

## MICROSOFT 365 — POWERPOINT PRESENTATIONS



### 1) Microsoft PowerPoint - Presentation Tutorial in 13 MINS

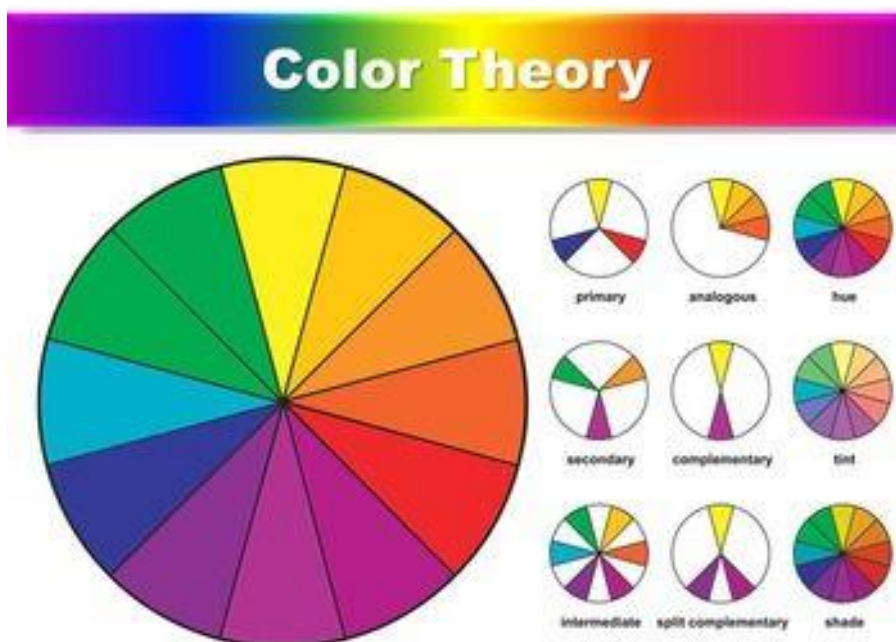
<https://www.youtube.com/watch?v=DzPhjLPLLeg>

### 2) Ten Powerful PowerPoint Tips

<https://www.youtube.com/watch?v=jgvlzAbcJ6A>

### 3) Color Theory Basics for Presentation Color Schemes

<https://www.youtube.com/watch?v=Z79FVaCDqK8>



## FUTURE FORMS

### 1) The Present Continuous with a future meaning

- + *I am flying to New York on Friday*
- *She isn't coming with us to the cinema tonight*
- ? *Are you taking the Eurostar to Rome tomorrow ?*

USE: We use the present continuous with a future meaning,

- i) To talk about arrangements in the future (but you must say **WHEN**).
- ii) In phrases such as, 'I am looking forward to...', 'I am thinking of...', 'I am planning to...'

### 2) The Simple Present with a future meaning

- + *Our train leaves at 7.02 tomorrow morning.*
- *The President doesn't arrive in Milan until Thursday.*
- ? *Is there a performance on Sunday evening as well ?*

USE: We use the simple present with a future meaning,

- i) To talk about timetables and events scheduled for the future.
- ii) In phrases such as, 'I hope to...', 'I expect to...', 'I plan to...', 'I am about to...'
- iii) In first conditional sentences, e.g. '*If it rains tomorrow, I won't go to Rome*'.
- iv) With certain time phrases, such as:

|                             |                                |                         |                                    |
|-----------------------------|--------------------------------|-------------------------|------------------------------------|
| <i>I will telephone you</i> | <b>when</b> <i>I get home.</i> | <i>I won't tell her</i> | <b>until</b> <i>she is ready.</i>  |
|                             | <b>before</b>                  |                         | <i>she is sitting comfortably.</i> |
|                             | <b>after</b>                   |                         | <i>she has eaten lunch.</i>        |
|                             | <b>as soon as</b>              |                         |                                    |

### 3) 'To Be' + 'Going To' + Infinitive without 'to'

- + *Look ! it's going to rain !*
- *I'm not going to tell you.*
- ? *Are they going to get married ?*

USE: We use 'to be' + 'going to' + infinitive without 'to',

- i) For plans and intentions for the future.
- ii) When we can see the future in the present.

### 4) Will / Won't

- + *I will send you the contract next week.*
- *She won't pass the exam.*
- ? *Will Brazil win the World Cup, do you think ?*

USE: Will / Won't are used for,

- i) Predictions based on what we know, not what we can see.
- ii) Instant decisions.
- iii) Promises.
- iv) Offers / refusals.
- v) Commands.
- vi) In first conditional sentences, e.g. '*If it snows tomorrow, I'll go skiing*'.

### 5) Shall / Shan't

- + *I shall pick you up at 20.30 tonight.*
- *We shan't be able to visit you on Sunday after all.*
- ? *Shall we go to Venice for Christmas ?*

USE: Shall / Shan't are used for,

- i) Suggestions.
- ii) Invitations.
- iii) Promises.
- iv) The formal future (e.g. in formal letters) (but only with 'I' or 'We' and only in British or Australian English. 'Shall' has legal connotations in the USA).

## THE FUTURE

### VIDEO COMPREHENSION 1

First, watch:

‘Idiocracy - Opening scene in HD’

<https://www.youtube.com/watch?v=gJDcoqrh1ac>

### VOCABULARY

A dumbing down

Natural selection

An endangered species

Pregnant

### DISCUSSION

What does the film ‘Idiocracy’ predict for the future of mankind?

### VIDEO COMPREHENSION 2

Now watch President Camacho’s State of the Union address in 2505

‘President Camacho’s State of the Union’

<https://www.youtube.com/watch?v=ig446isvXII>

According to the President of the United States, what is Mr ‘Not Sure’ going to do in one week?

### DISCUSSION

In what ways is President Camacho a typical National Populist politician?



## Listening and Speaking

4 a **CD2** 33 Josh and Esmay are colleagues. Listen to their conversation. Where is each person going for his/her next holiday?

b Listen again. Tick the true sentences. Correct the false ones.

- 1 Esmay and Ronnie are leaving on Saturday.
- 2 They're getting the six o'clock train to the airport.
- 3 They're staying with Ronnie's friends for two weeks.
- 4 They're going on a cycling tour for three days.
- 5 They're going to some places in a tour bus.
- 6 Josh is having a skiing holiday this winter.

### HELP WITH GRAMMAR

Present Continuous for future arrangements

5 a Look at sentences 1–3 in 4b. Then answer questions a–d.

- a Do these sentences talk about the past, present or future?
- b Do they talk about possible or definite arrangements?
- c Does Esmay know exactly when these things are happening?
- d Has she booked the flight and the cycling holiday?

b How do you make positive sentences, negatives and questions in the Present Continuous?

c Check in **GRAMMAR 7.1** p141.

6 **CD2** 34 **PRONUNCIATION** Listen and practise. Copy the stress.

*We're leaving on Saturday.*

*How long are you going for?*



### DAY 1 Monday 11<sup>th</sup> February

Christchurch to Hanmer Springs

#### MORNING

- Meet at the Plaza Hotel
- Cycle along the coast

#### LUNCH

- Have a picnic lunch on the Canterbury Plains

#### AFTERNOON

- Go to the hot pools in Hanmer Springs
- Visit the National Park

#### NIGHT

- Camp overnight by the river

7 a Read about Day 1 of Esmay and Ronnie's cycling tour. Write sentences about their first day.

*On Monday they're travelling from Christchurch to Hanmer Springs.*

b Work in pairs. Student A p104. Student B p110.

### Get ready ... Get it right!

8 Look at these possible plans. Make yes/no questions with *you*.

1 / have / a holiday next month?

*Are you having a holiday next month?*

2 / meet / some friends after class?

3 / do / something interesting next week?

4 / go out / with friends tomorrow evening?

5 / take / an exam next month?

6 / have / dinner at home this evening?

7 / travel / abroad in the next two months?

8 / go to / another town or city next weekend?

9 a Ask other students your questions. Try to find someone who answers yes to each question. Ask follow-up questions if possible.

Are you having a holiday next month?

Yes, I'm going to Bodrum.

Where are you staying?

b Tell the class two things you found out about other students.

**a** Work on your own. Make questions to find out the missing information for Day 2 of Esmay and Ronnie's cycling tour. Then read about Day 3.

*Where are they travelling to on Tuesday?*

## New Zealand South Island

### **DAY 2 Tuesday 12<sup>th</sup> February**

Hanmer Springs to \_\_\_\_\_

- |                  |         |
|------------------|---------|
| <b>MORNING</b>   | • _____ |
|                  | • _____ |
| <b>LUNCH</b>     | • _____ |
| <b>AFTERNOON</b> | • _____ |
| <b>NIGHT</b>     | • _____ |

### **DAY 3 Wednesday 13<sup>th</sup> February**

Kaikoura to Blenheim

- |                  |  |
|------------------|--|
| <b>MORNING</b>   | • Go whale watching  |
|                  | • Cycle or drive to Blenheim                                 |
| <b>LUNCH</b>     | • Have lunch at a winery<br>(home of New Zealand Chardonnay) |
| <b>AFTERNOON</b> | • Go on a tour of the winery                                 |
| <b>NIGHT</b>     | • Stay at the Crown Hotel in Blenheim                        |

**b** Work with your partner. Ask your partner questions and complete the information for Day 2.

**c** Answer your partner's questions about Day 3.

**d** Which of the first three days of the cycling tour is the best, do you think? Why?



**a** Work on your own. Read about Day 2 of Esmay and Ronnie's cycling tour. Then make questions to find out the missing information for Day 3.

*Where are they travelling to on Wednesday?*

## New Zealand South Island

### DAY 2 Tuesday 12<sup>th</sup> February

Hanmer Springs to Kaikoura

#### MORNING

- Go for a guided forest walk
- Cycle or drive to Kaikoura

#### LUNCH

- Have a barbecue on the beach

#### AFTERNOON

- Go on a boat trip and swim with dolphins

#### NIGHT

- Spend the night in a traditional home

### DAY 3 Wednesday 13<sup>th</sup> February

Kaikoura to \_\_\_\_\_

#### MORNING

- \_\_\_\_\_
- \_\_\_\_\_

#### LUNCH

- \_\_\_\_\_

#### AFTERNOON

- \_\_\_\_\_

#### NIGHT

- \_\_\_\_\_

**b** Work with your partner. Answer your partner's questions about Day 2.

**c** Ask your partner questions and complete the information for Day 3.

**d** Which of the first three days of the cycling tour is the best, do you think? Why?

## Travel VOCABULARY 7.1

## 1 Choose the correct words.

- The best way to see London is on a bus *tour/journey*.
- In this job you need to go on business *trips/travel* all over the world.
- Mia has to *tour/travel* abroad a lot on business.
- Did you have a good *journey/travel*?
- We're going on a day *tour/trip* to Spain.

## 3 Look at Joe and Lina's plans for their holiday. Complete the sentences with the Present Continuous.

- On Thursday evening, *they're arriving in Canada*.
- On Friday, \_\_\_\_\_.
- On Friday evening, \_\_\_\_\_.
- On Saturday, \_\_\_\_\_.
- On Sunday evening, \_\_\_\_\_.
- On Monday morning, Joe \_\_\_\_\_.
- On Monday morning, Lina \_\_\_\_\_.
- On Tuesday morning, Joe \_\_\_\_\_.

## Present Continuous for future arrangements GRAMMAR 7.1

## 2 a Read the advertisement below. Then complete the email with the Present Continuous form of the verbs in brackets.

b Look at verbs 1–6 in the email. Which verbs talk about the present? Which talk about the future?

- present* 4 \_\_\_\_\_
- \_\_\_\_\_ 5 \_\_\_\_\_
- \_\_\_\_\_ 6 \_\_\_\_\_

| FILE        | EDIT  | VIEW | FAVORITES |
|-------------|---|------|-----------|
| Thu 28 June | Arrive Canada                                   |      |           |
| Fri 29 June | Visit Niagara Falls                             |      |           |
|             | Evening – go on boat tour of Lake Ontario       |      |           |
| Sat 30 June | Go to Jamie's wedding                           |      |           |
| Sun 1 July  | Drive to Toronto – dinner with Jamie's parents  |      |           |
| Mon 2 July  | Start sailing course at Lake Erie!              |      |           |
|             | <u>Morning:</u> Joe – have sailing lesson       |      |           |
|             | Lina – go to the beginner's class               |      |           |
| Tues 3 July | <u>Morning:</u> Joe – go sailing to the islands |      |           |
|             | Lina – go to the beginner's class               |      |           |
|             | <u>Afternoon:</u> go sailing                    |      |           |

To: ellen@canadalakessailing.com

From: joe.pacelli@mymail.com

Dear Ellen,

I <sup>1</sup> \_\_\_\_\_ (write) about your advertisement for sailing courses at Lake Erie. My girlfriend and I <sup>2</sup> \_\_\_\_\_ (travel) to Canada at the end of June for a friend's wedding. We <sup>3</sup> \_\_\_\_\_ (stay) for two weeks and we <sup>4</sup> \_\_\_\_\_ (look for) a one-week sailing course in early July. At the moment, I <sup>5</sup> \_\_\_\_\_ (learn) to sail, but my girlfriend hasn't got any experience. Please could you email me with prices and dates. I <sup>6</sup> \_\_\_\_\_ (look forward) to hearing from you.

Best wishes,

Joe Pacelli and Lina Waters

Do you want to learn to sail?

Learn everything you need to know at Lake Erie, Canada, in July or August. Courses for everyone! ellen@canadalakessailing.com







B

## Listening and Speaking

7 a Jim is going on a business trip. Read sentences a–e. Then put the things on the list in the order he is going to do them.

- a I'll pack **before** I go to bed.
- b I won't leave the office **until** I finish this report.
- c I'll phone the hotel **after** I talk to him.
- d **As soon as** I finish the report, I'll go to the bank.
- e I'll call Oliver **when** I get home.

b CD3 3 Listen and check.

### To do

- phone hotel – check reservations
- call Oliver about plane tickets
- pack for trip
- finish report 1
- go to bank



C

### HELP WITH GRAMMAR

Future time clauses with *when*, *as soon as*, *before*, *after*, *until*

8 a Look at sentences a–e in 7a and answer these questions.

- 1 Do these sentences talk about the present or the future?
- 2 Which verb form comes after *when*, *as soon as*, *before*, *after* and *until*?
- 3 Which verb form is in the main clause?

b Choose the correct words/phrases in the rules.

- We use *if/when* to say we are certain something will happen.
- We use *if/when* to say something is possible, but it isn't certain.
- We use *as soon as/until* to say something will happen immediately after something else.
- We use *until/after* to say something starts or stops at this time.

c Check in GRAMMAR 9.2 p146.

9 a Choose the correct words/phrases. Then fill in the gaps with the correct form of the verbs in brackets.

- 1 I'll probably work *as soon as/until* I \_\_\_\_\_ (be) about 65.
- 2 I \_\_\_\_\_ (do) my homework *before/as soon as* the class finishes.
- 3 *When/If* I \_\_\_\_\_ (get) home today, I'll probably watch TV.
- 4 Maybe I \_\_\_\_\_ (phone) some friends *if/after* I have dinner.
- 5 I'll probably read a book *before/after* I \_\_\_\_\_ (go) to sleep.
- 6 I \_\_\_\_\_ (study) English next year *if/until* I have time.

b Tick the sentences that are true for you. Then compare sentences with another student.

5 CD3 2 PRONUNCIATION Listen and practise. Copy the stress.

I'll *lose* my job →

If I'm *late* again, I'll *lose* my job.

6 Fill in the gaps with the correct form of the verbs in brackets.

- 1 A If you *don't hurry* (not hurry), you *'ll be* (be) late.
- B OK, I'm leaving now. I \_\_\_\_\_ (call) you if there \_\_\_\_\_ (be) a problem.
- 2 A Don't worry. If she \_\_\_\_\_ (miss) the last bus, she \_\_\_\_\_ (get) a taxi.
- B But look at the time. If she \_\_\_\_\_ (not be) home by midnight, I \_\_\_\_\_ (start) worrying.
- 3 A If you \_\_\_\_\_ (not pass) these exams, you \_\_\_\_\_ (not get) into university.
- B Well, if I \_\_\_\_\_ (not get) into university, I \_\_\_\_\_ (go) travelling instead.

## Get ready ... Get it right!

10 Work in pairs. Student A p105. Student B p111.



'A HIKING TRIP' – Watch this video-clip:

<https://www.youtube.com/watch?v=n-fn8QVnNGo>

Face2Face 2e Intermediate DVD 08 A Hiking Trip

1) What are Lisa and Daniel going to do?

2) Where are they going to sleep?

3) What are they going to take with them?

'Speakout 2nd Edition example BBC clip'

<https://www.youtube.com/watch?v=Uqe87IThQg0&t=2s>

## THE GREAT MELT

- 1) What is going to happen in the Arctic in February ?
  
- 2) What is going to happen in the Arctic in July ?
  
- 3) What is going to happen to the polar ice cap in the future ?
  
- 4) What is going to happen to the polar bears who live there ?
  
- 5) What is going to happen to their habitat ?



UNIT 8: ORGANIZING A WWF CHARITY EVENT  
<https://www.youtube.com/watch?v=6cDY2j0JhCk>

Characters: *Liam (Irish)*

*Natalia (Spanish)*

*Carol (Blonde)*

*David (the Boss)*

- 1) What kind of animal will the event raise money for?
- 2) Who will organize the tickets?
- 3) How many tickets will there be?
- 4) How much will the tickets cost?
- 5) Who will make the posters?
- 6) Who will provide the tables and chairs?
- 7) How much will they cost?
- 8) What kind of music will they have at the event?
- 9) Who will write the questions for the quiz?
- 10) Who will be the quiz master?

will, shall and be going to

Graham and his family are going to move from London to Alaska. Janet is asking Graham about the move. Put in 'll, will, won't, shall, shan't or a form of be going to. (Sometimes there is more than one correct answer.)

**Janet** Someone told me you and the family ... go and live in Alaska. Is it true?  
**Graham** Yes, it is. I ... work for a building company.  
**Janet** That ... be interesting.  
**Graham** I hope so. It ... be something different. It ... certainly be a lot colder than London.  
**Janet** When ... you ... leave?  
**Graham** On the tenth of next month. We ... be there in three weeks.  
**Janet** Oh, so it ... be long now. Jerry and I ... be sad to see you go.  
**Graham** Oh, we ... be back some time. We ... be there for ever. And you can always come to Alaska and see us.  
**Janet** Well, that isn't a bad idea. We ... visit my sister in Vancouver next summer.  
**Graham** Oh, that's great. We ... see you next summer then.

Activity

Imagine that Janet and Graham live in Birmingham, and Graham, who is single, has got a new job with an oil company in Saudi Arabia starting in two weeks. Rewrite the conversation changing the details where necessary. Then practise the conversation with a partner.

The present continuous and simple present tenses with a future meaning

Charles Dearborn is the managing director of Ramplus Computers, an international company with its main offices in London. Mr Dearborn has a busy life. Describe his schedule for next week. For the times of arrival and departure use the simple present form. To describe the other arrangements use the present continuous form of these verbs: *speak, visit, open, meet, have, go*.

Example

*On Monday he leaves London at 9.30 and arrives in Madrid at 12.40. He is speaking at an international conference.*

|                  |  |                  |
|------------------|--|------------------|
| <b>Monday</b>    | London 9.30  | Madrid 12.40     |
|                  | <i>International conference</i>                          |                  |
| <b>Tuesday</b>   | Madrid 7.40  | Athens 13.55     |
|                  | <i>Ramplus offices</i>                                   |                  |
| <b>Wednesday</b> | Athens 8.15  | Milan 12.35      |
|                  | <i>New Ramplus factory</i>                               |                  |
| <b>Thursday</b>  | Milan 10.10  | Strasbourg 11.15 |
|                  | <i>President of the Common Market</i>                    |                  |
| <b>Friday</b>    | Strasbourg 10.45   | The Hague 11.40  |
|                  | <i>Discussions with the Dutch Minister of Technology</i> |                  |
| <b>Saturday</b>  | The Hague 9.30   | Stockholm 12.25  |
|                  | <i>Computer show</i>                                     |                  |

Activity

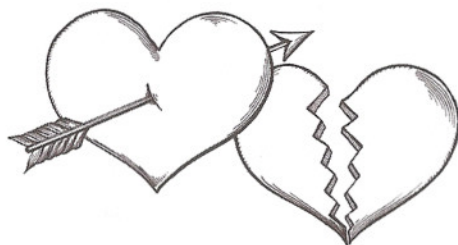
Imagine you are the head of a big international company. You have just met your partner at a party, and you are telling him/her about a three-day business trip you are making next week. Think of some interesting places and important things to do and tell your partner about them.

Talking about the future

Sue and Kate are discussing their holiday plans. Complete their conversation using *will, 'll, won't, shall* or *be going to* with the verbs in brackets, or use a present tense form of the verb. (Usually there is more than one correct answer.)

**Sue** Where ... you and Ben (go) for your holidays, Kate?  
**Kate** Morocco. We (spend) ten days in Agadir.  
**Sue** Oh, that (be) nice. When ... you (go)?  
**Kate** On Friday night. Our plane (leave) at seven, and we (arrive) at four in the morning.  
**Sue** You (need) a holiday after that.  
**Kate** Oh, I don't mind night flights. Anyway, we (enjoy) the sunshine this time next week.  
**Sue** ... you (stay) in a hotel?  
**Kate** Yes, a big hotel not far from the beach.  
**Sue** Our holiday (not be) until next month. Jerry and I (tour) Scotland in the car, we've decided. We (do) some walking, too. The weather (not be) like Agadir, of course.  
**Kate** How long ... you (go) for?  
**Sue** Two weeks. We haven't been to Scotland before, so it (be) something different.  
**Kate** ... you (take) your caravan?  
**Sue** No, we don't want to take the caravan. We (have to) find hotels to stay in as we go.  
**Kate** Well, we (be) back from Morocco before you go.  
**Sue** Have a nice time, Kate.





love

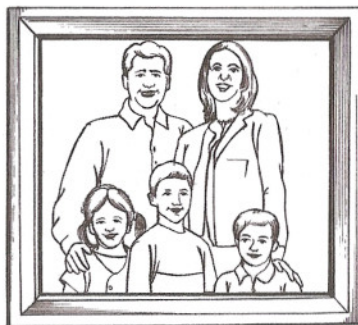
job/study

home

family

money

travel



## LM52 VIDEO COMPREHENSION AND SUMMARY: JANUARY 2023

Listen to the video-clip three times, take notes and summarize the content in 200-300 words

<https://www.euronews.com/2022/12/24/what-international-events-to-expect-in-2023>

'What International Events to Expect in 2023'

By Euronews

Some of the names you will hear are: Croatia, Abu Dhabi, Davos, Montreal, Hiroshima, Liverpool



## VIDEO COMPREHENSION

Find the following documentary on YouTube:

Next Generation Robots - Boston Dynamics, Asimo, Da Vinci, SoFi

[https://www.youtube.com/watch?v=8vIT2da6N\\_o](https://www.youtube.com/watch?v=8vIT2da6N_o)

Now find this trailer on YouTube:

'The Truth About Killer Robots': this year's most terrifying documentary

<https://www.youtube.com/watch?v=jbFVEZ32tos>

Finally, watch this BBC news report

'Will robots take our jobs and if so which ones? BBC News'

<https://www.youtube.com/watch?v=skG3okhx2TU>

and summarize the content.

NB. The two economists referred to are David Autor and David Dorn

'The Truth About Killer Robots': this year's most terrifying documentary



*'The Truth About Killer Robots' seeks to show the inevitability of an automated future.*

When it comes to the dangers posed to us by automatons, film-maker Maxim Pozdorovkin wants us to start thinking beyond what Hollywood has warned us about.

"This idea of a single, malevolent AI being that can harm us, the Terminator trope ... I think it's created a tremendous blind spot," he said to the Guardian. "[It gets us] thinking about something that we're heading towards in the future, something that will one day hurt us. If you look at the effects of automation broadly, globally, right now, it's much more pervasive. De-skilling and the loss of human dignity associated with traditional labour will have a devastating effect much sooner than that long-distance threat of unchecked AI."

That isn't to say that robots can't also just reach out and crush us. In his new documentary, 'The Truth About Killer Robots', Pozdorovkin traces all manner of dangers – economic, psychological, moral and, yes, mortal – posed to our species by automation and robotics. At the center of his film lies the question: "When a robot kills a human, who takes the blame?"

Pozdorovkin had long sought to make a film on automation but he had a difficult time figuring out a way to approach the subject, given its scope, as well as the many misconceptions surrounding it. It wasn't until he heard about a case in Germany, where a manipulator arm killed a line worker at a Volkswagen plant, that he knew he had his way in.

Using science-fiction author Isaac Asimov's First Law of Robotics – "A robot may not injure a human being or, through inaction, allow a being to come to harm" – as a starting point, his documentary covers a number of deadly incidents involving automated machinery, including driverless car accidents that resulted in fatalities, as well as the first intentionally lethal use of a robot by American law enforcement.

In describing how his film came to fruition, Pozdorovkin recalls, "I went [to Germany] to investigate, to talk to the workers. Most of them were forbidden to discuss the accident. But a lot of them talked about the perils of automation, the way that their work environment was made worse as a result of robots. I'm using the tropes of science fiction and true crime to make a film that investigates some of the philosophical and economic problems that automation brings with it."

The film distinguishes itself from other science documentaries thanks to its holistic approach: rather than speaking exclusively to the people behind the technology – CEOs, programmers, engineers – Pozdorovkin also interviewed members of the global labour pool – truck drivers, factory workers, gas station attendants, SWAT team snipers – those whose lives and livelihoods have seen the most immediate effects of automation.

Given the disruptive nature of those effects, such as the hollowing-out of entire labour sectors and the rise of global inequality, you would think automation would be public enemy number one among the middle and lower classes. Yet, as a political issue, it remains on the margins. Pozdorovkin believes it's because we're still feeling it in qualitative ways.

"A lot of things that you see, like the rise in suicides amongst older white men in America, have to do with the way labour has been stripped of its dignity and existential value. Meanwhile, anti-immigrant and anti-globalization rhetoric covers up a lot of the structural damage done by automation. It goes back to the qualitative/quantitative distinction. The economy is elastic, so long before massive job losses, the labour that's involved will be systematically de-skilled."

Moreover, fears about killer robots are exacerbated by cases where Asimov's First Law is blatantly violated, such as when the Dallas police strapped C4 explosive onto a robot (a bomb-detecting robot, ironically), sent it into the corner of a library where they had a mass shooter cornered, and triggered it in order to kill him. In the aftermath, many observers wondered if we'd entered a new stage of weaponized robotics for domestic use.

That sense of discomfort is not limited to lethal examples. One of the most memorable segments in his documentary centers on Zheng Jiajia, a Chinese engineer who married a silicone sex robot that he had designed himself. The rise in robotic pleasure dolls was something that Pozdorovkin knew he had to cover but he wanted to avoid a sensationalized approach:

"The most interesting questions are 'what are the social factors that will bring this into the mainstream?' The obvious answer is demographics. It's just a fact that certain people will not have mates. This is exacerbated in China because of the one child policy but the problem will proliferate around the world as inequality rises."

Furthermore, Pozdorovkin worries about the effect it will have on our individual and collective empathetic abilities. That, more than anything, may be what's truly at stake.

"Picture yourself driving on the highway. You decide to switch lanes, and in your sideview mirror you see a car going really fast. You don't veer over and cut that person off, because you project fallibility onto them. They could be distracted, they might have a death in the family, they could just be reckless. You're just going to let them pass. But when you see that there's a robot next to you, you can drive like an idiot, because the machine is programmed not to bump into you. And once there's enough of these entities which we treat without any ethical regard, without having to project fallibility onto them, the way we interact with them will spill over and we will be ruder, more aggressive, more inconsiderate to other humans."

Have we already passed the point of no return? Is the current political climate throughout the West the result of this degradation of empathy, stemming perhaps from the way we communicate with each other online? Maybe the anger, aggression and rudeness that we see all over the Internet is ultimately part of a shielding mechanism exacerbated by the anonymity of social media.

Ultimately, it's just one of the ways in which the war of the machines is well under way. Those in charge of, or with access to, the technology – the corporate owners, the military, the police – will not hesitate to use it. Nor will they concern themselves with the philosophical consequences and complications of breaking Asimov's Law.

- 'The Truth About Killer Robots' premieres in the US on HBO on 26 November and in the UK on Sky Atlantic on 2 December



# 11 *Summary:* Dilemmas of Development

## Enduring question:

*Does participation in the world economy help or hinder the economic development of poorer countries?*

- The world contains both wealthy, developed countries and developing countries, which have lower per capita GDPs and living standards than developed countries.
- Developing countries are currently located primarily in Latin America, Northern and Sub-Saharan Africa, the Middle East, and East, South, and Southeast Asia.
- Economic development is the process by which a poorer country increases its rate of growth in GDP per capita (and likely its living standards). Human development is the process of enlarging people's choices and allowing them to live meaningful lives.
- Many scholars, including those of the dependency school of development, believe that the economic hardships of many countries that used to be colonies are the direct result of the colonial legacy left behind by colonial powers.
- Many scholars also believe that a specialization in raw materials and agriculture slows development, in part because technological advances that increase worker productivity tend to occur less in these fields than in fields such as manufacturing. Additionally, overreliance on energy reserves, or the 'resource curse', has been associated with autocratic rule, wealthy inequality, and a lack of economic diversity and corresponding development.
- The ability of international trade to enhance economic development is an enduring question of international relations. Developing countries have used several strategies with respect to trade in seeking economic development.
  - Some seek to control the market:
    - Import-substituting industrialization is a protective policy in which a developing country seeks to bolster its domestic industry instead of trading, by providing subsidies to domestic firms (national champions) and putting high tariffs and other barriers on imported goods.
      - In the years following the Second World War some countries achieved some success with this method. By the 1970s, many

countries had moved away from import-substituting industrialization because of its perceived weaknesses.

- International commodity cartels are groups of countries selling a given natural resource that band together to control the supply of a material to drive up prices and maximize revenues.
  - The Organization of the Petroleum Exporting Countries (OPEC) is a historically important international commodity cartel.
  - Many cartels have been unsuccessful because of the presence of new non-member suppliers or the existence of substitutes. By contrast, OPEC has achieved mixed success. OPEC is limited by members cheating by exceeding their quotas, oil supply from countries like Mexico and Russia, and fracking in the United States.
- International commodity agreements are agreements with consumer countries sought by developing countries that seek to establish guidelines for the supply and prices of goods in order to limit fluctuations.
  - Five ACAs were created during the 1950s, but all of them had failed by the 1970s.
- Others accept the market and seek to take advantage of it:
  - Export-led growth is a strategy in which a country grants preferential access to credit and foreign currency to firms producing for export markets rather than for domestic markets. This strategy has worked well for many of the now-wealthy states of East Asia.
  - Many states have sought to band together to push for better trade terms with developed countries.
- International financial flows are also an important factor in development.
  - Official financial flows are loans and aid from foreign countries and international institutions to foster economic development in developing countries. While these can be helpful, they are also controversial, as international loans like those from the IMF often come in the form of tied aid and require stabilization programs that can lead to poverty traps or moral hazard.
  - Private financial flows are donations and investments from foreign individuals and firms, including foreign direct investment, international bank loans, international portfolio investments, and international bonds. Private flows are also controversial, as multinational enterprises can often have mixed impacts on developing countries.
- Five countries have recently emerged (or reemerged) as major global players. The BRICS, as they are known, are Brazil, Russia, India, China, and South Africa. Each has a large economy and growing global significance, but also has unique challenges facing each on their way to becoming developed countries.

## DESIGNING A DEVELOPMENT AID PROJECT

1) First watch the World Bank video-clip shown below:

<https://www.worldbank.org/en/country/indonesia/publication/the-promise-of-education-in-indonesia>

Summarize the background information, then identify a problem that needs to be solved.

2) Development Aid Project

Make notes for a 1000-word development aid project in Indonesia:

Devise a SMART solution that is Specific, Measurable, Achievable, Relevant and Time-bound.

i) What is the objective? (building a school, providing technology, a training programme, etc.)

ii) What is the geographical location and the local beneficiary community?

iii) What promotional and practical activities are envisaged?

iv) What is the implementation schedule?

v) How will funds be raised?

vi) What are the expected benefits?



## (V) SUMMARY OF THE WORLD BANK VIDEO:

The Republic of Indonesia has improved its education system by decentralizing it, improving teaching qualifications, increasing enrolments and achieving gender parity: 50% male, 50% female.

However, only 49.5% of students pass the National Exam and only 30% of 15-year-old Indonesians achieve Level 2 proficiency in reading.

Richer students learn significantly more than poorer ones.

Possible areas for improvement: teacher training, data tracking and verification, online teaching, data storage systems, disaster-resilient infrastructure.

# Who are we?

Health**YES**

We are HealthYES, an NGO engaged in health problems and diseases. We are focusing on the persistent problem of HIV in Central Africa, especially in Cameroon.



## Background, Geographical place and local beneficiary community

HIV is a major problem in several African countries. While Namibia, for instance, is showing an impressive improvement in HIV prevention and treatment, other African countries are still struggling, and they are recording high levels of new infections among both males and females.

In 2016 Cameroon had 32000 new infections and only 37% of the people living with HIV had access to ART (Antiretroviral therapy). In the following year, the percentage increased to 49% with around 28000 new infections for a total of 510000 living with HIV.

Only 71% of the affected population knows about their health status. Most of the people affected are women between 15 and 49 years old, which often contract this virus because they are victims of sexual violence and abuses, and they can transmit the disease to their children if they don't have access to ART treatments.

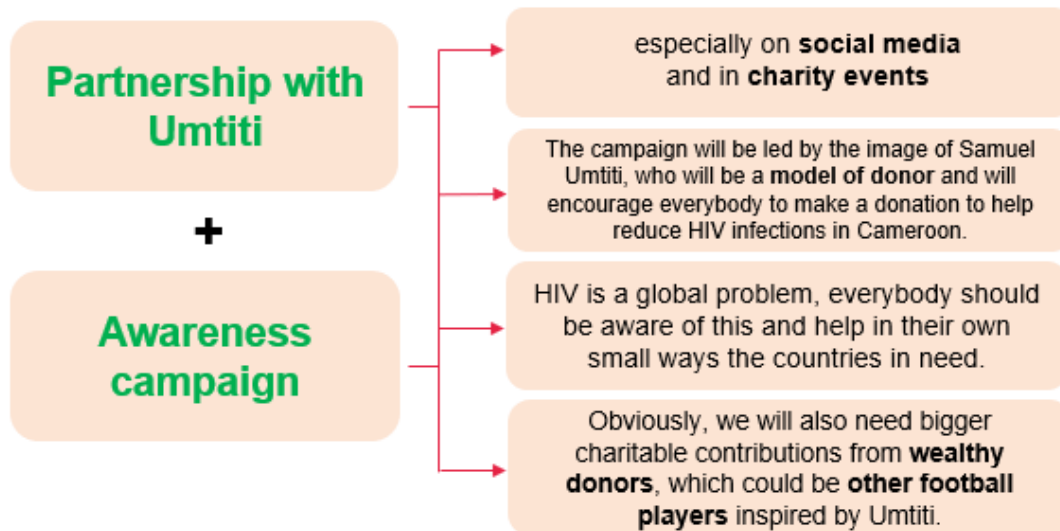
(Source: UNAIDS Data, Cameroon 2017)



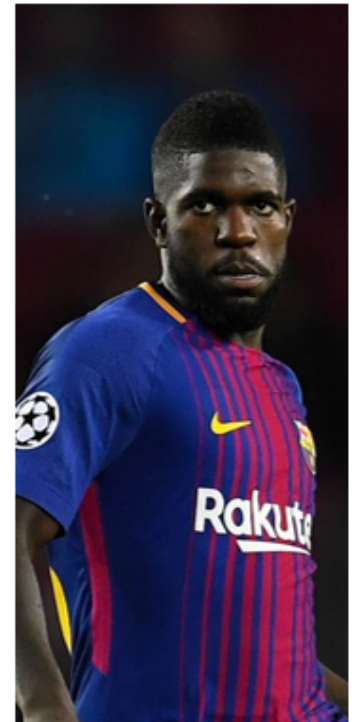
## Our goal

- ➔ **increase** year by year the percentage of **women (15-49)** with access to **ART**;
- ➔ **decrease** the number of people with active infections by suppressing the viral burden.

# Promotional Activities



**Umtiti** is a French professional footballer born in Cameroon, a member of the French national team and currently playing for Barcelona. Sport is normally associated with health and **football** is the sport with the greatest amount of appeal in Italy and worldwide. Also, the French national team has won the World Cup this year and for this reason its players are well-known now. Moreover, since Umtiti was born in Cameroon, he can be genuinely interested in helping the people from his mother country.



# Implementation


The achievement of our goal is feasible only implementing all the possible strategies in as many environments as possible, from schools, work places, to the media and streets.

The starting point is to increase the comprehensive knowledge in Cameroon of the level of diffusion, prevention methods and risks of HIV.



| Activity   | Description  |
|--|--|
| <b>Awareness campaigns about HIV prevention and risks</b>  | Billboard campaigns; media campaigns to increase the knowledge of what HIV is, prevention ways and how to suppress viral loads; schools' campaigns about risks of unprotected sex, alcohol abuse and drugs; experiences of people living with HIV.   |
| <b>Distribution of information materials to support the community</b>                              | Leaflets and posters to hang in hospitals, schools, workplaces and cities.   |
| <b>Condom use promotion; HIV tests promotion</b>   | Promotion of condom use especially among youths and male adults, underlying the importance of condoms in non-regular sexual partnership; possibility to get tested for free in hospitals to motivate everybody to know their status, early diagnosis can save many lives.  |
| <b>Campaigns against women abuses; Campaigns against the stigmatization of HIV positive people</b> | Campaigns on billboards, public transports and televisions to fight gender-based violence and to encourage women to report sexual abuses;<br>Campaigns to erase HIV stigma: anyone could contract this disease and it does not have to discriminate. Nowadays, with treatments, someone living with HIV can expect a comparable life expectancy as someone HIV free. |
| <b>Teachers and doctors trainings</b>  | Well informed teachers can make significant changes in knowledge and attitudes of young people toward HIV.<br>Healthcare workers must be well trained about HIV treatments.  |





The next step is to provide people in Cameroon with the necessary support to prevent and treat the disease, from supplying condoms and drugs, to distribute them and implement services for these purposes.

| Activities   | Description   |
|--|---|
| <b>Condom supply and distribution</b>  | Free distribution of condoms in public places, high schools/universities, hospitals and HTC services.   |
| <b>Tests supply and distribution;<br/>Improvement of medical facilities</b>                      | Supply hospitals and HTC services with tests; encouraging all healthcare providers, especially those in primary care, to offer routine HIV testing to all patients in order to diagnose HIV infection at the earliest possible stage. |
| <b>Implementation of HTC services<br/>(HIV testing and counselling)</b>                          | Creation of HTC services centers both for youths and women.   |
| <b>Introduce sexual and health<br/>education at school</b>                                       | Add to the school schedule one hour per week dedicated to health and sexual education.  |
| <b>Antiretroviral therapies (ART)<br/>supply</b>   | Supply hospitals and pharmacies with ART.   |
| <b>Placement of condoms and self-<br/>tests vending machines</b>                                 | Placing condoms and HIV self-tests vending machines in strategic points to avoid people from not buying them because of stigmatization (Fast and confidential testing).   |
| <b>Implementation of centers<br/>providing psychological support<br/>for HIV infected people</b> | A support can help HIV positive people and their families/partners to deal with each stage of the infection and increase quality of life.   |

# Fundraising



## Expected benefits in 5 years

- Decrease in HIV infections in Cameroon by 25%;
- increase in comprehensive awareness about HIV by 50%;
- increase in voluntary testing by 35%;
- increase in the use of antiretrovirals by HIV positive (especially women aged 15-49) by 22%;
- increase in condom sales by 10%.

