Unit 10 Global Ties

PREVIEW	Students listen to someone talk about the impact of globalization, read and listen to a conversation about some symptoms of culture shock, and take a quiz about English today.	
LESSON 1 **React to international news events**	***Vocabulary***	Phrasal verbs for discussing events and issues
LESSON 2 **Talk about the influence of foreign imports**	***Grammar***	Separability of transitive phrasal verbs
LESSON 3 **Discuss the ways your culture might cause culture shock**	***Vocabulary***	Discussing culture shock
	Listening skills	Listen to summarize; Listen for details; Understand from context
LESSON 4 **Understand the impact of globalization**	***Reading skills***	Understand from context; Identify supporting details
SOFT SKILLS WORKSHOP 5	*A Panel Discussion*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Preview

A GLOBALIZATION

Suggested time: 10 minutes | Your time:

- Read the directions. Elicit the meaning of *mixed impressions* (a mix of positive and negative thoughts and feelings about something) and *globalization* (the notion that available products, services, and culture are becoming similar all over the world).
- Have Ss listen and write their answers to the questions. Then go over the answers with the class.

LANGUAGE NOTES

- *Have wider horizons* means to have broader ideas, more knowledge and experience.
- An *efficiency* is a particular way of doing something faster or more cheaply.
- Here, *duplication* means something with the same purpose or effect as another.

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss read and listen to the conversation.
- To check comprehension, ask: *Why is Tariq calling Oki?* (Oki missed class today.) *Where is Tariq from?* (Egypt) *Where is Oki from?* (Japan) *Is Oki sick?* (no) *Is Oki homesick?* (no) *In Tariq's country, when can you ask someone about their political views?* (when the person is a close friend or family)

LANGUAGE NOTES

- If you are feeling *out of sorts*, you are annoyed or sick.
- *Alone time* is time spent on your own.
- Oki says he *is missing* his family. It is common in informal English to use the present continuous with verbs that normally would use the simple present to emphasize an ongoing feeling or state.

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- In pairs, have Ss rewrite the sentences in their own words. To review, ask Ss to share their answers.

D THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- In pairs, have Ss identify the relevant parts of the conversation and discuss the questions.
- Call on Ss to share and explain their answers.

E LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Have Ss write their sentences, and then share them in pairs.

F PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions. Give Ss time to think about their answer. Then have them tell a partner about the event.

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G TALKING POINTS

Suggested time: 10 minutes | Your time:

- With books closed, ask Ss, *What do you know about English in today's world?* Elicit answers.
- Books open. Read the question in the title of the quiz. Ask Ss to read the items silently.
- To check understanding of *official language*, draw Ss' attention to the photo of the stop sign. Ask, *In the first photo, what are the languages on the sign?* (French and English) *Do you think the Canadian government uses both these languages in their official documents?* (Yes, they are both official languages in Canada.)
- Check understanding of the other items.
- Have Ss complete the quiz on their own. Then have them compare answers with a partner. Suggest they refer to the upside-down answer key for any answers they don't agree on.

LANGUAGE NOTES

- An *official language* is one given special status by a country and used by its government in official documents.
- A *native speaker* is a person who has spoken a language since early childhood.
- A *second language* is a language learned after the native one and spoken in the area of residence. A *foreign language* is a language learned after the native one but not spoken by the people in the area of residence.
- The *medium of instruction* is the language used to teach.

EXTENSION (+10 minutes) In small groups or as a class, have Ss share which information surprised them the most and why.

CHALLENGE (+20 minutes) For homework, have Ss create a similar quiz with 5–10 questions about their own language. Remind them to prepare an answer key as well. In a future class period, have Ss exchange their quizzes. Then have them exchange the answer keys. Ask Ss to share some interesting information they discovered about their language.

START TALKING | PERSONALIZE

Suggested time: 5 minutes | Your time:

- Read the directions.
- Give Ss time to think about their answers and complete their chart individually. Remind them to write *N / A* if they do not expect to use English in that situation. Encourage them to add one more way they might use English in and outside their country. Monitor and assist as needed.

OPTION (+5 minutes) If Ss need more support, copy the chart on the board and elicit some details for each situation.

OPTION (+5 minutes) With the class, brainstorm other situations in which Ss think they could be using English in or outside their country.

PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions.
- In pairs, have Ss compare and discuss the information in their charts. Encourage them to ask and answer questions for more details.
- To review, ask volunteers to share their answers with the class.

EXTENSION (+10 minutes) Poll the class. For each heading in the chart, ask for a show of hands if Ss expect to use English in that situation. Then ask Ss how they would need to use English in each situation. Finally, ask them what they think they need to study or do in order to use English well in those cases.

Possible answers for Exercise C on page 100

1. *I'm feeling a little annoyed or irritable.*
2. *Things have been bothering me that normally don't bother me.*
3. *I feel out of my natural element.*
4. *I will start feeling better on my own.*
5. *You're kidding me.*
6. *I can't really pinpoint the problem / issue.*
7. *Why are there so many protests and student strikes?*
8. *I agree with you regarding that!*

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LESSON 1 React to international news event

A VOCABULARY

Suggested time: 10 minutes | Your time:

- Ask, *What was the last issue you read or heard about in the news? What part of the world did this issue affect?*
- Have Ss read and listen to the phrasal verbs. Then have them listen and repeat.
- Ask Ss to read the definitions and examples. Check understanding.
- Read the **Note**. To illustrate the information, go over the list of phrasal verbs and ask for other meanings of the verb alone or example sentences with it. For example, *What is another meaning of* bring? (to take something or someone to a place) *Could you say a sentence with the verb* carry? (For example: They need three people to carry that heavy piano.) Alternatively, ask volunteers to read the example sentences without the particles to show how the meaning changes or the sentences no longer make sense.

OPTION (+5 minutes) Dictate or write these questions on the board:

1. *What can bring about changes to the weather?*
2. *What other organizations might carry out vaccinations?*
3. *Can you name something that can wipe out some types of pests?*
4. *Can you come up with a way to treat bee stings?*
5. *What is something besides water that people cannot go without?*
6. *What kinds of businesses had to lay off people during the pandemic?*
7. *What is something we need to put up with in daily life?*
8. *What is an essential supply you never want to run out of?*
9. *What can people do to avoid coming down with a cold?*

Have Ss discuss the questions in pairs. Monitor and check understanding of the phrasal verbs. Then ask volunteers to share their answers with the class.

EXTENSION (+10 minutes) Ask Ss to write sentences using each of the phrasal verbs. For example: *The pandemic has brought about new ways of working and studying.*

LANGUAGE NOTES

- Ss are going to review separability of phrasal verbs on page 104 in Lesson 2. However, if necessary, remind them that the following verbs are separable, so object pronouns should always come between the verb and the particle: *bring about, carry out, wipe out, lay off.*
- If necessary, clarify that a company *lays off* a number of people (not only one).

B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss preview the sentences. Check understanding.
- Have Ss do the activity individually.
- Call on Ss to read the completed sentences aloud.

LANGUAGE NOTES

- The *cruise industry* includes businesses that offer vacations on large passenger ships.
- *Non-technical staff* are people whose jobs do not require specialized knowledge or knowledge of technology.
- A *power outage* is a period when there is no electricity.
- *Fossil fuel energy* is energy that uses natural fuels such as coal or gas, which are formed from the remains of animals or plants.

C LISTEN TO INFER MEANING

Suggested time: 10 minutes | Your time:

- Have Ss preview the items. Then play the audio, pausing after each conversation for Ss to complete the statements.
- Go over the answers as a class.

OPTION (+5 minutes) Have Ss listen again and identify the statement that supports each answer. (1. I heard that relief groups are running out of food for them. 2. Have you heard about the polio epidemic in Afghanistan? 3. The president has come up with a plan. But the liberals and conservatives haven't been able to agree on how to pay for it.)

LANGUAGE NOTES

- If you *have just the clothes on your back*, you don't own or carry anything else.
- *Once and for all* means completely and finally.
- A *losing battle* is a struggle or something you are trying hard to do that seems certain to fail.
- *Left and right* means in large numbers or everywhere.
- If you *turn things around*, you cause something bad to change in a positive direction or the way you want.
- Say *How do you like that!* when you think something is very surprising, exciting, or annoying.
- The phrase *Money talks* means that people with money have power and influence.
- *Get the ball rolling* means to make something start happening.
- If you are *sitting on the fence*, you are avoiding making a decision or choice, usually about two opposite sides of an issue.

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D VOCABULARY PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss read the first line of the text. Ask, *What does* UN *stand for?* (United Nations) Then have them read the text silently.
- Elicit the meaning of *mission* (goal), *exacerbated* (made worse), *potable* (drinkable), *skyrocketed* (increased rapidly and significantly), and *premier* (leading, very important).
- Have Ss do the exercise individually. Remind them to use the correct form and tense of the verb. Then have them compare answers with a partner.
- Check answers as a class.

LANGUAGE AND CULTURE The United Nations (also called *the UN*) is a global organization that includes most countries in the world. Set up in 1945, following World War II, it promotes international peace and security as well as economic development.

PRONUNCIATION LESSON (optional, page T143)

Communication Activator

A CONVERSATION MODEL

Suggested time: 10 minutes | Your time:

These conversation strategies are implicit in the model

- 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 . . .*
- Begin a statement with *At least . . .* to express mild approval or relief

- Have Ss look at the photos. Then ask them to scan the conversation and say which of the issues in the photos are mentioned. (starvation / hunger, conflict, drought, migration)
- Have Ss read and listen to the conversation.
- To check comprehension, ask: *What are the two main causes of the crises?* (conflict and climate change) *What is their ripple effect?* (displacement of tons of people) *What does Speaker B suggest they can do about the crises?* (make a donation)
- Draw attention to the **Social language** box. Point out that these phrases are used in spoken English more often than in written English.

EXTENSION (+5 minutes) Have Ss write a sentence about an issue mentioned in the conversation using a phrasal verb in Exercise A on page 102. Give an example: *Drought is bringing about starvation in some areas of the world.* Elicit answers.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation and repeat each line. Make sure they do the following: use rising intonation for *Can you believe all the humanitarian crises happening around the world?* and rise-fall intonation in *doesn't it?*; use emphatic stress on *believe* in *Can you believe* and *tons* in *tons of people*; and pause briefly after *Actually*.
- Monitor as Ss practice the conversations in pairs. Have Ss switch roles and repeat.

C IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Read the directions.
- Read the **Other crises** list and the photo captions. Elicit other crises Ss might want to talk about.
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.
- Have Ss create and role-play their conversations in pairs. Have them change roles and practice again, using new ideas, before working with a new partner.

LOOK FOR While Ss are doing Exercise C, monitor their conversations to determine if they are

✓ describing the crises and their effects

✓ using phrasal verbs correctly

OPTION Use the Unit 10 Energizer Worksheet (see Printable Resources in the Portal).

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Portal).

CLOSURE ACTIVITY (+5 minutes) As Ss leave the classroom, have them tell or ask you something about a crisis using a phrasal verb in Exercise A on page 102. Give examples: *Can you believe no one has come up with a plan to address the problem in [name of country or region]? Can you explain how people can go without food for so long?*

Remind Ss they will find additional vocabulary, pronunciation, and speaking practice in their digital resources.

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LESSON 2 Talk about the influence of foreign imports

A GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- Ask Ss, *Where are Samara and Marcus from?* (Jordan and Germany) *Which foreign imports do they mention?* (games and food) Have Ss scan the texts for the answers.
- Then ask them to read each person's opinion silently. To check comprehension, ask:
  What is she worried about? (the influence of foreign games and websites on her children)
  What does she want her children to try out? (fun things offline)
  What is he concerned about? (food imports)
  Why does he think his country imports so many vegetables and fruit? (They are cheaper because the cost of labor is lower in developing countries.)
- Ask Ss what the featured grammar is. (phrasal verbs)

LANGUAGE AND CULTURE

- A *dinosaur* is someone old-fashioned and unable to adapt to modern times, therefore no longer considered useful or effective.
- In this context, *normalize* means to encourage or allow something negative (usually undesirable, like a taboo) to be considered normal.
- *I hear you* means "I agree with you."
- *Cater to* someone / something is to provide a particular group of people what they need or want.
- The *developing world* refers to poorer countries that are trying to improve their economy and society.

B ACTIVATE PRIOR KNOWLEDGE

Suggested time: 10 minutes | Your time:

- Read the target question. Make sure Ss understand it is asking about some people, not everyone.
- Give Ss time to think about their answer. Then have them discuss the question in pairs or small groups.
- Bring the class together and ask volunteers to share their views.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Read the **Remember** note. Then write these examples on the board, underlining the phrasal verbs:
  Could you please turn down the TV? (transitive: can take a direct object)
  Please come in. (intransitive: doesn't take a direct object)
- Explain that a transitive verb needs a direct object to complete its meaning.
- Focus on separable phrasal verbs. Read the rule about direct object nouns and have a volunteer read the example sentences. Ask, *What is the direct object noun in this example sentence?* (that blue blouse) Point out that the direct object noun can appear before or after the particle.
- Then read the next rule about direct object pronouns and have a volunteer read the example sentence. Ask, *What is the direct object pronoun?* (it) Make sure Ss understand that when the direct object of a separable phrasal verb is a pronoun, it must come before the particle.
- Ask Ss to read the list of separable phrasal verbs in the box. Elicit additional example sentences with the verbs. Make sure Ss place the direct object noun or pronoun correctly.
- Focus on inseparable phrasal verbs. Read the rule and have Ss read the example sentences silently. Ask, *What is the direct object in the first example sentence?* (younger customers) *And in the second sentence?* (them) Help Ss notice that the direct object of inseparable verbs must appear after the particle, even when they are nouns.
- Ask Ss to read the list of inseparable phrasal verbs in the box. Elicit additional example sentences with these verbs. Make sure Ss place the object after the particle.
- Finally, have Ss read the **Be careful!** note and the example sentence.
- Ask Ss to read the list of phrasal verbs that are always separated in the box. Elicit additional example sentences with these verbs, making sure Ss place the direct object noun or pronoun before the particle.

GRAMMAR EXPANDER (optional, pages T132–133)

D UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Write this chart on the board:

Phrasal verbs	
Separable	*Inseparable*

- Ask Ss to copy and complete it with the phrasal verbs in Exercise A. Then check answers by asking volunteers to say the verbs for each column. (Separable: turn on, give up, try out, pick up, checking out; Inseparable: care for, put up with, come up with, rely on, count on, cater to)
- Then have Ss work individually to rewrite the sentences with separable phrasal verbs, placing the direct object in a different position.
- Go over the answers. Ask volunteers to read one of the new sentences.

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E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss preview the phrasal verbs and determine if they are separable, inseparable, or always separated. (separable: 1, 5, and 6; inseparable: 2 and 4; always separated: 3) Remind Ss that with separable phrasal verbs, the direct object pronoun must come before the particle. Tell Ss to use the correct verb form in each sentence.
- Have Ss complete the exercise individually and then compare answers with a partner.
- Go over the answers as a class. Have Ss read a complete sentence aloud.

LANGUAGE NOTES

- Someone who is *tech-savvy* knows a lot about modern technology and how to use it.
- If a group of people or a demographic *has economic power*, they have a lot of influence because they buy a lot.
- *Domestic suppliers* are in-country companies that sell a product or service.

CHALLENGE (+5 minutes) Ask, *Which item has other phrasal verbs within the sentence?* (3: laid off, going back) *Is* lay off *usually a separable or inseparable verb?* (separable) *Is it separated here?* (no) Explain that in the passive, a phrasal verb that is normally separable has to stay together because its object in the active voice is now the subject of the passive. (Active: They **laid** many workers **off**. Passive: Many workers were **laid off**.)

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Review that in the Grammar Close-Up on the previous page, the two people gave their opinions on the influence of foreign imports in their countries. Explain that now Ss will voice their opinions about the topic.
- Read the directions and the headings on the notepad. Elicit examples of *personal care products.* (shampoo, deodorant, soap, etc.)
- Draw Ss' attention to the pictures and captions at the bottom of the page. Elicit the categories they exemplify. (label: clothing; martial arts: sports; tapas: food)
- Have Ss work individually to list examples on the notepad.
- Then ask, *Who wrote something in the* Other *category? What categories did you add?* Tell Ss they can add any ideas if they come across these imports regularly.

B GROUP WORK

Suggested time: 10 minutes | Your time:

- Read the directions and have a volunteer read the example opinion. Ask, *Does the speaker think the imports have had mostly a positive or a negative influence?* (mostly negative)
- Go over the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their discussions.
- In groups, have Ss compare their lists. Then ask them to explain if the imports have had a positive or negative influence in their country and why. Encourage Ss to ask each other questions and provide details and examples.

LOOK FOR While Ss are doing Exercise B, monitor their discussions to determine if they are

✓ explaining why they think the imports have had a positive or negative influence

✓ using phrasal verbs correctly

EXTENSION (+5 minutes) Ask Ss to name products or traditions from their country that they think would have a positive impact on other countries.

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Ask them to write three sentences about imports: one with a separable phrasal verb, one with an inseparable phrasal verb, and a third one with a phrasal verb that is always separated. Refer Ss to the more complete list of phrasal verbs on pages 114–116. Collect and read Ss' sentences to identify areas for review and extra practice.

Remind Ss of additional grammar practice in their digital resources.

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LESSON 3 Discuss the ways your culture might cause culture shock

A VOCABULARY

Suggested time: 10 minutes | Your time:

- Read the definition and example for *culture shock*. Ask, *Have you or someone you know ever experienced culture shock? Where did it happen?*
- Have Ss read and listen to the vocabulary. Then have them listen and repeat.
- Ask Ss to read the definitions and examples silently.
- To check understanding, dictate or write these questions on the board:
  1. *What was one occasion when you felt homesick? What did you miss?*
  2. *When was a time that you felt things were overwhelming? What did you do?*
  3. *What is something that you once considered disorienting?*
  4. *What is a place where you feel you belong? Why does it make you feel that way?*
  5. *Who do you miss when you are away from home?*
  6. *When you are away from home, what is one food you long for?*
- In pairs, have Ss discuss the questions.
- Bring the class together and ask volunteers to share one of their answers with the class.

B PERSONALIZE THE VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the directions. If necessary, give an example: *I felt homesick when I moved to another city for college.*
- Have Ss write their sentences individually and then share them with a partner.
- To review, ask volunteers to share one of their sentences with the class.

C LISTEN TO SUMMARIZE

Suggested time: 10 minutes | Your time:

- Tell Ss they will hear about the four stages of culture shock. Ask them if they can guess what these might be. Write their guesses on the board.
- Have Ss listen to the program and write the names of the stages as they hear them.
- Then have Ss listen again and summarize each stage. If necessary, pause after the explanation of each stage to give Ss time to write their summaries.
- Have Ss compare their answers with a partner. Then elicit answers from the class.

LANGUAGE AND CULTURE

- An *exchange student* is a student who goes to another country to study, usually as part of a program.
- If something is a *piece of cake*, it is really easy.
- *Brits* is an informal way to refer to people from Great Britain.
- A *full English breakfast* is a cooked meal that usually includes bacon, eggs, and toast, and sometimes also tomatoes, mushrooms, and sausages.

D LISTEN FOR DETAILS

Suggested time: 10 minutes | Your time:

- Read the directions. Ask volunteers to read the items and choices. Check understanding.
- Have Ss listen to the program again and check the answers.
- Review answers as a class.

OPTION (+5 minutes) Ask Ss, *What was disorienting about the money and the traffic?* (He couldn't tell the difference between the two coins. People drive on the opposite side of the road than Turkey.) *What was negative about the weather, people's behavior, and the food?* (The weather was cold and rainy. It was hard to make friends. He got tired of the food.)

EXTENSION (+5 minutes) Have Ss look at the topics in items 1 and 2. Ask, *Which disorienting experiences from item 1 have you experienced or do you think you might experience in a foreign culture? Which symptoms of culture shock from item 2 have you experienced or do you think you might experience if you traveled to a foreign culture?* Have Ss share their answers in pairs.

CHALLENGE (+10 minutes) Tell Ss to imagine they are moving to London for a year to study. With a partner, have them discuss which things they think would be hardest to get used to. Then ask volunteers to share their ideas with the class.

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E UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Have Ss listen to the excerpts. Pause after each one to let them choose the answer.
- Go over the answers as a class. For each item, ask: *What in the context helped you decide the answer?* (Possible answers: 1. Let's listen as Berat describes what it was like during his first month here; 2. it had long been a dream of mine to study here; 3. Various negative symptoms are listed, followed by *Fortunately*, which introduces an improvement; 4. I had gotten used to the weather . . . crossing the street was a piece of cake by then . . . I made friends.)

CHALLENGE (+10 minutes) In pairs, have Ss role-play a radio program following the model in the listening. One S will be the commentator, and the other the person who experienced culture shock. Have Ss prepare scenarios related to the various stages of culture shock, referring to the notes they took in Exercise C on page 106. Encourage them to use a culture they know something about and to be creative about what caused the culture shock.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Draw Ss' attention to the picture. Ask, *What is happening in this scene? What do you think the people might be saying? Which people look worried? Why?* Elicit answers. (Possible answers: The couple on the right are in a street market in a foreign country. They don't seem to understand the language. Some of the people seem to be offering the products or services they sell, such as food and guided tours.)
- Read the directions and have a volunteer read the list of topics. Explain and provide or elicit examples as needed. (For example, for *traditional leisure activities*: in a country that has mountains and a lot of snow in the winter, it could be common to go skiing every chance one gets. If a visitor to this country doesn't know how to ski, or doesn't enjoy winter sports, it could lead to culture shock.)
- Then have Ss work individually to check off the topics that could cause culture shock to a visitor in their country. Encourage them to add one more category to the list.
- Next, have Ss choose three of the checked topics that they think might be the most surprising and write notes suggesting ways to avoid surprise and culture shock. (For example, for *formality and informality*: In the United States children often call adults by their first names; for *public transportation*: A young person is expected to give up a seat to an elderly person; for *pedestrian behavior*: A pedestrian can be fined if they cross the street at a place where this is not allowed.)
- Point out that often there isn't something one can physically do to avoid culture shock related to a particular topic. However, being informed can help prevent surprise and help a person fit in faster and avoid making cultural mistakes.

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions.
- In pairs, have Ss share their ideas about how visitors can overcome culture shock in their countries. Encourage Ss to ask and answer questions to clarify their ideas.
- If time allows, ask volunteers to share their ideas.

LOOK FOR While Ss are doing Exercise B, monitor their discussions to determine if they are

✓ making suggestions about three different aspects

✓ using the vocabulary to describe culture shock correctly

CHALLENGE (+15 minutes) In groups, have Ss write tips for visitors to their country to help them overcome culture shock. Encourage them to cover as many topics as possible. In multicultural classes, ask Ss to work individually or with classmates from the same country.

CLOSURE ACTIVITY (+5 minutes) Ask Ss to imagine a foreign classmate or co-worker is experiencing culture shock in their country. Ask them to write a note to that person with suggestions for overcoming it. Ask them to include some of the vocabulary in Exercise A on page 106. If necessary, write an example on the board:

Hi, Anita.

I know culture shock can make things seem rather overwhelming. If you are feeling homesick, missing your mom's food, and longing for some good ceviche, I can take you to an excellent Peruvian restaurant in my neighborhood. Just let me know when you have time and I will take you there. I'm sure it will make you feel much better.

Best,

Margot

Collect and read Ss' notes to identify areas for review and extra practice.

Remind Ss they will find additional vocabulary and listening practice in their digital resources.

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LESSON 4 Understand the impact of globalization

A READING

Suggested time: 15 minutes | Your time:

- Read the title of the interview. Ask the class: *What is a double-edged sword?* (something that can have both positive and negative aspects or consequences)
- Read the directions and the question. Have Ss read the interview. Suggest they underline information in the text that will help them answer the target question.
- Have Ss share their answer with a partner. Ask them to explain their views.
- To review, ask volunteers to share their answers with the class.

LANGUAGE AND CULTURE

- The *Information Age* is a period of time that began in the mid-20th century in which information has become a valuable commercial product, especially due to computer technology.
- In this context, *heaven knows* is used to emphasize the truth of a statement.
- The *Age of Exploration* (or Age of Discovery) is the period from the 1400s through the 1600s in which European nations began exploring the world in search of goods and materials, and discovered new routes to India, the Far East, and the Americas.
- *Be down on* something means to feel hostile or antagonistic toward something.
- *Lest we forget* is a formal way of saying that something should not be forgotten.
- *Reap something* is to receive something (especially something good, like a benefit or reward) as a result of something you have done.

OPTION (+5 minutes) Draw Ss' attention to the photos of the cargo ship and read the caption. Elicit how the incident depicted illustrates the title of the article. (Possible answer: These large cargo ships and canals facilitate international trade, benefiting a number of countries and industries. Consequently, any disruption to this network can also impact negatively the countries and industries dependent on the trade.)

EXTENSION (+5 minutes) Draw Ss' attention to the photos of the cargo ship and the caravan. In pairs or small groups, have Ss discuss the similarities and differences in the processes they depict. (Possible answers: The caravan illustrates the early example of globalization represented by the Silk Road, while the cargo ship is an example of modern transportation technology that enables the trade between countries. The caravan is more limited in regard to distances covered and the volume of cargo carried, while modern cargo ships can cover great distances and carry enormous volumes.)

EXTENSION (+10 minutes) To review summarizing, divide the class into six groups. Assign each group one question-and-answer from the interview and have them write a summary of the idea discussed. Remind them to keep it brief and only include the main ideas. Then have one person from each group read their summary to the class.

CHALLENGE (+10 minutes) Write on the board: *Do you think that it is possible for everyone to benefit in the competitive global world? Why or why not?* Have Ss discuss the question in groups or with the class. Then ask them to speculate about what can be done to ensure that globalization works for the benefit of the most people.

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B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Before doing the exercise, suggest Ss number the paragraphs in the interview, 1 to 13.
- In pairs, have Ss find the words in the interview and answer the questions. Encourage them to use the context to help determine the meanings. Monitor and assist as needed.
- Go over the answers as a class.

C IDENTIFY SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

- Read the directions and the questions. Check understanding.
- Have Ss answer the questions using information from the interview. Suggest they underline the passages in the text that support their answers.
- Have Ss compare their answers with a partner. Then go over the answers as a class.

Possible answers for Exercise C

1. *50 BCE–250 CE: Advances in metallurgy led to the creation of coins so that goods could be bought and sold; developing infrastructure of roads and bridges played a key role.*
   15th century: Advances in technology, such as improved ship design and the magnetic compass, made Columbus's four voyages to the New World possible.
   Today: The Internet has accelerated the globalization process by simplifying communication.
2. *It allowed people to make coins, which are easier to carry.*
3. *economic growth, higher standards of living, enriched culture, more access to a wider range of products*
4. *They are not regulated when in international waters.*
5. *People travel much more frequently and quickly between nations.*
6. *It disrupted global trade.*

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions and the headings on the notepad. Point out that the word *impact* can be positive or negative. For example, a company could be very environmentally conscious (positive impact) or carelessly pollute the environment (negative impact).
- Have volunteers name international companies they have heard of. Ask them to explain what each company does.
- Then have Ss list companies that have had a specific impact on their country. If necessary, allow them to check the information online. Suggest they note down the benefits or problems each company brought to their country.

B DISCUSSION

Suggested time: 15 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A–B)

- Read the directions. Then call on a volunteer to read the example answer.
- Give Ss time to think about their answers to the questions. Then have them discuss the questions in pairs or small groups.
- To review, ask the class: *Overall, do you think globalization is good or bad for the world as a whole?* Ask Ss to explain their answers.

LOOK FOR While Ss are doing Exercise B, monitor their discussion to determine if they are providing explanations for their opinions.

EXTENSION (+15 minutes) Have Ss think of the most popular foreign product or company in their country. Ask them to write a paragraph describing the impact it has had on the country's economy. Have Ss read their paragraphs to the class. On the board, write the name of each product or company discussed. Encourage Ss to comment on each other's choices. Then take a vote to see which is the most popular product or company.

CHALLENGE (+15 minutes) Conduct a globalization debate. Divide the class in half. Assign one group to be for globalization and the other group to be against globalization. Tell groups to compile their arguments, referring to the interview on page 108 as well as to Talking Points and their discussion in Exercise B. Give each group an opportunity to present their argument. Then give groups an opportunity to rebut the opposing argument and defend their point of view. Judge the most solid argument and declare the winner of the debate.

WRITING HANDBOOK (optional, page T153)

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Elicit or remind Ss of Professor Kuhn's interview. Write on the board: *Do you think globalization is a double-edged sword? Why or why not?* Collect and read Ss's answers to identify areas for review and extra practice.

Remind Ss they will find additional reading and writing practice in their digital resources..

PROGRESS SELF-CHECK
Follow the procedure outlined in Unit 1 on page T11.

FOR MORE PRACTICE . . .
Refer to the list of review and additional practice items in Unit 1 on page T11.

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Soft Skills Workshop 5: A Panel Discussion

For information on the general purpose, organization, and length of the Soft Skills Workshops, see the **Introduction** note on page T22.

1 TEAMWORK

Suggested time: 30 minutes | Your time:

- Read the workshop title and the **Outcome** note. Ask, *What is a panel?* (a small group of people brought together to discuss a topic) Ask, *Have you ever participated in or watched a panel discussion? What was it about? What suggestions do you have for someone doing this type of presentation?*
- Read the directions for the first set of tasks. Go over the four **Discussion Topics**. Check understanding of *multi-generational household*. (family members of different ages, such as parents, grandparents, grandchildren, living together in a same house / apartment) Elicit what Ss know about each job listed for moderators and panelists.
- Read the second set of tasks. Elicit or explain that the *moderator* of a panel is a facilitator who usually introduces the panelists; asks initial questions; keeps the discussion moving, focused, and on time; and ensures the panelists' ideas are clear to the audience. Elicit or explain that the *panelists* are experts or people with a special interest in the topic who discuss it in front of the audience. Point out Ss should also give a name, employer, etc. to the moderator.
- Read the third set of tasks. Have a volunteer read the sample writing under **Research notes**. Suggest Ss can each research the topic from the point of view of their roles, taking notes on information that would be known by that person or would exemplify their views. Encourage them to research a variety of sources of information appropriate to their roles. For example, to support the specialists' views, Ss might research more academic or technical sources (encyclopedias, university websites, books, journals, articles, editorials). For the non-professional roles, Ss might also research more personal sources (blogs, personal websites, non-academic forums).
- Go over the ideas in the **Tips for Teamwork** box. Encourage Ss to use these ideas in their discussions.
- Agree with the class how long each panel discussion should take (for example, 10–15 minutes). Suggest they keep this time limit in mind when preparing their presentation.
- Form groups of four. Have each group decide on a topic and share it with the class.
- Monitor and assist as Ss work. Keep time.

OPTION (+10 minutes) To help Ss prepare for the task, find short videos of different panel discussions and show them to the class. Ask Ss who they considered a good or bad moderator or panelist, and why.

TEACHING TIPS

- If possible, avoid having more than two groups discussing the same topic so that the audience doesn't lose interest during the presentations. If necessary, add one more topic and a set of moderator and panelists to the selection or add one more panelist (with a different job / background) to each of the existing topics.
- Write on the board time limits for each task. (For example: 5 minutes to discuss and agree on a topic, 5 minutes to assign roles and create the details for each one, 15 minutes to research, 5 minutes to discuss and compile ideas) Keep time as Ss work.
- If necessary, allow Ss to research the topic and their roles as homework.

2 COLLABORATION

Suggested time: 20 minutes | Your time:

- Read the directions and check understanding of the tasks.
- Draw Ss' attention to the **Tips for Collaboration** box. Encourage Ss to use this language as they offer suggestions. Remind them to keep a positive attitude and to respect each other's opinions and work.
- Have Ss create their questions and answers, as well as introductions to the topic and to each member of the panel. Remind them to include a brief self-introduction for the moderator.
- Monitor and assist as needed. Make sure all students are involved and have a role.

TEACHING TIP Encourage Ss to use language they learned in previous units in their discussions. For example: Suggest they use the subjunctive in their suggestions and recommendations (Unit 8, page 82), unreal conditionals to talk about imagined scenarios (Unit 6, pages 58 and 60; Unit 9, page 92), and the different future forms for their predictions (Unit 9, page 94).

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3 PRESENTATION

Suggested time: 40 minutes | Your time:

- Read the directions and clarify the procedures as needed.
- Remind the moderators to vary the panelist they ask each question first so that every member of the panel answers a similar number of questions.
- Clarify that each question doesn't need to be answered by all the panelists. Encourage the other panelists to just say they agree with another one if that is the case.
- If possible, encourage them to structure the discussion as a "conversation" and not a series of isolated "presentations."
- Draw attention to the **Tips for Presentation** box. Encourage them to incorporate these ideas into their panel discussions.
- Direct Ss' attention to **Evaluate**. Read the directions. Give Ss a minute to read the questions silently. Suggest Ss refer to the Evaluate checklist as they rehearse their discussion and give each other feedback.
- Remind Ss of the time limit for their discussions. Suggest they keep time while practicing.
- As Ss rehearse, monitor and assist as needed.
- Print and pass out the **Evaluation Chart** before the presentations. Make sure Ss have a chart to fill out for each group. Suggest Ss take notes as each group speaks. Encourage them to highlight what each group did particularly well.
- Call on teams to present their panel discussions. If time is limited, two teams can present to each other.
- Leave time after each presentation for the audience to complete the Evaluation Chart (for example, 2–3 minutes). Have the team that just presented complete an Evaluation Chart about their presentation as well.
- Collect Ss' Evaluation Charts after the final presentation.

OPTION (+5 minutes per presentation) Leave time after each panel discussion for a Q&A session. Suggest Ss in the audience write their questions on sheets of paper during the discussion and pass them on to the moderator. Ask the moderator to select some of the questions and ask them to specific panelists.

OPTION For each discussion, ask Ss in the audience to write on their Evaluation Chart which panelist they mostly agree with and why.

Language Center

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