

VOCABULARY Social Issues



In this unit, the topic vocabulary is related to social issues.

Remind students to use the *Outlook 1 Interactive Student (IS)* to prepare for this lesson at home. Alternatively, you may want to use the *Outlook 1 Interactive Classroom (IC)* material to present the vocabulary in class or to test your students' familiarity with the vocabulary.

Remind students that there is a full glossary at the back of the Student's Book on pages 135-147.

- 1 Tell students that an online magazine has asked students to participate in a survey. Tell them to read about the issues in the survey, paying attention to the words in colour. Ask them which issues they think are the most important, making them from 1-5 (1=less important, 5=more important). Encourage students to provide reasons for their choices. You may want to pre-teach *achieve* (issue 1) and *shelter* (issue 2).



YOUR OUTLOOK CRITICAL THINKING

Ask students which issues from the survey are the most problematic in their region.

- 2 Ask students to read the sentences. Tell them to replace the words in bold with the words in colour.

ANSWERS

- 1 demonstrations
- 2 welfare programmes
- 3 go on strike
- 4 low wages
- 5 Unemployment

3 Tell students to read the situations and find a word or expression in bold that describes each situation. Ask students if any of these situations are true about their own country. Check students' understanding of *neighbourhoods* and *facilities* (situation 5).

ANSWERS

- 1 inequality
- 2 unemployment
- 3 juvenile delinquency
- 4 low wages
- 5 slums
- 6 curfew

4 Tell students to choose the word or expression that doesn't belong in each group.

ANSWERS

- 1 wealth
- 2 prejudice
- 3 demonstrations
- 4 overcome

5 Ask students what other words they know that are connected to social issues.

POSSIBLE ANSWERS

alcohol abuse, drug abuse, income inequality, gun violence, racial discrimination, smoking

OPTIONAL ACTIVITY: VOCABULARY

For further practice, you can ask students the following questions for class discussion:

- 1 How do you think that a **refugee** feels? Why?
- 2 Is there gender **inequality** at your school? Give examples.
- 3 Are **gangs** a problem in your area? Do you think that there should be a **curfew** in your town or city to prevent **juvenile delinquency** and underage drinking?

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LISTENING A Panel Discussion

In this section, students will listen to a panel discussion about current issues.

6 Tell students that some students took part in a panel discussion about current issues. Check that students understand what a panel discussion is (*a group of people gathered to discuss a topic in front of an audience*). Then, tell students to listen to the first part of the discussion (Class CD 2, Track 11) and complete the sentences.

ANSWERS

- 1 his studies
- 2 have the time
- 3 their appearance
- 4 posts on Instagram

7 Tell students to copy the chart into their notebook. Then, tell students to listen to the second part of the discussion (Class CD 2, Track 12) and tick the issue(s) that each of the participants is concerned about.

ANSWERS

	Inequality	Environment	Unemployment
Oliver		✓	
Mike	✓	✓	
Louise			✓

See Listening Script on page T190.

OPTIONAL LISTENING ACTIVITY: COMPREHENSION

7 For stronger classes, you may want to write the following sentences from Part 2 of the panel discussion on the board and tell students to listen (Class CD 2, Track 12) and complete them.

- 1 The environment and the extinction of animals are the most ... issues today.
- 2 If young people don't ... , who will?
- 3 My parents say that going to demonstrations is a ... of time.
- 4 There has been an ... in racism lately.
- 5 Unemployment is a ... for young people all over Europe.

ANSWERS

- 1 urgent
- 2 protest
- 3 waste
- 4 increase
- 5 concern

SPEAKING Expressing Opinions

In this section, students will practise expressing their opinions about social issues.

8 Tell students to read the statements about social issues and decide if they agree or disagree with each of them. Then, tell students to express their opinions and discuss the statements with their partner.

You may want to read through the speech bubbles and the expressions in *Useful Language* with the class and check students' understanding of these expressions. Encourage students to use the expressions provided in *Useful Language*.

You may also want to suggest that students present the similarities and differences between their opinions and those of their partner's to the class.