

# An interconnected world

## TOPIC PREVIEW

**1** Read each statement describing a result of globalization. In your opinion, is it a positive result, a negative result, or both? Explain your answers.

1. People in over 200 countries around the world drink Coca-Cola.

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2. Much of the clothing sold in North America is made in developing countries where labor is much cheaper.

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3. The introduction of modernized farming techniques has led to an abandonment of traditional farming methods and greater food production in some developing countries.

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4. More and more people are learning and speaking widespread official languages such as English, French, and Spanish rather than local, indigenous languages.

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**2** Read the quotation about globalization. Do you agree that globalization can be both good and bad? Explain your answer and give examples.

**“Globalization is much like fire.  
Fire itself is neither good nor bad.  
Used properly, it can cook food, sterilize  
equipment, form iron, and heat our homes.  
Used carelessly, fire can destroy lives,  
towns, and forests in an instant.”**

—Keith Porter, U.S. journalist

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# LESSON 1

## 3 Read the article. Circle the phrasal verbs.

With restaurants in 119 countries, it's clear that McDonald's has become a global brand. And while there are those who criticize the company's expansion and cultural influence, others explain that individual restaurants, most of which are locally owned, modify their menus to cater to local diets and tastes.



unfamiliar choices. For example, you can pick up a McFefafel in Egypt, seaweed burgers in Japan, and rabbit in France. Enter a McDonald's in Italy, and you'll find out that you can order an espresso. Wondering about the McAloo Tikki Burger on the McDonald's menu in India? Try it out—but don't count on it including any beef. In India, you'll have to go without a

Check out the menus in McDonald's restaurants around the world, and you'll likely come across a surprising number of

McDonald's signature hamburger, as the chain's restaurants in that country don't serve beef.

## 4 What About You? What's your opinion of large multinational companies like McDonald's? Do you believe that they add to or take away from local cultures and traditions? Explain your answer.

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## 5 Complete the conversations. Circle the correct phrase in each pair. If both phrases are correct, circle them both.

### Conversation 1

**Jack:** This project isn't coming out the way that I imagined it at all. I think we should (1. start it over / start over it).

**Ben:** I disagree. Now that we've started, I think we need to (2. see the project through / see through the project). I mean, people are (3. counting us on / counting on us) to finish it before the deadline.

### Conversation 2

**Amy:** We need a way to tell people about our organization.

**Jason:** Well, one idea is to (4. hand out papers / hand papers out) with our name and some information about us.

**Amy:** No, people just (5. throw away papers / throw papers away). How about pencils? We could get a bunch of pencils made with our name and website on them.

**Jason:** That's a good idea. Then people would be reminded of us each time they (6. pick the pencil up / pick up the pencil). Let's (7. check out prices / check prices out) for 1,000 pencils.

### Conversation 3

- Iris:** You know, I'm really interested in (8. **taking up knitting / taking knitting up**).
- Mary:** Really? You should do it. But don't (9. **put it off / put off it**). Winter will be here before you know it, and it'd be great to make some hats, gloves, and scarves.
- Iris:** You're right. I'd better start looking for a place that offers classes. Is there any chance I can (10. **talk into you / talk you into**) taking them with me?
- Mary:** Actually, that sounds like fun.
- Iris:** All right. I'll let you know if I (11. **come anything across / come across anything**).
- Mary:** Sounds good.

## Hooray for . . . Bollywood?

The most popular films in the world do not actually come from Hollywood. Although films from the United States remain very popular worldwide, the Indian filmmaking industry, known as Bollywood, now serves as the primary source of entertainment for more than half of the world's population. While Hollywood releases an average of 450 movies per year, Bollywood is putting out almost three times as many: 1,200 movies per year. According to one BBC poll, the most famous actor in the world isn't an American film star, but Bollywood legend Amitabh Bachchan.



Indian film star  
Amitabh Bachchan

## LESSON 2

### 6 Complete each paragraph. Circle the correct phrasal verb in each pair.

1. Based on the following fact, many people say that it's time to **bring about / put up with** changes in global education: It would cost \$8 billion to provide basic education to every child in the world. There's no reason why any child should have to **go without / lay off** an education.
2. Scientists now say that rising ocean temperatures due to global warming will **carry out / wipe out** plankton, the microscopic plants upon which the ocean's food chains are based. If plans are not **put up with / carried out** to stop global warming, all marine life is at risk of extinction.
3. Cholera is an infection of the large intestine. When a person **comes down with / comes up with** the disease, the results can include rapid dehydration and even death. The current cholera epidemic in Africa has lasted for more than 30 years.
4. In the past several years, factory workers in this country have had to **put up with / bring about** declining wages, higher costs for medical benefits, and longer working hours. Now these workers face a new challenge—companies are **carrying out / laying off** employees and moving their factories to less-developed countries where labor is much cheaper.

- 7** Complete the chart. Make a list of issues that affect the world today. Identify possible problems that these issues could create, and suggest possible solutions. Then answer the questions.

World issues	Possible negative results	Possible solutions
<i>global warming</i>	<i>rising ocean temperatures wipe out marine life</i>	<i>come up with new energy sources to replace those that cause global warming</i>

1. What global issues are you most concerned about? Why?

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 .....

2. What global issues are you least concerned about? Why?

.....  
 .....

### LESSON 3

- 8** Complete the sentences with the words and phrases from the box.

employment rate	import	investment	unemployment rate
export	income	standard of living	wages

- The Swedish people enjoy a high ..... Sweden is among the top 10 richest countries in the world. Literacy rates are close to 100 percent and the life expectancy is high.
- Brazil is the world's largest producer of coffee, which is an important ..... for the country.
- When Babacar first moved to Dakar, he got work in a grocery store earning ..... of less than \$1 per day. Through hard work, Babacar saved enough money to open his own business. His yearly ..... is now more than \$100,000 per year.
- As new businesses open and hire more workers, the ..... of the city goes up.
- Mr. Edwards put some of his savings into a very small company over 20 years ago. Since that time, the company has become very successful, and Mr. Edwards's ..... has made him a lot of money.
- Like many countries, Greece depends heavily on oil from other countries. In fact, oil is the country's largest .....
- When a country's ..... starts to rise, it's usually a sign of a weak economy.

## Sweatshops



One of the most publicized results of globalization in recent years has been the transfer of well-paid manufacturing jobs from developed countries to less-developed ones, where workers can be paid much less and goods are significantly cheaper to produce.

Critics of this trend have been vocal. In the developed countries where manufacturing jobs are disappearing, labor protesters claim that the resulting rise in the unemployment rate is hurting the national economy. Critics also point out that when the jobs move to developing countries, the working conditions at many facilities in developing countries are far below the accepted standards in developed countries. At these facilities, commonly known as “sweatshops,” employees work long hours, often in dangerous conditions, for low pay. Without government laws against child labor, some workers are as young as five years old.

## The Price of Development?

A typical Western response to sweatshops has been to boycott, or refuse to buy, any imports made under these conditions. Surprisingly, however, opinion polls show that most people in developing countries view these sweatshop jobs positively. Although sweatshop workers in developing nations hope for better wages and working conditions, they don’t want consumers in developed nations to protest the situation by refusing to buy the products they make. These boycotts could lead to the closing of factories and employees losing their jobs. Many workers feel that working under these conditions is better than having no job at all.

Moreover, some experts point to statistics showing that sweatshop labor has had a positive economic impact on some developing countries. Average incomes for sweatshop workers are now 5 times what they were less than 20 years ago. The working conditions at some factories have improved, as each company tries to attract the best workers. Decreasing infant mortality rates and rising levels of education are indications of an increased standard of living.

While the pros and cons of sweatshop labor continue to be debated, one fact remains clear—the world economy is rapidly changing into one free-flowing global market. The challenge will be to come up with a way to make globalization work for the benefit of everyone.

Now read each statement. Check true or false, according to the information in the article.

- |  | true                     | false                    |
|--|--------------------------|--------------------------|
| 1. The article describes workers moving from developing countries to developed countries in search of jobs.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The number of manufacturing jobs in developed countries is rising.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Factories with poor working conditions are known as "sweatshops."   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The article presents arguments both for and against sweatshop labor.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Products that are made by low-paid workers are commonly known as "imports."   | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Some workers in developing countries have decided to stop buying products made in sweatshops.                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Statistics show that wages for sweatshop workers in some countries are rising.                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Statistics suggest that sweatshop jobs have increased the level of wealth and comfort in some developing countries. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The article recommends that the globalization of the world economy be stopped.                                      | <input type="checkbox"/> | <input type="checkbox"/> |

**10** **What About You?** Do you know where the things you buy are made? Look at the labels of some things you own. List each item and its country of origin below. Then answer the questions.

Item	Country of origin

- Do you think it's important to buy products that are made in your own country, rather than to buy goods imported from other countries? Explain your answer.
 

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- Do you think that boycotts are effective at changing bad company practices? Have you ever participated in a product boycott yourself?
 

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## LESSON 4

**11** Read the people's opinions on language and international communication. Then answer the questions in your own way.



1. "I don't see why we need to have an 'international' language. That's what translators are for."  
— *Menes Beshay, Egypt*



2. "I think an international language is a good idea, but I think it should be a created language, like Esperanto, so that no one has the advantage of it being their native tongue." — *Callia Xenos, Greece*



3. "Sure, it makes sense to have an international language, but why not make it something other than English? I mean, Mandarin Chinese has nearly three times as many native speakers as English. Why don't we learn that instead?"  
— *Alfredo Vivas, Chile*



4. "English is the best choice for an international language because it's already been established as the language of business and science. More websites are in English than in any other language, and it's the most popular second language in the world to learn." — *Donat Gorzowski, Poland*

1. Which of the opinions above most closely matches your own?

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2. Do you think an international language is a good idea? Why or why not?

.....  
.....

3. In your opinion, is English a good choice for an international language? Why or why not?

.....  
.....

**12** Read the dictionary definitions. Then use the key to answer the questions.

**com-pe-tence** /'kɑmpətəns/ also  
**com-pe-ten-cy** /-pətənsi/ *n.* **1** [U] the ability and skill to do what is needed: *Players are judged by their competence on the field.* **2** [U] a special area of knowledge: *It is not **within my competence** to make such judgments.*  
**3** [C] FORMAL a skill needed to do a particular job—compare INCOMPETENCE

**he-gem-o-ny** /hɪ'dʒeməni, -'ge-, 'hedʒə,mouni/ *n.* [U] a situation in which one state or country controls others

**in-dig-e-nous** /ɪn'dɪdʒənəs/ *adj.*  
**1** indigenous people, customs, cultures, etc. are the people, customs etc. that have always been in a place, before other people or customs arrived **2** indigenous animals, plants, etc. have always lived or grown naturally in the place where they are, as opposed to others that were brought there: [+ **to**] *Red foxes are indigenous to the East and Midwest parts of the U.S.*

**lin-gua fran-ca** /,lɪŋgwə 'fræŋkə/ *n.* [C] a language used between people whose main languages are different: *Swahili is the lingua franca of East Africa.*

**prom-i-nence** /'prɒməʊnəns/ *n.* **1** [U] the fact of being important and well known: *The case **gained prominence** (=became well known) because of the brutal nature of the murders.* | **come/rise to prominence** *Brubeck rose to prominence as a jazz pianist in the 1950s.* **2** [C] FORMAL a part or place that is higher or larger than what is around it

**KEY**

**Grammar Codes**

[C] countable  
 [U] uncountable  
 [I] intransitive  
 [T] transitive  
 [I,T] intransitive or transitive

**Parts of Speech**

*adj.* adjective  
*adv.* adverb  
*n.* noun  
*v.* verb

Excerpted from *Longman Advanced American Dictionary* © 2005

1. Which three words have multiple meanings? .....
2. How many of the dictionary words are nouns? .....
3. Which entry contains an antonym (opposite)? .....
4. Which two words can be both countable and uncountable? .....

**Esperanto** is a created language, constructed in the 1870s – 1880s by Dr. Ludovic Lazarus Zamenhof of Poland. Zamenhof wanted to come up with a new language that was relatively easy to learn. He hoped that the language would be used internationally as a tool for communication and that it would help to promote global peace and understanding. Although Esperanto has no official status in any country, there are currently 2 million speakers of the language around the world.





# Seeking a global language

Due to its far-reaching effects and **prominence** in many parts of the globe, English is now commonly referred to as an international or global language. It is an official language in 52 countries and has **lingua franca** status in many others. It is the most widely learned foreign language worldwide. It has been estimated that between 20 and 33 percent of the world's population understand and speak English with some level of **competence**. It has become the most useful language to learn for international travel and business. It is the official language for aircraft and airport communication and is often the chosen language of international diplomacy.



Arguments have been made for and against the adoption of English as a global language. Proponents point out that a global language can lead to better international communication and an easier exchange of information (for example, on the Internet). On the other hand, the existence of one global language can increase the divide between those who know it (often better-

educated people) and those who don't. There is also some concern that as English is used more and more globally, it might lead to a cultural **hegemony** of countries where English is spoken as a native language. An additional concern about the spread of English is that **indigenous** languages spoken by smaller groups of people may die out. Of course, some of these arguments would be true for any global language (except for a created one), not just English.

Now read each statement. Check true or false, according to the information in the article.


- |   | true                     | false                    |
|---|--------------------------|--------------------------|
| 1. The main topic of the article is a discussion of the pros and cons of learning foreign languages.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. English is often described as a global language because it is so well known throughout the world.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. English is often used between two people whose first language is not English—for example, a French person speaking to a Chinese person.          | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. One argument against using English as a global language is that it's very difficult to learn—very few people achieve a high level of competence. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Some people are concerned that the use of English as a global language would give English-speaking countries too much power.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. There is a concern that if English is adopted as a global language, people may stop using less common local languages.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The article concludes that English is the best choice for a global language.   | <input type="checkbox"/> | <input type="checkbox"/> |

# Grammar Booster

**A** Underline the phrasal verbs in each sentence. Then write T if the sentence has a transitive meaning or I if it has an intransitive meaning.

- ..... It's a formal event, so everyone should dress up.
- ..... After hearing the news, the committee called off the celebration.
- ..... When I think back on those times, they seem like so long ago.
- ..... The girl grew up in a small fishing village in the north.
- ..... It's incredibly rude to cut someone off when they're speaking.
- ..... Please look your essay over before you send it to your teacher.
- ..... He agreed to go along with the story, but he wasn't happy about it.
- ..... Please, sit down and make yourself comfortable.
- ..... The conference was a little boring, but we came away with some good information.

**B** Read each sentence. Write T if the sentence has a transitive meaning or I if it has an intransitive meaning. Then match each definition to the way the phrasal verb is used in each sentence.

- |   |   |                            |
|---|---|----------------------------|
| 1. <u>I</u> ..... You're being ridiculous. Stop carrying on like that!                |  | continue                   |
| 2. <u>T</u> ..... We've carried on many of the traditions from when we were children. |   | behave in a silly way      |
| 3. .... We blew up balloons to decorate the room for the party.                       |   | suddenly become very angry |
| 4. .... A devoted Tigers fan, John blew up when he heard they had lost the game.      |   | fill with air              |
| 5. .... I don't want to fight anymore. Let's make up.                                 |   | end an argument            |
| 6. .... My grandfather used to make up stories that even the adults loved to hear.    |   | create                     |
| 7. .... Can you turn up the volume on the TV? I can't hear it.                        |   | appear                     |
| 8. .... After looking everywhere for my keys, they finally turned up under the couch. |   | raise, increase            |

**C** Underline the phrasal verbs in each sentence. Then write A if the sentence is active or P if it is passive.

- ..... The memo was thrown out because we thought it was trash.
- ..... Someone used up all the hot water before I could take a shower.
- ..... The poster had to be done over again because the first one was a disaster.
- ..... They passed out coupons and prizes at the door.
- ..... That group of kids always leaves Ginny out when they play games.
- ..... The passengers on the bus were let off at the corner.
- ..... The application had been filled out with a blue pen.

## Writing: Write a letter to the editor

Writing a letter to the editor of a newspaper or magazine is one way to express your opinion on issues that concern you. Many publications regularly include a special section for letters they receive from their readers.

### A Prewriting. Generating ideas.

- Choose a controversial issue in your city or country that you're concerned about. For ideas, consider current news topics, governmental laws and policies, or social, cultural, and economic issues.
- List what you think are some of the pros and cons related to this issue. Then think about your own point of view.

Issue: .....

Pros: .....

Cons: .....

#### Example:

Issue: *Raising taxes for the wealthy*

Pros: *The wealthy can afford to pay more.*  
*Government services may not continue without more tax revenues.*

Cons: *Wealthy business people will make fewer investments.*  
*and that's bad for the economy.*  
*It isn't fair to make only one segment of society pay more.*

### B Writing. Choose a newspaper or magazine to which you'd like to write a "letter to the editor."

On a separate sheet of paper, write a formal letter expressing your point of view. Acknowledge other points of view and support your own with information, facts, examples, and explanations. Then summarize your main points. (If you'd like to write a real letter, a publication's specific instructions for submitting a letter to the editor are usually at the bottom of the publication's page where the letters appear.)

### C Self-Check.

- Do you express your point of view clearly?
- Do you include opposing arguments?
- Do the body paragraphs of your letter make persuasive arguments to support your point of view?
- Does the concluding paragraph summarize your point of view clearly?