

## **Mastering English through Global Debate**



## **Mastering Languages through Global Debate**

*Mastering English through Global Debate*

*Mastering Russian through Global Debate*

*Teaching Advanced Language Skills through Global Debate:  
Theory and Practice*

# Mastering through Global Debate

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*Третье репринтное издание*



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*Mastering English through Global Debate* is designed for students who have attained Advanced-level proficiency according to the guidelines established by the American Council on the Teaching of Foreign Languages. As such, the textbook's primary objective is to facilitate acquisition of Superior-level proficiency. This text can be used as a complete course or in conjunction with other materials.

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*To aspiring foreign language learners throughout the world  
in pursuit of truth through reasoned debate.*



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## FOREWORD

*Mastering English through Global Debate* brings together the strong rhetorical traditions of the communication field and the best practices of adult second-language instruction within a new form of an advanced, foreign language textbook. Whereas debate textbooks exist in ESL literature, the debate tradition is largely absent from the foreign language textbook literature. Advanced- and Superior-level tasks, as represented in the corresponding level descriptions of the American Council on the Teaching of Foreign Languages (ACTFL), align well with the debate, as speech genre, specifically: supporting opinion, discussing an abstract topic, hypothesizing, tailoring language, persuading, advocating a position at length, and using sophisticated verbal strategies.

Language specialists increasingly recognize the value of debate as a means of facilitating advanced-level foreign language uptake and overall discourse development. This textbook provides level-specific scaffolding activities that prepare students step by step to participate fully in debates with their classmates. The textbook affords students authentic communicative experiences within academically relevant content areas, which motivate students and position them to succeed in a range of advanced-level speech situations, both interpersonal and presentational. *Mastering English through Global Debate* is intended to help learners improve their English speaking skills, even as they learn to read and think critically, write persuasively, and construct sound oral arguments for formal presentations in the target language.

Dan E. Davidson

President, American Councils for International Education



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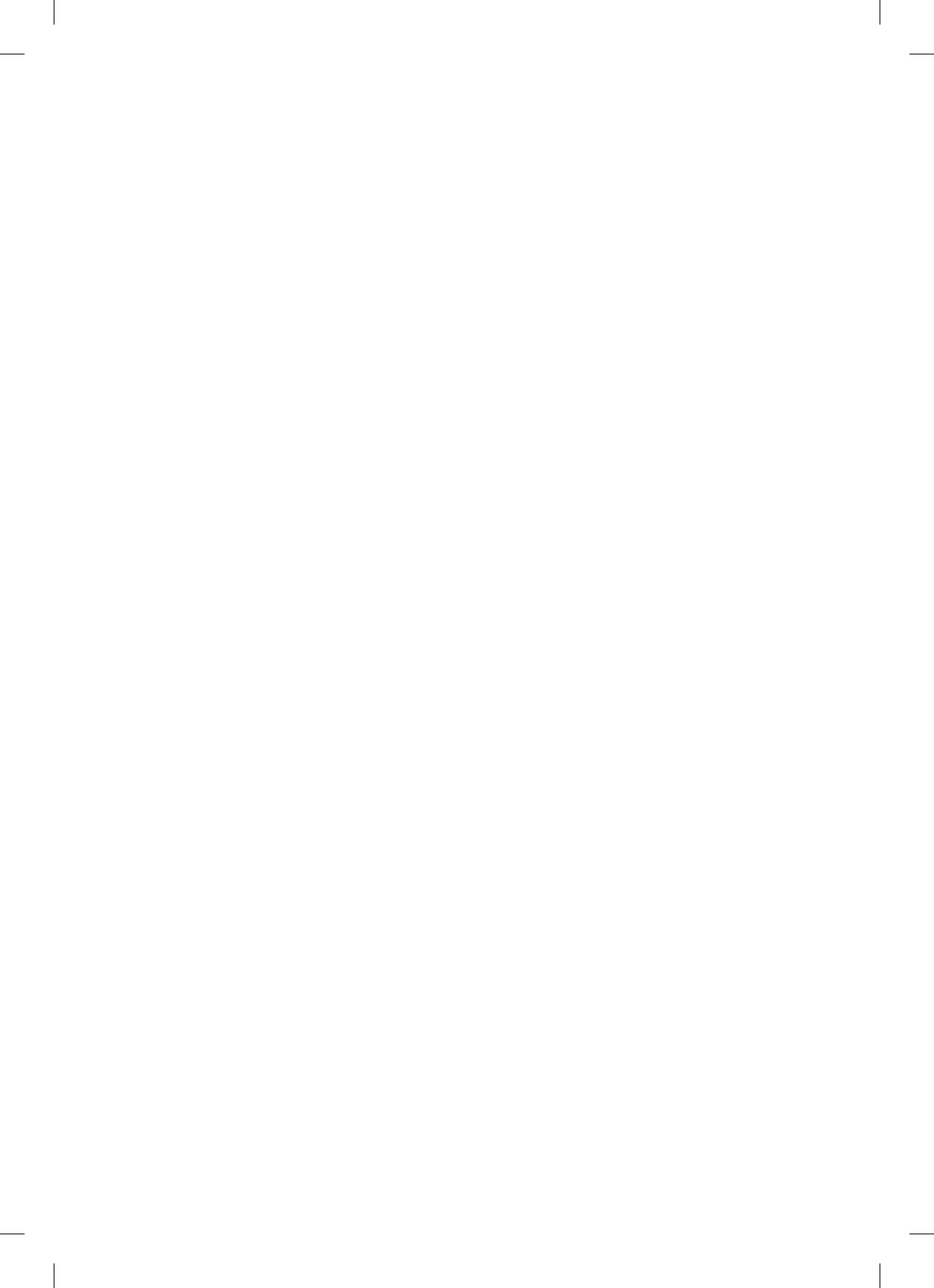
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## INTRODUCTION

*Mastering English through Global Debate* is designed for students who have attained Advanced-level proficiency according to the guidelines established by the American Council on the Teaching of Foreign Languages. As such, the textbook's primary objective is to facilitate acquisition of Superior-level proficiency.

In order to progress from Advanced- to Superior-level proficiency, learners must be able to discuss abstract topics, express and support opinions, hypothesize, and tailor their language to specific audiences. Debate offers a powerful forum for developing and honing this skill set. The topics selected for *Mastering English through Global Debate* are environment versus economy, interventionism versus isolationism, wealth redistribution versus self-reliance, cultural preservation versus diversity, security versus freedom, and education versus field experience. These pertinent topics will likely be of interest to adult language learners.

### The Textbook's Structure

*Mastering English through Global Debate* contains six chapters, each of which begins with scaffolding exercises to introduce the topic to learners and activate their background knowledge. These exercises allow students to write and articulate their own ideas on each of the topics and prepare them for reading the texts that comprise the heart of each chapter.

At the center of each chapter is a text written by a native speaker of English. These texts are not simplified in any way and thus provide a rich source of input, particularly in terms of contextualized vocabulary. Each article presents an overview of the topics, including the major arguments on both sides of the debate, and each reading assignment is followed by comprehension checks.

A major portion of each chapter is dedicated to vocabulary development. Lexical items are introduced not as single words but rather as collocations—groups of words commonly used together. The vocabulary chosen for each chapter was, in part, governed by frequency of use as found in linguistic corpora. Students often are directed to use online corpora to further their word knowledge so that they learn words as they are used in the language, not in isolation. Open-ended discussion questions offer a starting point for learners to apply new vocabulary introduced in the articles.

Once students become acquainted with a topic and the vocabulary necessary for discussion, they turn their attention to preparing for the debate. In the “Constructing Critical Discourse” section, learners are introduced to advanced syntactical features of the


language, particularly those used to form hypotheses—a function particularly important for performing at the Superior level. Students put their new knowledge to use in a role-play by representing various stakeholders discussing the issue in a concrete way.


In the “Listening” section, learners listen to brief mock debates that illustrate important turns of phrases used for turn-taking, arguing a point, agreeing, and disagreeing.

The final two sections, “Formatting the Argument: Writing” and “Formatting the Argument: Speaking,” are the culminating tasks for the textbook, for which all of the other sections have been preparation. In the speaking section, learners are introduced to important rhetorical strategies used in debate, such as conjecture, questions of definition, and questions of value. In the writing portion, learners are introduced to the elements of persuasive writing, from writing a thesis statement to constructing paragraphs, and to strategies for revision. At the end of each section, learners put their skills to the test as they debate with other class members and write a persuasive essay, arguing one side of the issue.

This text can be used as a complete course or in conjunction with other materials.

## NOTE ON WEB RESOURCES

In addition to *Mastering English through Global Debate*, students will have at their disposal the audio companion. The audio companion includes two recordings for each chapter—one reciting the feature article from the chapter and another giving a mock debate. Transcripts of the mock debates and directions are included in the audio companion. An icon in the text  indicates whenever students should refer to an audio recording. The audio companion can be found and accessed for free in the Teacher's Resources section of the Georgetown University Press website, [press.georgetown.edu/georgetown/instructors\\_manuals](http://press.georgetown.edu/georgetown/instructors_manuals).

In this volume you will also find an icon  directing you to consult the Corpus of Contemporary American English (COCA) website, <http://corpus.byu.edu/coca/>, which Brigham Young University provides as a public service. COCA is arguably the most widely used corpus of American English today. It is composed of 450 million words from 160,000 texts, including 20 million words each year from 1990 to the present. Structurally, it is evenly divided between the five genres of spoken discourse, fiction, magazines, newspapers, and academic journals. Moreover, it allows users to carry out in-depth research on a wide range of lexical, phraseological, morphological, syntactic, and semantic phenomena in English.

Instructors will be interested in the supplemental answer key. It is available in the Teacher's Resources section of the Georgetown University Press website, [press.georgetown.edu/georgetown/instructors\\_manuals](http://press.georgetown.edu/georgetown/instructors_manuals). Finally, we refer instructors to the digital short by Tony Brown and Jennifer Bown, *Teaching Advanced Language Skills through Global Debate: Theory and Practice*, which is available for purchase from Georgetown University Press and other ebook vendors.





## ABBREVIATIONS AND ACRONYMS

ACTFL	American Council on the Teaching of Foreign Languages
CD	compact disc
CEO	chief executive officer
COCA	Corpus of Contemporary American English
CTF	Combined Task Force
DREAM	Development Relief and Education for Alien Minors
DC	District of Columbia
e.g.	for example
EPA	Environmental Protection Agency
EPI	Economic Policy Institute
etc.	et cetera (and so forth)
EU	European Union
ex.	example
GDP	gross domestic product
G.I.	government issue
GWOT	global war on terror
HR	human resources
IT	information technology
OECD	Organization for Economic Co-operation and Development
PATRIOT	Providing Appropriate Tools Required to Intercept and Obstruct Terrorism
PhD	doctor of philosophy
St.	saint
syn.	synonym
UNESCO	United Nations Educational, Scientific and Cultural Organization
US	United States
v.	versus
vs.	versus
WEF	World Economic Forum



# UNIT 1

## Environment versus Economy

Global Priorities: Being Green or Earning Green



### Pre-Reading

#### Introducing the Issue

- A. With a partner discuss the following questions using the photographs and corresponding descriptions.
1. What do you know about each of these events? Where/when did they take place?
  2. Do you think these catastrophes are natural or man-made? Defend your answer by determining the root cause of each problem.
  3. Do you have similar issues in your country? Tell your partner about environmental issues common in your country.

Oil spill kills or injures more than eight thousand animals.



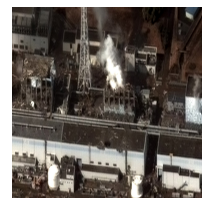
Polar bears threatened by global warming.



Hundreds of flights canceled due to heavy smog. (Credit: "Beijing Smog" by Kevin Dooley, Chandler, AZ, US)



An explosion in a nuclear plant scatters radioactive debris. (Credit: By Digital Globe)



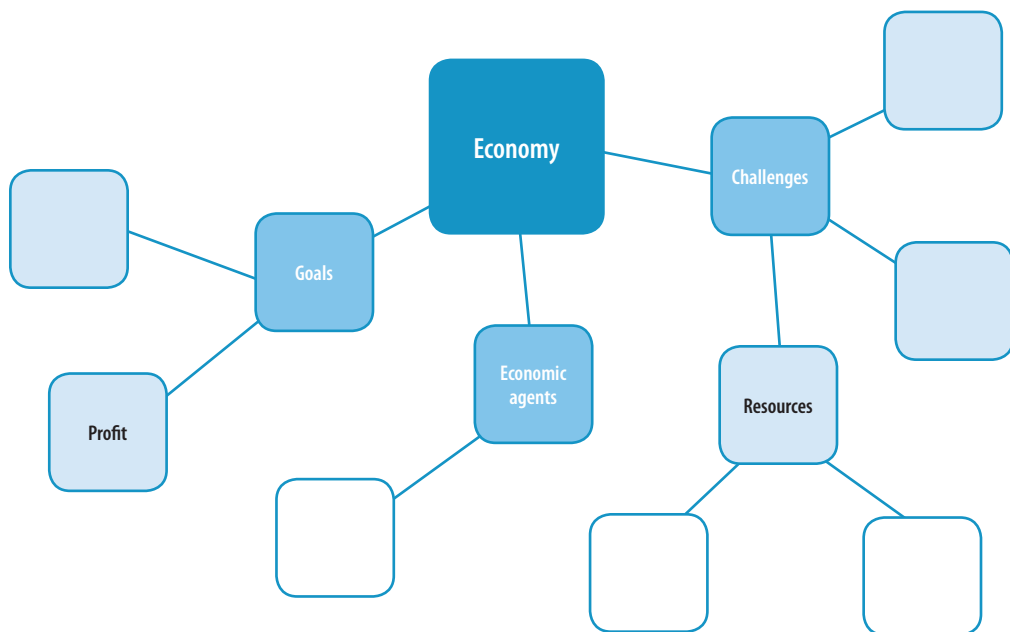
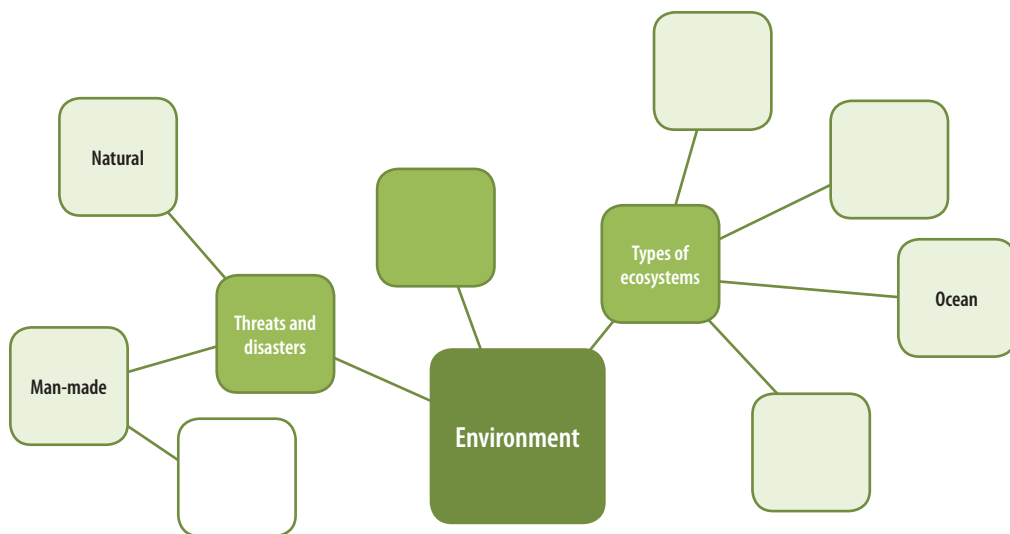
- B. Study **Language Note 1** on the meanings of the word “green” presented through examples and synonyms (provided by *Oxford American Dictionary and Thesaurus*) and paraphrase the title “Global Priorities: Being Green or Earning Green” by substituting the word “green” with synonyms.

Language Note 1	
Green (ADJECTIVE)	Green (NOUN)
<ol style="list-style-type: none"> <li>1. “a green scarf” Syn.: lime, olive, jade</li> <li>2. “a green island” Syn.: grassy, leafy</li> <li>3. “green issues” Syn.: environmental, ecological</li> <li>4. “a green alternative” Syn.: nonpolluting, environmentally friendly</li> <li>5. “green bananas” Syn.: unripe</li> <li>6. “green lieutenant” Syn.: inexperienced, naïve</li> <li>7. “green face” Syn.: pale, sick</li> </ol>	<ol style="list-style-type: none"> <li>1. “green on the road” Syn.: plants</li> <li>2. “to eat greens” Syn.: vegetables</li> <li>3. “Greens against corporations” Syn.: ecoactivists</li> <li>4. “to save some green” (informal, dated) Syn.: money</li> </ol>

- C. In your own words, try to explain the title of the article “Global Priorities: Being Green or Earning Green.”
- D. Based on the title “Global Priorities: Being Green or Earning Green,” make a list of issues that might appear in the article.
1. pollution
  2. generating profit
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
  6. \_\_\_\_\_

### Creating Mind Maps

- A. Brainstorm as many words as you know associated with the challenges a country might face regarding the environment and the economy. Arrange your ideas to create two separate mind maps according to the pattern shown below. After reading the article, you will be able to add more information, so leaving boxes blank at this point is okay.



- B.** Compare your maps with those of your classmates to generate additional ideas. After completing each of the two maps, decide which topic areas can help bridge the gap between the two maps. In other words, which issues concerning environment and economy intersect?
- C.** Insert the words *environment*, *ecology*, *economy*, or *economics* in the blanks below to create collocations. Add appropriate articles when needed.
1. A healthy \_\_\_\_\_
  2. To pollute \_\_\_\_\_
  3. Free-market \_\_\_\_\_
  4. To stimulate \_\_\_\_\_
  5. Urban \_\_\_\_\_
- D.** Match each derivative of the words *environment*, *ecology*, and *economy* with its definition and the words with which it can make collocations.

Definitions	Words	Collocates
1. relating to the natural world and the impact of human activity on its condition	a. environmental	A. product
2. not harmful to the environment	b. environmentally friendly	B. solution
3. giving good value or return in relation to the money, time, or effort expended	c. ecological	C. disaster
4. being characterized by the interdependence of living organisms in an environment	d. economical	D. protection

### Discussing Facts and Opinions

**Cultural Note 1** The two major political parties in the United States are known to have different views on a whole spectrum of issues, including the trade-off between environmental conservation and economic development. Democrats often place a higher importance on environmental conservation than economic development, and vice versa for Republicans.


- A.** Read the statements below and determine whether they represent the views of those in favor of Republicans or Democrats. Explain your answer to a partner.
1. Economic prosperity is essential to environmental progress.
  2. It is our responsibility to protect America's extraordinary natural resources.
  3. People who own land also should protect it.
  4. The health of our families and the strength of our economy depend on our protection of the environment.
  5. We fight to strengthen laws that ensure we have clean air and water.
  6. We reject the false choice between a healthy economy and a healthy environment.
- B.** In your opinion, which of the six statements above reflect the dominant views of individuals in your country regarding the environment and economy? Explain.

## Studying the Topic

### Focused Reading

- A. As you read “Global Priorities: Being Green or Earning Green,” list the arguments for various sides of the debate (Environmentalists, Realists, and Skeptics) in the following table.

Environmentalists	Realists	Skeptics
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•

- B.  Check your pronunciation of unfamiliar words from the text as you listen to Audio Recording 1.1.



## Global Priorities: Being Green or Earning Green

*Brooke Ward*

Deep in the rainforests of Brazil, illegal logging creates space for economic opportunities. Ranchers needing to graze their cattle, farmers looking to bank on the profitable commercial soy bean industry, and opportunists hoping to cash in on the lucrative hardwood export market all jostle to control the vast tracts of land necessary to produce their fortunes. Despite conservation measures, even the Brazilian government has gotten involved by cutting into the Amazon with dams, power lines, roads, and oil and gas pipelines, all in the name of economic growth.<sup>1</sup>

As one of the fastest-growing major economies in the world, Brazil has benefited from a growth-centric focus, but at a cost, some say. The ensuing debate presents an interesting dilemma: should environmental considerations take precedence even when they're detrimental to the economy, or should the environment take a backseat to economic growth?

There are many who would suggest that the environment and the economy are not mutually exclusive. When campaigning for office, former US president Bill Clinton maintained that it was not necessary to sacrifice one for the other. "The choice between jobs and environment is a false one; you can have both."<sup>2</sup> Unfortunately, as many activists and policy- and lawmakers know, balancing the two priorities is easier said than done. Putting the environment first is seen as a luxury that

few can afford, even in the mature economies of Europe and North America.

For those pegged as environmentalists, or those who would argue that environmental concerns should take first priority, the prevailing sentiment is that "we do not inherit the earth from our ancestors, we borrow it from our children."<sup>3</sup> Their belief is that we, as the human race, are at the peak of cultural and technological growth. Nonrenewable resources are overused, and eventually we will surpass the planet's capacity to sustain human life. If we don't make decisions to protect our resources and prevent pollution now, in time our progeny will not have clean air to breathe, safe water to drink, fertile soil in which to grow food, and so on. To paraphrase a Cree Indian proverb, it is only then that we will realize that we cannot eat money.

Environmentalists also point out that while running out of resources is projected for a far-off future, human safety and ability to thrive is already threatened in many areas. Safe drinking water is something that is taken for granted in North America, but there are recorded instances in Wyoming and the Canadian province of Alberta where residents could light their tap water on fire due to methane leeching into the water supply from nearby mining activities.<sup>4</sup>

Some of the most devastating impacts of human interaction on the environment

are observed in developing nations and frequently are caused by large companies based in highly developed countries. They take advantage of developing nations' inability to exploit their own natural resources, often operate in areas of rampant corruption and lax regulation, and damage natural food sources that sustain local populations. For example, the multinational oil and gas company Royal Dutch Shell has operated in the Niger Delta for decades and, in its own words, "generate[s] billions of dollars of income for the government, create[s] jobs and provide[s] energy for the country . . . and spend[s] millions of dollars a year on community development."<sup>5</sup> Nevertheless, the region in which it operates remains plagued by poverty and violence because the government that Shell supports is corrupt and oppressive. Frequent oil spills also wreak havoc on surrounding water systems by damaging important fish breeding grounds and making the surviving fish, the protein staple for many communities, unsuitable for human consumption.<sup>6</sup>

The Brazilian rainforest illuminates the argument that nature has "ecosystem capital," an incalculable market value that often surpasses other economic activities that might happen within a given ecosystem.<sup>7</sup> The Amazon has a staggering array of unique plant and animal species from which we derive important medicines, pharmaceuticals, fibers, dyes, and so on. The forest is also known for water cycling (producing its own rain through moisture it releases into the atmosphere) and carbon sequestering (absorbing carbon

dioxide from the atmosphere). In a normal year, for instance, the forest's carbon sink absorbs almost two billion tons of carbon dioxide, or close to 7 percent of the global population's annual emissions. However, almost 20 percent of the rainforest has been cut down in the last forty years alone.<sup>8</sup> This deforestation creates a dangerous downward spiral that includes desiccation, drought, pollution, soil erosion, and loss of biodiversity, all of which degrade quality of life for humans.

Anthropologists have theorized that the misuse and abuse of resources has played a significant role in the toppling of several ancient societies. As a foreboding microcosm of planet Earth, environmentalists sometimes point to Easter Island, the remote Chilean isle whose population dwindled to near extinction after rendering the isolated island treeless.<sup>9</sup> Ultimately, conservationists say that the environment is not merely a pressing issue; it is the lens through which mankind needs to see and approach all other issues, particularly economic growth.

On the other side of the coin are those who advocate for the economy as society's preeminent concern. This group can be divided into two main factions: realists, who feel that the state of the economy is a more pressing threat than the environment, and skeptics, who are generally opposed to the environmental movement as a whole. Realists argue that the economy is a more imminent threat because the effects of joblessness and poverty and the resulting social ramifications (hunger, violence, etc.) are evident now.

Sustained economic growth raises people out of poverty and improves the quality of life for today's global citizens in visible ways, including employment opportunities, better infrastructure, and a myriad of other liberties, such as schooling that, when available en masse, produces a well-educated population that is less susceptible to oppressive regimes. For example, while clean water may produce health benefits for people in India, it does little in the way of providing tangible needs for a nation growing exponentially, both in terms of population and technology.

Plus, if the economy is in shambles, there is no money to spend on the environment, say realists. You need to have a strong economy and make money before you can invest in long-term solutions for long-term problems like the environment. People in many nations cannot be concerned with preserving natural resources when they are trying to feed and protect their families. In 2011 World Bank president Robert Zoellick warned that more and more people around the world were being pushed into poverty by food prices, which one World Bank report claimed had increased by 36 percent in the previous year alone. Zoellick blamed the rapid increase on high fuel costs, bad harvests, and increased usage of foodstuffs on bio-fuel production.<sup>10</sup> Zoellick went on to say that this scenario is damaging, especially when it plays out in nations where the economy is not growing at a corresponding rate, thus creating an ever-widening gap that citizens cannot bridge. Many people in Senegal can only afford one meal

a day, and even middle-class families in the Dakar suburbs are at risk of being driven into poverty in order to eat.<sup>11</sup>

Meanwhile, skeptics largely deny the existence of climate change, its potential impact on humankind, or, at the very least, humans' ability to impact it. Scientific research and observation show that global temperatures are cyclic and that the environment can and will fix itself over time. Fossil fuels and other resources are in no foreseeable danger of running out, especially as we develop new technologies that reveal deposits, and as we access those that have already been discovered.

Some skeptics also believe that environmental issues are merely masks for an anticapitalist, antidevelopment agenda and that environmentalist arguments are engineered to weaken what they see as a global plutocracy. This viewpoint especially rings true in the United States, where environmentalism has become associated with liberal political philosophies, including the environmental movement of the 1970s. At the same time, political conservatism in the United States has been linked to skepticism about global warming since the election of President Ronald Reagan in 1981 and his push for reduced governmental regulation.

However, American interest in conservation arose well before the election of Ronald Reagan. In 1892 the Sierra Club was established, and in 1916 the federal government created the National Park system. Smog was soon a factor in urban areas, and in the 1950s the first international air pollution conference took place.

By the late 1960s awareness had been piqued, ushering in a decade of cleanup with the birth of the Environmental Protection Agency. Concern mounted through the 1990s as scientists gathered evidence about the greenhouse effect and global warming.<sup>12</sup> By 2007 the environment was at the forefront of the international agenda, helped by news media and films like former vice president Al Gore's "An Inconvenient Truth." For thirty consecutive years, according to Gallup polls, Americans believed that the environment took precedence over economic growth, but when the global economic crisis struck in 2008, the economy took the lead for the first time. Public opinion reversed briefly following the 2010 oil spill in the Gulf of Mexico, but later in 2010 the environment was pushed to the background once again as Americans felt the lingering effects of the recession.<sup>13</sup>

In the United States, the prevailing message is not that individuals are against environmental protection but that it is an extravagance they are willing to forgo in order to make ends meet. The summer of 2011 presented a new economic crisis as the government faced the possibility of defaulting on its bills for the first

time after hitting the Congress-imposed borrowing limit (debt ceiling) of \$14.294 trillion. In the end, President Barack Obama was forced to accept a multitude of cuts to government spending in order to get Republicans to agree to a solution. The deal outlined a decade of across-the-board spending cuts that significantly affected several energy and environmental programs. According to Natural Resources Defense Council legislative director Scott Slesinger, everything from energy-efficiency grants to alternative fuels research and development, pollution monitoring, and the Environmental Protection Agency regulatory arm will be slashed as the government attempts to cut \$2.7 trillion in spending.<sup>14</sup>

As the United States tries to cut spending, Brazil looks to thrive as a nation, and in Senegal the people merely want to survive. Around the world, governments are forced to make decisions that seem to put the environment and economy in opposition to one another. Faced with mounting debt, unemployment, and other imminent economic challenges, the question of whether environmental preservation should represent a top priority remains open for debate.

#### Notes

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## Checking Comprehension

- A. Select the most appropriate answer for each question.
1. The purpose of the article is to
    - a. illustrate the burning issue of environmental conservation with typical examples.
    - b. provide the reader with arguments for economic development.
    - c. persuade the reader to become environmentally conscious.
    - d. explore reasons put forward by opposing sides in an economy-versus-environment debate.
  2. The main idea of the article can be summarized as follows:
    - a. Economic development is carried out at the expense of environmental conservation.
    - b. Scientists generally agree that the exhaustion of natural resources threatens the survival of humankind.
    - c. The issue of environmental conservation is open for debate due to pressing economic issues.
    - d. Environmental conservation can be sacrificed for the sake of economic prosperity.

3. "Brazil has benefited from a growth-centric focus, but at a cost, some say." Based on this statement, what can you infer?
  - a. Brazil faced a massive budget deficit owing to projects designed to improve its infrastructure.
  - b. Many of Brazil's natural resources were damaged and depleted by reckless exploitation.
  - c. As a result of compromising on welfare issues, the Brazilian government lost a significant percentage of its electorate.
  - d. Brazil had to change its political structure in order to become the fastest-growing economy.
4. According to the article, environmentalists argue that
  - a. economic development should be sacrificed for the sake of environmental protection.
  - b. environmental issues require immediate attention in order to ensure a decent future for subsequent generations.
  - c. humans already have exhausted their nonrenewable resources, the consequences of which are irreversible.
  - d. all of the above.
5. The stance that realists take on the environment can be summed up as follows:
  - a. Environmental problems are not worth spending money and time on since there are more pressing economic threats.
  - b. A strong economy depends on a healthy environment, and vice versa; thus, both deserve careful attention.
  - c. Economies generate valuable financial resources that, in turn, can be invested in the environment.
  - d. None of the above.
6. Skeptics generally are opposed to environmental movements because they
  - a. believe that environmental issues are overrated.
  - b. think that everything that can be done to preserve the environment already has been done.
  - c. support plutocracy.
  - d. don't have enough power to influence decision makers.
7. As a nation, the United States historically has
  - a. concerned itself more with the economy than the environment.
  - b. taken extreme measures to protect the environment.
  - c. fluctuated between emphasizing economic growth and environmental preservation.
  - d. all of the above.

**B.** Complete the following sentences based on information from the text.

1. Brazilian rainforests offer economic opportunities such as . . .

---

2. According to environmentalists, preservation of the environment should take precedence because . . .

---

3. Some examples of large corporations impacting negatively on the environment of developing countries are . . .

---

4. Those who advocate primarily for economic growth maintain that . . .

---

5. The US position on the trade-off between economic growth and environmental protection can be described as . . .

---

## Mastering Vocabulary

Active Vocabulary Collocations	
Economy & Environment	General
1. annual emissions	1. devastating impacts
2. community development	2. foreseeable future
3. conservation measures	3. imminent threat
4. employment opportunities	4. to bridge the gap
5. nonrenewable resources (vs. renewable resources)	5. long-term solutions
6. oil spills	6. mutually exclusive
7. to create jobs	7. open for debate
8. to cut (government) spending	8. pressing issue/preeminent concern
9. to exploit/to misuse/to abuse natural resources	9. to balance the two priorities
10. to generate revenue	10. to pose a problem
11. to prevent/to monitor pollution	11. to put something first
12. tangible benefits	12. to make ends meet
13. to raise people out of poverty	13. to take advantage of
14. to sustain economic growth	14. to take for granted
15. unique plant and animal species	15. to take precedence/priority




## Expanding Vocabulary

- A. Complete the mind maps begun in the pre-reading section by using active vocabulary collocations. In order to do this, you may need to expand your mind maps by adding new boxes and connections.
- B. Fill in the sentences below with collocations from the Word Bank.

### Word Bank

oil spill	nonrenewable resources	generate revenue
create jobs	employment	tangible benefits
pose a problem	opportunities	take priority
monitor pollution	take for granted	
mutually exclusive	foreseeable future	

1. While drilling for crude oil, a large explosion caused a massive \_\_\_\_\_ that forever changed the fishing grounds and beaches.
2. Many believe the solution to unemployment is to increase government spending and thus \_\_\_\_\_ for many Americans.
3. Environmental protection and economic growth are not \_\_\_\_\_. Quite the contrary, we cannot have one without the other.
4. It is imperative that we become less dependent on \_\_\_\_\_ such as coal, petroleum, and natural gas and turn instead to more sustainable sources of energy.
5. Assuming current trends continue, our economic outlook appears bleak for the \_\_\_\_\_.
6. There is an increasing need for individuals working in the sciences; however, there are few \_\_\_\_\_ for those in the arts and humanities.
7. Global warming will \_\_\_\_\_ for animals living in the Arctic; many will potentially need to change where and what they eat.
8. Organic farmers are able to protect the environment from dangerous pesticides and still \_\_\_\_\_ by selling their crops in bulk to consumers through markets.
9. Planting trees in urban areas leads to \_\_\_\_\_, such as property value increases, and to intangible benefits, such as stress reduction.

- C.  Select which one of the corresponding collocates is most commonly used with each vocabulary word. To do this, go to (<http://corpus.byu.edu/coca/>) and type the vocabulary word in the WORD(S) box and then click on COLLOCATES. (You do not need to type anything in the COLLOCATES box that appears.) Under SORTING AND LIMITS find the dropdown menu next to MINIMUM and select MUTUAL INFO. Click SEARCH.

Economy & Conservation	Corresponding Collocates			
1. Annual	a. growth	b. issue	c. income	d. salary
2. Devastating	a. impact	b. damage	c. pollution	d. disease
3. Nonrenewable	a. emissions	b. debate	c. resources	d. problem
4. Economic	a. challenges	b. revenue	c. reform	d. exclusion
5. Mounting	a. advantages	b. costs	c. gaps	d. emissions
6. Imminent	a. growth	b. impact	c. resources	d. danger
7. Unique	a. oil spills	b. species	c. debt	d. challenges
8. Pressing	a. impact	b. issues	c. threat	d. Republicans
9. Lax	a. disaster	b. crisis	c. benefits	d. regulations
10. Conserve	a. energy	b. impacts	c. debt	d. revenue

- D. Choose five collocations concerning the economy and conservation from the previous activity. Write a sentence for each collocation that either supports or condemns illegal logging in Brazil, as described in the article.

## Exploring the Meaning

### Language Note 2

Verbs are called *transitive* if they can be followed by a *direct object*, such as “to make something, to break something, to lose something.” *Intransitive* verbs *cannot* be followed by a *direct object*, as in “to rise, to die, to smile.” Both transitive and intransitive verbs might be followed by an *indirect object*, which implies the use of a preposition, as in the model: VERB + PREPOSITION + NOUN

- A. Circle the transitive verbs in the paragraph below.

The economy never thrives unless people determine to save not only money but also the environment. Trees, for instance, provide us with boards for building, books for reading, and wood for burning. Trees benefit everyone but are in limited supply. If we want to continue to prosper, we must protect and conserve this valuable resource. We need to create a plan that estimates how much deforestation can be allowed before we generate too many problems for trees and the animals that rely upon them. We must preserve Mother Nature’s delicate balance.

- B. Create collocations of your own by drawing from five transitive verbs from the previous paragraph and the nouns below. Ex: to save goods.

*value, growth, resources, goods, money, ideas, profit, outcome,  
results, needs, nature, profit, income, success, risks, revenue*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

- C. Using these collocations, construct five questions to challenge your partner’s assigned opinion regarding the economy-versus-environment debate.

**D. Match collocations from the text with their meanings**

1. to be open for debate	a. to cause a setback
2. to take precedence	b. to fail to properly appreciate
3. to cash in on	c. to be of the highest importance
4. to pose a problem	d. to fail to have an evident solution
5. to put something first	e. to give priority to something
6. to take for granted	f. to take advantage of

**E. Paraphrase the following sentences using the collocations from the left column in the previous table.**

1. We rarely appreciate the biodiversity that is still left on our planet.
2. Some governments place too much importance on the economy and ignore pressing environmental problems.
3. Many entrepreneurs try to benefit from what can often be lax regulations regarding the use of natural resources.
4. Environmental conservation only becomes a government's top priority during catastrophic events such as massive oil spills.
5. In times of a serious economic crisis, government officials generally must choose between short-term and long-term welfare.
6. The issue of tax cuts for small businesses still arouses heated discussions.

**F. Using active vocabulary collocations, propose solutions to the problems addressed in the first three sentences above.**

### Discussing the Article

- A. Working with a partner, use active vocabulary collocations to answer the following questions based on the text.**
1. Judging by the example of the Amazon, does government interference contribute to environmental preservation in the area?
  2. Why is balancing the interests of economic growth and environmental conservation "easier said than done?" Do you agree? Why or why not?

3. According to the text, environmentalists believe that the human race is “at the peak of cultural and technological growth.” In what ways is this statement true? False?
4. Should governments be more concerned with short-term or long-term effects on the environment from economic growth?
5. If deforestation is so detrimental to the environment, why does it continue to occur? What would stop it?
6. How do skeptics differ from realists in their support of economic growth and criticism of environmentalism?
7. How should governments determine what constitutes environmental damage?
8. Should public opinion affect policy decisions relevant to the economy and the environment? Why or why not?
9. Realists claim that the only way a government can properly care for the environment is first to develop its economy. How is the example of the United States’ default scare evidence to the contrary?
10. How has the debate over balancing environmental preservation and economic growth been resolved in your country?

## Constructing Critical Discourse

### Recognizing Euphemisms

**Note** Euphemisms commonly appear in official media and promote political correctness by downplaying unpleasant facts through the use of subtle wording. Recognizing euphemisms can sometimes be challenging for a nonnative speaker, so learning which ones exist in spoken language is important.

- A. Identify the euphemism in each sentence. To do so, find the words and expressions that represent less subtle equivalents for the following notions: *disaster*, *unemployed*, *cheap*, *to exploit land*, *poor*.
1. A large corporation developed vast areas of the rainforest.
  2. The incident in the Gulf region led to job loss.
  3. When allocating financial resources for the preservation of the local ecosystem, the new governor was being economical.
  4. Emerging nations have to rely on handouts from international organizations.
  5. During the financial crisis, a lot of people found themselves between jobs.

## Forming Hypotheses

- A. Study the following quotation from an article published in the *New York Times* titled “The New Sputnik” (2009), by Thomas L. Friedman.<sup>1</sup> Identify similarities between China and the Soviet Union.

I believe this Chinese decision to go green is the 21st-century equivalent of the Soviet Union’s 1957 launch of Sputnik. . . . And when China decides it has to go green out of necessity, watch out. You will not just be buying your toys from China. You will buy your next electric car, solar panels, batteries and energy-efficiency software from China.

- B. Using the pattern shown below for constructing hypotheses, respond to the following questions regarding the Friedman quote.

Future condition	+	Possible future consequences
<ul style="list-style-type: none"> <li>• If something <b>happens</b>,</li> <li>• When something <b>happens</b>,</li> <li>• If something <b>is done</b>,</li> <li>• When something <b>is done</b>,</li> </ul>	→	<ul style="list-style-type: none"> <li>• something <b>will happen</b>.</li> <li>• something <b>might happen</b>.</li> <li>• something <b>could happen</b>.</li> <li>• something <b>may happen</b>.</li> </ul>

1. What environmental consequences will China’s aspiration to go green have on the global community?
2. What negative effects could such a decision have on the world economy?
3. What benefits to the global community could result from such a decision?
4. What challenges might China face in the process of achieving this goal?

## Practice Debate

- A. Choose one of the roles below and role-play it using at least ten active vocabulary collocations per person.

1. Thomas Friedman, “The New Sputnik,” *New York Times*, September 26, 2009, [http://www.nytimes.com/2009/09/27/opinion/27friedman.html?\\_r=0](http://www.nytimes.com/2009/09/27/opinion/27friedman.html?_r=0).



### While Listening

- A. **Listening for general comprehension:** Listen to audio file 1.2 and put a check next to arguments that appear in the table. Write down additional arguments that initially were missing in your table.
- B. **Listening for specific details:** Listen to the audio file a second time and evaluate the arguments you listed in the table above as “strong” or “weak.” Propose ways of improving the arguments you labeled as “weak.”

### Post-Listening

- A. Which side do you think presented a more persuasive argument? Support your opinion by citing their strongest argument.
- B. In every debate, someone has the last word. Predict what the opposing side’s response would be to the final argument you heard.

## Formatting the Argument: Writing

### How to Write a Position Paper: Planning Content

A position paper, like a debate, argues one side of an issue. Your job is to convince your audience that your opinion is defensible. Before writing a position paper, carefully consider its contents. You must address multiple aspects of an issue and present it in a way that is easy for your audience to understand. To convince the audience that your claims are valid and that the opposing side’s counterclaims are not, you must support your argument with persuasive evidence.

**Evidence:** Before writing your position paper, do some research on the topic. Begin with a list of claims and counterclaims and consider how to support or refute each. Supporting information includes the following:



Type of Information	Type of Source
general overview in-depth studies scholarly findings case studies statistics research	directories, encyclopedias, almanacs books, government reports academic journals newspapers, magazines government agencies and associations association and institute reports

A. Identify several potential sources for your position paper. Choose multiple types of sources, for example, encyclopedias, scholarly articles, and newspaper articles. List your sources here.

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B. Read the following position paper critically and answer the questions below:

1. Does the author make any assumptions? If so, what are the assumptions?
2. What kind of proof does the author offer for her assertions?
3. What additional information would you include to strengthen the claims?

### Environment versus Economy: Position Paper

Environmental conservation and economic growth rarely go hand in hand. While balancing the interests of both a strong economy and a healthy environment represents a noble goal, accomplishing such a task is easier said than done. Accordingly, environmental conservation should not be carried out at the expense of economic growth, particularly in nations with struggling economies.

A comparison of polling data from 2008 and 2013 indicated that Americans were concerned more about the economy than the environment after the 2008 recession.<sup>1</sup> In 2008, 49 percent of those

surveyed reported that the environment should take precedence over the economy with only 42 percent of people prioritizing the environment. By 2013 these numbers had reversed, with 48 percent of people favoring the economy and only 43 percent putting the environment first. Struggling economies precipitate joblessness and poverty and likely triggered this shift in priorities. People cannot be expected to place environmental concerns over feeding and protecting their families.

While the environment is important, the effects of a bad economy significantly affect people’s daily lives. In some

third-world countries, people cannot afford to buy food, let alone help the environment. For example, in Senegal, some people can only afford one meal a day, and even middle-class families in the Dakar suburbs spend a disproportionate percentage of their money just to eat.<sup>2</sup> Conversely, a strong economy contributes to increased employment opportunities, better infrastructure, and an array of social benefits, such as public education and health care.

Proponents of environmental protection argue that climate change contributes to increased food prices and, therefore, that protecting the environment benefits both individuals and the economy. Such price increases, in turn, affect the rest of the economy because when people pay more for food, they spend less on everything else.<sup>3</sup> Therefore, the greater the impact of climate change on food production, the more the global economy suffers.

However, even if such an argument holds true, evidence suggests that some nations prosper when focusing on economic growth rather than the environment. For instance, the Brazilian government and private entities in Brazil have cut into the Amazon with dams, power lines, and oil and gas pipelines, all in the name of economic growth, but the Brazilian economy represents one of the fastest-growing economies in the world, and the standard of living for people there continues to

improve.<sup>4</sup> Although conservation efforts are important, the health of the economy takes precedence over the health of trees.

Furthermore, past experience shows that nations can spend money on the environment with little to no effect. In 2006 Canada spent billions of dollars on climate initiatives in an attempt to reduce greenhouse emissions. Nevertheless, output of greenhouse gasses did not decrease; rather, it rose to 122 percent beyond the set goal.<sup>5</sup> To add insult to injury, the economy took a turn for the worse shortly thereafter. Thus, money spent on the environment did not have its intended effect and might have been better spent protecting the economy against a downturn. Ideally, countries could balance economic growth and environmental protection, but ultimately, economic growth takes priority. Moreover, if we really want to protect our planet, focusing on the economy will ensure sufficient resources necessary to realize this goal.

In conclusion, while the environment is important, protecting it at the cost of economic growth is a luxury that many countries cannot afford. Nations should give top priority to strengthening the economy in order to protect individuals from the ills of joblessness and poverty and to subsidize efforts to preserve the environment.

#### Notes

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3. I. Carey, "The Great Economy Versus Environment Myth," *Huffington Post*, April 5, 2012, [www.huffingtonpost.com/ian-carey/the-great-economy-versus-\\_b\\_1398439.html](http://www.huffingtonpost.com/ian-carey/the-great-economy-versus-_b_1398439.html).
4. S. Wallace, "Farming the Amazon," *National Geographic Magazine*, January 2010, <http://environment.nationalgeographic.com/environment/habitats/last-of-amazon/>; and "Brazil Overview," *World Bank*, accessed October 22, 2013, [www.worldbank.org/en/country/brazil/overview](http://www.worldbank.org/en/country/brazil/overview).
5. D. Owen, "Economy vs. Environment," *New Yorker*, March 30, 2009, [www.newyorker.com/talk/comment/2009/03/30/090330taco\\_talk\\_owen](http://www.newyorker.com/talk/comment/2009/03/30/090330taco_talk_owen).

### Write Your Own Position Paper

- A. Write a position paper on the topic of "economy versus environment" that consists of five to six paragraphs. Be sure to include active vocabulary collocations from this unit.

## Formatting the Argument: Speaking

### Implementing Rhetorical Strategies

- A. Study the following note:

**Strategy Note 1** Like a game of chess, there are different strategies that can be used when we debate someone. The Greek philosophers suggested at least five strategies. They are listed below in the form of questions that could be used as part of a debate strategy.

1. Conjecture (What if . . . ?) questions: What would happen if we gave top priority to economic development all the time in all situations?
2. Definition questions: What does "environment" mean? Are humans as much a part of the "environment" as animals and the weather?
3. Cause and consequence questions: What are the likely results of an increase in global temperatures?
4. Value questions: Do human beings have a responsibility to protect the environment, such as the Brazilian rainforest, even at the expense of improving human life?
5. Procedural questions: How do we develop an approach to sustainability that both protects the environment and helps nations develop economically?

In this unit, we will focus on the first strategy: **the conjecture argument**. This is where you propose a hypothetical, or "what if, then" statement that is a positive logical extension of your position, or a negative logical extension of the other side.

- B.** Review the text highlighting important words or phrases that you could use to support your side of the debate. For example, if you are arguing that economic development should be given greater priority over environmental protection, you may want to concentrate on statements that discuss what would happen if we gave greater priority to environmental concerns over economic development.

List five important conjectures that support your side of the argument.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

- C.** During the debate, you can use these conjectures to support your argument or to weaken the argument of the other side. For instance, you could ask and answer something like, “What difference does it make if people and nations are ‘wealthy,’ if we are all living in a man-made environment that is hostile to human beings?”

Based on the conjectures you have listed above, write five sentences or questions you could use in your debate.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

- D.** As you prepare for the debate, you can predict that the other side will use conjectures that support their side of the argument. You can argue against these conjectures by pointing out weaknesses in their hypotheses or the consequences of these hypotheses. To illustrate, the other side may argue that if we don’t do something about global warming, human civilization will be threatened. You could argue that history has shown that human civilizations flourish when the climate warms.

Review the text and list five key conjectures that the other side could use in their side of the debate. Then list how you would argue against these conjectures.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Framing Templates

- A. The following expressions can be used to **introduce the issue**. Review these framing templates and incorporate them into both your oral and written arguments.
1. It's common knowledge that . . .
  2. Many people tend to think that . . .
  3. It's common sense that . . .
  4. It is often believed that . . .
  5. Everyone would agree that . . .

## Dealing with Questions

- A. There may be times during the debate when you need to **acknowledge questions**. Use the following statements in case this situation arises.
- Thank you for your question. I see what you are saying. However, . . .
  - I completely agree with you on . . . , but I am afraid I cannot provide you with that information as . . .
  - Right. Your question is clear, but . . .
  - That definitely is an important issue, but . . .
  - Thank you for bringing it up, but . . .
  - Thank you for raising this issue, but . . .
  - I appreciate your bringing it up, but . . .

## Speaking

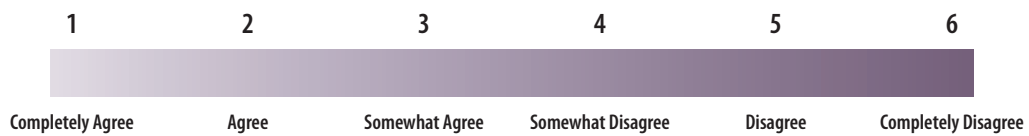
- A. **Oral Presentation:** Prepare a three- to five-minute oral presentation arguing your position. After practicing, record your presentation and then listen to it. What areas do you need to improve on? Be prepared to give your presentation in class.
- B. **Debate:** Now it's time for you to debate. Synthesize all your notes dealing with arguments, useful active vocabulary collocations, and framing templates to assist you during the actual debate. Remember that these will serve as a reference only, not as a text to be read directly during your debate.

## Reflection

### Self-Evaluation

A. Think back over the work you have done thus far. Plot your responses to the following statements on the scale.

1. I felt prepared to debate this topic.
2. I was motivated to debate this topic.
3. I put a lot of effort into preparing to debate this topic.



B. If most of your answers were at the right end of the spectrum, what can you do to move to the left end? If most of your answers were at the left end of the spectrum, what can you do to stay in that area?

### Vocabulary Recall

Identify **ten** active vocabulary collocations you have learned and used in this chapter that you feel were most beneficial to you as you debated.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

*Учебное издание*

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