

# What Lies Ahead?

## PREVIEW

**A FRAME YOUR IDEAS** Complete the survey.

## COMMUNICATION GOALS

- 1 Discuss the feasibility of future technologies
- 2 Evaluate applications of innovative technologies
- 3 Discuss how to protect our future environment
- 4 Examine future social and demographic trends

## WILL IT COME TRUE ?

Which of the following predictions do you think will come true by the end of the 21st century? Which are just too wild to come true? Check your responses on a scale of probability from unlikely to definitely. Add your own predictions if you have any.



### MEDICINE AND HEALTH

- 1** The majority of surgeries will be performed by robots.

UNLIKELY POSSIBLY LIKELY DEFINITELY

- 2** Scientists will have discovered effective cures for cancer and heart disease.

UNLIKELY POSSIBLY LIKELY DEFINITELY

- 3** Eyeglasses will have become obsolete.

UNLIKELY POSSIBLY LIKELY DEFINITELY

- 4** Most people will live to be over 100 years old.

UNLIKELY POSSIBLY LIKELY DEFINITELY

- 5** Your prediction:

### TRANSPORTATION

- 1** Petroleum will no longer be used as an energy source.

UNLIKELY POSSIBLY LIKELY DEFINITELY

- 2** Most vehicles will not require a driver.

UNLIKELY POSSIBLY LIKELY DEFINITELY

- 3** Commercial space travel will be available to anyone who can afford it.

UNLIKELY POSSIBLY LIKELY DEFINITELY

- 4** Digital technology will have replaced the traditional paper passport.

UNLIKELY POSSIBLY LIKELY DEFINITELY

- 5** Your prediction:

### HOME AND WORK

- 1** People will be living on another planet.

UNLIKELY POSSIBLY LIKELY DEFINITELY

- 2** Agricultural work will no longer require human workers.

UNLIKELY POSSIBLY LIKELY DEFINITELY

- 3** The majority of homes will have a robot to do household chores.

UNLIKELY POSSIBLY LIKELY DEFINITELY

- 4** Most people will work and make a living from their own homes.

UNLIKELY POSSIBLY LIKELY DEFINITELY

- 5** Your prediction:



**B PAIR WORK** Compare your responses and explain the reasons for your answers. What made you decide whether a prediction in the survey was just too wild or whether it might actually come true?



**C** ▶ 5:02 **SPOTLIGHT** Read and listen to a conversation about the uses for a new technology. Notice the **spotlighted** language.

**Lena:** I just read that packages are going to be delivered to people's homes using drones. Is that cool or what?

**Nate:** Well, it's shocking how much they seem to **be catching on**.

You never know where you're going to see them next.

**Lena:** That's true.

**Nate:** Unfortunately, no matter how you look at it, it's just going to **open a can of worms**.

**Lena:** Really? In what way?

**Nate:** I just think the more drones, the more unintended consequences.

**Lena:** Sorry. I don't get it. Drones seem pretty harmless to me.

**Nate:** Well, think about it. Imagine thousands of drones flying all over the place.

Who's going to make sure they don't crash into each other? **Before you know it**, somebody's going to get hurt.

**Lena:** **Come to think of it**, I read last week that some have already crashed into cars ... and even people!

**Nate:** And from what I understand, that's **just scratching the surface**. It gets worse.

Pilots have been reporting sightings of drones during takeoffs and landings.

**Lena:** Wow! That's no joke!

**Nate:** Exactly. At some point there's going to be a collision—**it isn't a question of if but when**.

**Lena:** Well, this is definitely a case in which **the bad outweighs the good**.



**D UNDERSTAND IDIOMS AND EXPRESSIONS** Find these idioms and expressions in Spotlight. Complete each explanation by writing the correct letter.

..... 1 Say something "is catching on" to ...

a indicate you suddenly realize or remember something.

..... 2 Say "It'll open a can of worms" to ...

b suggest that it provides only a small piece of the total picture.

..... 3 Say "Before you know it" to ...

c suggest that something is going to happen soon.

..... 4 Say "Come to think of it" to ...

d suggest that there are more disadvantages than advantages.

..... 5 Say "It's just scratching the surface" to ...

e indicate that something is becoming popular.

..... 6 Say "It isn't a question of if but when" to ...

f state that something is certain to happen.

..... 7 Say "The bad outweighs the good" to ...

g express concern about possible problems in the future.

**E DISCUSSION**

1 What are some current uses for drones you're familiar with? What are some possible uses in the future? Use your own ideas.

2 Summarize Nate's concerns about the consequences of an increased use of drone technology. Do you agree with his concerns, or do you think drones are harmless? Explain your views.

**SPEAKING** Which of the predictions from page 98 do you think would open a can of worms? Use expressions from Spotlight. Explain your reasons.

“I'd worry that digital passports might open a can of worms. Before you know it, criminals or terrorists would be stealing people's identities.”

“If robots do household chores, people will get lazy! Let's face it ... the bad outweighs the good.”



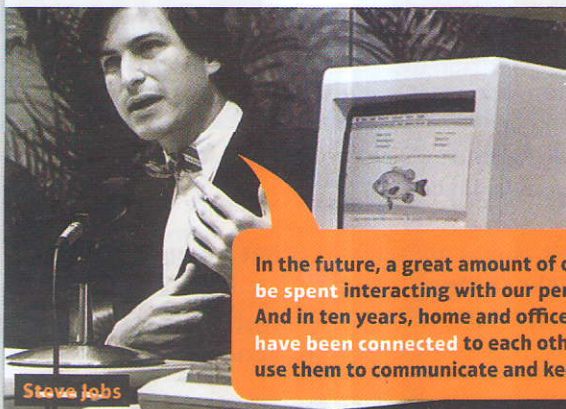
**A** 5:03 **GRAMMAR SPOTLIGHT** Read the article and notice the **spotlighted** grammar.

## ENVISIONING THE FUTURE

In the 1960s, only large institutions, such as banks, corporations, and the military, had computers. They were expensive, slow, and very large—requiring a special air-conditioned room—and access to them was limited to only a few people. In the 1970s, computer prices came down and then small businesses began to use them. Nevertheless, in 1977, the CEO and founder of Digital Equipment, Kenneth Olsen, predicted that computers **would never be used** in the home.

Computers are never going to be used in the home.

Kenneth Olsen



Steve Jobs

In the future, a great amount of our time **is going to be spent** interacting with our personal computers. And in ten years, home and office computers **will have been connected** to each other so people can use them to communicate and keep in touch.

In the early 1980s, Steve Jobs and Bill Gates introduced the personal computer—the Macintosh and the IBM PC, respectively—which made computing at home possible. In 1983, Jobs gave a speech about the future, in which he predicted that, for most people, a great deal of time **would be spent** interacting with personal computers. He also predicted that, within ten years, computers in the office and at home **would be connected** so people would be able to use them to communicate.

In 1999, Gates predicted that small devices **would be carried** around by everyone so that they could get instant information and stay in touch with others. He also claimed that, by the early 21st century, Internet communities **would have been formed**, based on one's interests or to connect with friends and family.

Small devices **will be carried** around by everyone to get information and stay in touch. And in the early 21st century, Internet communities **will have been formed**.



Bill Gates

**B DISCUSSION** Which of the twentieth century predictions about computers have come true? In what ways?

**PRONUNCIATION BOOSTER**

p. 149

Reading aloud

DIGITAL  
INDUCTIVE  
ACTIVITY

**C GRAMMAR THE PASSIVE VOICE: THE FUTURE, THE FUTURE AS SEEN FROM THE PAST, AND THE FUTURE PERFECT**

Passive voice statements about the future: **will be** (or **be going to be**) + a past participle

In the future, appliances **will be linked** to each other and to the Internet as well.

In coming years, our lives **are going to be made** easier by new home technologies.

Passive voice statements about the future as seen from the past: **would be** (or **was / were going to be**) + a past participle

Jobs and Gates predicted that computers **would be used** by millions of people at home.

Olsen thought that computers **were never going to be purchased** for use at home.

Passive voice statements in the future perfect: **will have been** (or **be going to have been**) + a past participle

By 2050, commercial airplanes **will have been redesigned** to be much quieter.

In a few decades, the TV set **is going to have been made** obsolete.

**Note:** The passive voice is often used when discussing science and technology. Use a **by** phrase when it's important to name the agent (the performer of the action).

Our lives will be improved **by technology**.

**GRAMMAR BOOSTER** p. 141

When to use the passive voice



**D GRAMMAR PRACTICE** Look at the predictions for a possible moon habitat. On a separate sheet of paper, change the statements from active to passive voice.

**E GRAMMAR PRACTICE** Read the predictions and complete the statements, putting each prediction into the future perfect in the passive voice. Then, with a partner, discuss the possible downsides to each prediction—or whether you think the good outweighs the bad. Explain your views.

#### A Moon Habitat of the Future

- Rockets will transport lightweight building materials from Earth.
- The construction materials will protect inhabitants from radiation and solar winds.
- The Sun will supply power for electricity.
- Technicians will use robots to mine the Moon's natural resources.
- More than one country will share the costs.

#### Prediction 1: High-speed maglev trains will replace air travel as the preferred means of transportation.

Maglev trains, which use magnets and can travel at up to 580 kilometers per hour, are already preferred over air travel for many key European routes such as London-Paris. Will they replace even more routes? Some say it's not a question of if, but when.



By the end of the 21st century, .....

.....  
.....  
.....

#### Prediction 2: Alternative methods of identification will replace passports for international travel.

Customs agencies will require cards with electronic chips that can be easily swiped, or perhaps they will rely on fingerprints to identify travelers. No matter how you look at it, stamping a passport is a thing of the past.



By the second half of the 21st century, .....

.....  
.....  
.....



#### Prediction 3: Drone technology will make airplane pilots obsolete.

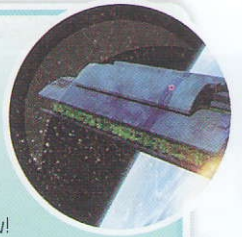
Would you fly on a pilotless plane? You may not have a choice. Once drones have become widely accepted, who needs pilots?

By 2075, .....

.....  
.....  
.....

#### Prediction 4: A private company will construct a space hotel with a spectacular view of the Earth.

Got money to burn? How about a vacation in outer space? After decades of experience maintaining the International Space Station, a space hotel is the next logical step. Only the wealthy will be able to afford it. But what a view!



By the year 2100, .....

.....  
.....  
.....

### NOW YOU CAN Discuss the feasibility of future technologies

**A NOTEPADDING** On your notepad, write at least three wild predictions about the future, using the passive voice of will or be going to or the future perfect.

In the future	By 2050	By the end of the century

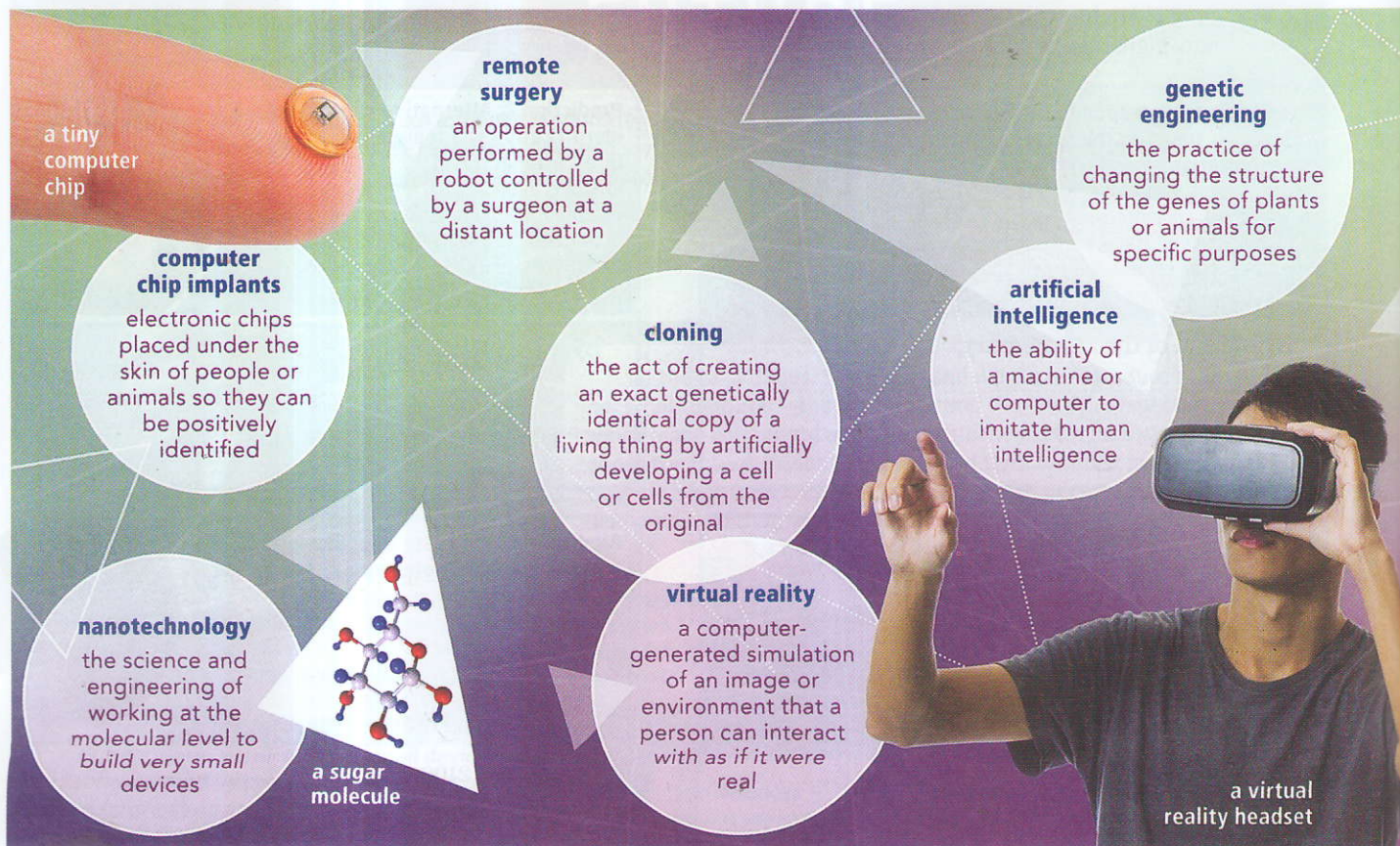
**B DISCUSSION ACTIVATOR** What future technologies do you think will catch on? Are you optimistic or pessimistic about the use of science and technology in the future? Why? Use the predictions on your notepad. Say as much as you can.



DIGITAL STRATEGIES

**A** ▶ 5:04 **VOCABULARY INNOVATIVE TECHNOLOGIES**

Read and listen. Then listen again and repeat.



**B** ▶ 5:05 **LISTEN TO ACTIVATE VOCABULARY** Listen to conversations about applications of innovative technologies. After each, write the technology they're discussing, using the Vocabulary. Listen again and describe how the technology is being used.

	Innovative technology	How it's being used
1		
2		
3		
4		
5		
6		
7		

**C** ▶ 5:06 **LISTEN TO IDENTIFY POINT OF VIEW** Listen again. Circle whether the speaker is for or against each technology. Then, with a partner, explain each answer.

- He's (for / against) it.
- She's (for / against) it.
- She's (for / against) it.
- She's (for / against) it.
- She's (for / against) it.
- He's (for / against) it.
- They're (for / against) it.



**D GRAMMAR THE PASSIVE VOICE IN UNREAL CONDITIONAL SENTENCES****The present unreal conditional**

If effective cancer-fighting drugs **were developed** through genetic engineering, that technology **might be** more widely **accepted**.

**Note:** The passive voice can be used in one or both clauses in an unreal conditional sentence.

**The past unreal conditional**

If antibiotics **had been discovered** earlier, the death toll from pneumonia might have been lower.

If the computer chip **hadn't been developed**, smartphones and tablets **would** never **have been invented**.

**E GRAMMAR PRACTICE** Read the true statements. Then, on a separate sheet of paper, write unreal conditional statements with your own opinions, using the passive voice in **if** clauses.

**Example:** Operations aren't always performed by robots.

*If operations were always performed by robots, there would never be any surgical errors.*

1 Chips aren't implanted in our bodies at birth.

2 Genetic engineering isn't prohibited.

3 Human cloning isn't permitted.

4 The airplane was invented in the early 1900s.

5 The dinosaur was made extinct.

6 Written language was developed thousands of years ago.

7 Electricity was discovered in the seventeenth century.

**F PAIR WORK** Compare the seven opinions you wrote for Exercise E with a partner. Explain your opinions, providing examples.**NOW YOU CAN** Evaluate applications of innovative technologies**A** ▶ 5:07 **CONVERSATION SPOTLIGHT** Read and listen. Notice the **spotlighted** conversation strategies.

A: I've been thinking about it and this human cloning sounds like a good thing to me. **For one thing**, couples who weren't able to have kids would finally be able to.

B: **Well, if you ask me**, I think it's pretty scary.

A: Really? What makes you say that?

B: **It's a slippery slope. I mean**, before you know it, someone's going to use it for something bad, like making designer babies.

A: **I see your point**. But people have always worried about new things.

**B** ▶ 5:08 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the conversation with a partner.**C NOTEPADDING** On your notepad, write an innovative technology that exists in the present and one you'd like to see in the future. Write one important application or use of each technology.**D CONVERSATION ACTIVATOR** Create a conversation similar to the one in Exercise A, using one of the innovative technologies on your notepad. Start like this: *I've been thinking about it and \_\_\_ sounds \_\_\_ to me*. Be sure to change roles and then partners.

▶ 5:09 **Ways to express a concern about consequences**  
It's a slippery slope.  
It's like opening a can of worms.  
It's like playing with fire.  
It's like opening Pandora's box.

Present technology	Application
genetic engineering	create disease-resistant seeds
Present technology	Application
Future technology	Application

**DON'T STOP!**

- Provide more reasons you are for or against a particular technology.
- Evaluate applications of other technologies.
- Say as much as you can.



**A READING WARM-UP** What threats today will affect the environment of the future?

DIGITAL STRATEGIES

B

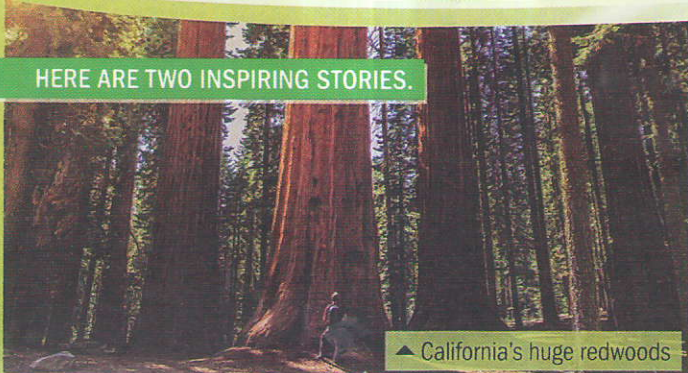
▶ 5:10

**READING** Read the article. What environmental threats does it address?

## ORDINARY PEOPLE WITH BIG IDEAS— PRACTICAL STRATEGIES TO PROTECT THE EARTH

All around the globe, there are quiet hard-working people doing what it takes to protect our environment. They are changing minds and attitudes and demonstrating that ordinary people can make a difference.

HERE ARE TWO INSPIRING STORIES.



▲ California's huge redwoods

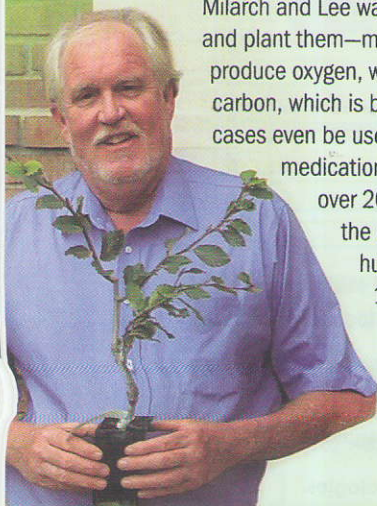
### REVERSING GLOBAL WARMING ONE TREE AT A TIME

Old-growth forests play a key role in keeping the earth's atmosphere clean. In these forests, most trees are over 100 years old—many even 1,000 years or more. Unfortunately, after centuries of logging, development, pollution, and disease, about 98% of these forests have been destroyed, contributing to global warming. However, David Milarch and Leslie Lee, co-founders of a U.S. environmental group called Archangel Ancient Tree Archive, are doing something to turn things around.

Tree experts told him it couldn't be done, but Milarch and his sons, Jared and Jake, have been cloning trees from among more than sixty of the world's best-known, oldest, and largest species, creating exact copies of these ancient trees. These include California's huge redwoods and sequoias (some are 2,000 to 3,000 years old!), Ireland's imposing ancient oaks, and Lebanon's historic cedars.

Milarch and Lee want people to buy their cloned trees and plant them—millions of them. The trees then can produce oxygen, which is good for the environment; absorb carbon, which is bad for the environment; and in some cases even be used in the manufacture of much-needed medications. Eventually Milarch hopes to clone over 200 different species and return some of the old-growth forests we have lost through human activity. "I'm a workaholic. I work 16 hours a day, 365 days a year," says Milarch. When asked how he wants to be remembered, he says, "He caused us to stop and think and take action."

◀ David Milarch



### PROTECTING WILDLIFE BY CHANGING MINDS

Cambodia is experiencing a rise in population and unregulated development, which has been destructive for the environment. More and more inexperienced farmers are taking up agriculture near the edges of Cambodia's forests. Unfortunately for Cambodia's wild Asian elephants, this has caused a conflict with humans. As elephants search for food, they have destroyed farms. In turn, poor and uneducated farmers have killed the elephants to protect their livelihoods. By the early years of this century, the population of elephants had fallen dramatically from about 2,000 to 500.

Tuy Sereivathana (known as Vathana) grew up in the countryside, where he learned to respect both nature and the elephants. After choosing to study forestry, he committed himself to conservation of Cambodia's natural resources. Eventually, working for the country's national parks, he focused his attention on understanding the problems the Cambodian farmers were facing.

Vathana realized that the farmers needed to know more about the elephants' migration patterns and how to apply practical solutions for protecting their farms. He helped them build electric fences. He taught them how to use hot chili peppers and other native plants that elephants don't like in order to discourage the animals from eating their crops. He convinced the farmers to organize themselves to guard their farms at night, using fireworks and other loud noises to scare the elephants off. He also helped them improve their farming techniques so they would not have to go farther into the elephants' habitat.

Vathana worked to establish community schools to increase literacy and provide wildlife conservation education. And he helped redevelop the cultural pride Cambodians have long had in their elephants. The farmers are now the elephants' greatest protectors. Vathana is now known as "Uncle Elephant." There has not been a single killing of a wild Asian elephant since 2005.

Tuy Sereivathana ▶





**DIGITAL**  
EXTRA  
CHALLENGE

- 105



DIGITAL STRATEGIES

**A** ▶ 5:11 **LISTENING WARM-UP VOCABULARY** DESCRIBING SOCIAL AND DEMOGRAPHIC TRENDS  
Read and listen. Then listen again and repeat.

**dem-o-graph-ic** /dema'græfɪk ◀ / n. 1 **demographics** [plural] information about the people who live in a particular area, such as how many people there are or what types of people there are: *the changing demographics of Southern California* 2 [singular] a part of the population that is considered as a group, especially for the purpose of advertising or trying to sell goods: *Cable television is focused on the 18 to 49 demographic (= people who are 18 to 49 years old).*

**rate** /reɪt/ n. [C] 1 the number of times something happens, or the number of examples of something within a certain period: [+ of] *The rate of new HIV infections has risen again.* | **at a rate of sth** *Refugees were crossing the border at a rate of 1,000 a day.* | *The unemployment rate rose to 6.5% in February.* | *The city still has a high crime rate.*

**sta-tis-tic** /stə'tɪstɪk / n. 1 **statistics** [plural] a collection of numbers which represents facts or measurements: *official crime statistics* 2 [singular] a single number which represents a fact or measurement: *a depressing statistic.* | **a statistic that** *I read a statistic that over 10,000 Americans a day turn 50.*

**trend** / trend / n. [C] a general tendency in the way a situation is changing or developing: *Social and economic trends affect everyone.* | [+ in] *The researchers studied trends in drug use among teenagers.* | [+ toward] *There is a worldwide trend toward smaller families.* | *Davis is hoping to reverse the trend of rising taxes (= make a trend go in the opposite direction).* | **a current / recent / present trend** *If current trends continue, tourism will increase by 10%.* | *There is a growing trend in the country toward buying organic foods.*

Excerpted from Longman Advanced American Dictionary

**B** **APPLY THE VOCABULARY** Write whether each example is a demographic, a statistic, a rate, or a trend. Explain your choices.

- 1 An increasing number of customers are choosing to stream movies at home rather than go to a theater to see them. ....
- 2 The social media site *Pinterest* is used by more women than men. ....
- 3 The number of births per family is lower in wealthier developed countries. ....
- 4 Fifteen percent of seniors in the U.S. are living in poverty. ....

DIGITAL STRATEGIES

**C** ▶ 5:12 **LISTEN TO ACTIVATE VOCABULARY** Listen to people discussing demographic trends. Write the number of the conversation next to the rate (or rates) they are discussing. (One rate is not discussed at all.) Then circle whether the rate is rising or falling. Listen again to check your work.

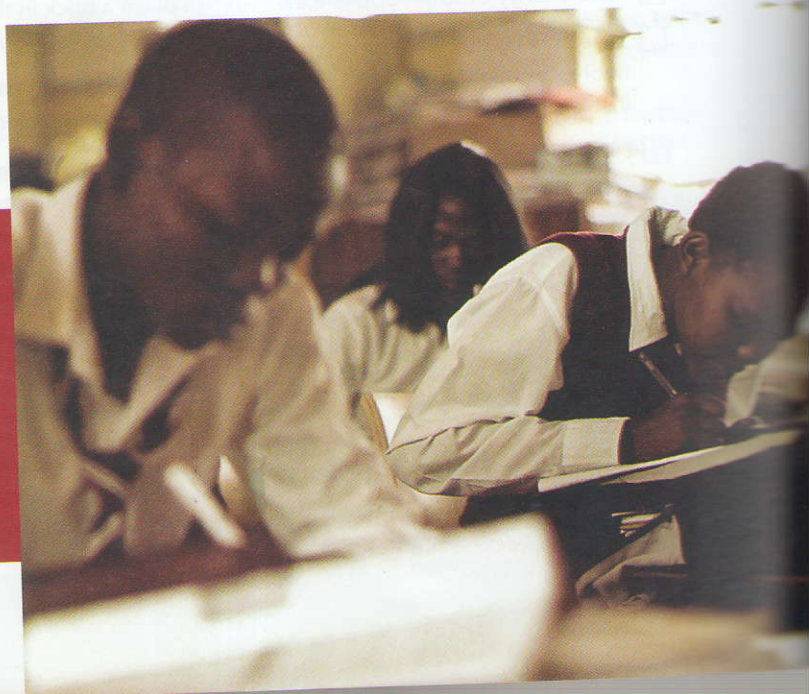
▶ 5:13 Listen and repeat.

literacy = ability to read and write  
fertility = ability to reproduce  
mortality = death

<input type="checkbox"/> crime rate	(rising / falling)	<input type="checkbox"/> literacy rate	(rising / falling)
<input type="checkbox"/> birthrate	(rising / falling)	<input type="checkbox"/> fertility rate	(rising / falling)
<input type="checkbox"/> mortality rate	(rising / falling)	<input type="checkbox"/> divorce rate	(rising / falling)

**D** ▶ 5:14 **LISTEN TO CONFIRM CONTENT**  
Now listen to a lecture predicting world population trends. Read the list of subjects. Then listen again and check the subjects that were mentioned.

- ☐ a decrease in world population
- ☐ unemployment rates
- ☐ life expectancy
- ☐ marriage trends
- ☐ divorce rates
- ☐ fertility rates
- ☐ mortality rates
- ☐ literacy rates





**E** ▶ 5:15 **LISTEN TO INFER INFORMATION** Read the statements. Then listen to the lecture again. Circle the word or phrase that best completes each statement, according to the information presented in the lecture.

- 1 According to the U.N. report, if the world's fertility and infant mortality rates don't decrease, the world's population will increase by (less than / more than / approximately) 30% by 2040.
- 2 By 2050, the country with the second highest population in the world will be (China / India / the U.S.).
- 3 By 2050, populations in Japan, Russia, and Germany will be (higher / lower / the same).
- 4 Worldwide, the number of older people will be (the same as / lower than / higher than) the number of younger people.
- 5 In 2050, the total number of children in the continent of Africa will be (lower than / higher than / the same as) the total number in the rest of the world.

**F** **SUPPORT AN OPINION** Which of the statistics about future world demographics concern you the most? Explain your reasons.

## NOW YOU CAN Examine future social and demographic trends

**A** **NOTEBOOKING** With a partner, examine some social and demographic trends in your country that concern you. Write them on your notepad. Decide which of the trends present the greatest challenges.

Marriage and divorce: *Fewer and fewer people are getting married.*

Marriage and divorce:

Government and politics:

The news media:

Education:

Family life:

Seniors:

Other:

DIGITAL  
SPEAKING  
BOOSTER

**B** **DISCUSSION** Discuss with your partner some possible solutions to meet the challenges you identified in Exercise A. Then present your ideas to your class and invite your classmates to share their own ideas.

**OPTIONAL WRITING** On a separate sheet of paper, write three paragraphs about one of the trends you discussed. In the first paragraph, explain the problem and give examples. In the second paragraph, explain the challenges. In the third, suggest some solutions.





## **A WRITING SKILL** Study the rules.

A formal essay should include a thesis statement somewhere in the introductory paragraph. The thesis statement presents an argument or point of view. The supporting paragraphs should be organized to provide reasons, facts, or examples to support your thesis. The outline on the left indicates an effective way to organize a formal essay to support a thesis.

To write a thesis statement ...

- Narrow the topic to one or two main ideas.
- Make sure it expresses your point of view.

### **I. Introductory paragraph (with a thesis statement)**

Your introduction should include a thesis statement—a sentence that presents your argument. The remaining sentences should suggest what specific topics the essay will include.

### **II. Supporting paragraphs (with supporting examples)**

Each supporting paragraph should include a topic sentence that supports your thesis statement, followed by supporting examples.

### **III. Concluding paragraph (with a summary)**

Your conclusion should summarize the main points of the entire essay and restate your thesis.

## **WRITING MODEL**

**In twenty years, cars will probably all be powered by alternative energy sources, and they will be equipped with new technologies that take over many of the responsibilities of driving.** There are good reasons to be optimistic about these predictions since car manufacturers are already moving in this direction. Undoubtedly, new technological advances will make these developments almost certain to become reality.

Many experts predict that most cars of the future will be powered by electricity. Unlike today's electric cars, which have limitations that keep them from being as popular as gas-powered vehicles, electric cars in the future will be much easier to maintain. For example, ...

Advances in computing will also make human drivers obsolete. Cars of the future will have advanced technological features, some of which are being applied today, that do the thinking for the driver. First of all, cars will all be able to park themselves. In addition, ...

Based on the direction the car industry is heading today, we can confidently predict some of the key advances we will see in the cars of the future. The industry is already offering both electric and hybrid vehicles, and it has introduced some "driverless" features, so we can expect much more development in those two areas.

## **B PRACTICE** Essay tests often suggest topics in the form of a question. On a separate sheet of paper, write a thesis statement for each topic. Be sure to apply the guidelines above.

1 How can we end poverty?

*Poverty can only be ended if the government makes that one of its highest priorities.*

2 Are hospitals and medical care getting too expensive?

3 How are fast-food restaurants changing the way people eat?

4 What are the best ways to avoid becoming a crime victim?

5 Do video games affect young people in negative ways?

6 What are the best places to go on vacation?

DIGITAL  
WRITING  
PROCESS

## **C APPLY THE WRITING SKILL**

Write a four- or five-paragraph essay on one of the suggested topics. State your argument in the introduction with a thesis statement. Support your argument with two or three supporting paragraphs. In your conclusion, restate your argument and summarize the main points.

### **Suggested topics**

- Transportation in the future
- Communication in the future
- Health care in the future
- Education in the future
- The future of the earth
- Your own idea: .....

### **SELF-CHECK**

- ☐ Does my thesis statement clearly state my argument?
- ☐ Does each of my supporting paragraphs have a topic sentence that supports my point of view?
- ☐ Does my conclusion summarize my main points and restate my thesis?



**A** ▶ 5:16 Listen to the conversations. Complete each statement with the technology the people are referring to and circle the word or phrase that reflects each person's opinion.

- 1 He's (skeptical / excited) about .....
- 2 She (doesn't think / thinks) ..... is a great idea.
- 3 He's (skeptical / excited) about .....
- 4 He's (bothered / not bothered) by .....

**B** Write statements, using the underlined idioms in your statements.

*I'm certain that home delivery of restaurant meals using drones will catch on someday.*

- 1 something you think is going to catch on in the future  
.....
- 2 something that would be like opening a can of worms  
.....
- 3 a situation in which someone turned things around  
.....

**C** Complete the paragraph with words and phrases from the list. Make any necessary changes.

trend      statistics      mortality rate      birthrate      population growth      demographic

..... (1) indicate that there are over 6 billion people in the world, with an increase of a million people each year. This ..... (2) is not a result of an increased ..... (3) In fact, the worldwide ..... (4) is for women to have fewer children. This increase in population is mainly the result of a decrease in the child ..... (5) with more children living to adulthood. People are living much longer lives. When the first humans walked the earth, the average person lived only to the age of twenty. Today, the senior ..... (6) is rapidly increasing in size, especially in developing countries.

**D** Rewrite each of the following sentences in the passive voice. Do not include a by phrase.

- 1 In two years, engineers will have designed a new factory.  
.....
- 2 Engineers are going to equip the factory with air filters.  
.....
- 3 Workers will recycle paper, metal, and plastic.  
.....
- 4 They're going to treat waste before they release it into rivers.  
.....
- 5 New technologies are going to reduce energy demands by 50 percent.  
.....
- 6 Pipes will collect rainwater, and they will transport it to tanks.  
.....
- 7 Pipes will also carry excess heat from one building to another.  
.....





## An Interconnected World

## PREVIEW

**A FRAME YOUR IDEAS** Complete the quiz.

## GET THE FACTS!



Test your knowledge about English in today's world.

**1** English is NOT an official language in .....

- ☐ Canada ☐ the U.S. or the U.K.  
☐ South Africa ☐ Nigeria

**2** There are approximately ..... people in the world who can speak English.

- ☐ 1.5 million ☐ 10 million  
☐ 1 billion ☐ 1.5 billion

**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 foreign language.

- ☐ 6 ☐ 10  
☐ 70 ☐ 700

**5** ..... is the country with the most English speakers.

- ☐ China ☐ the U.S.  
☐ the U.K. ☐ India

**6** Approximately ..... million children are studying English in China.

- ☐ 1 ☐ 10  
☐ 100 ☐ 500

**7** In France, there are approximately ..... post-secondary degree programs offered in English.

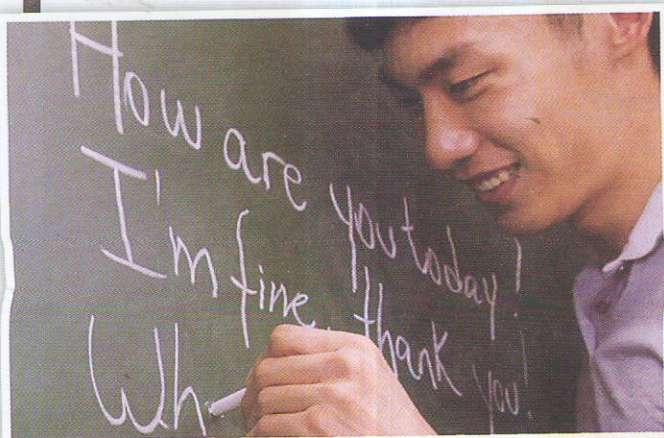
- ☐ 20 ☐ 100  
☐ 300 ☐ 700

**8** Approximately ..... of the information stored in the world's computers is in English.

- ☐ 10% ☐ 30%  
☐ 50% ☐ 80%

**9** Approximately ..... new words are added to the English language each year.

- ☐ 10 ☐ 100  
☐ 400 ☐ 4,000



after that are India (125 million), Pakistan (92 million), Nigeria (82 million), and the U.K. (64 million). But there are more English speakers in Asia than in the U.S., including English. Nigeria has only one—English. 7. French universities offer 700 degree programs in English. France attracts more foreign university students than any other non-English-speaking country. 8. Eighty percent of the world's digitally stored information is in English, but the proportion of information stored in other languages is growing. 9. Four thousand new words are added yearly, making English the language with the largest vocabulary in the world.

the most English speakers, native and non-native, at 298 million. Ranking highest currently learning—English in addition to their own language. 5. The U.S. has anywhere from 700 million to one billion people who have learned—or are speakers of English, a little over 5% of the world's population. 4. There are six people, and the number is growing. 3. There are about 380 million native estimates, 1.5 billion people in the world speak English—that's one out of every including English. Nigeria has only one—English. 2. According to some French are official languages in Canada. South Africa has 11 official languages, the main language in those countries by history and tradition. Both English and

**B PAIR WORK** Did any of the answers surprise you? Explain why or why not.



**C** ▶ 5:17 **SPOTLIGHT** Read and listen to a conversation about someone's plans. Notice the **spotlighted** language.

**Paul:** Are you still thinking about going overseas for a master's program?

**Hyo:** Actually, I've been checking out engineering programs in both Los Angeles and London. But I guess I'm still **on the fence**—I haven't made up my mind which I prefer.

**Paul:** Well, why don't you check out ECE Paris? They have a top-notch engineering program.

**Hyo:** Are you serious? **It's bad enough that** I wouldn't be able to handle the coursework in French. But between the culture shock and not being able to use my English there, I'd feel like **a fish out of water**.

**Paul:** Well, believe it or not, they're offering their engineering program in English.

**Hyo:** In Paris? You're **pulling my leg**, right?

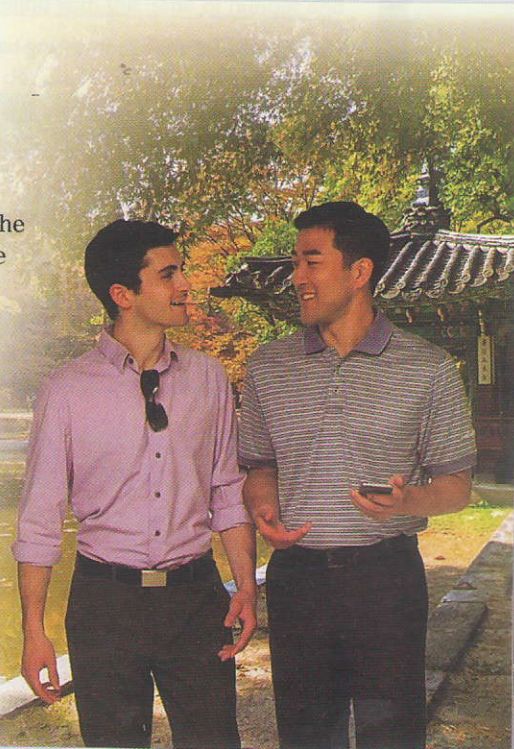
**Paul:** No way! I kid you not.

**Hyo:** No offense, Paul, but isn't France like the *last* place you'd expect anyone to be offering classes in English? I heard the French government actually tried to keep all university instruction in French.

**Paul:** That was probably true some years ago, but I guess they decided it was **a losing battle**. Apparently universities *had* to offer classes in English in order to continue attracting students from abroad—like you!

**Hyo:** **How do you like that!** I guess **money talks** ...

**Paul:** At any rate, I'm sure you'd fall in love with my hometown. And besides, you could pick up some French while you're there.



**D UNDERSTAND IDIOMS AND EXPRESSIONS 1** Circle the correct word or phrase to complete each explanation.

- 1 If you're "on the fence," you haven't (made a decision / changed your plans).
- 2 If you feel like "a fish out of water," everything seems (exciting / unfamiliar) to you.
- 3 If someone "pulls your leg," he or she is (being serious / only kidding).
- 4 If something is "a losing battle," it's probably best to (give up / keep trying).

**E UNDERSTAND IDIOMS AND EXPRESSIONS 2** Complete each statement with the correct lettered explanation.

- |  |                            |
|--|----------------------------|
| 1 When Hyo says "It's bad enough that ...," he's ..... | a emphasizing a problem.   |
| 2 When Hyo says "How do you like that!" he's .....     | b offering an explanation. |
| 3 When Hyo says "Money talks," he's .....              | c expressing surprise.     |

**F THINK AND EXPLAIN** With a partner, discuss the questions and explain your answers.

- 1 Why does Paul suggest that Hyo study in Paris? What would be the benefits?
- 2 What explanation is Hyo offering when he says, "I guess money talks ..."?

**SPEAKING** Read the opinions. Explain why you agree or disagree. Discuss how you think you will use English in your own lives.

If you want to be considered proficient in English, you should never make mistakes, and you should sound like a native speaker.

These days, speaking English is like knowing how to use a computer—you need both skills for a better job.

The most important goal in learning English is to be able to function socially and communicate successfully.

I think the only real reason to learn English is to travel or work overseas. If those aren't your plans, it's not particularly useful.



DIGITAL STRATEGIES

**A** ▶ 5:18 **VOCABULARY PHRASAL VERBS\* TO DISCUSS ISSUES AND PROBLEMS**

Read and listen. Then listen again and repeat.

**bring about** make something happen; to cause to occur or exist

*We need to agree about what the problems are if we expect to bring about changes.*

**carry out** achieve or accomplish a plan or project

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

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

*More than a million people have come down with the mosquito-borne virus.*

**come up with** think of something such as an idea or a plan

*Municipal governments need to come up with a new approach to reduce homelessness.*

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

*No one should have to go without clean drinking water.*

**lay off** end the employment of workers due to economic conditions

*The company recently announced they were laying off two hundred employees.*

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

*For many years, people in small villages have put up with inadequate roads.*

**run out of** use up all of something and not have any more of it

*If we're not careful, we'll run out of oil before alternative energy sources have been found.*

**wipe out** end or destroy something completely so it no longer exists

*Ten years ago, few people could read or write in this country, but now illiteracy has been nearly wiped out.*

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

**B** ▶ 5:19 **LISTEN TO ACTIVATE VOCABULARY**

Listen to the conversations about global issues. After each conversation, complete the statement.

**Conversation 1** The refugees will .....

a go without food soon

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

**C** **VOCABULARY PRACTICE 1** Circle the correct phrasal verb to complete each sentence.

- 1 Because of increased availability of the flu vaccine this year, very few people have (come up with / come down with) the disease.
- 2 Many believe that it is essential to (carry out / wipe out) terrorist organizations.
- 3 A decrease in donations to humanitarian organizations will force thousands to (go without / put up with) the food they need to survive.
- 4 The oil company claims it will have to (bring about / lay off) one-third of its workforce on three continents.
- 5 Attempts to help the earthquake survivors were successful until the United Nations relief agencies (ran out of / laid off) supplies.
- 6 Change was (brought about / run out of) through the work of volunteers.
- 7 City residents will have to (put up with / lay off) the presence of foreign military troops.
- 8 Hopefully someone will (put up with / come up with) a plan to reverse global warming.
- 9 The actress's volunteer work is helping human rights groups (wipe out / carry out) their mission to help war refugees settle into their new lives overseas.



# UN HUNGER RELIEF

The UN World Food Program (WFP) is the world's largest humanitarian organization dealing with the issue of hunger and how to (1) \_\_\_\_\_ malnutrition, especially among children. Its goal is to (2) \_\_\_\_\_ improvements in food production and to (3) \_\_\_\_\_ its plans to provide food assistance to millions of people in seventy-five countries around the world. Whenever people are forced to (4) \_\_\_\_\_ food because of droughts or war, the WFP tries to help. Under these famine conditions, people are unable to feed their families and they are forced to (5) \_\_\_\_\_ being hungry on a daily basis. Making the situation worse, many of its malnourished victims are more vulnerable due to weakened immune systems and may (6) \_\_\_\_\_ contagious diseases. It is the WFP's responsibility to make sure that relief groups do not (7) \_\_\_\_\_ essential emergency supplies. In the 1990s, the WFP (8) \_\_\_\_\_ a successful money-saving idea for responding more quickly to emergencies using small teams of experts to assess the situation before committing full-scale resources.

## NOW YOU CAN React to news about global issues

### A ▶ 5:20 CONVERSATION SPOTLIGHT Read and listen.

Notice the **spotlighted** conversation strategies.

A: **Can you believe** what's been happening in Northern Africa?

B: You mean the drought? It's just horrendous.

A: Awful. **But on the bright side**, people have been donating tons of money for relief. I find that really inspiring.

B: Totally. **It just goes to show you** how powerful social media can be.

A: But on the other hand, it's appalling how much corruption there is.

B: **Well, that's another story** ... It makes you feel hopeless, doesn't it?

A: Yeah. **You'd think** someone could do something to stop it.

### B ▶ 5:21 RHYTHM AND INTONATION Listen again and repeat. Then practice the conversation with a partner.

#### Celebrities Raise Millions for Famine Victims

The North African drought has forced four million people to go without adequate food and water. Some of the world's best-known celebrities have come up with a plan to use social media to raise money for humanitarian efforts.

### C CONVERSATION ACTIVATOR Create a similar conversation, using one of these news stories. Start like this: *Can you believe ...?* Be sure to change roles and then partners.

#### DON'T STOP!

- Describe the news in more detail.
- Say more about your response to the news.
- Say as much as you can.

#### RECYCLE THIS LANGUAGE

- It's a slippery slope. / It's like opening a can of worms.
- The good outweighs the bad.
- Before you know it, ...
- Don't get me wrong.
- What [bothers / concerns] me is ...

#### PRONUNCIATION BOOSTER

p. 150

Intonation of tag questions

#### TERRORIST ATTACK ATTRACTS INTERNATIONAL ACTIVISM

After hearing about the bombing in Beirut that left forty dead, Colombian businesswoman Leticia Gómez decided to use her connections to carry out a campaign to help the families of the victims. Gómez lost her husband to a bombing in Bogotá in the eighties and knows firsthand how devastating terrorism can be.

#### STEPS TAKEN TO AVOID EPIDEMIC IN THE PHILIPPINES

Hundreds have come down with an unknown illness in Mindanao, causing authorities to restrict both domestic and international travel. Doctors Without Borders has agreed to send a team to investigate.

#### China Carries Out Conference Recommendations

The government has come up with a long-term plan for reducing factory emissions in China, where urban residents have had to put up with high levels of pollution with its resulting health consequences.



**A** ▶ 5:22 **GRAMMAR SPOTLIGHT** Read the people's opinions and notice the **spotlighted** grammar.

"I do a lot of business travel, and it's amazing how you **run into** so many foreign things—for example, a Starbucks coffee shop from the U.S. in Bogotá, Colombia. Hello! Colombia already *has* great coffee! Recently I **came across** the Japanese clothing chain UNIQLO in New York. Almost everywhere you go now, you can **count on** being able to find a restaurant that serves Indian, Thai, Japanese, or Mexican food. In any city, people can **take up** tai chi from China, yoga from India, or capoeira from Brazil. Seems like every place is becoming the same."

Gina  
Falcone,  
U.S.



"Every time my kids **turn** their tablets or smartphones **on**, I worry. I'm concerned about the influence foreign games and websites will have on them. I don't particularly **care for** some of the values they teach. But my kids are crazy about their gadgets. If I were to ask my kids to **give them up**, I'd never hear the end of it! They can't imagine **going without** them. I've been trying to **talk them into** doing other things, but it's a bit of a losing battle, I'm afraid. I guess I just have to learn to **put up with** their devices."

Mehmet  
Demirkahn,  
Turkey



"Nowadays you see foreign brands everywhere you look. Before you **throw** the packaging from a food item **away**, read the label—it might say it comes from the U.S. or Mexico. **Try** a blouse **on** at the store—nine times out of ten, it'll have come from China, Vietnam, or Bangladesh. Or **try** some new product **out** at the electronics store and there's a good chance it's imported from Korea. Some people worry that imports will **wipe out** our own local products. But the way I see it, we can enjoy foreign things and still value and appreciate our own."

Sophia  
Freitas,  
Brazil



**B** **ACTIVATE PRIOR KNOWLEDGE** Would people in your country express opinions similar to the ones in the Grammar Spotlight? Explain.

**GRAMMAR BOOSTER** p. 142

Phrasal verbs: expansion

DIGITAL  
INDUCTIVE  
ACTIVITY

**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.

**Check out** their website. OR **Check** their website **out**.

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

**Check it out**. NOT ~~Check out 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 **ran into** her at the park. NOT ~~I ran her into the park~~.

**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**

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

**Inseparable**

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

**Always separated**

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

For a complete list with definitions, see pp. 124–126.



**D UNDERSTAND THE GRAMMAR** Which phrasal verbs in the Grammar Spotlight are separable? Rewrite each of those sentences, with the direct object in a different position.

**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 phrasal verb is separable.

- 1 Pilates is really popular. Even my great-grandmother has (take up) .....
- 2 Although only a small minority of the population can understand English, English words are visible everywhere. You often (come across) ..... on signs, product ads, and even clothing.
- 3 The workers who have been laid off have highly developed skills. It may not be so easy to (talk into) ..... learning all new skills.
- 4 Because young adults are tech-savvy and have tremendous economic power, many Internet companies have developed marketing campaigns that (go after) ..... exclusively.
- 5 At the International Trade Fair, foreign companies offer samples of their products. People can (try out) ..... before deciding whether to buy them.
- 6 Once a foreign brand has become popular, it's hard for people to (give up) .....

## NOW YOU CAN Describe the impact of foreign imports

**A NOTEPADDING** On your notepad, list examples of imports from foreign countries or cultures that you come across regularly.

DIGITAL  
VIDEO

**B DISCUSSION ACTIVATOR** Have the imports you listed on your notepad had a positive or negative impact? Explain, providing examples. Say as much as you can.

**C PAIR WORK** Read the statements about foreign imports. Discuss whether you agree or disagree with them, providing examples. Use phrasal verbs when you can.

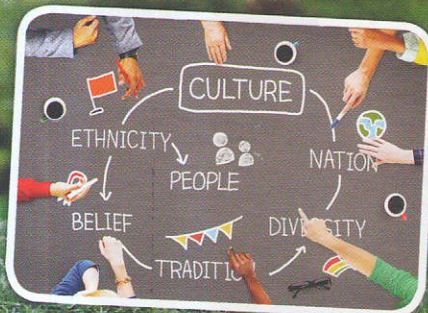
Foods:	Entertainment:
Music:	Vehicles:
Products for your home:	Sports and games:
Clothing / personal accessories:	Other:

There's a growing trend towards **giving up** local traditions and replacing them with imported things. But I question the wisdom of just **throwing away** our long-held traditions like that.

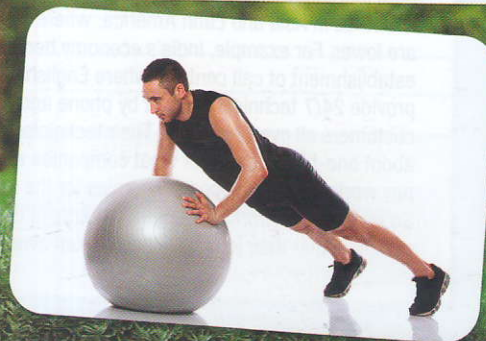
Young people **are picking up** values from foreign media, so culturally we're becoming more and more alike. I wonder what would happen if we lose the things that make us different.



Chinese restaurants are popular in Peru.



Playing Video games has gone international.





**A READING WARM-UP** Do people in your country generally view increased international trade positively or negatively? Explain.

DIGITAL STRATEGIES

**B** ▶ 5:23 **READING** Read the article on the effects of globalization. Do you share its concerns? Why or why not?

# GLOBALIZATION

## DOES IT LIVE UP TO EXPECTATIONS?

**Globalization and increased free trade in this century have brought the world's cultures and economies together. We depend more than ever on each other to thrive. Along with advances in technology and communication, we have become more interconnected as people, corporations, and brands travel across borders more easily than ever before. Nevertheless, most people agree that the social, economic, environmental, and political changes caused by globalization have brought both positive and negative results.**

### THE PROMISE

Advocates of globalization believed it would make the world smaller and bring diverse people and cultures closer. They were right. People in cities on opposite sides of the world can easily get in touch by phone, e-mail, instant messaging, or teleconference. Ease of communication and freer global trade have resulted in improved efficiency and competition. Companies are able to respond quickly to economic changes and market demands. As cooperation—and competition—have increased, new technologies are shared and developed.

Many countries have experienced improvements in their standard of living. For many people, an economic benefit of increased imports and exports has been an increase in income. Consumers enjoy a wider variety of choices when they shop. And as a result of increased prosperity, it has been possible to increase investment in new infrastructure—roads, bridges, and buildings.

### THE OTHER SIDE OF THE STORY

While globalization promised to benefit everyone with an increase in worldwide wealth and prosperity, critics cite evidence of a widening gap between rich and poor. In developed countries, such as the U.S., corporations outsource both manufacturing and customer service jobs to developing countries in Asia and Latin America, where labor costs are lower. For example, India's economy benefits from the establishment of call centers, where English-speaking staff provide 24/7 technical support by phone and Internet to customers all over the world. Their technicians can do so at about one-fifth the cost of what companies would have to pay workers in developed economies for the same service. So while Indian workers benefit, workers in other countries complain that their jobs have been taken away.

Critics of globalization argue that free trade has made the world so competitive that criminal activities have flourished. For example, child labor, which is illegal in many countries, has increased to fill manufacturing demands for gold and textiles. Recent news reports have exposed the use of slavery on merchant ships, where workers are mistreated and forced to work without receiving any wages. Economic opportunities made possible by globalization have also encouraged corruption, in which government officials agree to ignore unethical business practices. Some argue that a global economy has helped drug cartels and terrorists move people and materials across borders more easily.

As internationally recognized fast-food chains have expanded throughout the world, critics complain that the fried foods and sugary drinks they serve have been replacing healthier local eating traditions and increasing the consumption of unhealthy junk food among young people. Some argue that globalization has led to a homogenization of culture in general—that local traditions are quickly being replaced by imported ones.

Even worse, without international regulation, developing countries such as Nigeria are becoming dumping grounds for hazardous industrial waste. In other countries such as China, increased development has brought with it uncontrolled pollution, reaching sky-high levels that threaten public health and contribute to global warming. And globalization has also been a strain on the environment as more and more natural resources are tapped for manufacturing.

Obviously, we can't turn back the clock on globalization. And we know that those countries that have embraced it have experienced increased economic growth. However, it is also clear that there are challenges to overcome despite globalization's many benefits.

### A Comparison of Economic Growth





- ..... 1 globalization
- ..... 2 exports
- ..... 3 investment
- ..... 4 infrastructure
- ..... 5 prosperity
- ..... 6 outsource
- ..... 7 homogenization

- a money put into a company or business to encourage growth and make a profit
- b the act of making it easier to produce products and trade them internationally
- c products sold to other countries
- d use other countries' services rather than one's own
- e financial success
- f things that make transport of products efficient
- g causing things to become more similar

- 1 What are some specific examples of both improved and decreased standard of living, caused by globalization?
- 2 What are some areas where businesses or governments could make investments that might address some of the challenges of globalization?
- 3 What are two examples given that describe workers who lose or are denied income?
- 4 What examples are given to illustrate the pros and cons of availability of foreign imports?

**DIGITAL  
EXTRA  
CHALLENGE**



Increased imports and exports have led to economic growth in many countries.

**A NOTEPADDING** On your notepad, write the names of international companies that have had an economic, social, environmental, or political impact in your country.

**DIGITAL  
SPEAKING  
BOOSTER**

have had an economic impact	have had a social impact
have had an environmental impact	have had a political impact

“Toyota’s investment in local factories has been good for the country. It provides employment and pays good wages, raising the standard of living for a lot of people.”

Apple	Nestle
British Petroleum (BP)	Samsung
IKEA	The Gap



- A LISTENING WARM-UP DISCUSSION** Read the definition of culture shock. What feelings of anxiety or confusion might someone experiencing culture shock have? Give some examples of situations that might cause culture shock.

**culture shock** *n.* the feelings of anxiety and confusion that people have when they visit a foreign country and experience a new culture for the first time

DIGITAL STRATEGIES

- B** ▶ 5:24 **LISTEN TO SUMMARIZE** Listen to the radio program. In your own words, summarize the characteristics of each of the four stages of culture shock.



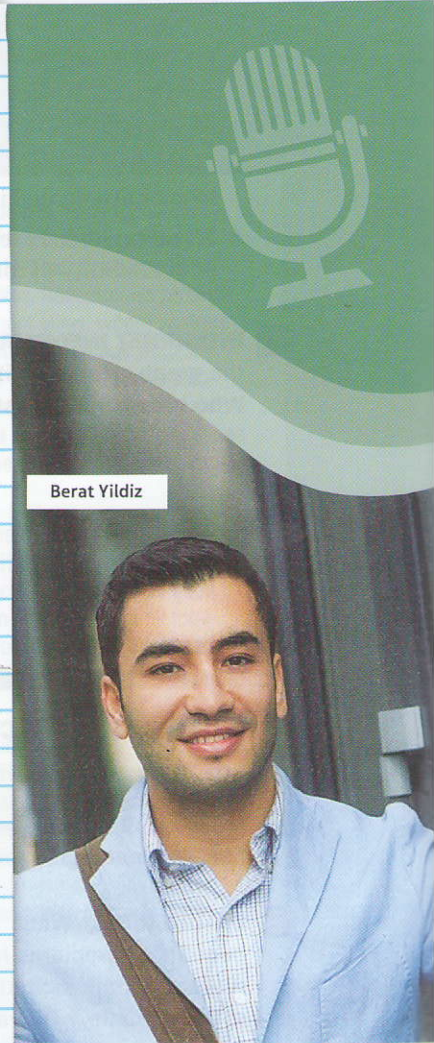
Susan Cahill

Stage one:

Stage two:

Stage three:

Stage four:



Berat Yildiz

- C** ▶ 5:25 **LISTEN TO CONFIRM INFORMATION** Listen again. Check the correct answers, according to the program.

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



**D** ▶ 5:26 **LISTEN TO UNDERSTAND MEANING 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 says he felt like he was "in heaven," he means he felt .....  
 a worried                      b shocked                      c great
- 3 When Berat says he found some things "disorienting," he means he felt .....  
 a comfortable                      b confused                      c angry
- 4 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
- 5 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

## NOW YOU CAN Suggest ways to avoid culture shock

**A** **NOTE PADDING** Check the aspects of your culture you think might cause culture shock to a visitor to your country. Add others. Then choose the three from the list you think are the most difficult to deal with. Write notes suggesting ways to avoid the negative effects of each one.

- |   |   |
|---|---|
| <input type="checkbox"/> local dishes                   | <input type="checkbox"/> apologizing                      |
| <input type="checkbox"/> eating and drinking customs    | <input type="checkbox"/> the do's and don'ts for clothing |
| <input type="checkbox"/> the way people act at work     | <input type="checkbox"/> treatment of children            |
| <input type="checkbox"/> greeting customs               | <input type="checkbox"/> customs for keeping pets         |
| <input type="checkbox"/> the way people socialize       | <input type="checkbox"/> how people shop                  |
| <input type="checkbox"/> local holidays                 | <input type="checkbox"/> public transportation            |
| <input type="checkbox"/> sense of humor                 | <input type="checkbox"/> driving or walking in traffic    |
| <input type="checkbox"/> formality and informality      | <input type="checkbox"/> other .....                      |
| <input type="checkbox"/> traditional leisure activities | .....   |

1 .....

2 .....

3 .....

**B** **PAIR WORK** Tell your partner why you chose the three topics. Describe your ideas for helping a visitor avoid the worst symptoms of culture shock.

**OPTIONAL WRITING** Write an article for visitors to this country, suggesting ways to be prepared for culture shock and avoid the most negative symptoms.





## **A WRITING SKILL** Study the rules.

When writing a rebuttal to an opposing argument or point of view, support your ideas by presenting them one by one. Following is an outline to organize your essay effectively.

### **I. Introductory paragraph**

Explain the issue and summarize the opposing point of view. Include a thesis statement stating your own point of view.

### **II. Supporting paragraphs**

In each paragraph, state one aspect of the point of view you are rebutting. Use details and examples to support your own point of view.

### **III. Concluding paragraph**

Summarize your point of view.

#### **Expressions for introducing others' arguments:**

According to [Bill Gates], ...  
[Some people] say / think / feel that ...  
[Many experts] argue / believe that ...  
It may be true that ...  
It has been argued / said / pointed out that ...

#### **Transitions and subordinating conjunctions for your rebuttal:**

However, ...                      All the same, ...  
Nevertheless, ...                In spite of this, ...  
Even so, ...

#### **WRITING MODEL**

**I** There are many people who feel that globalization is causing more problems than it is solving. **Nevertheless, it is my opinion that, overall, globalization has contributed to a better world.** We need to accept it as a reality of today's world and do what we can to make it work for everyone.

**II** **Critics argue that** many countries have not benefited as much as others. **All the same**, we shouldn't assume that all countries will benefit at the same speed or time. It is a fact that free trade has been a tremendous benefit to nations in East and Southeast Asia. Their economies have grown substantially in this century and their standard of living has greatly improved. There's no reason to believe this won't happen elsewhere, for example in West Africa.

**It has been argued that** globalization has increased the spread of disease, worsened pollution, and made it easier for criminals to cross borders. **In spite of this**, I believe that free trade and increased international cooperation have also made it easier for nations to fight these problems more effectively. With attention, these are problems that can be solved.

**III** Clearly, globalization has areas for improvement. **Even so, I believe the advantages of globalization far outweigh the problems.**

**B PRACTICE** On a separate sheet of paper, write five sentences that introduce arguments for or against globalization. Paraphrase—using your own words—arguments from the article on page 116. Use the expressions for introducing others' arguments.

People who defend globalization argue that the standard of living has improved in many countries.

**C PRACTICE** Now write statements to rebut each of the arguments opposing globalization that you introduced in Exercise B. Use the suggested transitions and subordinating conjunctions.

Even so, it can be argued that too many countries have not enjoyed the benefits.

**D APPLY THE WRITING SKILL** Write an essay of at least four paragraphs in which you present your point of view about globalization and rebut the opposing point of view.

#### **SELF-CHECK**

- ☐ Did I summarize the point of view I want to rebut in my introduction?
- ☐ Did I rebut each argument by providing details and examples to support my own?
- ☐ Did I use the suggested expressions and transitions or subordinating conjunctions to link my ideas clearly?
- ☐ Did I summarize my point of view in my conclusion?



**A** ▶ 5:27 Listen to three news reports on globalization-related topics. After each report, complete each statement so that it is true, according to the information presented in the report. Listen again if necessary.

**Report 1:** WorldWatch is concerned that improving living standards in developing countries .....

- a will cause natural resources to run out
- b will bring about an increase in prices for luxury goods

**Report 2:** According to the report, most people think that globalization .....

- a is causing social and economic problems
- b is not causing social and economic problems

**Report 3:** The chairman of Starbucks believes that his customers appreciate .....

- a the convenience of having Starbucks stores in so many locations
- b both the coffee and the experience of being in the store

**B** Complete each phrasal verb with the correct particle. Use the phrasal verb list on pages 124–126 if necessary.

- 1 The island voted to carry ..... the governor's plan to find foreign investors to develop the island into a tourist resort.
- 2 Technological advances such as social media have brought ..... great changes in the way people communicate.
- 3 The president is determined to figure ..... how to increase trade with other countries without causing a rise in unemployment.
- 4 Clerks were handing ..... free cups of Colombian coffee at a Tokyo supermarket in the hopes that it would catch ..... with local shoppers.
- 5 I picked ..... a little French when I visited my uncle in Paris last summer, but I wouldn't say that I'm fluent.
- 6 A lot of families have been putting ..... large purchases because they're afraid they may soon be out of work if the economy doesn't improve.
- 7 To be honest, I'm worried that the cultures of wealthier nations will one day wipe ..... the traditional cultures of poorer nations.
- 8 Asian martial arts have become really popular recently. I know so many people who have taken ..... tae kwon do, karate, or judo.

**C** On a separate sheet of paper, rewrite each sentence, replacing the underlined phrase with the pronoun *it* or *them*.

- 1 We should check out that new French film.
- 2 We're trying to go without imported products.
- 3 They voted to give up protections against imports.
- 4 Falling profits forced the factory owner to lay off the workers.
- 5 Just turn on your TV and you'll see news and films from all over the world.
- 6 I talked my friends into buying tickets for the U2 concert.
- 7 Manufacturers of luxury products cater to wealthier consumers.
- 8 If you take up karate, you'll probably be in great shape.

We should check it out.