated [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 / ?

*Where was the movie Provoked produced?*

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

*Who was The Color Purple directed by?*

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

*When was The Promise launched?*

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

*When was Defending Our Lives awarded a prize?*

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

a *The movie Provoked was produced in India.*

b *The Color Purple was directed by Steven Spielberg.*

c *The Promise was launched in 1999.*

d *Defending Our Lives was awarded a prize in 1993.*


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

UNIT 4

## 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.

IT'S ON US.  
Available at: <<http://itsonus.org/#landing>>.

The main objective of the campaign "It's on us" is

**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. *Personal answers*

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Read the items with students and, if necessary, clarify vocabulary. Remind students that they do not need to understand the whole speech, but rather to concentrate on identifying the information requested. Play the audio more than once if necessary.

## Listening

### Activity 1

Ask students to analyze the slogan and sentences and to do the activity individually. Before checking the answer with the whole class, ask them to compare it with that of a classmate.

### Activity 2

The audio was extracted from the video "President Obama's Message at the 2015 Grammy Awards," available at: <<https://www.youtube.com/watch?v=NEx-qyZAmqs>> (Accessed in January 2019.).

### Answers

**page 46:** **4** the past **5** women **a** based / sentenced / considered / canceled **b** nominated **c** encouraged **d** awarded / incarcerated **6 a** Where was the movie *Provoked* produced? **b** Who was *The Color Purple* directed by? **c** When was *The Promise* launched? **d** When was *Defending Our Lives* awarded a prize? **7 a** The movie *Provoked* was produced in India. **b** *The Color Purple* was directed by Steven Spielberg. **c** *The Promise* was launched in 1999. **d** *Defending Our Lives* was awarded a prize in 1993. **8** Personal answers

**page 47:** **1 b 2 a** women and girls **b** has been a victim of rape or attempted rape **c** domestic violence **d** has to stop **3 a 4** Personal answers

## Speaking

### Activity 1

Read the items with the class, but ask students to note their answers individually and to avoid sharing ideas at this stage, as this will take place later.

### Activity 2

Ask students to do this activity in class or at home so they have more time to research and to formulate arguments.

### Activity 4

Organize students into groups of three or four. Generally, students feel more comfortable and less distracted when speaking in smaller groups rather than to the whole class. Follow the discussions and encourage students to speak as much English as possible during the debate.

If you wish to expand the topic, you can have students read the speech by the British actress Emma Watson, in her role as Goodwill Ambassador for UN Women, delivered in 2014 on equal rights. The original speech is available on the United Nations' site at: <<https://www.youtube.com/watch?v=gkjW9PZBRfk>> (Accessed in January 2019.).

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. *Personal answers*

- 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. *Personal answers*

**3** Read the phrases and place them in the appropriate column in the chart below.

- ❖ I disagree.
- ❖ I'm sorry, but ...
- ❖ In my opinion ...
- ❖ That's so true.
- ❖ Not necessarily.
- ❖ I agree.

- ❖ Excuse me, but ...
- ❖ What do you think?
- ❖ I don't think so.
- ❖ Exactly.
- ❖ I think ...
- ❖ Sorry to interrupt, but ...

Giving / Asking for opinion	Agreeing	Disagreeing	Interrupting
In my opinion...	That's so true.	I disagree.	I'm sorry, but...
What do you think?	I agree.	Not necessarily.	Excuse me, but...
I think...	Exactly.	I don't think so.	Sorry to interrupt, but...

**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*.

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.

## Answers

page 48: 1 & 2 Personal answers 3

Giving / Asking for opinion	Agreeing	Disagreeing	Interrupting
In my opinion...	That's so true.	I disagree.	I'm sorry, but...
What do you think?	I agree.	Not necessarily.	Excuse me, but...
I think...	Exactly.	I don't think so.	Sorry to interrupt, but...

page 49: 1 b 2 Dear Sir / Madam, / My name is Amy Peticov. / I am writing because / I look forward to hearing from you. / Yours faithfully,

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## Writing

**What:** an email.

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

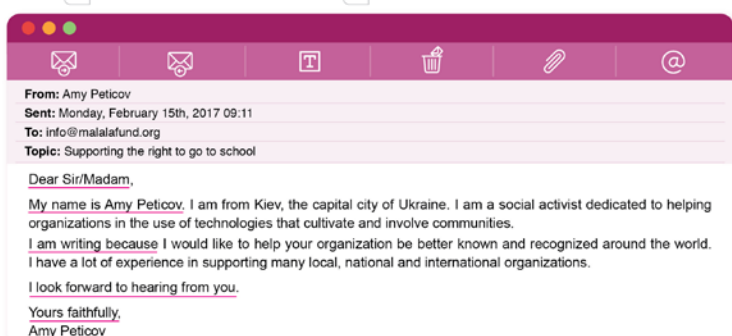
**Audience:** classmates and international organizations.

**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.

### 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.

STUDY SKILLS

## Activity 3

Read the step-by-step guidelines with the whole class and clarify any questions. You can ask students to do part of the activity at home, so students can research information on the organizations that defend these rights.

There are many sites that seek to help people write emails in English that are clear and appropriate with regard to the degree of (in)formality. Some options are: <<https://www.speaklanguages.com/english/phrases/writing-letters-and-emails>> and <<https://www.dailywritingtips.com/email-etiquette/>> (Both accessed in January 2019.).

## Macmillan Life Skills – Study Skills

After finishing the activities in the *Writing* section, you may use the worksheets related to study skills available at the Teacher's Resource Centre. As you will see explained in more detail in the specific Teacher's Notes for this task, it is important for students to develop study skills not only for the classroom, but also for life. In this particular task, students will do a number of

activities that aim at encouraging them to think about their own study skills and ways in which they can be improved. Make sure you have the necessary copies for all students.

### Suggested website

UN Women. Available at: <[www.unwomen.org/en](http://www.unwomen.org/en)> [Accessed in January 2019.]. United Nations website on gender equality and empowerment of women.

## Writing

### Activity 2

When checking this activity, mention that the underlined sections illustrate the genre well and can serve as a reference for students when writing future formal emails. It is a good idea, for example, for them to introduce themselves at the beginning of the message, to indicate the purpose of the text, and to use greetings and closing words that are appropriate in this kind of communication.

## Self-assessment

Designed to develop the learners' responsibility for their own learning, in this section students are led to become aware of their strengths and weaknesses in order to foster self-reflection on the learning process. By identifying their weaknesses, students can ask for help from a classmate, redo some activities, focus on the activities of the *Review* sections, refer to the *Grammar Reference* or perform the *Workbook* activities. Ideally, students always have a sense of success or the desire to get it, and thus they devote more effort to learning.

Successful learning experiences are the driving force for the desire to learn more and better.

## Having Fun!

This is the last section in each unit. It provides students with fun activities like solving a crossword puzzle, a wordsearch or riddles. These activities are not only meant to be performed at the end of the unit; they can be done at the beginning or at the end of a class, or during a lesson as a moment of relaxation.



### Self-assessment

Reflect on your learning in this unit. Check (✓) the emoticon that best represents your answer.

Personal answers

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.			



### Having Fun!

Unscramble the words. Use the letters that appear in the circles ○ to form the mystery word.

SAECD	S	C	A	R	E	D							
MEARSABREDS	E	M	A	R	R	S	S	E	D				
MLCA	M	L	C	A									
DOIDIASEPNT	D	O	I	D	I	A	S	E	P	N	T	E	D
NAYJEND	N	A	Y	J	E	N	D						
NAYRG	N	A	Y	R	G								
DUPERISSR	S	U	R	P	R	I	S	E	D				

The mystery word is

F E E L I N G S

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### Answers

**page 50: Having Fun!** scared, embarrassed, calm, disappointed, annoyed, angry, surprised / feelings

**page 51: 1**

Advice	Possibility	Obligation
a	b, c, f, h	d, e, g

## Review



- 1 Read the instructions for temporary work in Canada and classify the underlined sentences according to the chart.

## a) What you should know if you want to work in Canada

- b) Your employer may need to get a Labour Market Impact Assessment (LMIA) to hire you.
  - This is a document from Employment and Social Development Canada/Service Canada that gives your employer permission to hire a foreign worker.
- c) Your employer may need to pay an employer compliance fee and submit an Offer of Employment form (PDF, 1.18 MB) to Citizenship and Immigration Canada.
  - If you are exempt from the LMIA process, d) your employer must take this step before you can apply for a work permit.
- You do not have to submit any documents from an employer if you are applying for an open work permit.
  - If you are exempt from the LMIA process and are approved for an open work permit, you will be able to work for any Canadian employer that is not on the list of ineligible employers.
- e) You must meet the requirements to:
  - enter the country,
  - stay in Canada and
  - get a work permit.
 This means f) you may also need a visitor visa.
- A work permit does not let you live in Canada permanently.
  - To do so, g) you must qualify under an immigration category as a permanent resident.
- h) Your spouse or common-law partner and your dependent children may apply to come to Canada with you, and, if they wish, apply for a study or work permit. [...]

For more information about how to apply go to: <[www.cic.gc.ca/english/stv/work/apply-wlm.asp](http://www.cic.gc.ca/english/stv/work/apply-wlm.asp)>

Write the letters of the underlined sentences under the correct category.

Advice	Possibility	Obligation
a	b c f h	d e g

## Review

These pages with extra activities aim to create systematic opportunities of learning the content presented in the units. The activities proposed in this section are based on the reading of different genres and can be done in class or as homework, individually or in pairs (or in larger groups). You may freely decide when and how the activities should be addressed, so that their achievement can create favorable conditions for the appropriation of language.

- 2 Complete the chart with the words from the box. Decide if they are adjectives or nouns and if they are positive or negative.

anger calm disappointment embarrassed excitement  
generosity happy intelligence sadness tired

Positive adjectives	Negative adjectives	Positive nouns	Negative nouns
calm happy	embarrassed tired	excitement generosity intelligence	anger disappointment sadness

- 3 Underline the correct option to complete these fun facts about three big Internet companies.

- a Users can search for content in 35 non-English languages, including Chinese, Greek, Icelandic, Hebrew, Hungarian and Estonian. To date, no requests **have received / have been received** from beyond the earth's orbit, but Google has a Klingon interface if they decide to make contact one day.
- b Sergey Brin and Larry Page **didn't know / weren't known** too much about HTML. That's why the first homepage had a very bare bones design.
- c Google's core search engine ranking system is called PageRank. Each page is assigned a rank that determines its order in the search engine results. But the term is not taken from its function; it's actually named after Google co-founder Larry Page. In the early days it **called / was called** BackRub.
- d Bill Gates **wrote / was written** a class scheduling program for his school. He tweaked the program's code so that he **placed / was placed** in classes with mostly female students.
- e Microsoft Office for Mac **introduced / was introduced** for Macintosh in 1989, a year before Office was released for Windows.
- f Fortune magazine **named / was named** Apple as the most admired company in the United States in 2008 and in the world in 2008, 2009 and 2010.
- g The original Apple logo had Isaac Newton sitting under an apple tree. It **replaced / was replaced** by the one we are more familiar with.

MAKE USE OF 20 Strange & Interesting Facts About Microsoft, Google & Apple.  
Available at: <www.makeuseof.com/tag/20-strange-interesting-facts-microsoft-google-apple/>.

## Answers

### page 52: 2

Adjectives	Negative adjectives	Positive nouns	Negative nouns
calm, happy	embarrassed, tired	excitement, generosity, intelligence	anger, disappointment, sadness

3 a have been received b didn't know c was called  
d wrote / was placed e was introduced f named  
g was replaced

### page 53: Starting out Personal answers