

Global Outlook

High Intermediate Reading

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Global Outlook

High Intermediate Reading



Brenda Bushell and Brenda Dyer



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Global Outlook 1

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INTRODUCTION

Global Outlook 1 is designed to introduce high-intermediate learners of English as a Foreign or Second Language to the basic reading skills required for fluent, accurate reading in English.

Global Outlook 1 is the first book in a two-level series. The key features of the Global Outlook series are high-interest content, careful sequencing of reading skills, and oral communication extension activities which encourage students to go beyond the reading text and consider how the issues impact their lives.

Students will:

- Acquire reading skills which fluent readers of English use unconsciously
- Learn to use their background knowledge to understand a text
- Develop the ability to read chunks of information for general understanding instead of reading and translating word-for-word
- Expand their knowledge and build a global perspective of world issues and social trends.

Global Outlook is designed for both teachers who are experienced in teaching reading skills but looking for new ways to implement them, and those who are less experienced and are looking for guidance on how to incorporate specific reading-skill development in their language classes.

► APPROACHES TO TEACHING READING

One of the keys to teaching reading effectively is to present high-interest, provocative reading material which will engage the reader. The readings have been carefully chosen to include a variety of viewpoints on global topics centered around social issues, the environment, psychology, business, and technology. The readings also include various styles: journalism (newspaper and magazines), interviews, advertisements, fiction, poetry, and academic essays. The readings, though diverse, share the common theme of global content. Vocabulary and concepts related to global education are recycled throughout the text, building up a basic core of knowledge. When topics are integrated rather than randomly presented, general comprehension is facilitated.

Reading skills are carefully presented and practiced. One of the common stumbling blocks for second and foreign-language students is their use of “bottom-up” information processing, that is, word-by-word translation of the text for comprehension. This is not efficient and often leads to slow, inaccurate reading. *Global Outlook* emphasizes the top-down reading process, in which the reader uses what he or she already knows in trying to comprehend the text. Pre-reading exercises, finding the main idea, and vocabulary in context exercises are examples of how this textbook reinforces efficient top-down reading strategies.

The skills of the reading process are articulated for the student in each unit. Research shows that it is possible to divide reading into a series of sub-processes and students can be trained in specific reading comprehension skills which they can transfer to new reading situations. Students learn about the reading process itself, and begin to realize that “reading” is not the same thing as “translating.” Skill-focus highlights the thinking processes which good English readers use in understanding a text in English. This meta-cognitive awareness is an important basis for language acquisition in adult learners. Therefore, the *process* of comprehending should be the purpose of each unit.

► UNIT ORGANIZATION

The following exercises are included in each unit. The sequence of exercises may vary from unit to unit, depending on the reading skill which is targeted.

Before You Begin: In this section, students are asked to think about the topic of the reading and make predictions. By previewing, students recall information to begin the cognitive process of matching new information with what is already known. This enhances reading comprehension not only by sparking interest, but by building content and vocabulary schema.

Getting the Main Idea: This is an important top-down reading skill that requires students to actively process global information as they read, without getting distracted by details. Students learn to use the pre-reading information they have gathered from the Before You Begin section to access the main point of the reading while reading for the first time. Rhetorical strategies for locating the main idea are especially targeted in Unit 5, but practice for this very important skill is given in each unit.

Vocabulary in Context: One of the most important reading skills of this text is the ability to guess the meaning of unknown words from context. Students often depend on their dictionaries too much, which slows down their reading speed and interferes with comprehension. Using cues such as grammatical and semantic context, punctuation, and transitions, students can become confident in inferring the meaning of key words. In order for this exercise to be effective, students must NOT use their dictionaries.

Reading Skill: One particular reading skill is targeted in each unit. Each reading is accompanied by a specific reading skill description and exercise. These reading skills are unconscious in fluent English readers, but they can be learned. By becoming aware of these reading processes, students will become more effective readers.

Taking a Closer Look: The ability to find important information is developed through the practice of scanning. Students learn how to search quickly to extract certain specific information without reading through the whole text. For academic English, scanning is absolutely essential. In vocational or daily English, scanning is useful in dealing with schedules, manuals, forms, and other list-oriented reading genres.

Communicate: One of the unique features of this reading text is that the reading is supported by speaking. Each unit is followed by a “Communicate” speaking activity. In the speaking activity, students are given a chance to personalize the text, that is, make connections between the readings and their own lives and opinions. It is a good opportunity to recycle unit vocabulary. For teachers concerned with values education, this section gives students a chance to develop their opinions of the ideas presented in the readings and also raises their awareness of the diversity of values and beliefs of their classmates. Finally, when students realize that this is a post-reading component of each unit, they tend to approach the readings more critically, forming judgments and opinions of the content they will share with their classmates. In other words, it becomes a built-in motivator for reading.

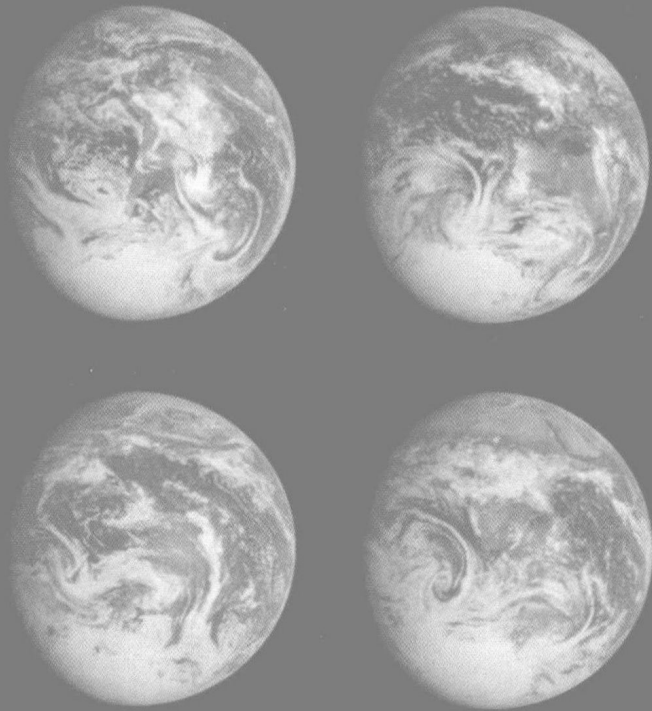
Interactive Journal Response: These final questions provide another chance for vocabulary recycling, and closure for each unit. Students are asked to interpret the information of the reading, give their opinions, and respond. We have chosen provocative topics which we hope students will respond to by agreeing or disagreeing. One of the purposes of the text is to empower students to become independent, critical thinkers and readers. The instruction is for students to choose

one question and write a response. This could be collected by teachers as a check of reading comprehension. Other options are for students to paraphrase their response orally with a partner, or in small groups in the following class as a warm-up activity. The exercise is not intended to be a formal writing exercise, but rather a final communicative activity to support the students' reading comprehension. If students feel that their reactions to and opinions of the readings are valued, their motivation for reading future units will be enhanced.

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THE GLOBAL VILLAGE



This textbook focuses on current views on topics from around the world. You will be developing your English skills by reading, speaking, and writing about each topic. You will also have the opportunity to explore your own views about these topics.

The reading of Unit 1 presents the idea of a “global village” where cultures and customs flow across borders.

READING

► BEFORE YOU BEGIN

1. The following key words appear in the reading. Look them up in the dictionary to complete the chart below:

	Part of speech	Definition
globe		
global		
globalization		

2. What do you think “global village” means?
3. Are you part of the global village? Check (✓) the appropriate boxes. The teacher will record the results on the board.

How often do you . . .

	Never	Sometimes	Often
1. eat food from other countries?			
2. buy clothing made outside your country?			
3. buy CDs by musicians from other countries?			
4. watch movies from other countries?			
5. talk with people of other cultures?			

4. Some words have become commonly used around the world. Do you know which languages the following words came from originally? Match the words with their origins.

Word	Language of origin
karaoke	French
yoga	English (with Greek root origin)
pizza	Japanese
taxi	French
hotel	Sanskrit
disco	Italian

► AS YOU READ

Read “The Global Village Finally Arrives” through quickly one time to get an idea of what the reading is about.

THE GLOBAL VILLAGE FINALLY ARRIVES

by Pico Iyer (from *Time International*)

- 1 This is a typical day of a typical person in today's world. I wake up to the sound of my Japanese clock radio and put on a T-shirt sent to me by an uncle in Nigeria. On TV, the morning news is in Mandarin; on the radio, the results of the baseball game are in Korean. I walk out into the street, past German cars, to my office. 5
The street has a Spanish name. Around me are English-language students from Korea, Switzerland, and Argentina. For lunch I can walk to a sushi bar, a tandoori¹ restaurant, a Thai café, or a burrito joint² (run by an old Japanese lady). Who am I?, I sometimes wonder. And where am I? 10
- 2 I am the son of Indian parents. I am a British citizen who spends much of his time in Japan. And now I am in Southern California, in a quiet city, but I could as easily be in Vancouver or Sydney or London or Hong Kong. The whole planet, you might say, is going global. More and more of the globe looks like America, but America 15
itself is looking more and more like the rest of the globe. A common

¹ *tandoori*: food cooked in a special Indian oven called a tandoor

² *burrito joint*: a small, inexpensive restaurant that serves Mexican food

multiculturalism³ links us all. “Taxi” and “hotel” and “disco” are universal terms now, but so are “karaoke” and “yoga” and “pizza.” For the gourmet, there is tiramisu at the Burger King in Kyoto, pasta in Saigon, and enchiladas on every menu in Nepal. 20

3 News, clothing, food, and even languages are moving across borders in the diversified world of the twenty-first century. But not only these things are mingling. In Brussels, one new baby in every four is Arab. In Japan, one can rub shoulders with⁴ Iranians, British, Pakistanis, and Filipinos. When people move around the globe, cultural values go 25 with them. New immigrants⁵ from Taiwan, Vietnam, and India import values of hard work and family closeness to America, while at the same time America sends its values⁶ of upward mobility⁷ and individualism to Taipei and Ho Chi Minh City and Mumbai.

4 None of this, of course, is new. Since ancient times, humans have 30 made journeys to faraway towns and countries, and exchanged goods and ideas. But now, all these cultures are crossing at the speed of light and making their way to sleepy villages on all the continents of the world. Although it is exciting, there are dangers in this globalization. Some traditions and customs are being changed, or even lost. While 35 some places in the world are wired for international communication, others remain isolated. The world may become even more divided, into the “haves” and the “have nots.” Today as I eat my sushi in California, I wonder about my future in this global village.

³ *multiculturalism*: mixed cultures

⁴ *rubbing shoulders with*: associating with

⁵ *immigrants*: people from another country coming to live in a new country

⁶ *values*: principles or beliefs held to be important by an individual or society

⁷ *upward mobility*: the idea that one can move into a higher level of society by making more money

► READING SKILL: Skimming

Skimming is reading quickly to get the main idea. Good readers often skim an article first, before reading it again more slowly and carefully. An effective skimming rate is 800 words per minute. Here are some tips for skimming:

- Let your eyes move quickly over the paragraphs. Do not read every word and sentence.
- Read the first and last paragraph.

- Read the first and last sentence of each paragraph.
- Do not use your dictionary!

► READING SKILL PRACTICE: Skimming

Take 35 seconds to skim Reading One.

1. Skim each paragraph, letting your eyes move over the words quickly. Notice the first and last sentences of each paragraph.
2. Then underline the first and last sentences of each paragraph. Notice how they give the general idea of the passage.

► GETTING THE MAIN IDEA

Skim the paragraphs indicated in brackets. Then decide if the following statements are true (T) or false (F). Compare your answers with your classmates.

1. ____ The author is an unusual person, living in a strange city. [1]
2. ____ Today, food and language cross borders, making a global culture. [2]
3. ____ The global culture is American. [2]
4. ____ Values of different cultures are flowing across borders. [3]
5. ____ American values are taking over the world. [3]
6. ____ Globalization may have some bad effects. [4]

► VOCABULARY IN CONTEXT

The following sentences contain vocabulary from the reading. Read each sentence and circle the best synonym or definition for the highlighted word. Look at the reading for clues to help you guess the meaning. Do not use your dictionary.

1. There was **universal** agreement that we would all go to the movies instead of finishing our homework. [Check back to paragraph 2 for another example of how *universal* is used]
 - a. individual
 - b. common
 - c. some

2. He was chosen as the **gourmet** of our group because he always prepared delicious food when we came to visit. [paragraph 2]
 - a. person who is an expert on food
 - b. person who eats too much
 - c. person who wants to throw away food
3. The assignments were **diversified** so the students would not become bored. [paragraph 3]
 - a. made exactly the same
 - b. given a variety of difference
 - c. hidden or kept secret
4. People at the party were **mingling** in order to get to know one another. [paragraph 3]
 - a. mixing
 - b. separating
 - c. ignoring
5. The company wanted to **import** clothing from India into the US because it is cheaper. [paragraph 3]
 - a. use up
 - b. bring in
 - c. take out
6. They felt **isolated** from society because they did not own a radio or TV. [paragraph 4]
 - a. joined
 - b. separated
 - c. mixed

► TAKING A CLOSER LOOK

Part A

The reading gives examples of how the world has become a global village.

1. Find examples from the reading that support this point.
2. Write those examples in the appropriate columns in the chart below. One is done for you.
3. Check your examples with your partner.

Food	Language	Values	Products
			<i>German car</i>

Part B

Read “The Global Village Finally Arrives” again, this time focusing on details. Circle the best answer, then underline the phrase or sentence in the reading that supports your answer. Compare your answers with your classmates.

1. The author’s parents are _____.
 - a. British
 - b. Indian
 - c. American
2. He lives in _____.
 - a. Japan
 - b. Vancouver
 - c. Southern California

3. The world looks like America, but America looks like the rest of the _____.
- a. the major cities
 - b. the world
 - c. North America
4. The Italian word “pizza” is _____.
- a. understood all over the world
 - b. only used in Italy
 - c. not used in the U.S.
5. There are many _____ people living in Brussels.
- a. Arab
 - b. American
 - c. global
6. When people move around the globe, so do _____.
- a. American values
 - b. Americans
 - c. cultural values
7. Immigrants from Asia import values to America of _____.
- a. hard work and family closeness
 - b. upward mobility
 - c. individualism
8. Globalization is happening very _____.
- a. slowly
 - b. quickly
 - c. strangely



► COMMUNICATE: Discussion

Consider how your life is affected by living in a global village. Things you buy, eat, see, hear, and touch have connections to other people, often in places far away from you!

1. Make a list of the global connections you have experienced since you woke up this morning.

Example: My alarm clock was made in Korea.

My breakfast: coffee from South America.

Listened to European pop music on the radio.

My jeans: made in Italy.

Took the bus to school—parts of the bus made in Japan.

Ate gyros (Greek) for lunch.

Your list: _____

2. Share your list in a small group.

3. Discuss the following questions:

- What are some good points of globalization?
- What are some problems of globalization?

Use the following expressions in your discussion.

Stating your Opinion	Agreeing	Disagreeing
In my opinion . . .	I agree with you.	I disagree. I think that . . .
I think . . .	You're right.	I see your point, but . . .