Preview

## An interconnected world

**GOALS** After Unit 10, you will be able to:

- 1 Describe the cultural impact of foreign imports
- 2 React to news about global issues
- 3 Discuss the economic impact of globalization
- 4 Discuss the role of English in international communication

Longman Advanced American Dictionary © 2007

**glob-al-i-za-tion** /,gloubələ'zerʃən/ n. [U] the process of making something such as a business international, or the result of this: the globalization of world markets —globalize /'gloubə,laɪz/ v. [I,T]

A Topic Preview. Read what these people say about globalization. Who seems enthusiastic about it? Who seems to be critical? Who seems neutral?



"This is a very exciting time in the world of information . . . The whole pace of business is moving faster. Globalization is forcing companies to do things in new ways."

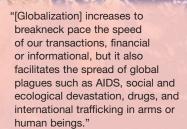
Bill Gates, USA CEO Microsoft



"Across the world, as the 'free market' brazenly protects Western markets and forces developing countries to lift their trade barriers, the poor are getting poorer, and the rich richer."

Arundhati Roy, India author and activist





Queen Noor, Jordan



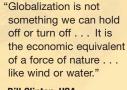
"If we cannot make globalization work for all, in the end it will work for no one."

Kofi Annan, Ghana former Secretary-General of the United Nations



"When protesters shout about the evils of globalization, most are not calling for a return to narrow nationalism but for the borders of globalization to be expanded, for trade to be linked to labor rights, environmental protection, and democracy."

Naomi Klein, Canada activist and writer



Bill Clinton, USA former president



**B** Express Your Ideas. Which of the quotations come closest to *your* own views?

# UNIT

## An interconnected world

## **A** Topic Preview

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- To introduce the topic, have a student read the title of the unit. Ask *How do you think the world is* interconnected? (Possible answers: via international companies; via the Internet)
- Ask a volunteer to read the definition of *globalization*. Then have students look at the photos and say which people they recognize or know something about. Ask Do you think [name of person students know] is in favor of globalization?
- Have students read the quotations. Then answer the Topic Preview questions as a class.

**Language note:** *Brazenly* means shamelessly. *Source* means obtain something, such as materials, from another supplier. A *breakneck pace* is a dangerously fast pace. Facilitate means make easier.

**Culture note:** Bill Gates (born in 1955); Arundhati Roy (born in 1961); Jack Welch (born in 1935); Queen Noor (born in 1951), fourth wife and widow of the late King Hussein of Jordan; Kofi Annan (born in 1938); Naomi Klein (born in 1970); Bill Clinton (born in 1946), 42nd president of the United States, 1993–2001.

## **B** Express Your Ideas

Suggested 5 teaching time: minutes	Your actual teaching time:	
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 Discuss the question as a class. Encourage students to explain why they agree with the particular quotation they chose.

**Option:** [+10 minutes] Have students write a short statement about globalization that summarizes their opinion. Then bring the class together and have students share.

## **C** • Sound Bites

 Have students look at the photograph and read the signs. Ask:

What does WTO stand for? (World Trade Organization)

What do the signs say? (No Globalization without Representation; Labor says . . . WTO Ends Democracy)

What do you think these signs mean? Do you think these demonstrators are for or against globalization?

- Then have students read and listen to the conversation.
- To check comprehension, ask:
   Which person is against globalization? (Eva)
   What is Craig's opinion of globalization? (He doesn't know what the big deal is.)

What does Craig mean when he says, "Don't you think you're talking out of both sides of your mouth"? (He means that Eva is being hypocritical.)

What do the Brazilian shoes, Chilean wine, and German car represent? (a positive aspect of globalization)

• Have students read and listen to the conversation again.

**Culture note:** Established in 1995, the World Trade Organization is an international organization that develops and enforces worldwide rules governing global trade. It is based in Geneva, Switzerland.

## **D** Think and Explain

5 – 10 Your actual minutes teaching time:	Suggested teaching time:
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- Have pairs discuss the questions. Then bring the class together and have students share answers using supporting information from Sound Bites. Point out that Eva's last line in Exercise C includes the word *benefits* as a verb. In Exercise D in item 2, *benefits* is a plural noun.
- To extend the discussion, ask:

What are some other benefits of globalization? (Possible answers: Globalization creates more jobs. Barriers to trade are reduced.)

What are some drawbacks of globalization? (Possible answer: The gap between the rich and the poor increases.)

**Option:** [+10 minutes] Ask a student to reread Naomi Klein's quotation about globalization on page 110. Ask *Do you agree with her statement? What other things do you think protestors "shout about" during anti-globalization demonstrations?* 

### STARTING POINT

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### **Support an Opinion**

 Call on volunteers to read the situations. Then hold a class discussion. Encourage students to give reasons to support their answers.

**Option:** [+10 minutes] Have pairs think of an additional situation that illustrates the definition of globalization on page 110. Then have students read their situations to the class.

#### **EXTRAS** (optional)

Workbook: Exercises 1–2MySummitLab: Preview

**Corpus Notes:** The expression *What is it with* [someone or something] is common in informal spoken English. Emphatic stress on *is* indicates disapproval.

Sound Bites. Read and listen to a conversation about globalization.

**EVA:** You may want to head home soon. They're closing off the streets for that antiglobalization demonstration.

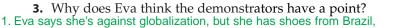
**CRAIG:** Another one? What is it with these people? What's the big deal about globalization, anyway?

**EVA:** There are a lot of reasons to be against it. I think they have a point.

**CRAIG:** No offense, Eva, but don't you think you're talking out of both sides of your mouth? I mean, you've got your Brazilian shoes, your Chilean wine, your German car. How can you be against globalization?

**EVA:** OK, maybe I'm being a bit hypocritical. But not everyone benefits like we do. I still think we've got to stand up for what's right.

- **Think and Explain.** With a partner, discuss the questions and support your answers with information from Sound Bites.
  - **1.** Why does Craig think Eva is being hypocritical?
  - **2.** What benefits of globalization is Eva referring to?



wine from Chile, and a car from Germany. 2. Economic benefits: Products from all over the world are available relatively inexpensively. 3. All countries of the world don't enjoy the economic benefits of globalization equally.

### STARTING POINT

**Support an Opinion.** With a partner, decide which of the following you think are *not* examples of globalization. Explain your answers, according to the dictionary definition on page 110. Not examples: a, d. Accept any answers students can support logically.

- a Every year, New York City hosts a flamenco festival featuring artists from around the world who sing and dance in this traditional Spanish gypsy style.
- **b** At an international meeting in Porto Alegre, Brazil, participants from more than forty countries use English to communicate.
- Nike, the U.S. sports apparel company, calls a news conference to answer further charges that workers in their factories in Southeast Asia are being paid poverty wages.



- **d** Canada charges that French and Russian fishing ships have violated its waters by fishing within the two-hundred-mile limit it claims along its Pacific and Atlantic coasts.
- **e** Unemployed communications workers in Italy complain that their jobs are being taken by lower-paid workers in Sri Lanka.
- **f** Mexico, the United States, and Canada agree to eliminate trade barriers and permit sales of products from one country to the other without taxes.

## GOAL

## Describe the cultural impact of foreign imports

Grammar Snapshot. Read the people's opinions and notice the phrasal verbs.



"Go anywhere young people shop and you'll come across foreign brand names everywhere you look. Try a shirt on, and it's probably made in China. Check those new CDs out at the local music store, and they may be from Brazil or Spain. Or try some new product out at the electronics store and you can bet it's imported. I know a lot of people here see all this as a threat to our culture. But the way I see it, we can enjoy foreign things and still value and appreciate our own traditions."



"When I **turn** my television **on**, it's great having the choice of so many movies and shows from all over the world. But I have to admit, I'm concerned about the influence of Hollywood movies on my children. I really don't care for the values they teach. But my kids are crazy about those films. If I were to ask my kids to **give** them **up**, I'm sure I'd never hear the end of it! I've been trying to **talk** them **into** watching other things, but it's a bit of a losing battle, I'm afraid."



"It's amazing to see all the foreign things that we take for granted now. If you have an interest in martial arts, CN1 you can take up karate from Japan, kung fu from China, tae kwon do from Korea, or capoeira from Brazil. When it comes to food, you can always count on finding someplace that serves Indian, Thai, Mexican, Japanese, Korean-all foods that would have been hard to find here a generation ago. If you like karaoke, you can try it out almost anywhere now. People are a whole lot more sophisticated about these things than they were in my parents' time."

**CN1** Corpus Notes: Have an interest in [something] occurs much less frequently in spoken English than be interested in [something].

**B** Activate Prior Knowledge. Are any of the opinions in the Grammar Snapshot ones that might be heard in your country? Explain.

Grammar. Separability of transitive phrasal verbs

REMEMBER: Transitive\* phrasal verbs can be separable or inseparable.

#### Separable phrasal verbs

A direct object noun can generally come before or after the particle.

Let's check out those new CDs. OR Let's check those new CDs out.

BE CAREFUL! A direct object pronoun must come before the particle.

Let's check them out. NOT Let's check out them. CN2

Some separable verbs are *always* separated: the direct object always comes before the particle.

I've been trying to **talk** my kids **into** watching other things. NOT I've been trying to <del>talk</del> into my kids watching other things.

#### Inseparable phrasal verbs

With inseparable phrasal verbs, all direct objects always come AFTER the particle.

Those kinds of companies **cater to** younger customers.

NOT Those kinds of companies cater vounger customers to.

Corpus Notes: A common learner error is placing a direct object after the particle of a phrasal verb, especially with the phrasal verb pick up. For example, After several days, a fisher saw them and picked up them.

\*Transitive verbs are verbs that take direct objects.

Separable	Always separated	Inseparable
check out figure out find out give up hand out pick up put off	keep (something) on see (something) through start (something) over talk (someone) into	carry on cater to come across count on do without go after
take up throw away try on try out turn on / off	For a complete list	t and definitions, pages A4–A6.



· Phrasal verbs: expansion

# 1

## A Grammar Snapshot

Suggested 10 Your actual teaching time: teaching time:

- Have a student read the title of the lesson. Ask What kind of impact do you think foreign imports can have on a culture—positive or negative? Both? Why?
- Have students read and listen to the people's opinions. Clarify vocabulary as needed.
- To check comprehension, ask:

Does Sanjita think foreign imports have a positive or negative impact on her culture? Why? (Positive: It's good to be able to enjoy so many foreign goods.)

Does Daniel think foreign imports have a positive or negative impact on his culture? Why? (Both positive and negative: positive because it's great to have the choice of so many movies and shows from all over the world and negative because he doesn't like the values Hollywood movies teach his children.)

Does Claire think foreign imports have a positive or negative impact on her culture? Why? (Positive: There are so many more interesting options in food and activities now than there were in her parents' time.)

 Have students read and listen again, noticing the bold phrasal verbs. Remind students that phrasal verbs are two-part verbs that have a special meaning that can't be discovered by understanding the literal meaning of each part of the verb.

**Culture note:** *Karate, kung fu, tae kwon do,* and *capoeira* are all martial arts forms of self-defense in which fighters punch and kick their opponents. *Karaoke* is singing to pre-recorded accompaniment. This form of entertainment comes from Japan but has become popular worldwide.

## **B** Activate Prior Knowledge

Suggested	5 minutes	Your actual	
teaching time:	minutes	teaching time:	

- Discuss the question as a class.
- Then ask Do you think the impact of foreign imports on this culture is mostly positive or negative? Why?

## **C** Grammar

Suggested	10-15	Your actual	
teaching time:	minutes	teaching time:	

• Review that a transitive verb such as *kick*, *lift*, or *want* needs a direct object to complete its meaning. Then call on a student to read the bold statement about transitive phrasal verbs.

- Focus on separable phrasal verbs. Have a volunteer read the bold statement about direct object nouns and the example sentence. Ask *What is the direct object noun in this sentence?* (CDs) Point out that the direct object noun can appear before or after the particle.
- Then have a volunteer read the bold Be Careful! statement about direct object pronouns and the example sentence. Make sure students understand that when the direct object of a separable phrasal verb is a pronoun, it must come before the particle.
- Tell students to skim the list of separable phrasal verbs in the box. Elicit additional example sentences. Make sure students place the direct object noun or pronoun correctly.
- Read aloud the bold statement about separable verbs that are always separated and the example sentence. Have students skim the list of phrasal verbs that are always separated. Then elicit additional example sentences, making sure students place the direct object noun or pronoun before the particle.
- Finally, focus on inseparable phrasal verbs. Have students read the bold statement and the example sentence to themselves. Ask *What is the direct object in the sentence?* (customers) Have students notice that the direct object must appear after the particle.
- Tell students to skim the list of inseparable phrasal verbs in the box. Elicit additional example sentences, making sure students place the direct object after the particle.
- Create a chart on the board, following the model below:

Phrasal Verbs					
Separable	Always separated	Inseparable			

Have students copy the chart, or print out and distribute copies from *ActiveTeach*. Have pairs fill in the chart with the bold phrasal verbs from the Grammar Snapshot. Then bring the class together to go over the answers. **(separable:** try on, check out, try out, turn on, give up, take up; **always separated:** talk into; **inseparable:** come across, count on) Have students change the sentences with separable phrasal verbs to the opposite format. For example,  $try\ a\ shirt$  on  $\rightarrow try\ on\ a\ shirt$ .

**Note:** Remind students that definitions of separable, always separated, and inseparable phrasal verbs appear in the Appendices on pages A4 and A5.



Graphic Organizers Inductive Grammar Charts

T112

## **D** Grammar Practice

Suggested 5–10 Your actual teaching time: teaching time:

- Before students do the exercise, have them skim the phrasal verbs and determine if they are separable or inseparable. (separable: 2, 3, 5, 6; inseparable: 1, 4) Remind students that with separable phrasal verbs, the direct object pronoun must come before the particle. Tell students to use the correct verb form in each sentence.
- Have students complete the exercise individually and then compare answers with a partner.
- Bring the class together and go over any questions.

## NOW YOU CAN

Your actual teaching time:	15-20 minutes	Suggested teaching time:
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## **A** Notepadding

- To introduce the topic, have students scan the photos and identify what they see. (a couple dancing; a Muslim woman in a store looking at a poster advertising jeans; a woman practicing yoga; an advertisement for Coca-Cola) Ask Which of these things from foreign countries or cultures do you come across?
- Then have students work individually to list examples on their notepad. Ask Who included an Other category? What categories did you add?

## **B** Pair Work

- Have pairs discuss the statement and questions, referring to their notes.
- Then bring the class together and ask students to name products or traditions from their country that they think would have a positive impact on other countries.

## **C** Use the Grammar

• Call on volunteers to read the statements about the future cultural impact of globalization. Then have students share their opinions about these statements. Encourage them to use phrasal verbs in their responses.

**Project:** Photocopy and distribute the following survey questions. Have pairs use them to find out more about the impact of foreign imports on their culture. Tell students to interview five people.

What foreign imports play an important role in your life?

What foreign imports do you think have a negative impact on this culture?

What product or tradition from this country do you think would have a positive impact on other countries? Why?

How could we try to market this product or tradition to other countries?

Then have pairs summarize the information in a presentation to the class.

## **EXTRAS** (optional)

- Grammar Booster
- Workbook: Exercises 3–5MySummitLab: Lesson 1

- **Grammar Practice.** Complete each statement, using a form of the phrasal verb with the pronoun <u>it</u> or <u>them</u>. Pay attention to whether or not the phrasal verb is separable.
  - **1.** Although only a small minority of the population can read English, English words are visible everywhere. You often (come across) come across them on signs, product advertisements, and even clothing.
  - **2.** Tai chi has become really popular in this country. Even my eighty-year-old great-grandmother has (take up) \_\_\_\_\_!
  - **3.** For the governments of some countries, the benefits of globalization are not so clear. It may not be easy to (talk into) \_\_\_\_\_\_talk them into \_\_\_\_\_\_ dropping trade tariffs.
  - **4.** Because many young adults have tremendous economic power, many fashion companies develop marketing campaigns that (go after) \_\_\_\_\_\_go after them \_\_\_\_\_ exclusively.
  - **5.** A common marketing technique is to hand out free samples of new products at international trade fairs so people can (try out) \_\_\_\_\_\_try them out \_\_\_\_\_.
  - **6.** Many parents feel that certain songs express a negative social attitude and worry that their children will (pick up) pick it up just by listening to the songs.

## NOW YOU CAN Describe the cultural impact of foreign imports

A Notepadding. On your notepad, list examples of things from foreign countries or cultures that you come across often.

Foods you eat:

Music you listen to:

Home furnishings:

Clothes and accessories you buy:

TV programs or movies you watch:

Other:

- **Pair Work.** Discuss whether the items you listed have had a positive or negative impact in your country. Of the things that are a part of your life, are there any that you would be willing to give up? Which products or traditions from *your* country do you think would have a positive impact on other countries?
- **Use the Grammar.** Do you agree with any of these statements about the future cultural impact of globalization? Explain. Try to use phrasal verbs when you can.

"Globalization will lead to the creation of one global culture as people **give up** local traditions."

"Thanks to globalization, people around the world will **take up** the best aspects of each other's cultures while still retaining their own."

"Because of globalization, people will imitate the shallow, negative values they **pick up** from foreign movies, TV shows, and ads."



## GOAL

## React to news about global issues

A Conversation Snapshot. Read and listen. Notice the conversation strategies.

#### To react positively

- **A:** Can you believe how much money was donated for hunger relief?
- B: It really makes you feel good, doesn't it?
- **A:** I guess it just goes to show you what people can do when they put their minds to it.

#### To react negatively

- **A:** Can you believe that no one's doing anything about global warming?
- **B:** It's really mind-boggling, isn't it?
- **A:** Yeah. You'd think in this day and age they could come up with a way to slow it down.

## Rhythm and intonation practice

## Ways to react to world issues and news

It's really (mind-boggling / shocking / appalling), isn't it?
It really makes you feel (angry / depressed / helpless), doesn't it?
It's really (wonderful / heartwarming), isn't it?
It really makes you feel (great / teary-eyed / fantastic), doesn't it?
It's not really surprising, is it?
It makes you feel kind of guilty, doesn't it?
It really makes you stop and think, doesn't it?

Corpus Notes: Put [your] mind to [something] and set [your] mind to [something] have the same meaning, but put [your] mind to [something] occurs more frequently.



tag questions

Intonation in

## **B** Vocabulary. Phrasal Verbs to Discuss Global Issues. Listen and practice.

lay off to stop employing a worker, especially for a period of time in which there is not much work to do *The company announced they were laying off two hundred employees.* 

**put up with** to accept a bad situation or person without complaining

For many years, the people in that village have put up with inadequate roads.

**run out of** use all of something and not have any left *If we're not careful, we'll run out of oil before alternative sources of energy have been found.* 

**go without** to live without something you need or usually have

No one should have to go without clean water to drink.

## wipe out to remove or destroy

*Illiteracy has been nearly wiped out there.* 

**come up with** to think of an idea, plan, reply, etc.

They need to come up with a new plan to shelter the homeless.

**come down with** to become sick with a particular illness

*Since the flood, hundreds have come down with malaria.* 

**carry out** to do something that needs to be organized and planned

It's time the president carried out her plan to vaccinate all school-age children.

#### **bring about** to make something happen

We need to tell management our ideas if we expect to bring about any policy changes.

## **Conversation Snapshot**

Suggested 10 Your actual teaching time: minutes teaching time:

These conversation strategies are implicit in the model:

- Use Can you believe . . . ? to indicate shock or disapproval.
- Use It just goes to show you to make a point.
- Begin a statement with You'd think to indicate dissatisfaction with a current situation.
- Direct students' attention to the photo. Have a volunteer read the caption. Then ask:

What are the people doing? (putting money into a

What do the words on the container say? (Walk World) What type of event is this? (probably a walk-a-thon)

• Have students read and listen to the conversations.

What is the first conversation about? (how much money was donated for hunger relief)

Why does Student B react positively? (because a lot of money was donated)

What is the second conversation about? (lack of efforts to stop global warming)

Why does Student B react negatively? (because no one's doing anything about it)

- On the board, write global warming, hunger. Ask What are some other global issues? (Possible answer: AIDS)
- Finally, have students listen to Ways to react to world issues and news. With the class, determine which expressions are positive or negative and which expressions could be used to react either positively or negatively. See the Pronunciation Booster, pages P9 and P10, for intonation in tag questions to anticipate agreement or expect an answer.
- Ask students to find two of the ways to react in the Conversation Snapshot. (line 3: It really makes you feel good . . . ; line 8: It's really mind-boggling . . . ) Ask volunteers to reread these lines, replacing the expressions with different ways to react from the box.
- Call students' attention to the conversation strategies highlighted in the model.

**Language note:** *Mind-boggling* means *hard to believe.* Something that makes you feel teary-eyed makes you feel emotional and ready to cry.

## Rhythm and intonation practice

Suggested	5	Your actual
teaching time:	minutes	teaching time:

- Have students repeat chorally. Make sure they:
  - use rising intonation for Can you believe in each conversation.
  - o use falling intonation for It really makes you feel good and It's really mind-boggling.
  - use rising intonation for *doesn't it?* and *isn't it?*
- use emphatic stress for this in this day and age.

## **B** • Vocabulary

Suggested teaching time:	10 minutes t	Your actual teaching time:	
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- Have students skim the Vocabulary and note phrasal verbs they are less familiar with.
- After students listen and practice, bring the class together and answer any questions about the definitions. Point out that the following phrasal verbs are separable: lay off, wipe out, carry out, bring about. The rest of the phrasal verbs in the Vocabulary are inseparable. If necessary, refer students to the Appendices, pages A4 and A5, for complete lists of separable and inseparable phrasal verbs.
- Have pairs use the phrasal verbs to create additional sentences about global issues. Assist as needed.
- Have students listen and practice again.



ActiveTeach
 Vocabulary-Building Strategies

## **C** Vocabulary Practice

Suggested Your actual teaching time: minutes teaching time:

Direct students' attention to the logo behind the text.

What does this logo stand for? (the United Nations) What do you know about the United Nations?

Then have a student read the title. Ask What does UN stand for? (the United Nations)

 Have students do the exercise individually. If necessary, refer them to the Vocabulary on page 114 to review phrasal verbs to discuss global issues. Then have students compare answers with a partner.

**Culture note:** The United Nations (also called The UN) is a global organization that includes most of the countries in the world. Set up in 1945, following World War II, it promotes international peace and security as well as economic development. Its headquarters are in New York City.

**Project:** Have pairs look up the UN on the Internet and read about other projects that the organization is involved in, such as education, environment, health, human rights, or technology. Tell students to choose one project and write a paragraph about it, using phrasal verbs where appropriate. Have pairs share their paragraphs with the class.

## Vocabulary Practice

5-10 Your actual Suggested teaching time: minutes teaching time:

- Ask a volunteer to read the title. Clarify that *tap* . . . rain forests means make use of or take advantage of them. Ask Why might a drug discovery plan tap rain *forests?* (to look for new sources of drugs)
- Have students work individually to complete the sentences. Then have them compare answers with a partner. Circulate and assist as needed.
- Bring the class together and call on students to take turns reading the completed sentences.

## NOW YOU CAN

Suggested 10 - 15Your actual teaching time: minutes teaching time:

- Have students read the newspaper clippings.
- Refer students to the Conversation Snapshot on page 114 to review reacting to news about global issues.

• Role-play a conversation with a more confident student. Play the role of Student A and react to an issue with the expression Can you believe . . . ? For example, Can you believe the potential dangers of greenhouse emissions? It is not necessary to have a complete conversation but only to get the activity going.

## A Use the Conversation Strategies

- Then have pairs role-play their own conversations, alternating roles so that each student plays the role of Student A.
- Reinforce the use of the conversation strategies; for example, make sure students appropriately express shock or disapproval with Can you believe . . . ?
- Ask volunteers to present their role plays to the class. After each presentation, ask the class Who has a different reaction to this issue? What is it?

## **B** Discussion

- Have students skim the list of world problems in the box. Then have the class brainstorm ways to address these problems. Encourage students to indicate as well what is already being done to deal with the problems.
- Then ask additional discussion questions: Which of these problems is common in this country? What is the country doing to resolve the problem? Why is it important for different countries to work together to resolve these problems?

## ActiveTeach Conversation Prompts

**Option:** [+10 minutes] For homework, have students skim an English-language newspaper, either in print or online, for articles that deal with world problems. Tell students to write down four or five article titles and share them in class. Hint: Tell students to reread the titles of the newspaper clippings for appropriate topic ideas.

**Challenge:** [+15 minutes] Have students read the list of world problems and then choose one that they feel particularly strongly about. Tell them to write one paragraph describing what countries should do on the national level to deal with the problem and one paragraph describing what countries should do on the international level. Have students share their ideas with the class.

### **EXTRAS** (optional)

- Pronunciation Booster
- Workbook: Exercises 6–7
- MySummitLab: Lesson 2

**C Vocabulary Practice.** There are some errors with phrasal verbs in the article. Make corrections.

# JN HUNGER RELIEF

In order to assist local hospitals in their battle against acute malnutrition, the UN World Food Program is carrying through operations out in the southern region, where thousands of children have been going with proper food or without sanitary conditions. The terrible hardship these children have had to put on with is the result of up extreme poverty brought to by ongoing drought about conditions and the increasing number of people who have been recently laid away in the region off because of factory closings. The poorest and most isolated families have run away of money to buy out the staples they need to feed their children. The program has come down with a plan to provide up emergency rations to these families.

**Vocabulary Practice.** Fill in the blanks with appropriate forms of phrasal verbs from the Vocabulary on page 114.

## **Drug Discovery Plan to Tap** and Help Rain Forests

In Madagascar, off the coast of Africa, as farmers .....usable land, they burn and destroy the rain forests to make more room for farming. If action is not taken, Madagascar's rain forests will soon be wiped out

A team of international scientists have ......an interesting idea to help save the forests. Led by researcher Patricia Wright, they are currently negotiating agreements with local government officials to carry out research in the area through a program called "The Drug Discovery and Biodiversity Program." The program will study local traditional healing methods from a scientific point of view. Researchers believe the rain forests of Madagascar may be home to sources of new drugs that will fight the numerous illnesses much needed economic growth in the area.

Information source: http://news.nationalgeographic.com

## NOW YOU CAN React to news about global issues

A Use the Conversation Strategies. Read and react to each newspaper clipping about global problems. Use the Conversation Snapshot as a guide. Start like this: "Can you believe ...?"

## Philippine Authorities Concerned about New Outbreaks

Hundreds of people have come down with malaria in Mindanao, causing authorities to increase their recent mosquito eradication campaign and further restrict travel there.

## Leaders Agree to Do More to Fight Poverty

World leaders gathered in Malta this week to come up with a plan to stamp out poverty by the end of the decade, while protesters fought with police outside.

## Study Warns of Global Warming Threat

By 2050, more than a million species of animals and plants will have been wiped out because of rising temperatures caused by greenhouse emissions, according to a new study carried out by conservation biologist Chris Thomas.

## Scientists Concerned about South Asia Smog

A vast blanket of pollution stretching across South Asia, brought about by breakneck economic growth, is modifying rainfall patterns and putting the health of hundreds of thousands of people at risk.

## Famine Sends Thousands into Refugee Camps

A catastrophic drought that has forced more than four million people to go without adequate food is filling United Nations refugee camps to capacity.

**B Discussion.** What do you think could be done to address some of the following world problems? Use phrasal verbs if you can.

hunger poverty pollution illiteracy

war disease destruction of the rain forests alobal warming

## GOAL

## Discuss the economic impact of globalization

- **Reading Warm-up.** Are people in your country generally advocates or critics of globalization? Why is that?
- **B** Reading. Read the article about economic globalization. Which view do you agree with?

## **GLOBALIZATION**

## Experts Debate Pros and Cons

Over the past few decades, more and more countries have opened up their markets, increasingly transforming the world economy into one free-flowing global market. The question is: Is economic globalization good for all?

According to the World Bank, one of its chief proponents, economic globalization has helped reduce poverty in a large number of developing countries. It cites one study that shows increased prosperity contributing to improved education and longer life expectancies in twenty-four developing countries as a result of integration of local economies into the world economy. Home to some three billion people, these twenty-four countries have seen incomes increase at an average rate of five percent—compared to two percent in developed countries.

Globalization advocates claim economies in developing countries will benefit from new opportunities for small and home-based businesses. For example, small farmers in Brazil who produce cashew nuts that would previously have sold only in local open-air markets can now promote their goods worldwide via the Internet.

Critics take a different view, believing that economic globalization is actually widening the

## The People Weigh In

The Pew Global Attitudes Project surveyed more than 38,000 people in forty-four countries. Majorities in all countries took a favorable view of growing international trade and business ties. Faster communication and travel, the growing availability of foreign culture, and the wide variety of products were cited as benefits.

gap between the rich and poor. A study carried out by the U.N.-sponsored World Commission on the Social Dimension of Globalization shows that only a few developing countries have actually benefited from integration into the world economy and that the poor, the illiterate, unskilled workers, and indigenous peoples have been left behind. Furthermore, they maintain that globalization may ultimately threaten emerging businesses. For example, Indian artisans who currently seem to benefit from globalization because they are able to export their products may soon face stiff competition that could put them out of business. When large-scale manufacturers start to produce the same goods, or when superstores like Wal-Mart move in, these small businesses will not be able to keep up and will be crowded out.

One thing is certain about globalization—there is no turning back. Advances in technology combined with more open policies have already created an interconnected world. The challenge now is finding a way to create a kind of globalization that works for the benefit of all.

On your ActiveBook disc: Reading Glossary and Extra Reading Comprehension Questions

#### **Growing Trade and Business Ties** THINK IT'S GOOD HAPPENING FOR THE COUNTRY % % Angola 79 89 Argentina 28 Bangladesh 31 84 77 Bolivia 65 Brazil 70 89 Bulgaria 42 Canada China 53 90 Czech Republic 60 55 84 67 Egypt France 50 Germany 58 91 70 85 Ghana Great Britain 87 61 59 83 Guatemala Honduras 70 93 India 65 69 Indonesia 73 87 Italy Ivory Coast 48 96 Japan 72 52 50 Jordan 90 Kenya 83 Lebánon 74 79 Mali 77 79 Mexico 95 82 Nigeria Pakistan 63 78 45 83 Philippines 78 83 Poland 76 75 78 88 Russia Senegal 74 51 98 Slovak Republic 86 South Africa South Korea 52 51 82 82 Tanzania Turkey Uganda Q4 Ukraine 79 93 United States 97 Uzbekistan Venezuela 45 92 86 Vietnam

Pew Research Center revises its country list each year

Information sources: http://econ.worldbank.org and http://news.bbc.co.uk

- **Summarize Ideas.** Discuss these questions.
  - **1.** According to the article, what are the two opposing views of globalization? What examples are given to illustrate each view? Can you give other examples?
  - **2.** According to the survey, in which countries were people the most and least enthusiastic about globalization? What are the main reasons people felt positive about globalization in the survey?
- Activate Prior Knowledge. Take the survey and compare the responses in your class. What percentage of the students checked each box? Share your opinions and support your ideas with specific examples.

Do you see the following effects of globalization occurring in your country? Do you think they're beneficial?	I see it occurring.	l think it's beneficial.
1. Growing trade and business ties		
2. Faster communication and travel		
3. Growing availability of foreign culture		
4. Wide variety of products from different parts of the world		

# 3

## A Reading Warm-up

	Your actual teaching time:	5 minutes	Suggested teaching time:	
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 Before discussing the questions, make sure students understand that an advocate is a supporter. Call on different students to share their opinions. If there are disagreements, encourage students to further explain their points of view.

## B • Reading

Suggested 10 teaching time: minutes	Your actual teaching time:	
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• Draw the following chart on the board:

Economic G	lobalization
Pros	Cons

- To introduce the topic, invite students to predict the pros and cons of economic globalization that will be discussed in the article. Write these in the chart. You may also print out and distribute copies from *ActiveTeach* for students to fill out individually.
- Have students read and listen to the article. As they read, tell them to draw plus signs (+) next to the pros and minus signs (-) next to the cons.
- Have students look at the chart on the board to see if the class expressed any of the same pros and cons that were discussed in the article. Then have volunteers fill in the chart with any additional pros and cons from the article. (pros: Poverty has been reduced in a large number of developing countries. Prosperity has increased, contributing to improved education and longer life expectancies. Small and home-based businesses will benefit from new opportunities. cons: The gap between rich and poor has widened. The poor, the illiterate, unskilled workers, and indigenous peoples have been left behind. Emerging businesses may be threatened by stiff competition that could crowd them out.)
- Ask According to the article, what is certain about globalization? (There is no turning back—an interconnected world has already been created.) What is the challenge? (to find a way for everyone to benefit)

- For an explanation of a survey on attitudes toward growing international trade and business ties, have students read the box labeled The People Weigh In. Make sure students understand that the numbers in the survey are percentages of each country's population. Then tell students to find their country on the survey. Ask *Are you surprised by the percentages listed next to your country? Why? Why not?*
- Have students read and listen to the article again.

**Challenge:** [+10 minutes] Have students use the answers to the following questions as the basis for a class discussion: *Do you think that it is possible for everyone to benefit in the competitive global world? Why? Why not?* Then have students speculate about what can be done to ensure that globalization works for the benefit of the most people possible.



- Graphic Organizers
- Reading Strategies
- Reading Speed Calculator
- Extra Reading Comprehension Questions
- Reading Glossaries

## **C** Summarize Ideas

Suggested 5–10 Your actual teaching time: teaching time:	
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• Discuss the questions as a class. After students answer the questions in the second item, have them speculate about the countries in which people were least enthusiastic about globalization. Ask Why do you think they were not enthusiastic?

## D Activate Prior Knowledge

Suggested teaching time:	5-10 minutes	Your actual teaching time:	
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- Have a volunteer read the items in the survey. Then have students take the survey individually.
- Bring the class together and have students share their opinions. Encourage them to support their ideas with examples.
- Then determine the percentage of students that checked each box.

**Option:** [+15 minutes] Have students ask five people the survey questions and bring the results to class. Then combine the results of all the respondents and calculate percentages. Ask *Are the percentages for the first question close to the percentages for your country in Exercise B? If not, why do you think the percentages differ?* 

## **■ Wocabulary**

Suggested ning time:		Your actual teaching time:	
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- Have students skim the economic terms. Then have them listen and practice.
- Elicit example sentences for employment rate, income, and *imports*. Clarify meanings as needed.
- Then call on students to use the different economic terms to make statements about their country. For example, The standard of living in this country is improving rapidly.
- Then have students listen and practice again.



Active Teach
 Vocabulary-Building Strategies

## F • Listening

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Explain that each of the four conversations illustrates one of the economic terms from the Vocabulary.
- Have students listen to each conversation and then write the economic term from the Vocabulary. Have students listen again to check their work. Go over the answers as a class.
- Then ask pairs to create a statement summarizing the situation described in each conversation. Have pairs share their statements with the class. (Possible answers: 1. The unemployment rate has gone up since the factory closed. 2. The standard of living in the country they visited was very low. 3. Imports are cheaper than local products, but foreign beef treated with growth hormones may not be safe. 4. An investment in horse farms in Ireland can make a huge profit.)

**Language note:** Students should be able to complete the exercise without understanding every word. You may want to share the following definitions if students ask about specific expressions. How come is a question format that means why. Stick with something means continue to support something. Go in on something means participate in something.

**Option:** [+10 –15 minutes] Assign pairs one of the economic terms from the Vocabulary. Have them create a conversation illustrating the term, using the conversations in Exercise F as models. Remind students not to include the actual term in their conversation. The class will try to guess the terms when pairs present their conversations.

#### AUDIOSCRIPT

For audioscript, see page AS13.

## NOW YOU CAN

Suggested teaching time:
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ActiveTeach
 Discourse Strategies

## **A** Notepadding

- Have a volunteer read the list of international companies. Ask Are there any companies you've never heard of? Have students explain what each company
- Then have students list three foreign companies that do business in their country—either companies on the list or their own examples. Have students list the company's products and then summarize the general response of the public to the companies or their products.

**Culture note:** <u>BP</u> is one of the top four oil companies in the world. Coca-Cola is a U.S. carbonated cola soft drink that has the most famous trademark in the world. <u>Daewoo</u> is a leading South Korean international trading company specializing in chemicals, textiles, metals, and steel. **IKEA** is a Swedish retailer that specializes in affordable home furnishings. Nestle, headquartered in Switzerland, is the world's largest food and beverage company. Sony is a Japanese electronics corporation, one of the world's largest producers of consumer electronics. Starbucks, headquartered in the United States, is a very popular chain of coffee shops. The Gap is a popular U.S. clothing store. Volkswagen is a German automobile manufacturer, one of the world's four largest car producers.

#### **B** Discussion

- Ask volunteers to read the statements. Then invite students to share the benefits or problems created by the foreign businesses or products they listed in Exercise A Notepadding.
- Take a poll. Ask *Do you think globalization is good or* bad for your economy? Then call on individual students to back up their point of view.

**Challenge:** [+15 –20 minutes] Have students think of the most popular foreign product or company in their country. Tell them to write a paragraph describing the impact it has had on the country's economy. Then have students read their paragraphs to the class. On the board, write the name of each product or company that students discuss. Encourage students to comment on each other's choices. Then take a vote to see which is truly the most popular product or company.

#### **EXTRAS** (optional)

 Workbook: Exercises 8–10 MySummitLab: Lesson 3

**Corpus Notes:** *Make an investment* is a frequent collocation. For example, *You've made a wise investment*. The preposition *in* frequently follows *investment*. For example, *private investment in inner cities*.

**E Oracle Vocabulary. Economic Terms.** Listen and practice.

**standard of living** level of wealth, comfort, and access to goods

Many hope globalization will raise the standard of living in developing countries.

investment money put into a company or business in order to make a profit and make a business successful *The World Bank believes that foreign investment will* 

**employment rate** the percentage of people who have jobs

benefit local economies.

**unemployment rate** the percentage of people who don't have jobs

Advocates of globalization cite an increased employment rate in countries that have been integrated into the world economy. Critics, however, worry that the unemployment rate will, in fact, increase.

**income** money earned from work or investments **wages** money paid according to the number of hours worked

The World Bank reports that on average, incomes have improved in developing countries, but critics complain that inadequate wages are keeping the poorest people stuck in poverty.

**imports** products brought to one country from another to be sold

**exports** products sent from one country to another to be sold

The promise of globalization is that old protective barriers against trade will give way to a freer flow of imports and exports.

Listening. Listen to Activate Vocabulary. Listen to the conversations. After each conversation, determine which economic term from the Vocabulary best describes the topic of the conversation. Listen again if necessary.

## NOW YOU CAN Discuss the economic impact of globalization

A **Notepadding.** On your notepad, write the names of at least three foreign companies that do business in your country. What is the general response of the public to these companies or their products: positive, negative, or neutral?

Name of business / Product General response of public

Some well-known international companies
BP (British Petroleum)
Coca-Cola
Daewoo
IKEA
Nestle
Sony
Starbucks
The Gap
Volkswagen

**B Discussion.** What benefits or problems have these businesses and products brought to your country? Overall, do you think globalization is good or bad for your economy? Explain. Use the terms from the Vocabulary in your discussion to clarify your ideas.

"In my opinion, Starbucks hasn't had a particularly strong impact. The stores are small, so they haven't really reduced **unemployment**."

"Volkswagen's **investment** in local factories has been good for the country. It's provided **employment** for thousands, and it pays good **wages**. Its products are reliable and affordable, raising the **standard of living** for a lot of people."

## GOAL

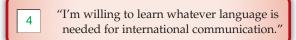
## Discuss the role of English in international communication

Answers will vary, but may include:

Listening. Listen to Summarize. Listen to four people talking about their views on using English for international communication. Summarize each speaker's opinion.

Speaker 1	Knowing how to speak and understand English is enjoyable.
Speaker 2	English is a necessary tool for communicating with people from all over the world.
Speaker 3	English makes people more equal. It is the language of international business.
Speaker 4	English may not always be the number one international language in the world.

Listening. Draw Conclusions. Now listen again. Write the number of the speaker you think would be most likely to make each statement. Explain why.



"English makes international communication really fair."

"I really don't mind if I have an accent or make a few mistakes in English."

"There's no other language I'd rather learn than English."

- Word Skills. Using a Dictionary. Use the Key to answer the following questions.
  - Which of the verbs can be intransitive? dominate
  - Which entries indicate that the word can be used as a part of speech other than a verb? dominate, maximize, neutralize, utilize

• Which two verbs are appropriate for formal use? surpass yourself, utilize

• Which entry includes an antonym (a word that means the opposite)? maximize

## KEY Grammar Codes

[C] countable

[U] uncountable [I] intransitive

[T] transitive

[I,T] intransitive or transitive

### Parts of Speech

adj. adjectiveadv. adverb

n. noun

v. verb

dom-i-nate /'damə,neɪt/ v. 1 [I,T] to control someone or something, or to have more power or importance than them: Movie directing is a profession dominated by men. | New Orleans dominated throughout the game. 2 [I,T] to be the most important feature of something: The murder trial has dominated the news this week. 3 [T] to be larger or more noticeable than anything else in a place or situation: A pair of red-and-gold boots dominated the display. —dominating /'damə,neɪtɪn/ adj. —domination /ˌdamə'neɪʃən/ n. [U]

max-i-mize /'mæksə,maɪz/ v. [T] 1 to increase something as much as possible: We need to look at how to maximize our cash flow. | Diamonds are cut to maximize the stone's beauty. 2 to CLICK on a special part of a WINDOW on a computer screen so that it becomes as big as the screen —maximization /,mæksəmə'zeɪʃən/ n. [U] —compare MINIMIZE

neu-tral-ize /'nutra,laiz/v. [T] 1 to prevent something from having any effect: The Oilers managed to neutralize the other team's defenses. 2 TECHNICAL to make a substance chemically NEUTRAL: This fertilizer neutralizes the salts in the soil. 3 a word meaning to kill someone, especially an enemy in a war, used when you do not want to say "kill" directly: Government forces neutralized the rebels. 4 to make a country or population NEUTRAL in war —neutralization /,nutralo'zei[an/n. [U]

**sur-pass** /səˈpæs/ v. [T] **1** to be even better or greater than someone or something else: In 15 years, China will likely surpass the U.S. as the world's largest market. | surpass expectations/hopes/dreams (=be better than you had expected, hoped etc.) **2** surpass yourself FORMAL to do something even better than you have ever done before: Stewart has surpassed himself with his latest novel.

**u-til-ize** /'yutl,aız/ v. [T] FORMAL to use something for a particular purpose: *The old fire station could be utilized as a theater.* —utilizable adj. —utilization /,yutl-ə'zeɪ∫ən/ n. [U]

Excerpted from Longman Advanced American Dictionary © 2007

## • Listening

Suggested 10 Your actual teaching time: minutes teaching time:

• To introduce the topic, ask:

What is the top language for international communication today? (English)

Do you know what used to be the top international language? (French)

What language do you think will be the top international language in the future? (Possible answer: Chinese)

Why do you think it's important to be able to communicate in the top international language?

- Have students listen to the four speakers. Then have students listen again. Stop after each speaker and have students summarize his or her opinion.
- Go over the answers as a class.

**Option:** [+10 minutes] Ask individual students *Why are* you taking this English class? Write their responses on the board and have students compare reasons. Then ask Are you concerned about perfecting your accent in *English?* Why? Why not?

#### AUDIOSCRIPT

For audioscript, see page AS13.



## **B** • Listening

Suggested 5–10 teaching time: minutes	Your actual teaching time:	
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- Tell students to read the statements. Then have them listen again and match each speaker to the most appropriate statement.
- Have students compare answers with a partner. Then

Which of these statements might you make? Why? Which speaker do you disagree with most? Why?

## **Word Skills**

Suggested 10 Your actual teaching time: minutes teaching time:
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 Have students look at the Key. Review the different terms by asking the following questions:

What are countable nouns? Give an example. (nouns that you can count: man, idea, machine)

What are uncountable nouns? Give an example. (nouns that you cannot count: knowledge, furniture, water)

What are transitive verbs? Give an example. (verbs that require a direct object to complete their meaning: hold, sell, write)

What are intransitive verbs? Give an example. (verbs that do not require a direct object to complete their meaning: arrive, fall, sleep)

What are some examples of verbs that can be transitive or intransitive? (leave, move, wash)

- Have students work individually to answer the bulleted questions. Then have them compare answers with a partner.

Which entries include a noun form? (dominate domination; maximize—maximization; neutralize—neutralization; utilize—utilization) Which nouns are countable and which are uncountable? (The nouns are all uncountable.) Which entries include an adjective form? (dominate dominating; utilize—utilizable)

**Option:** [+10 –15 minutes] Have pairs look in an English-language dictionary and find examples of entries that include the different items in the Key. Have students write down these examples or bookmark them in the dictionary to share with another pair.

**Challenge:** [+5 –10 minutes] Have pairs write five sentences, using verb, noun, or adjective forms of the dictionary entries. Circulate and assist as needed.

## **D** Word Skills Practice

	Suggested teaching time:	5-10 minutes	Your actual teaching time:	
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- Have students do the exercise individually. Tell them
  to refer to the dictionary entries in Exercise C to
  complete each sentence. Remind students to think
  carefully about the context to decide what part of
  speech is needed in each sentence.
- Tell pairs to compare answers. Then bring the class together and call on students to identify the part of speech of each word they wrote. (1. maximize—verb; 2. domination—noun; 3. utilize—verb; 4. surpass—verb; 5. neutralize—verb)
- Reread item 5 and then elicit names of countries where English is used because the populations speak different languages. If necessary, give as examples India and several countries in Africa, including Ghana, Nigeria, South Africa, and Zambia.

## NOW YOU CAN

teaching time.	Suggested teaching time:	15–20 minutes	Your actual teaching time:	
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## **A** Frame Your Ideas

- Have a student read the items in the survey. Clarify meanings as needed. Elicit ideas for item 10, other English skills. For example, reading original Englishlanguage literature.
- After students complete the survey individually, have them compare answers with a partner and give reasons for their choices.

## **B** Discussion

- Ask volunteers to read the statements. Encourage students to find the words from the dictionary entries in Exercise C. (statement 1: surpassed, statement 2: dominate, statement 3: neutralize)
- Invite students to respond to the statements. Ask for a show of hands to determine which statement most students agree with.
- Then have the class answer the question about the changing use of English.

## **C** Express Your Ideas

- Have students read the questions and make some quick notes. Tell students to refer to the skills in Exercise A Frame Your Ideas and to think about the opinions presented in Exercise B on page 118 for ideas.
- Then have students write one to two paragraphs to answer the questions.
- If possible, have students read their paragraphs to the class. Otherwise, collect the papers and give students individual feedback.

**Option:** [+15 –20 minutes] Repeat the question from Exercise B Discussion: *How do you think the use of English as an international language will change over the next fifty years?* Have students write a paragraph answering the question. Encourage them to use the dictionary entries from Exercise C on page 118 where appropriate. Collect student writing and give individual feedback.

## **EXTRAS** (optional)

Workbook: Exercises 11–13MySummitLab: Lesson 4

- **Word Skills Practice.** Use the dictionary entries to find words to complete each sentence. Use the context of the sentence to determine the appropriate meaning and the correct part of speech.
  - 1. The import-export company enrolls all new employees in an intensive English program designed to <a href="maximize">maximize</a> the amount of time they are exposed to written and spoken English.
  - **2.** Some have argued that the <u>domination</u> of world communication by the English language has reduced the use of other languages.
  - **3.** Language experts point out that students of English are more likely to <u>utilize</u> their English skills to speak with other non-native speakers than with native speakers.
  - **4.** With approximately 100 million Chinese Internet users, it's not surprising that six of the world's top 20 most popular websites are in Chinese and that the number of websites in Chinese will soon \_\_\_\_\_surpass \_\_\_\_\_ the number in English.
  - **5.** In some countries with populations who speak different languages, English is used to <u>neutralize</u> any arguments about which language to use in government and business transactions.

## NOW YOU CAN Discuss the role of English in international communication

Frame Your Ideas. Complete the survey. Rate how important each English skill is to you, with 1 being very important, 2 somewhat important, and 3 not important. Then compare and explain your answers with a partner.

English Skills			
1. understanding the customs of the U.S., Britain, Australia, or other English-speaking countries	1	2	3
2. sounding like a native speaker	1	2	3
3. watching movies or TV without subtitles in one's own language	1	2	3
4. being able to participate in business meetings and other business communication	1	2	3
5. reading academic journals and writing papers	1	2	3
6. functioning socially, such as meeting people or knowing how to be polite	1	2	3
7. expressing opinions precisely	1	2	3
8. being able to travel easily in English-speaking countries	1	2	3
9. teaching English to others	1	2	3
10. other	1	2	3

**B Discussion.** Do you agree with any of the statements below? How do you think the use of English as an international language will change over the next fifty years?

"English will soon be surpassed by another language as the number one international language in the world."

"The use of English as an international language is a reflection of how the United States and Britain dominate the world economically and culturally. If that changes, English will decline as an international language."

"Using English is actually an excellent way to neutralize any difficulties in international communication."

**Express Your Ideas.** On a separate sheet of paper, write about the importance of learning English in your life. What role do you hope English will play in your life? What are your goals? What do you plan to do to achieve them? Then share your ideas with your classmates.

## Writing: Express your point of view on the impact of globalization

#### Persuasion

When you write an essay to express a point of view, you are trying to persuade your reader to consider, and possibly share, your opinions.

- 1. Present your point of view. Introduce the topic and focus of your essay by including a thesis statement.

  Acknowledge that there are other ways to see the issue.
- 2. Support your point of view. Develop your ideas by presenting information, facts, examples, and explanations that support your ideas. Including opposing opinions can help make your own views clearer. Each paragraph should have a topic sentence.
- **3. Summarize your main points.**Summarize and restate the thesis in another way.

- There are many people who feel that globalization is causing more problems than it is solving. However, I agree with former U.S. president Bill Clinton when he says that it cannot be stopped. We need to accept globalization as a reality of the world today and learn to make it work for everyone.
- Some, such as Queen Noor of Jordan, worry that globalization speeds up the spread of social, ecological, and medical problems. This may be true. However, these global problems existed before globalization as well. I believe that more open borders and increased international cooperation make it easier for nations to fight these problems more effectively.
- Globalization has its good points and bad points, but it's here to stay. Overall, I believe that the advantages it provides far outweigh the problems. If people cooperate to make it work, we can create a better world.
- Prewriting. Generating Ideas. Read the quotes on page 110 again and choose one. First, on a separate sheet of paper, paraphrase the point of view expressed in the quote. List what you think are some of the pros and / or cons of globalization as they relate to that point of view. Then choose one or two other quotes and do the same.

Who queen Noor	
Point of view? Globalization increases	s the speed of doing business, but also
TOTAL OF VIEW.	
spreads global problem	n5.
Sproutes grown pro-	
Drog	Cons
Pros	<u></u>
More opportunities for doing business	Easier for criminals to cross borders
more opportunities for booking sacritical	
Can meet people's needs more quickly	Rich become richer; poor become poorer
can meet people's needs more quietty	

В	<b>Writing.</b> On a separate sheet of paper, write an essay on the	
	impact of globalization. Use the ideas you generated in Prewritin	ng.

C	Peer Response. Read a classmate's essay. Check if you
	response to each question is yes. If your response is no,
	explain your reasons

Does the introductory	paragraph	have a	clear	thesis
statement?				

Does	the wri	iter inc	:lude (	opposi	ing arg	jumen	ts?	
n				C . I				

- ☐ Do the body paragraphs of the essay make persuasive arguments to support the writer's point of view?
- ☐ Does the concluding paragraph summarize the writer's point of view clearly?
- ☐ Do you have any suggestions for the writer to improve the essay?

## Ways to discuss opposing arguments

#### To paraphrase

Queen Noor thinks (OR believes) that globalization has some advantages. However, . . .

Bill Clinton states that globalization cannot be stopped. However, . . .

According to Bill Gates, globalization is an exciting development. However, . . .

#### To concede

It can be argued that globalization increases global problems. However, . . .

It is true that the poor are getting poorer. However, . . .

**Of course**, globalization needs to work for everyone. **However**, . . .

## Writing

Suggested 20–25 Your actual teaching time: teaching time:
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#### **Persuasion**

- To introduce the topic, remind students that they discussed the cultural impact of globalization on page 113 and the economic impact on page 117.
- Write on the board:



Have students brainstorm some of the pros and cons they discussed in the lessons for each topic.

- Invite a student to read the explanation for Persuasion.
- Invite another student to read step 1. Then ask students to look at the first example to the right. Ask What is the topic of the essay that this paragraph is introducing? (globalization) What is the thesis statement for the essay? (We need to accept globalization as a reality of the world today and learn to make it work for everyone.) What is the essay going to try and persuade the reader about? (That we need to make globalization work for everyone.)
- Invite a student to read step 2. Then ask students to look at the second example to the right. Ask Who expresses an opposing view in this paragraph? (Queen Noor) How is it an opposing view? (She presents some problems. The writer presents a benefit.) What language does the writer use to show that he or she is going to present a different view? ("This may be true. However, . . .") What is the topic sentence of the paragraph? (The first sentence. It presents a point of view that the writer then argues against.)
- Invite another student to read step 3. Then ask students to look at the third example to the right. Ask How does the concluding paragraph summarize the main point of the essay? (It states that, even though there are disadvantages to globalization, there are more advantages, and that we can cooperate to make it work.)



## **A** Prewriting

- Ask students to look at the quotes on page 110 and choose one each thinks might help him or her write the essay.
- Ask students to take notes in the same style as shown in the example on page 120. They should write the name of the person and summarize the person's point of view in their own words. Invite a few students to share their notes with the class.
- Then ask students to work in pairs to brainstorm a list of pros and cons for the point of view they have chosen.

**Option:** [+5 –10 minutes] Divide the class into groups and assign each group one or more quotes from page 110. Ask each group to work together to put each quote into their own words. Then ask each group to present that person's point of view to the class, without using the quote.

## **B** Writing

- To help students begin, refer them to the example introductory paragraph. Remind them to make sure they have a clear thesis statement that presents their point of view by stating both the topic and the focus of their essay.
- Remind students to support their point of view by presenting information, facts, examples, and explanations.
- Call students' attention to the Ways to discuss opposing arguments. Encourage them to use this language in their essays.
- Remind students to include a concluding paragraph that summarizes their main points.

## **C** Peer Response

- Have pairs read each others' essays, or have students work in small groups in which they take turns reading their essay to the others.
- Ask students who are reading or listening to use the checklist to give feedback to the student who wrote the essay.
- Make sure students revise what they've written to include some of the suggestions from their classmates.

## Review

## A • Listening

Suggested teaching time:	10-15 minutes	Your actual teaching time:
teaching time.	minuces	teaching time.

- Have students listen to the three reports. Then have students listen again. Stop after each report and have students complete the statement.
- Tell pairs to compare answers. Then bring the class together and ask individual students:

Do you think that improving living standards in developing countries will cause natural resources to run out? Why? Why not?

Do you think globalization is causing social and economic problems? Why? Why not? What is your opinion of Starbucks stores?

#### AUDIOSCRIPT

For audioscript, see page AS14.

## **B** Complete each phrasal verb ...

teaching time: minutes teaching time:
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- Have students review the phrasal verbs in the Grammar box on page 112 and in the Vocabulary on page 114. Then have students work individually to complete the sentences with the correct particles.
- Go over the answers as a class.

**Option:** [+10 minutes] To provide further practice, call on pairs to create sentences using the phrasal verbs they had difficulty with in the exercise. For example, *The volunteers are handing out information about the hunger strike.* Circulate and assist as needed.

## On a separate sheet of paper, ...

Suggested teaching time:	5-10 minutes	Your actual teaching time:	
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- Tell students to circle the phrasal verb in each sentence. (1. check out; 2. do without; 3. give up; 4. lay off; 5. turn on) Then tell them to identify which phrasal verbs are separable and which are inseparable. (separable: 1, 3, 4, and 5; inseparable: 2) Remind students that with separable phrasal verbs, the direct object pronoun must come before the particle.
- Have students complete the exercise individually and then compare answers with a partner.
- Go over any outstanding questions as a class.

#### **EXTRAS** (optional)

- Workbook: Page 124
- Complete Assessment Package
- ActiveTeach:

Summit TV Video Program and Activity Worksheets Printable Audioscripts "Can-Do" Self-Assessment Charts Workbook Answer Key

MySummitLab:

Writing
Summit TV Video Program and Activity Worksheets
Achievement Test 10
Review Test 2

## Review



#### ActiveBook: More Practice

grammar · vocabulary · listening reading • speaking • pronunciation

- **Listening.** Listen to three news reports on globalization-related topics. After each report, complete each statement so that it is true, according to the information presented in the report. Listen again if necessary.
  - Report 1: WorldWatch is concerned that improving living standards in developing countries ......
    - (a.) will cause natural resources to run out
    - **b.** will bring about an increase in prices for luxury goods
  - **Report 2:** According to the report, most people think that globalization ............
    - **a.** is causing social and economic problems
    - **(b)** is not causing social and economic problems
  - - a. the convenience of having Starbucks stores in so many locations
    - **(b)** both the coffee and the experience of being in the store
- Complete each phrasal verb with the correct particle.
  - 1. The island voted to carry ... out ... a plan to find foreign investors to develop the island into a tourist resort.
  - 2. Technological advances such as cell phones and the Internet have brought about great changes in the way people communicate.
  - **3.** The government is determined to figure \_\_out\_\_ how to increase trade with other countries without causing a rise in unemployment.
  - **4.** Clerks were handing out free cups of Colombian coffee at the supermarket in the hopes that it would catch on with local shoppers.
  - 5. I picked .... up... a little French when I visited my uncle in Paris last summer, but I wouldn't say that I'm fluent.
  - **6.** A lot of families have been putting \_\_\_\_\_\_large purchases because they're afraid they may soon be out of work if the economy doesn't improve.
  - **7.** To be honest, I'm worried that the culture of rich nations will one day wipe \_\_out\_\_ the traditional culture of poorer nations.
  - 8. Asian martial arts have become really popular recently. I know so many people who have taken up tae kwon do, karate, or judo.
- On a separate sheet of paper, rewrite each sentence, replacing the underlined phrase with the pronoun it or them.
  - 1. We should check out that new French film.
  - **2.** We're trying to do without <u>imported products</u>.
  - **3.** They voted to give up <u>protections against imports</u>.
  - **4.** Falling profits forced the factory owner to lay off the workers.
  - **5.** Just turn on your TV and you'll see news and films from all over the world.
  - 1. We should check it out.
  - 2. We're trying to do without them.

  - 3. They voted to give them up.4. Falling profits forced the factory owner to lay them off.
  - 5. Just turn it on and you'll see news and films from all over the world.