UNIT 10

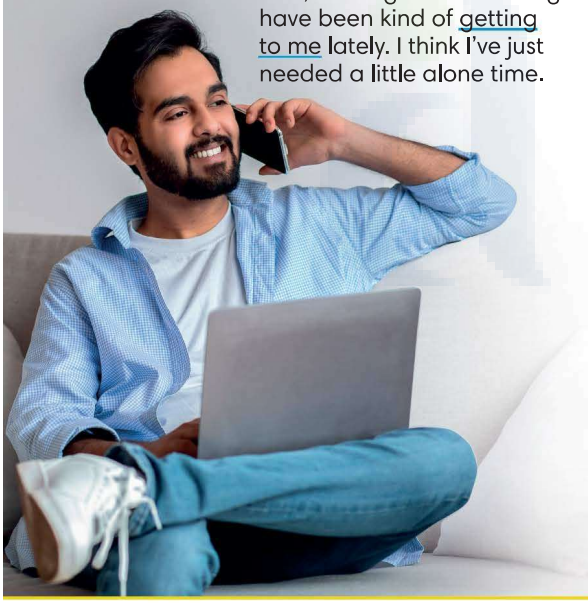
Global Ties

PREVIEW

A GLOBALIZATION | Listen to one person's mixed impressions of the impact of globalization. What's one benefit she feels globalization has provided? And at the same time, what does she miss about the past?

B ZOOM-IN | Read and listen to two foreign university students in Marseille, France. Notice the featured language.

UNDERSTAND A VARIETY OF ACCENTS
Tariq = Arabic
Oki = Japanese



Tariq: Hey, Oki, long time no see! Everything OK? Everyone missed you in class today.

Oki: Hey, Tariq. Yeah, I'm fine. Just feeling a little out of sorts.

Tariq: What do you mean out of sorts? Are you sick?

Oki: No, nothing like that. Things have been kind of getting to me lately. I think I've just needed a little alone time.

Tariq: Are you homesick for Japan? France is a long way from home. I know I miss my parents in Egypt!

Oki: Well, I am definitely missing my family, but I video chat with them just about every day, so I don't think it's that. I'm just feeling kind of like a fish out of water these days—like I just don't belong here. I've been having trouble sleeping and all that.

Tariq: You sure you haven't picked something up? Maybe you should get a check-up at the student clinic. They're really nice there.

Oki: Thanks, Tariq, but I'm OK. I'll get over it. I'm just not used to the culture here. It's been getting on my nerves.

Tariq: You're pulling my leg, right? I thought you were totally in love with France.

Oki: That's true, but all of a sudden I've fallen out of love.

Tariq: What specifically is bothering you?

Oki: I'm not sure. It's hard to put my finger on it . . . Like what's with all those protests and student strikes? It seems like every other day they cancel classes for a demonstration. For goodness' sakes, aren't students here to study?

Tariq: I'm with you there! And the endless political discussions! Where I come from, it's not polite to ask people about their political opinions unless you're really close.

Oki: I know what you mean.



C UNDERSTAND FROM CONTEXT | With a partner, paraphrase the featured phrases and sentences your own way.

1 I'm feeling a little out of sorts.
2 Things have been kind of getting to me lately.
3 I feel like a fish out of water.
4 I'll get over it.
5 You're pulling my leg.
6 It's hard to put my finger on it.
7 What's with all those protests and student strikes?
8 I'm with you there!

D THINK AND EXPLAIN | With a partner, discuss the questions and explain your answers.

1 What's troubling Oki? What does he think is the problem?
2 What's one thing about French student culture that neither Oki nor Tariq can understand?

E LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.

F PAIR WORK | Tell your partner about a time you felt "like a fish out of water."

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UNIT 10
COMMUNICATION GOALS

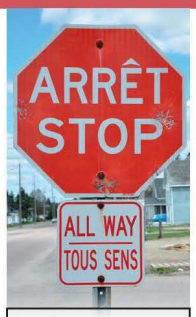
Lesson 1 React to international news events
Lesson 2 Talk about the influence of foreign imports
Lesson 3 Discuss the ways your culture might cause culture shock
Lesson 4 Understand the impact of globalization

F TALKING POINTS | Take the quiz.

How much do you know about English in today's world?

1 **English is not an official language in ___.**
- ☐ the U.S. or the U.K.
- ☐ South Africa
- ☐ Canada
- ☐ Nigeria

2 **There are ___ speakers of English in the world.**
- ☐ 1.5 million
- ☐ 10 million
- ☐ 1 billion
- ☐ 1.5 billion



Traffic signs in Québec, Canada

3 **Approximately ___ of the world's population are native speakers of English.**
- ☐ 5%
- ☐ 10%
- ☐ 20%
- ☐ 30%

4 **There are about ___ million people who speak English as a second or a foreign language.**
- ☐ 6
- ☐ 10
- ☐ 70
- ☐ 700

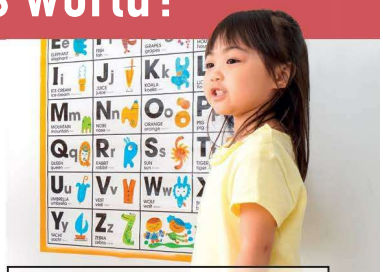
5 **___ is the country with the most English speakers.**
- ☐ China
- ☐ the U.K.
- ☐ the U.S.
- ☐ India

6 **Approximately ___ million people are studying English in China.**
- ☐ 1
- ☐ 10
- ☐ 100
- ☐ 400

7 **In France, there are approximately ___ public and private university programs taught in English.**
- ☐ 20
- ☐ 100
- ☐ 500
- ☐ 1500

8 **Approximately ___ of online content is in English.**
- ☐ 10%
- ☐ 30%
- ☐ 50%
- ☐ 80%

9 **Which language has the largest vocabulary?**
- ☐ English
- ☐ German
- ☐ Chinese
- ☐ French


Many children in China study English in primary school.


English is the medium of instruction in many universities worldwide.

Answers **1.** Neither the U.S. nor the U.K. has an official language. Both English and French are official languages in Canada. South Africa has 11 official languages, including English. Nigeria has only one—English. English is the main language in those countries by history and tradition. **2.** Almost 1.5 billion people in the world speak English—that's one out of every six people, and the number is growing. **3.** There are about 380 million native speakers of English, a little over 5% of the world's population. **4.** There are about 700 million people who have learned English in addition to their own language. **5.** The U.S. has the most English speakers, native and non-native, at 290 million. Ranking highest after that are India (125 million), Pakistan (108 million), Nigeria (79 million), the Philippines (64 million), and the U.K. (63 million). But there are more English speakers in Asia than in the U.S., U.K., and Canada combined. **6.** 400 million people are learning English in China. That's more than the population of the U.K. **7.** French universities offer approximately 1500 programs in which English is the language of instruction. France attracts more foreign university students than any other non-English-speaking country. **8.** 80% of the world's digitally stored information is in English, but the proportion of information stored in other languages is growing on the Internet. **9.** English claims to have the largest vocabulary. Estimates range from 250,000 to 1 million words.

START TALKING

PERSONALIZE Complete the chart with details about the ways and places you expect to use English in your life. (Write N/A (not applicable) for situations you don't expect to occur.)

In my country	Outside of my country
With visitors from other countries:	For tourism:
In phone and video conferences:	For study:
In written communication for my job:	For my job:
Other:	Other:

PAIR WORK Compare charts and discuss the details you included in your chart.

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1 COMMUNICATION GOAL React to international news events

A VOCABULARY | Phrasal verbs for discussing events and issues | Read and listen. Then listen again and repeat.

Note: Phrasal verbs contain a verb and one or more particles that together have their own meaning. Particles are most commonly prepositions or adverbs.

bring about cause to occur or to exist
Rising temperatures have brought about many changes to the world's weather.

carry out achieve or accomplish a plan or a project
The Health Ministry has quickly carried out the ambitious vaccination plan it promised last month.

wipe out eliminate or destroy something completely
Agricultural science has wiped out many previously destructive plant pests.

come up with invent a novel plan or idea
Immunologists have come up with a cutting-edge approach to bee-sting allergy prevention.

go without live without something one needs or is accustomed to having
Our water filtration system has ensured that no town will go without clean, safe drinking water.

lay off end the employment of workers in response to poor economic conditions
During the period of widespread lockdowns in the pandemic, many businesses closed and laid off the majority of their employees.

put up with bear someone's behavior or a bad situation without complaining
Many people are willing to put up with terrible traffic jams during the national holidays.

run out of use one's entire supply of something and have no more
During the storm, stores ran out of essential supplies such as milk and bread.

come down with become sick with a particular illness
The increase in flooding has caused an increase in the mosquito population, and many people are coming down with dengue fever.

B ACTIVATE VOCABULARY | Circle the correct phrasal verb to complete each sentence.

1 The cruise industry shut down almost completely during the pandemic and had to (bring about / lay off) almost 100% of its non-technical staff.
2 Hopefully someone will (come up with / put up with) a way for employees working remotely to interact more frequently with their colleagues.
3 The catastrophic weather this last month forced us to (put up with / come down with) cancellations and delays to most flights.
4 The massive power outage that hit the East Coast caused millions of people to (put up with / go without) electricity for three days.
5 Smallpox vaccinations (wiped out / came down with) the disease all over the world in the mid-twentieth century.
6 Demand for fuel during the summer months last year caused many gas stations to (go without / run out of) gas.
7 When schoolchildren begin school after the summer vacation, lots of them (put up with / come down with) colds and other contagious diseases.
8 The soldiers came back exhausted after (wiping out / carrying out) the rescue mission in the mountains.
9 We're hoping the legislation just passed will (go without / bring about) a reduction in fossil fuel energy usage.

C LISTEN TO INFER MEANING | Listen to the conversations about news events. After each conversation, complete the statement.

Conversation 1 The refugees will ..... soon.
a go without food **b** come down with something **c** carry out a plan

Conversation 2 Lots of people have been ..... .
a putting up with vaccinations **b** coming down with the disease **c** coming up with a plan

Conversation 3 The government hasn't ..... .
a carried out the president's plan yet **b** run out of supplies **c** laid off anyone

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D VOCABULARY PRACTICE | Complete the article, using the appropriate forms of the phrasal verbs from the Vocabulary.

PRONUNCIATION LESSON p. 143
Intonation of tag questions

Agencies merge to reduce hunger

Geneva, May 10

Last week the UN's World Food Program (WFP) and the International Global Food Fund (IGFF) met in Geneva and ..... (1) a plan to temporarily combine their efforts for a more focused and efficient service delivery. These two hunger relief organizations' primary mission has been to implement programs that ..... (2) malnutrition, especially among infants and children worldwide. Additionally, they will now collaborate to ..... (3) increased food production and ..... (4) plans to provide food assistance to people in each of their regions. In recent years, climate change has exacerbated food shortages, and the number of people who are currently forced to ..... (5) food and potable water has skyrocketed. Increasingly, families are ..... (6) being hungry for days on end. Making the issue even more urgent is the fact that malnourished people have weakened immune systems and readily ..... (7) contagious diseases. In joining together, these two premier agencies have pledged to collaborate so no region ..... (8) essential food supplies.

COMMUNICATION ACTIVATOR

Now let's react to international news events.

A CONVERSATION MODEL | Read and listen.

A: Can you believe all the humanitarian crises happening around the world?
B: Unbelievable. Starvation. Childhood mortality. You name it.
A: What's causing them?
B: Well, they say there are two major factors right now: conflict and the effects of climate change, like drought.
A: Right, and they both have a ripple effect. Look at the displacement of tons of people they cause.
B: To say nothing about millions of refugees migrating to other countries.
A: Makes you feel hopeless, doesn't it?
B: Actually, not really. There are places where you can make a donation.
A: You're right. At least we'd be doing something.

Social language
Say "You name it" to indicate the list could be a lot longer.
To add to an already long list, say "To say nothing about ___."


drug trafficking


conflict

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C IN YOUR OWN WORDS Create a similar conversation about other crises happening in the world. Name the problem and any ripple effects. Start like this: *Can you believe . . . ?* Be sure to change roles and then partners. (Option: Use the Unit 10 Energizer Worksheet.)

KEEP TALKING! ●●●

- **Describe the crisis in more detail.**
- **Say more about how you feel about the situation.**
- **Suggest ways to help.**
- **Say as much as you can.**

Watch the video for ideas!

Other crises

- childhood malnutrition
- epidemics
- victims of natural disasters
- childhood mortality
- homelessness
- scams
- drug use


migration


drought


street crime


hunger


terrorism

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2 COMMUNICATION GOAL Talk about the influence of foreign imports

A GRAMMAR CLOSE-UP | Read the people's opinions. Notice the featured grammar.

Log in | Home | Friends | Post

Samara Safi ▶ Imports? Let's Talk About It . . .

1 hr So, I'm from Jordan, and every time my kids turn on their tablets or phones, I worry. I may be an overprotective mom, but I'm concerned about the influence foreign games and websites might have on them. I mean, I'm not a dinosaur, but we have a more conservative culture here, and I just don't care for normalizing some of the stuff in those games and on those websites. Honestly, though, they're good kids. Sometimes I wonder how they put up with my worrying! But I do ask myself: Can't THIS country come up with a few good games, so we don't have to rely on so many imports? I know I can't ask my kids to give up online activities entirely, but I'm trying to think of a way to get them to try out some other fun things—offline!

Like Reply 2 comments

Marcus Meyer

I hear you. I'm from Germany, and I'm concerned about imports, too—but in my case, food imports. When I pick up fruits and vegetables at the market, I've begun checking out the stickers on them. And you can count on it—they're always from somewhere else. I understand that stores want to cater to our taste for tropical fruits all year long—we can't grow those here. But what about all the things we DO grow, like tomatoes and onions? I'm guessing the ones from the developing world are simply cheaper than the ones we grow here because of the cost of labor in other countries. I wonder if this is a good thing . . .

Like Reply

B ACTIVATE PRIOR KNOWLEDGE | Would people in your country express opinions similar to the ones in Grammar Close-Up? Explain.

C GRAMMAR | Separability of transitive phrasal verbs

Remember: Transitive verbs are verbs that can have direct objects. Transitive *phrasal verbs* can be separable or inseparable.

Separable

A direct object noun can generally come after or before the particle of a separable phrasal verb.

I'd like to try on that blue blouse. OR I'd like to try that blue blouse on.

However, a direct object pronoun must come before the particle.

I'd like to try it on. NOT I'd like to ~~try on it~~.

Inseparable

A direct object noun or pronoun always comes after the particle of an inseparable phrasal verb.

They cater to younger customers. NOT They ~~cater younger customers to~~.

I don't care for them. NOT I don't ~~care them for~~.

Be careful! Some phrasal verbs are always separated. The particle never comes directly after the verb.

I talked them into contributing money. NOT I ~~talked into them~~ contributing money.

Separable

blow away	find out	try out
bring about	give up	turn on / off
carry out	lay off	throw away
check out	pick up	try on
figure out	take up	wipe out

Inseparable

care for	count on	put up with
cater to	do without	rely on
come across	go after	run into
come down with	go without	run out of
come up with		

Always separated

do (sth.) over start (sth.) over talk (s.o.) into (sth.)

For a more complete list with definitions, see pp. 114-116.

GRAMMAR EXPANDER p. 132
Phrasal verbs: expansion

D UNDERSTAND THE GRAMMAR | Which phrasal verbs in Grammar Close-Up are separable? On a separate sheet of paper, rewrite those sentences, with the direct object in a different position.

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E GRAMMAR PRACTICE | Complete the sentences, using a form of the phrasal verb with the pronoun *it* or *them*. Pay attention to whether or not the verb is separable.

1 Pilates is really popular. Even my great grandmother has (take up) ..... .
2 Although only a small number of people here can understand English, English words are everywhere. You often (come across) ..... on signs, menus, ads, and clothing labels.
3 Many of the workers who were laid off during the pandemic had highly developed skills. It may not be so easy to (talk into) ..... going back for more training.
4 Because young adults are tech-savvy and have tremendous economic power, Internet companies have developed marketing campaigns that (go after) ..... aggressively.
5 At international food fairs, foreign companies offer samples of their products. Domestic suppliers can (try out) ..... before deciding to import them.
6 Once a foreign brand has become popular, it's hard for people to (give up) ..... .

COMMUNICATION ACTIVATOR

Now let's talk about the influence of foreign imports.

A TALKING POINTS | On the notepad, list examples of imports from foreign countries or cultures that you come across regularly.

Foods:	Entertainment:
Music:	Vehicles:
Products for your house:	Sports and games:
Clothing / personal care products:	Other:

B GROUP WORK | Compare lists from Talking Points. Have the imports had a positive or negative influence in your country? Explain.

> "There's been a trend here toward giving up local traditions and replacing them with imported things. Some of them are great, but I question the wisdom of throwing out our own traditions in their favor. Imported things aren't necessarily better than our own!"

KEEP TALKING! ●●●

- **Agree or disagree, providing supporting details.**
- **Discuss recent trends in your country.**
- **Describe how imports can or do influence your home culture.**
- **Say as much as you can.**

Watch the video for ideas!



Spanish specialties are enjoyed in many places outside of Spain.



Labels tell you where your garment was made.


Asian martial arts are popular throughout the world.

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3 COMMUNICATION GOAL

Discuss the ways your culture might cause culture shock

A VOCABULARY | Discussing culture shock | Read and listen. Then listen again and repeat.

culture shock *n.* the feelings of anxiety and confusion that people have when they spend time in a foreign country
Foreign students often experience culture shock.

homesick *adj.* feeling sad because of being away from home
The first time I went to summer camp, I was homesick.

overwhelming *adj.* more than one can bear; large enough in size, number, or amount to have a very strong effect
Homesickness can be overwhelming and hard to overcome.

disorienting *adj.* confusing, especially of new surroundings
If you come from a culture in which people often touch each other, it can be disorienting to be in a country where people generally do not.

belong *v.* feel happy or comfortable in a place or situation because one has the same interests and ideas as other people
It was so good to come home to a place where I belong!

miss *v.* feel sad because one doesn't have something or do something one had or did before
When Ella was in Europe, she found herself missing some of the foods from back home.

long for *v.* want something very much, especially when it seems unlikely to happen soon
Many people from the country long for a little quiet when they're in a busy city.

B PERSONALIZE THE VOCABULARY | Choose three of the words from the Vocabulary, and use them to write a true statement about yourself. Share statements with a partner.

C LISTEN TO SUMMARIZE | Listen to the radio program. In your own words, summarize the characteristics of each of the four stages of culture shock.


Susan Cahill


Berat Yildiz

Stage one:

Stage two:

Stage three:

Stage four:

D LISTEN FOR DETAILS | Listen again. Check the correct answers, according to the program.

1 Which of the following disorienting experiences did not cause negative feelings for Berat in London?
☐ the traffic ☐ the money ☐ the weather ☐ the food ☐ people's behavior

2 Which symptoms of culture shock did Berat experience?
☐ headaches ☐ disappointment ☐ sadness ☐ lack of sleep ☐ loneliness

3 Which of the following were mentioned as signs that Berat was in the final stage of culture shock?
☐ dressing right for cold weather ☐ making friends ☐ calling home
☐ appreciating cultural differences ☐ finding Turkish restaurants

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E UNDERSTAND FROM CONTEXT | **Listen to the excerpts from the radio program. Use the context to help you complete each statement.**

1 When Susan Cahill says that Berat Yildiz knows about culture shock "firsthand," she means he knows it from ..... .
a experience **b** his studies **c** his culture

2 When Berat Yildiz says he felt like he was "in heaven," he means he felt ..... .
a worried **b** shocked **c** great

3 When Susan says there is "a light at the end of the tunnel," she means that things will ..... .
a get better **b** get worse **c** stay the same

4 When Berat says he got his "feet back on the ground," he means he stopped ..... .
a feeling confused **b** feeling happy **c** thinking about Turkish food

COMMUNICATION ACTIVATOR

Now let's discuss the ways your culture might cause culture shock.

A TALKING POINTS | **Check three aspects of your culture you think might cause a visitor to experience culture shock. Write those three on the notepad and write suggestions to help visitors overcome their discomfort with each one.**

- ☐ local dishes
- ☐ eating and drinking customs
- ☐ etiquette at work
- ☐ local holidays
- ☐ sense of humor
- ☐ formality and informality
- ☐ punctuality
- ☐ traditional leisure activities
- ☐ socializing
- ☐ clothing do's and don'ts
- ☐ treatment of children
- ☐ customs of keeping pets
- ☐ public transportation
- ☐ driving behavior
- ☐ pedestrian behavior
- ☐ other: .....
  .....
  .....

1

2

3

B PAIR WORK | **Use your notes from Talking Points to describe your ideas to help a visitor cope with culture shock in your country.**



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4 COMMUNICATION GOAL

Understand the impact of globalization

A READING | Read the interview about the pros and cons of our increasingly interdependent world. What fact was most surprising to you?

WORLD

GLOBALIZATION: A double-edged sword?

World interviewed sociologist Angela Kuhn about globalization.

WORLD: Professor Kuhn, you've been quoted as saying that globalization isn't a "Johnny-come-lately," having begun thousands of years ago. The popular perspective is that globalization, or the economic interdependence of nation states, is a phenomenon of the last hundred years that has accelerated rapidly in the Information Age past the point of no return.

KUHN: Most people do think of globalization as recent, but they're mistaken. The best known early example of economic interdependence is probably the Silk Road, the ancient network of trade routes across China, Central Asia, and the Mediterranean between 50 BCE and 250 CE. And just as today's globalization has been enabled by emerging technologies, so was the trade over the Silk Road.

WORLD: Which technologies could you be referring to, so long ago?

KUHN: Specifically, advances in metallurgy led to the creation of coins so that goods could be bought and sold and not simply exchanged, or "bartered," as they had been previously. And a developing infrastructure of roads and bridges played a key role just as they do today. Later, in the 15th century, advances in technology, such as improved ship design and the magnetic compass, made Columbus's four voyages to the New World possible. As it does today, trade impacted the lives and culture of ordinary people of the time—both for good and for bad. Heaven knows that much pain and suffering has always been a component of globalization.

WORLD: Can you elaborate on some ways the lives of ordinary people have been affected by globalization?

KUHN: Well, I'm simplifying, you understand, but in the Asian example, foods that had been eaten only locally began to be known elsewhere, and products such as Chinese silk and Arabian spices—along with the cultural exchange of religious beliefs—influenced the traditions and personal lives of people of the time. Similarly, Columbus's voyages opened the Age of Exploration, and repeated connections between Europe and the Americas introduced profound cultural change in the people of both places.

WORLD: So, fast forward to today—obviously, globalization still creates economic ties among the countries of the world, but the Internet has accelerated the process. And English has facilitated our ability to connect culturally with others. So, then, why are people so down on globalization?

KUHN: Well, I don't think we can state that categorically. Most people are ambivalent. They receive the benefits of globalization—economic growth, higher standards of living, enriched culture, more access to a wider range of products—but are also aware of some of its downsides.

WORLD: Such as?



In 2021, the cargo ship Ever Given *blocked the Suez Canal, disrupting the global trade the world's economies now depend on.*

KUHN: Well, companies in richer, developed countries often outsource manufacturing and customer service to poorer countries, where labor costs are lower. This has led to a widening gap between the rich and the poor in the more developed countries because jobs there are consequently lost. Since goods are imported and exported around the world, there has been a huge growth in shipping, and because of the lack of regulation in international waters, workers on merchant ships have been exploited and abused. Furthermore, ordinary people complain that their traditional culture and industries are being lost to an invasion of foreign brands and—lest we forget—our interconnectedness has created an increased risk of pandemic disease.

WORLD: Will a day come when we can offset the downsides and reap only the benefits of an interconnected world?

KUHN: As you said earlier, we may have reached the point of no return. World economies are interdependent, and there seems to be no Plan B when things go wrong; in other words, there's no alternative.

WORLD: As you said: it's a double-edged sword. Thank you, Dr. Kuhn.



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B **UNDERSTAND FROM CONTEXT** | **With a partner, answer the questions that contain key words and expressions from the interview.**

1 What does Professor Kuhn mean that globalization isn't a "Johnny-come-lately"?
2 How does she define "globalization"?
3 What was the "infrastructure" of the Silk Road era?
4 Which "technologies" made Columbus's voyages possible?
5 How does "bartering" differ from buying and selling?
6 How would you describe the "outsourcing" of manufacturing and customer service?
7 What does it mean to be "ambivalent" about something?
8 What is meant by "the point of no return"?
9 How would you explain the meaning of a "Plan B"?

C **IDENTIFY SUPPORTING DETAILS** | **Answer the questions, supporting your answers with information in the interview.**

1 In what way has technology enabled growth in economic interdependence in the three time periods Professor Kuhn mentions?
2 How did the growth in metallurgy contribute to the shift from bartering to buying and selling traded goods?
3 What are the benefits of globalization that Kuhn points out?
4 Why is it easy for shippers to abuse and exploit workers on merchant ships?
5 Why has globalization multiplied the risk of pandemic disease?
6 Why was the incident of the Ever Given so significant?

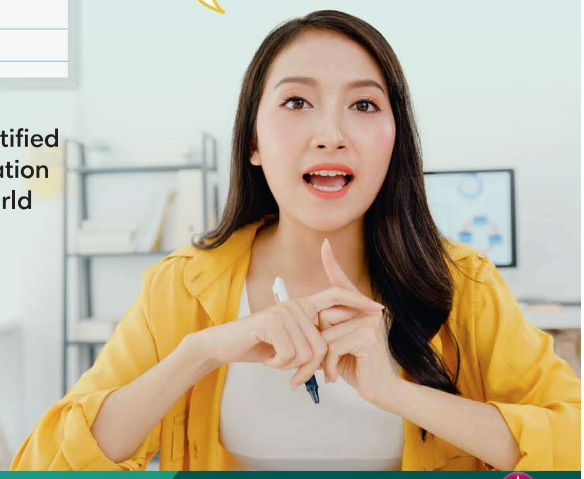
COMMUNICATION ACTIVATOR

Now let's understand the impact of globalization.

A **TALKING POINTS** | **On your notepad, write the names of international companies that have had an economic or cultural impact in your country.**

have had an economic impact	have had a cultural impact

I love things that come from other countries, like cool clothes, new music, and movies, but I feel sad that lots of our own traditions are changing. Whenever people visit from another country, I always take them out for some local culture. Unfortunately, though, it seems like it's harder and harder to find.



B **DISCUSSION** | **What benefits or problems have the companies you identified in Talking Points brought to your country? Overall, do you think globalization is good or bad for your country? Do you think it's good or bad for the world as a whole? Explain. (Option: Use the Unit 10 Soft Skills Booster, p. 163.)**

WRITING HANDBOOK p. 153
- **Skill:** Rebutting an opposing point of view
- **Task:** An essay about globalization

PROGRESS SELF-CHECK

NOW I CAN

- ☐ React to international news events.
- ☐ Talk about the influence of foreign imports.
- ☐ Discuss the ways my culture might cause culture shock.
- ☐ Understand the impact of globalization.

For more practice . . . Unit Review / *Connect TV* ★ Test-Taking Skills Booster

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