

J.ANGIELSKI- SEMESTR 4ALO- 31.03-08.04.2020.

KATARZYNA KWINTAL-ŚLIŃSKA

EXPRESSING OBLIGATION, PROHIBITION AND RECOMMENDATION. Str.63

ZAD.5. Przeczytaj o różnych sposobach wyrażania obowiązku, zakazu, zaleceń i następnie wybierz poprawną opcję (1-8).

ZAD.8. Sprawdź znaczenie nazw zawodów z tabelki A i przymiotników oraz wyrażań z B.

ZAD.9. Wybierz 5 zawodów z tabeli A i dopasuj do nich wyrażenia i przymiotniki z tabeli B (po trzy)

ZAD.10. Uzupełnij zdania, aby udzielić rad dotyczących kariery zawodowej.

FASHION VICTIMS str.64,65.

ZAD.1. Zanim przeczytasz tekst odpowiedz na pytania.

ZAD.2. Wg.polecenia.

ZAD.3. Znajdź w tekście słowa związane z podanymi hasłami.

ZAD.4. Odpowiedz na pytania.

Zapoznaj się z tabelą GRAMMAR: MAKE, LET, ALLOW.

ZAD.5. Przeczytaj zdanie a i b. Które ze zdań opisuje:

- Pozwolenie?
- Zakaz?

ZAD.6. Przeczytaj zdanie a i b. W który zdanie MADE oznacza:

- zmuszony?
- Stworzyli/wykonali?

ZAD.7. Przeczytaj zdanie a i b. Które

- Jest sugestią?

- Mówi o pozwoleniu?

ZAD.8. Wyobraź sobie, że jesteś jedną z osób biorących udział w eksperymencie. Odpowiedz na pytania używając LET, MAKE, ALLOW i wskazówek na końcu odpowiedzi.

ZAD.9. Wg. Polecenia.

5B Fashion victims

Reading

1 'Cheap fashions' are low-cost clothes. Before you read the text, discuss the questions.

- How popular are cheap fashions in Poland?
- Have you ever heard about factories that rely on cheap labour?
- What do you think about the employment of very young children in fashion industry?
- Do you think a workday lasting anything between 10-12 hours in a sweatshop is a form of modern-day slavery?

The Real Price of Fashion

A group of young English women (1) ... in an interesting **social experiment** for the BBC. All of them were fans of the **cheap clothes** that you can buy in any **shopping mall**. The young women went to India for four weeks


(2) ... in the factories that **produced the fashions** they liked to wear. Mark Rubens, the programme's producer, said that as clothes have become cheaper, people buy more and more **items** and throw them away without thinking. We wanted them to see how their clothes were made and what it is like to make them.

They **earned** less than £2 a day – the same **pay** as their Indian colleagues. Their employers made them work up to 18 (3) ..., six days a week. They did not allow them to leave their **machines**, even if they wanted to go to the toilet. Georgina Briers was (4) ... at all her tasks, so they gave her more and more basic and **less demanding jobs**. **Sewing** was too difficult, so she had to **do ironing**. It was impossible for her to iron fifty shirts an hour and she got the **lowest position** in the factory – **putting buttons on shirts**.

As part of the experiment they (5) ... on the factory floor, and even went to **pick the cotton** used to make the clothes under a hot sun. Stacey Dooley (21, a shop assistant) went to a **sweatshop** in Mumbai, whose **low-paid workers** included many children.

For Georgina, the turning point was when she met a worker who described how hard he had to work

Wielokrotny wybór


2  Przeczytaj tekst. Z podanych odpowiedzi (A–C) wybierz właściwą tak, aby otrzymać logiczny i gramatycznie poprawny tekst.

- A was a part B have taken place
C have taken part
- A to work B to enjoy themselves
C to buy clothes
- A days a month B hours a week
C hours a day
- A too fast B too slow
C too lazy
- A had to sleep B must work
C must sleep
- A to buy B to support
C to feed

(6) ... his family on the **salary** he made. She realised how **selfish** her behaviour back home in Britain was. 'Before, I was worried about how I looked all the time. Now I **owe** it to them to work hard and make something of myself'. Now she also writes to high-street stores to learn where and how the clothes they sell are made. These days she is more interested in **fair trade** than in finding a **bargain**. Georgina says that she had a life-changing experience in India.



Vocabulary

- 3  Go through the text again and find words associated with ...

- making clothes
- money.

- 4 In groups or as a class, discuss the questions.

- 1 What do you think of the experiment?
- 2 Was it a life-changing experience for the girls? Why?
- 3 Do you know who makes your clothes?

Grammar: *make, let and allow*

• Make / Let somebody do something

Make means 'to force'

They **made** them **work** up to 18 hours a day.

Let means 'to permit'

My parents **didn't let** me **work** in the summer.

• Allow somebody to do something

Allow means 'to permit'

They **allowed** Jane **to go** to India.

- 5 Look at sentences *a* and *b*. Which sentence describes:

- 1 permission?

a The mother **didn't allow** her daughter **to work** in a shoe shop.

- 2 prohibition?

b Jane's parents **allowed** her **to go** to Japan during the summer.

- 6 Study sentences *a* and *b*. In which sentence does **made** mean ...

- 1 forced / obliged?

a They **made** clothes in a factory.

- 2 created?

b They **made** them **work** 18 hours a day.


- 7 Study sentences *a* and *b*. Which one ...

- 1 is a suggestion?

a They **didn't let** them **leave** their machines.

- 2 talks about permission? *b* **Let's watch** TV.

➔ See Grammar Reference, page 193.

- 8  Imagine that you are Georgina or one of the other teenagers who took part in the experiment. Answer these questions using *make, let* and *allow*, and the prompts at the end of the answers. Act out the interview in pairs.

I = Interviewer, Y = you

- 1 I: How many hours a day did they make you work?

Y: It was hard. They **...** work 18 hours / day.

- 2 I: Did you get lots of tea breaks?

Y: The supervisor was really strict. She didn't even **...** go / toilet.

- 3 I: Did you stay in a nice hotel?

Y: A nice hotel! They **...** sleep / floor by our machines.

- 4 I: Did they allow you to do more interesting jobs?

Y: Quite the opposite. They didn't **...** us do anything difficult.

- 5 I: Did you enjoy going to pick the cotton?

Y: You must be joking! They **...** work under a hot sun!

Speaking

Wypowiedź ustna

- 9 Rozmawiasz o swoim dzieciństwie z kolegą/koleżanką spotkanym/spotkaną na wakacjach. Poniżej podane są cztery kwestie, które musisz poruszyć w rozmowie.

Rodzinne posiłki
i spotkania

Ubrania i moda

Szkoła i dodatkowe
zajęcia

Spotkania
z kolegami



Women working in an Indian clothes factory.



Watch a video about weavers in Peru. Look at page 114 in the Workbook.

Grammar: expressing obligation, prohibition and recommendation

- 5 Read about different ways of expressing obligation, prohibition and recommendation. Then choose the right option in items (1–8).

• OBLIGATION

Must / have to / need to mean 'essential, necessary'

*You **have to** be talented. / You **need to** be strong. / You **have to** perform.*

• LACK OF OBLIGATION

Don't have to / don't need to / needn't mean 'not necessary'

*Pauliina **doesn't have to** / **doesn't need to** / **needn't** get up early.*

• PROHIBITION

Mustn't means 'it's necessary not to be or do something'

*You **mustn't** be heavy. / You **mustn't** touch that switch.*

• RECOMMENDATION

Must means 'you should do something' (you feel that you should or someone recommends you something)

*I **must** train before each performance. / You **must** see her new show – it's amazing!*

Remember!

The past of **must** is **had to**, the future is **will have to**.

➔ See Grammar Reference, page 193.

- At the beginning of the lesson I **have to** / **must** check the register and find out who is absent.
- I'm a receptionist – I **have to** / **must** answer the phone and welcome visitors.
- You **don't have to** / **mustn't** play with matches, kids – it's dangerous!
- You **don't need to** / **mustn't** buy a uniform – the restaurant provides one.
- I absolutely **need to** / **must** finish my homework this evening!
- We **have to** / **must** serve the customers, then when there's time we **must** / **have to** clear the tables and empty the bins.
- You **need to** / **must** read her latest book – I think it's fascinating.
- You **have to** / **must** be good at dealing with people, and you **don't need to** / **mustn't** have a criminal record.

- 6 Listen carefully to these sentences and answer the questions.

- You **have to** perform. Do we say *have to* with a /v/ or a /t/?
- You **need to** be strong. Which sound almost 'disappears'? Is it the /d/ or /t/?
- You **mustn't** be heavy. Which letter **don't** we pronounce in *mustn't*?

- 7 Work in pairs. Student A: study the information on page 187, Student B: go to page 189. Ask and answer questions about ...

- the salary and career path.
- the skills and talents that the job requires.
- a typical day at work.
- the good and bad things about it.



Vocabulary

- 8 Work in pairs or groups and check that you know the meanings of the professions in box A and the adjectives and expressions in box B.

A

actor lawyer salesperson teacher
professional footballer doctor or nurse soldier
waiter hotel receptionist

B

skilful brave fit honest self-confident
hardworking efficient a good listener fair
kind enthusiastic well-organised
good with people persuasive polite patient

- 9 Choose five of the professions from box A. For each one, choose three or four qualities from B that they need in order to be successful.

- 10 Use the framework below to give some careers advice.

If you want to be a(n) ... then you need to be ...

You have to know ...

Someone who wants to be a ... has to be good at ... and be ...

You **mustn't** ... or ...

You **don't have to** ...

It is necessary to ... if you want to work as ...

You should have the ability to ...