



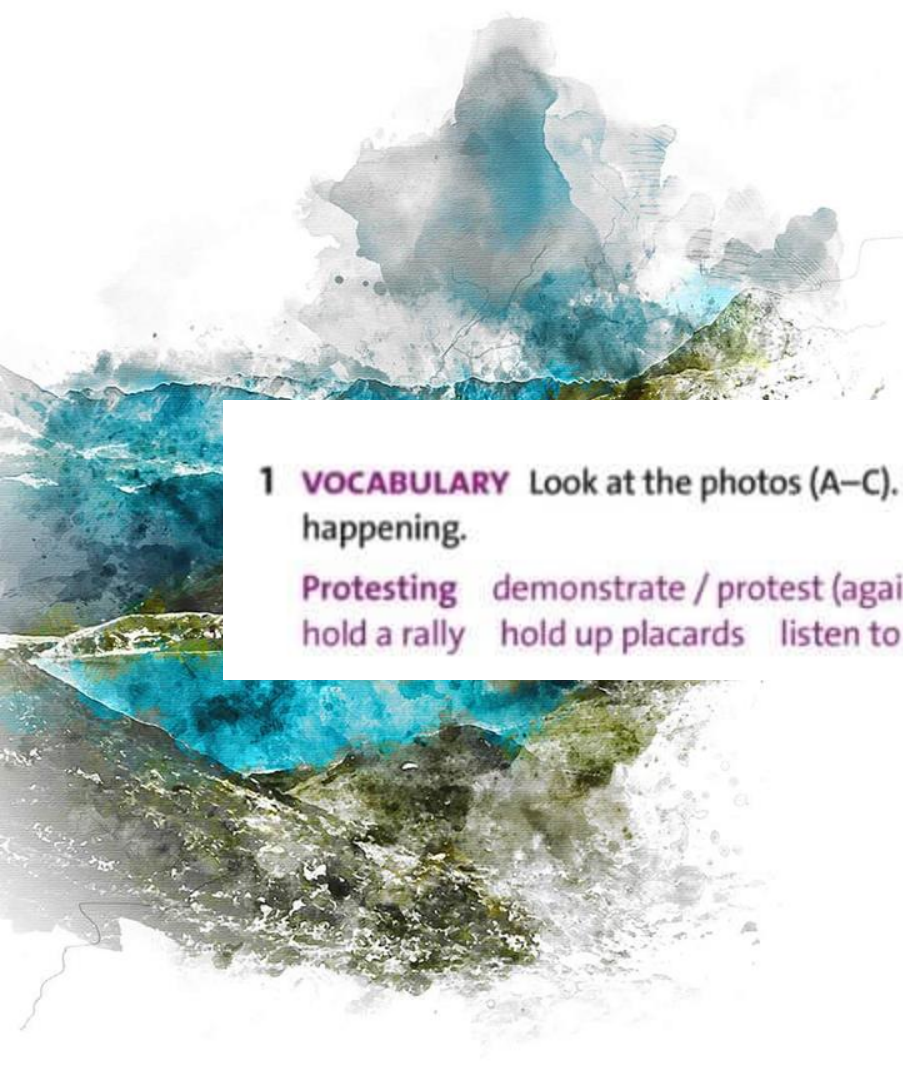
*Hello*



**Global Issues**  
**What are the issues that matter most in today's world?**



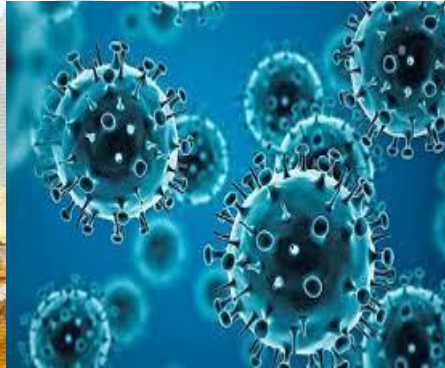


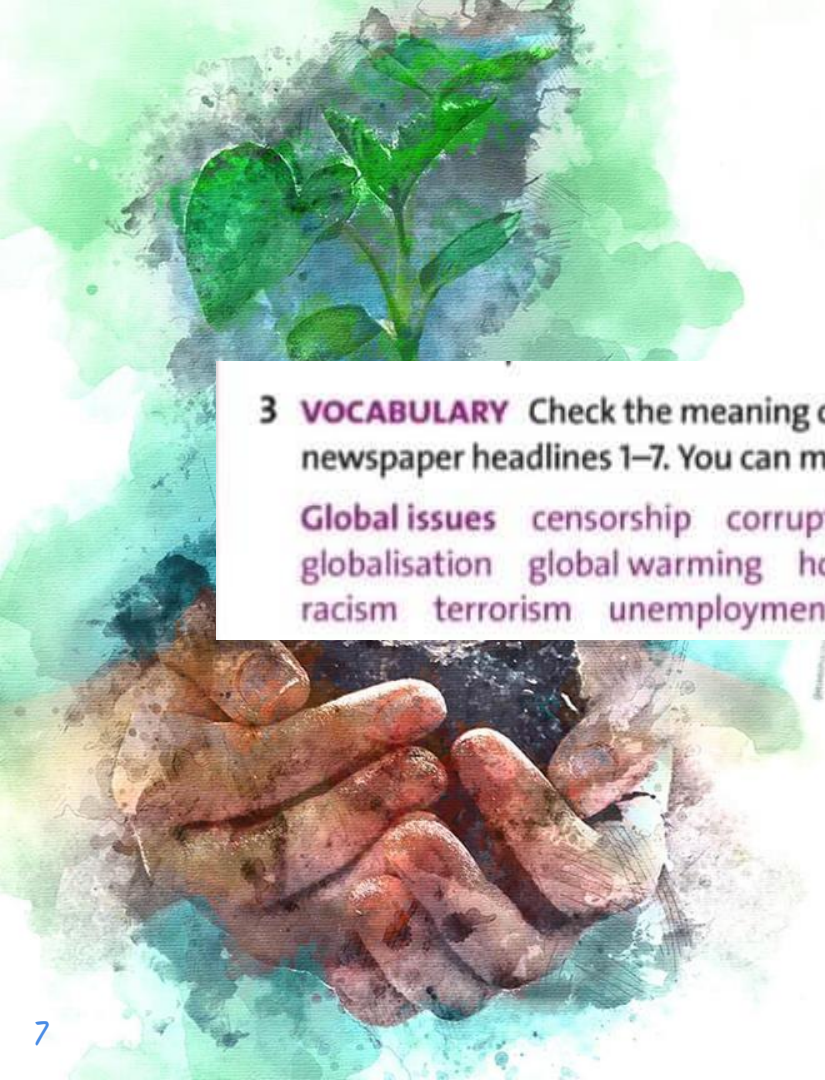


1 **VOCABULARY** Look at the photos (A–C). Use the words below to describe what is happening.

**Protesting** demonstrate / protest (against sth) go on a demonstration / a march  
hold a rally hold up placards listen to speeches shout slogans sign a petition

2 **SPEAKING** What have people demonstrated against in your country in recent years?  
What kind of protest was it? How successful was it?





**3 VOCABULARY** Check the meaning of the nouns below. Then match the issues with newspaper headlines 1–7. You can match more than one noun with some of the headlines.

**Global issues** censorship corruption disease famine gender inequality  
globalisation global warming homelessness immigration nuclear weapons  
racism terrorism unemployment



**1 DEFENCE MINISTER ACCEPTED \$1 MILLION FROM ARMS COMPANY**

**2** Google banned in some countries

**3 Foreign workers take more UK jobs**

**4** *Woman sacked for being pregnant*

**5 FREAK HURRICANE DESTROYS HUNDREDS OF HOUSES**

**6 FBI DISCOVER BOMB PLOT**

**7 50% OF UNDER 25s WITHOUT JOBS**





4 **SPEAKING** In pairs, discuss which are the three most important issues in exercise 3 in your country now. Do you agree with each other?

3.

in, an






5 **VOCABULARY** Complete the text with the correct form of the verbs below.


**Protest collocations** campaign demonstrate organise  
sign stand support vote write

Getting 12,000 people to <sup>1</sup> \_\_\_\_\_ a petition in favour of allowing sixteen- and seventeen-year-olds to register to <sup>2</sup> \_\_\_\_\_ in elections would be considered a success by most people. But when it is a twelve-year-old that is asking people to <sup>3</sup> \_\_\_\_\_ her campaign, it's even more impressive. Madison Kimrey decided to <sup>4</sup> \_\_\_\_\_ a protest when the governor of the State of North Carolina refused to meet her because she was a 'kid'. She <sup>5</sup> \_\_\_\_\_ to her governor criticising his position, and has set up a blog, which is one of the ways that she <sup>6</sup> \_\_\_\_\_ against the governor's policies. She also regularly <sup>7</sup> \_\_\_\_\_ outside the state government building with other people who disagree with the governor. Many people think that Madison will one day <sup>8</sup> \_\_\_\_\_ for election because of her interest in politics.



6  3.15 Listen to five dialogues. Match each dialogue with an event below. There are three extra events.

a benefit concert a demonstration election day  
an interview a political advert a political debate  
signing a petition a speech in parliament


An aerial photograph of a wind farm in a lush green field. Several white wind turbines are scattered across the landscape. The image is overlaid with a semi-transparent purple box containing text. The background is a soft-focus aerial view of the wind farm, with green fields and white turbines under a bright sky.

### **RECYCLE!** Non-defining relative clauses

- A non-defining relative clause gives us extra information about a person, thing, place, etc. The sentence still makes sense without the clause.

*We listened to Dave Smith's speech, which was about students' rights.*

*We listened to Dave Smith's speech.*

7  3.15 Read the **Recycle!** box. Then listen again and write down extra information from the recording about the underlined words in 1–5 using non-defining relative clauses.

- 1 The woman who signs the petition doesn't cycle, but her eldest son cycles everywhere.
- 2 The politician is standing as a candidate in the election for the government.
- 3 The collection for the homeless centre ends on Monday.
- 4 The students are protesting against cuts in British university education.
- 5 The advert says voters can choose to vote for Mary Harrison.

➔ **Vocabulary Builder** British politics: page 121

**8 SPEAKING** Work in pairs. Think of a social or political issue that is important to you. Make notes under the following headings. Add extra information to your ideas to persuade people to support you.

- What is the cause?
- What would you like to change?
- Why is it important to you?
- What action will you take?

**9 SPEAKING** With your partner, present your ideas to the class and try to persuade them to support your cause. The class votes on whether or not to support you.