

11

LIFE ISSUES

IN THIS UNIT

- Grammar: Hypothetical situations in the present; Hypothetical situations in the past
- Vocabulary: Science and processes; *Life*
- Task: Discuss a controversial issue
- Language live: Reporting opinions; A 'for and against' essay



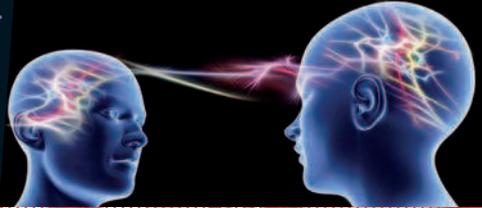
What if ... ?

In a world where science has made almost anything imaginable, think outside the box and imagine if the everyday things we all take for granted were different!



- 1 How would the world change if we learnt to communicate with other species, like dogs or cows?

[Comment](#)



- 2 What if we had the power to read each other's thoughts – how would life be different?

[Comment](#)



- 3 Imagine if everyone could choose their children's appearance – how would the human race change?

[Comment](#)



- 4 Suppose that men could give birth just like women – how would the world change?

[Comment](#)



- 5 Imagine that a harmless drug was invented so that we no longer needed to sleep. What would the effects be?

[Comment](#)



- 6 What if people had to pass an exam before they could become parents – how would society change?

[Comment](#)

Language focus 1

Hypothetical situations in the present

- 1 Work in groups. Read questions 1–6 on the website above and discuss the questions below.
 - Have you thought about these questions before?
 - Do you ever think about other questions like these?
- 2 Work in groups and discuss what you think would happen in the situations on the website. Which things would be beneficial to the world and which would be harmful?

3a Match the comments below to imaginary situations 1–6 on the website. Which situation has two comments? Which has none?

COMMENTS 



Katy K

I think this would be horrible! I wouldn't be able to spend all those hours under my lovely duvet, I would have to spend more hours at work with my horrible boss! No, no, no!



Fabgirl 17

I really wish we could do this! I've got a dog and two cats and I wish I knew what they were thinking and what they really wanted. It would be so cool to have a chat with them.



PaulfromOz

It would be a bit difficult to carry on eating them, wouldn't it? It might feel a bit like cannibalism, I guess.



JeremyJ

Actually, I think it's time that people got some kind of qualification or training to become a parent. A lot of the world's problems are due to bad parenting if you look around.



JennyEP

LOL ... if only this was true! I guess a painless way of giving birth would be invented pretty quickly, wouldn't it?



Amir K.

If we found out what our friends really thought of us, we'd get a few shocks, I imagine. I'm not sure this would be such a great idea!

- b** Work in pairs and discuss. Which comments do/don't you agree with? Why?

4 The people on the website are talking about imaginary situations. Underline all the language in situations 1–6 and comments that show this.

GRAMMAR

1 Answer the questions below.

- 1 Are the people on the website imagining situations in the past or present/future?

- 2 Look at the examples below. Which tense is used to describe the imaginary situations?

I wish I knew what my pets really wanted – it would be so cool.

If we found out what our friends really thought of us, we'd get a few shocks.

- 3 Which verb form is used to discuss the imaginary consequences of these situations?

- 4 Find at least three more phrases in the website used to introduce imaginary situations:

I really wish ...

What if ... ?

▶ Read Study 1, page 161

PRACTICE

1 Read imaginary situations 1–7 below. Complete the sentences with the correct form of the words in brackets.

- 1 What if the sun _____ (become) so strong that it _____ (burn) us immediately – how _____ (life change)?
- 2 Imagine that the government _____ (pass) a law banning people from eating meat. What _____ (happen)?
- 3 How _____ (life be) different if a drug _____ (be invented) that _____ (stop) people from ever feeling depressed?
- 4 Suppose couples _____ (not allow) to divorce – what _____ (the effects be)?
- 5 Imagine if we _____ (have) no sense of smell – what difference _____ (it make) to our lives?
- 6 How _____ (our lives be) different if a cure _____ (be discovered) for all colds and minor viruses?
- 7 Imagine if pollution _____ (get) so bad that the private ownership of cars _____ (be banned) – what _____ (happen)?

2a Choose five situations from the website on page 106 and write about what you think would happen.

- b** Work in pairs and compare your ideas.

3a  **11.1** Listen to five people. Which sentences below are they completing? What ideas and wishes do they express?

Wishful thinking ...

- 1 If I (could be) any animal I think I (be) ...
- 2 I often imagine what it (be) like if ...
- 3 If (I can change) one thing about my appearance I (change) ...
- 4 I (not change) ... for anything in the world.
- 5 If I (can change) places with a famous person for a day, I (choose) to be ... because ...
- 6 I wish I (be) better at/with ...
- 7 If I (can) play one musical instrument well, I (choose) ...
- 8 I (never) ... under any circumstances.
- 9 I wish I (have/be) ...
- 10 If I (can) wave a magic wand and speak another language fluently I (choose) ... because ...
- 11 I wish my friends/partner/parents/children ...
- 12 I wish/If only ...

- b** Complete at least eight sentences for yourself.

- c** Work in pairs and compare ideas, giving reasons.

> Unit 11, Study & Practise 1, page 161

Interfering with nature

Sixty-five million years ago, dinosaurs were roaming the earth when an asteroid struck, causing dramatic climate change and wiping them out. Seventy-four thousand years ago, early human beings almost suffered the same fate when Mount Toba in northern Sumatra, Indonesia erupted, triggering a ten-year volcanic winter across the planet.

Global catastrophes are nothing new, but for the first time in history, humans may be making the technological advances to prevent some of them.

THE THREAT FROM CLIMATE CHANGE

Climate change is caused by the extremely high levels of dangerous chemicals in the atmosphere, particularly carbon dioxide (CO₂). It is estimated that average global temperatures will rise by between two and six degrees by the end of this century. We all know the effects could be catastrophic, but are we aware of the possible solutions?

Solution one: pump even more chemicals into the atmosphere

Crazy as it sounds, a group of academics from British universities is making a plan to build a 12-mile pipe, held up by a huge balloon, that would pump enormous quantities of toxic chemicals, such as sulphur dioxide, into the atmosphere. Surprisingly, there is good science behind the idea. The chemicals would form a protective layer around the earth that would reflect sunlight and so cool the earth, much like the effects of a volcanic eruption.

Cost: around \$10 billion a year.

Benefits: this plan would produce almost instant results.

Risks: volcanoes have almost wiped out humanity in the past through the toxic chemicals released in the atmosphere, and the same thing could happen again with this plan.

Solution two: stir up the oceans

Intellectual Ventures, a company that invests in projects to combat global warming, has proposed building a million plastic tubes, each about 100 metres long, and using them to stir up the ocean. Why, you might be wondering, would we want to do this? Again, the answer is scientifically valid. The bottom of the ocean is almost freezing and by stirring it up, cold water would come to the surface and absorb heat and CO₂, and so cool the planet.

Cost: tens of millions of dollars.

Benefits: this plan is relatively cheap and technically possible now.

Risks: the tubes would disrupt and possibly destroy sea life, and the plan may not work.

Solution three: stop burning fossil fuels

This is undoubtedly the best solution but is it really likely to happen in the near future?

Cost: unknown, but in the short term it would probably involve global economic collapse.

Benefits: it's a simple and effective plan.

Risks: it may already be too late. Without radical action, this plan could just mean 'do nothing'.

THE THREAT FROM ASTEROIDS

In 1908, an asteroid measuring about 40 metres in diameter (quite small for an asteroid) struck Siberia and caused enormous damage. Had it landed on Beijing, New York, or any other large city, it would have destroyed it. So what preparations should we make to prevent future asteroid strikes?

Solution one: build a huge nuclear bomb

It's a simple solution: use a nuclear bomb to destroy an approaching asteroid. This solution would probably work for smaller asteroids but a huge nuclear bomb would be needed for larger ones, and that is a danger in itself. What if the rocket failed and the bomb fell to earth?

The other danger is that the asteroid might not be destroyed but would split into two or three big pieces. Then we would have not one huge problem but three big, radioactive ones.

Cost: billions and billions of dollars.

Benefits: it may be our only option if there isn't much time before an asteroid strikes.

Risks: do we really want to build a bomb that could destroy the planet?

Solution two: build a giant umbrella in space

American geophysicist H Jay Melosh has proposed building a giant umbrella in space, one kilometre wide. The aim is not to stop asteroids raining down on our heads but rather to collect and focus solar energy, rather like a magnifying glass. This energy could be focused on an asteroid and over time, it would deflect it away from earth. It would take at least a year to work, however.

Cost: a few billion dollars.

Benefits: it wouldn't be a danger to humanity.

Risks: it might take too long to work.

Solution three: do nothing and hope

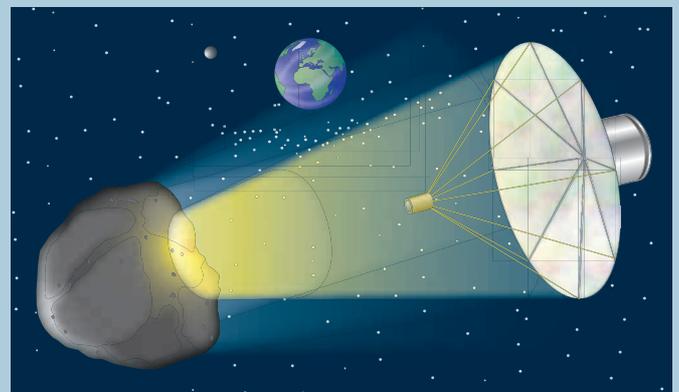
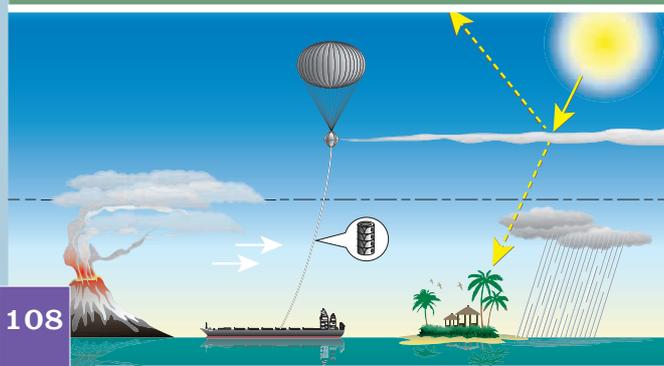
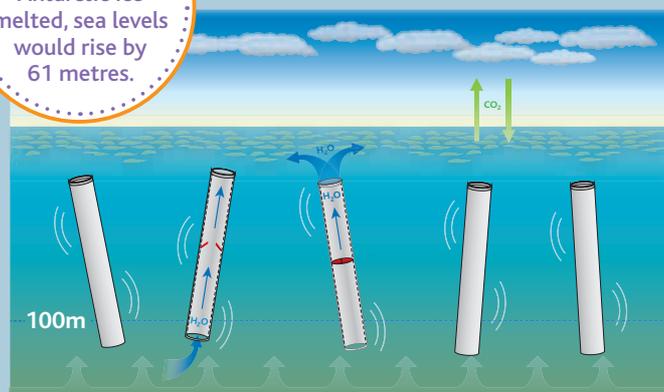
Any expensive solution has problems. If we decide to build a huge nuclear bomb or a giant umbrella, who pays? Who controls it? So the option to do nothing is always the simplest and most attractive. The question is, is it the right one?

Cost: nothing

Benefits: the cost

Risks: if an asteroid does threaten earth, we won't have the technology to deal with it.

IT'S A FACT!
If all the Antarctic ice melted, sea levels would rise by 61 metres.



Reading

1a Look at the phrases in the box. Are they usually seen as problems that human beings face (P) or solutions to our problems (S)?

an asteroid strike P earthquakes climate change
wind power nuclear bombs rising sea levels
volcanic eruptions solar energy burning fossil fuels
toxic chemicals technological advances

b Work in pairs. Do you worry about any of the problems in exercise 1a? Which ones and why?

2a The text is about two of these problems: climate change and asteroid strikes. Read the introduction and look at the pictures. Match the pictures with the ideas below.

- pumping toxic chemicals into the atmosphere
- stirring up the oceans
- building a huge nuclear bomb
- building a giant umbrella in space

b Can you guess which problem each picture relates to and what the solution might be? Scan the text briefly to check.

3a Work in pairs. Student A: Read the section about climate change. Student B: Read the section about asteroids. Answer the appropriate questions below.

Student A

Which solution(s):

- copies what happens in nature?
- is unlikely to happen in the short term?
- might create a different catastrophe?
- would work quickly?
- would mean we have to change the way we live?
- would have side effects?

Student B

Which solution(s):

- would only work on some asteroids?
- is the easiest to choose?
- might create more problems than it solves?
- wouldn't destroy an approaching asteroid?
- seems to have the least risk?
- may be necessary if we don't have much warning?

b Ask your partner their questions from exercise 3a. Your partner should give reasons where possible.

4 Read the whole text and look at the pictures again. Explain in your own words exactly how each solution works and what the third solution is in each case.

5 Work in small groups and discuss the questions.

- Which threat do you think is the greatest?
- Which solution for each threat would you choose? Why?
- Which solution would you definitely avoid? Why?

PRONUNCIATION

1 How are the vowels in blue pronounced in the science/nature words below? Which syllable is stressed?

asteroid	catastrophe	dioxide	dinosaur
eruption	fuel	nuclear	ocean
radioactive	scientific	solar	surface
temperature	volcanic	volcano	

2  11.2 Listen and check. Practise saying the words, paying attention to stress and vowel sounds.

Vocabulary

Science and processes

1 Read the true sentences below. What do you think the reason for each could be?

- In California, all flat roofs on new buildings have to be painted white.
- The residents of the island of Kiribati are making plans to move their entire nation to Fiji.
- There are 350,000 mirrors next to each other in the Mojave Desert in the USA.
- One gym in Hong Kong has incredibly low electricity bills.
- One nightclub in London lets people in for free if they walk or cycle to the club.
- Scientists put five tonnes of iron powder into the sea.

2 Check the words in bold below. Then match reasons 1–6 to sentences a–f in exercise 1.

- They **reflect** sunlight onto water to generate 'clean electricity', which helps **prevent** climate change.
- It is an eco-club which **combats** climate change by encouraging green behaviour.
- They fear that climate change will **affect** sea levels and their island will **disappear** under water.
- The exercise bikes and running machines **capture** energy when they are used and **turn it into** electricity, which the gym uses.
- The iron **causes an increase in** tiny sea plants, which **have an impact on** the amount of toxic chemicals in the sea.
- This is to **reflect** sunlight which heats the earth and **contributes to** global warming.

3 Choose the correct answer(s).

- Recycling helps **to prevent / affect / contribute to** waste.
- Black clothes don't **capture / combat / reflect** sunlight.
- Travelling by aeroplane **contributes to / causes an increase in / combats** pollution.
- Climate change is causing some glaciers to **prevent / disappear / capture**.
- Greenhouse gases like CO₂ can **affect / cause an increase in / reflect** global warming.

Task

Discuss a controversial issue

Preparation **Listening**

- 1 You are going to discuss three difficult cases of medical ethics. Look at the photos on page 111 and the key vocabulary below. Try to guess what each case is about.

Case 1

to be bullied
self-esteem
peer pressure
plastic surgery
to prescribe drugs

Case 2

attention deficit hyperactivity disorder (ADHD)
easily distracted
dependency
behavioural problems
long-term effects

Case 3

a lifelong smoker
a life-threatening illness
life expectancy
value for money
the taxpayer
the aging population

- 2a  11.3 Listen and check your ideas.

- b Work in pairs. How much of each case summary can you complete?
- c Listen again and complete the case summaries.
- 3 Read the fact file. Which case do you think each fact relates to?

Task **Speaking**

Option A

- 1 Work in pairs. Choose the case that most interests you. Think of three or four arguments for and against the surgery/drugs/treatment. Ask your teacher for any words/phrases you need.
> Useful language a and b
- 2 Work with another pair. Explain your arguments for and against, and discuss them with your group. Try to reach an agreement about what should be done. If you have time, discuss another case in a similar way.
> Useful language a–c
- 3 Present the arguments for and against the case, and your conclusions, to the class. What do the rest of the class think?

FACT FILE

- A | In 2010, almost 77,000 teenagers in the USA had plastic surgery. The most common operations were rhinoplasty and ear pinning.
- B | Between 3 and 4 million school-age children in the USA are thought to be taking Ritalin, the most common drug used to treat ADHD. Many of their parents and teachers say that the child cannot function effectively without the drug.
- C | It has been estimated that the average course of treatment for cancer in the UK costs around \$45,000.
- D | Some child psychologists believe that regular outdoor activity can reduce the symptoms of ADHD by up to 30 percent.
- E | One recent survey of National Health Service doctors in the UK showed that 52 percent believe that they should withhold non-urgent treatment from patients who smoke or are obese, and who refuse to take action about these issues.
- F | According to a recent survey, two-thirds of British teenage girls say that they are considering plastic surgery, and say that this is because of the pressure they feel from seeing 'perfect' celebrities in magazines.
- G | The average life expectancy for a woman in the UK is around 81, but according to a recent study, this is reduced by 14.5 years in lifelong smokers.

Option B

- 1a Work in two groups. Group A: Think about the arguments for the surgery/drugs/treatment in each case. Group B: Think about the arguments against surgery/drugs/treatment in each case.
- b Work in pairs with a student in your group. Think of as many arguments as you can for each case. Ask your teacher for any words/phrases you need.
> Useful language a and b
- c Work with other students in your group and compare ideas.
- 2 Work in pairs with a student from the other group. Discuss each case in turn, giving your arguments for or against. Try to persuade your partner of your side of the argument.
- 3 What is your real point of view? Compare your views with the class.
> Useful language b and c

CASE 1



CASE SUMMARY

Miss K's background, age, etc.: _____

Miss K's wishes and reasons: _____

Her parents' position and reasons: _____

The key question: *Should* _____ ?

USEFUL LANGUAGE

a Arguments for and against

What if/Suppose (there were long-term effects on him)?

How would she/he feel if ... ?

What about the rights of (the child)?

It's a question of whether or not (the surgery is safe) ...

b Giving your opinion

He/She should(n't) be allowed to ...

I think people should have the right to ...

In my opinion, it's morally wrong to ...

I think you have to be practical ...

I feel really sorry for ... but I feel that ...

c Agreeing/disagreeing

I see what you mean, but ...

I totally agree (with ...)

I don't agree (at all).

CASE 2

CASE SUMMARY

Boy S's family background and personal details:

His condition and the treatment prescribed:

His mother's point of view and main arguments:

His father's point of view and main arguments:

The key question: *Should* _____ ?



CASE 3

CASE SUMMARY

Mrs X's personal background:

Mrs X's health and treatment needs: _____

Dr Z's arguments: _____

What Dr Z's opponents say: _____

Why the case is causing public debate: _____

The key question: *Should* _____ ?



SHARE YOUR TASK

Choose one of these cases or a similar case that you have read about. Prepare to summarise the facts and give your opinion about what should happen.

Practise until you feel confident in expressing yourself.

Film/record yourself giving your summary.

Share your film/recording with other students.

Language focus 2

Hypothetical situations in the past

1 Read the quotes. Which do you most agree with? Why?

Never regret. If it's good, it's wonderful.
If it's bad, it's experience.

Victoria Holt, author

The stupid things you do, you regret ... and if you don't regret them, maybe you're stupid.

Katharine Hepburn, actress

2a Read the text on the right. Whose regrets does it describe?

b What words do you think are missing? Turn to page 126 and check.

3a The sentences below refer to hypothetical situations in the past. Try to guess the missing words.

- 1 She _____ said 'yes' if I _____ asked her out.
- 2 I _____ be here now if I _____ followed my parents' wishes.
- 3 If I _____ kept in touch with her, we _____ be friends now.
- 4 If I _____ left work on time, I _____ seen my children before they went to bed.

b Match sentences 1–4 to regrets a–e in exercise 2a.

c  11.4 Listen and check. Which speakers express regrets?

GRAMMAR

1a Look at the sentences with *if only* or *I wish* in exercise 2a. Do they refer to things which happened or didn't happen?

b Which verb form follows *if only* and *I wish*?

2a Which sentences in exercise 3a refer to the past only?

b Which refer to the past and the present?

c Which verb forms are used in each case?

3 Complete the sentences below in two ways, one referring to the past and the other to the present, using the words in brackets.

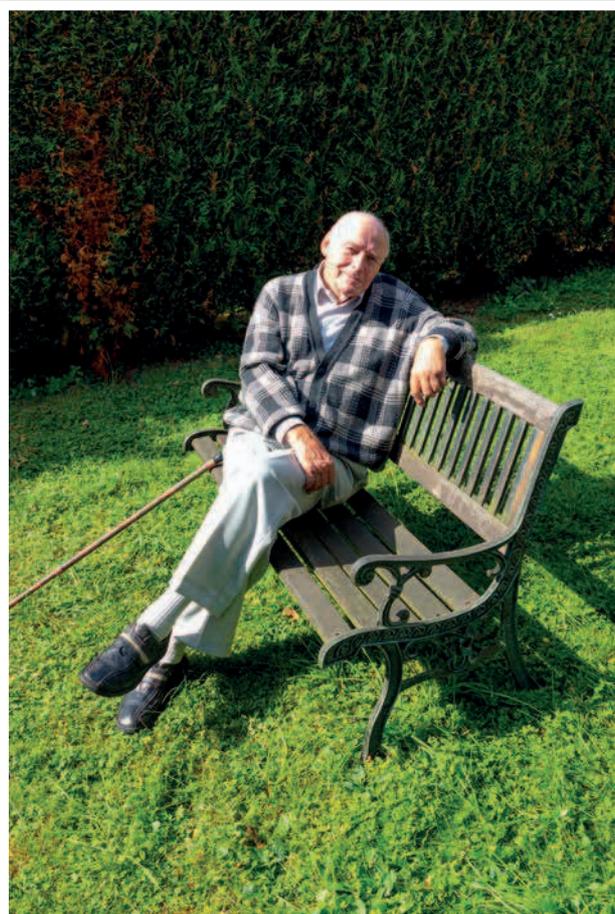
- 1 If I'd been a bit more ambitious, I _____
(*be promoted / be manager*).
- 2 If they hadn't suppressed their feelings for each other, they _____
(*get together / be together*).
- 3 If she'd made more of an effort to keep in contact, we _____
(*not lose touch / still be friends*).

▶ Read Study 2, page 162

Regrets, I've had a few ...

What do people regret when they come to the end of their lives? Bronnie Ware, a carer from Australia, recorded the regrets of her patients in her blog *Inspiration and Chai*. Here are the top five.

- a 'If only I'd had the courage to live a life true to _____, not the life others expected of me.'
 - It's very important to try to honour at least some of your dreams.
- b 'I wish I hadn't worked so _____.'
 - This came from every male patient that I nursed.
- c 'If only I'd had the courage to express my _____.'
 - Many people suppressed their _____ in order to keep the peace with others.
- d 'I wish I'd stayed in touch with my _____.'
 - It all comes down to love and relationships in the end.
- e 'I wish that I had let myself be _____.'
 - Many people did not realise until too late that _____ is a choice.



PRACTICE

1a Complete the sentences below with the correct form of the verbs in brackets.

- 1 If I *'d checked* (check) more carefully, it *would never have happened* (never happen)!
- 2 I wish I _____ (not do) it!
- 3 I wish I _____ (buy) it!
- 4 If I _____ (not meet) her, my life _____ (be) very different.
- 5 I wish I _____ (allow) more time.
- 6 If only I _____ (try) harder!
- 7 It _____ (be) much better if I _____ (not open) my mouth!
- 8 I wish I _____ (never go) to that party!
- 9 If only I _____ (can) turn the clock back five minutes I would do it all differently!
- 10 I wish I _____ (never set) eyes on him!



I wish ...

b Have you ever felt regrets like the ones in exercise 1a? Choose three situations and make notes about them. Think about what would have happened or what would be different now.

c Work in pairs and take turns to talk about the situations you chose.

2 Work in pairs and discuss. Do you think you will have the same regrets as Bronnie Ware's patients? Why/Why not?

> Unit 11, Study & Practice 2, page 162

Wordspot

life

1a The word *life* has been omitted from the sentences below. Write it in the correct position.

life

- 1 Going on a safari has been a ^ long ambition of mine.
- 2 The actor Danny Mackay never answers questions about his private.
- 3 expectancy for both men and women is increasing in most parts of the world.
- 4 If the guard hadn't been on duty at the beach, the child might have drowned.
- 5 The accused was given a sentence for murder.
- 6 Don't worry, his illness is not threatening.
- 7 I've been offered a record contract! It's the chance of a time!
- 8 Although he can't actually throw us out, our landlord is making very difficult for us.
- 9 There is no danger of the ship sinking, but please put on your jacket.
- 10 Despite his tough screen image, in real Brad King is a quiet, gentle man.
- 11 The wax models are so like that you almost feel you could talk to them!
- 12 It's disappointing that you didn't win the prize, but that's! There's nothing you can do about it!

b Underline the word or phrase which goes with *life* in each sentence.

2 Complete the definitions below.

- 1 'In *real life*' means in reality, as opposed to what happens in stories.
- 2 A _____ is someone whose job is to save people from drowning on beaches.
- 3 A _____ is a long term in prison, possibly until the prisoner dies.
- 4 A _____ is something you wear to help you float.
- 5 A _____ statue looks exactly like the living person.
- 6 ' _____ !' is what people say when they have to accept a situation they don't like.
- 7 If you make _____ for someone, you do your best to create problems for them.
- 8 A _____ disease is one that might kill you.
- 9 Your _____ is the part of your life concerned with your home, family, etc.
- 10 A _____ ambition/problem, etc. is one that has lasted through most of your life.
- 11 The _____ is the best opportunity you will ever have.
- 12 _____ is how long it is thought a person will live.

3 11.5 Listen and write down the five questions that you hear. Work in pairs. Ask and answer the questions.

- 1 Do you have any lifelong ambitions?

LANGUAGE LIVE

Speaking

Reporting opinions

- 1 Work in pairs and discuss. Why are animals used in medical research? What are the main arguments for and against, do you think?
- 2  11.6 Listen to a reporter summarising public opinion polls on animal testing. Complete the four questions which the presenter asks.
 - 1 What do the ... ?
 - 2 What else do ... ?
 - 3 What do people feel about ... ?
 - 4 How would you ... ?
- 3 Listen again and choose the phrase you hear.
 - 1 Recent **research** / **opinion polls** have given new life to the debate on animal testing.
 - 2 Around **one in five** / **one in ten** people believe that it is never acceptable.
 - 3 **A quarter** / **Three-quarters** of people think that experiments on monkeys and other primates should not be allowed.
 - 4 More than **three out of five** / **four out of five** people think that experiments which cause severe suffering or pain should be banned.
 - 5 Just **over half** / **under half** the people polled also said that experiments on new medicines should be allowed.
 - 6 **The vast majority** / **A tiny minority** of people, over 90 percent, are against testing cosmetics on animals.
 - 7 **On the whole** / **Generally speaking**, it's a mixed picture. But the results show that more and more people are concerned about animal testing.
- 4 Read the research below about public opinion on smoking bans. Rephrase it using language from exercise 3.

85% of people are non-smokers.

65% of people support a ban on smoking in all public places. In 2001, only 35% of people supported the idea.

48% of people support a ban on smoking in cars.

35% of people think smoking should be made completely illegal.

95% of people think that the minimum age to buy cigarettes should be 16 or higher.

- 5a Work in pairs. Student A: You are a presenter on a radio news show. Student B: You are a reporter who is summarising the research on a smoking ban. Act out an interview similar to the one in exercise 2.
- b Swap roles and repeat.



Writing

A 'for and against' essay

- 1 Work in pairs and discuss the questions below.
 - 1 How many situations can you think of where animals are used for entertainment? *zoos, bullfights, ...*
 - 2 Can you think of any arguments for or against using animals for entertainment?
- 2 Read the for and against essay on page 115. Summarise the arguments on both sides. Were any the same as yours?
- 3 Choose the best answers below to complete the essay on page 115. Sometimes both answers are possible.
 - 1 *however* / *although*
 - 2 *At first* / *First of all*
 - 3 *It's important to remember* / *Don't forget*
 - 4 *Secondly* / *Second*
 - 5 *lastly* / *last*
 - 6 *on the other hand* / *however*
 - 7 *for example* / *such as*
 - 8 *Furthermore* / *What is more*
 - 9 *Another argument* / *Also*
 - 10 *In conclusion* / *To summarise*
 - 11 *In my opinion* / *To my mind*

Should **animals** be used for **entertainment**?

In zoos, aquariums, circuses and many other situations, animals are used to entertain people. Most of us take this for granted and see it as natural, ¹ _____, some people argue that animals deserve more respect. So what are the arguments for and against?

² _____, those who believe it is OK to use animals for entertainment say that most animals have a safer and more enjoyable life in the entertainment business. ³ _____ animals in the wild often have short and unpleasant lives and they are protected from that when they are used for entertainment. ⁴ _____, supporters argue, zoos, aquariums and other places which keep animals have an important educational function. It is the only way that most people will ever see a real wild animal. And ⁵ _____, they say, animals are adaptable and actually enjoy life in captivity.

Opponents of using animals for entertainment, ⁶ _____, disagree with the whole idea because it suggests that animals have no rights, ⁷ _____ the right to freedom. ⁸ _____, they argue, most animals who are used in this way do not have safe and enjoyable lives. They are usually kept in cramped, unnatural conditions and their keepers often can't afford or can't be bothered to treat them well. ⁹ _____ is that animals lose their true identity when they live around humans. Because of this, the educational aspect is lost.

¹⁰ _____, there are strong arguments on both sides of the debate. ¹¹ _____, however, the negatives of keeping animals for entertainment outweigh the positives and we should focus on protecting animals in their natural environment.

4 Cross out the phrase(s) below that are wrong or don't make sense.

- In most countries, there are strict laws concerning which animals can be used for entertainment. **For example / Such as / Also** endangered species cannot be kept privately. **Furthermore / Another argument / What is more**, there are strict rules about which animals can be imported and exported.
- In the USA, keeping wild animals as pets is illegal in some states, **another argument / however / although** it depends on the animal. **For example / Such as / At first**, in Florida, you can own a wolf as a pet if you get a licence.
- Animal fights are illegal in most countries but **first of all / it's important to remember that / don't forget that** they often happen in secret. **For example / In conclusion / However**, dog fights still happen in the UK.

5a You are going to write a for and against essay. Work in pairs and choose one of the essay titles below. Make a list of arguments for and against.

- Should hunting be banned?
- Should the government encourage people to become vegetarian?
- Should experiments on animals be banned?

b Choose the two or three strongest arguments and think of an example or further point to support each one.

6a Read the checklist below, then write the first draft of your essay.

- Are there four paragraphs: introduction, 'for' paragraph, 'against' paragraph and conclusion?
- Have you made at least two arguments in each for/ against paragraph?
- Have you supported each argument with an example or a further point?
- Have you used several of the linking words/phrases in exercise 3a?
- Have you given your personal opinion in the conclusion?

b Work in pairs. Take turns to comment on each other's drafts. Use the checklist to guide your comments. Then, write a final draft.

AFTER UNIT 11 YOU CAN ...

Discuss hypothetical issues in the past/present.

Describe scientific and natural processes/ change.

Argue for or against controversial issues.

Report other people's opinions on different issues.

Write an essay giving different points of view.