

# Unit 4



## Power and the Rich

In the previous unit, you studied the relationship between power and the media, and how people with money can control the media. In Unit 4, you will study the relationship between power and money.

# Unit 4

In this unit, you will study the following skills:

**READING**

- Previewing
- Skimming
- Scanning
- Identifying points of reference
- Guessing unknown vocabulary
- Understanding figurative language
- Reading between the lines
- Identifying main ideas
- Identifying the writer's technique

**WRITING**

- Writing a documented reaction-response essay
- Analyzing the text with a critical eye
- Deciding on the reaction pattern
- Organizing ideas into an outline
- Writing the reaction-response essay

**LISTENING**

- Listening for specific information
- Listening for main ideas
- Listening and note-taking

**SPEAKING**

- Giving an impromptu speech
- Using reaction language
- Participating in a debate
- Using discussion language

**LANGUAGE**

- Dealing with long sentences
- Avoiding sexist language
- Identifying word combinations

**CRITICAL THINKING**

- Making connections between ideas
- Reacting to an idea
- Reflecting on an idea
- Evaluating different viewpoints
- Synthesizing

# READING

## Getting Started

### A. Discussion

1. Examine the following cartoon. What message do you infer?



Cartoon taken from:  
Nicholson, P. (2001). [Cartoon]. Retrieved from <http://nicholsoncartoons.com.au/dec-gap-tween-rich-and-poor-550.html>

2. Examine the statements below and decide whether you agree or disagree with the message that they convey. Explain.

- When you are a rich country, the murder of many of your citizens is called a "crime". When you are a poor country, the murder of many of your citizens is called a "war".
- When you are a rich country, a deliberate attack on your men, women, and children is called "terrorism". When you are a poor country, a deliberate attack on your men, women, and children is called "population control".
- When you are a rich country, your sobs are heard for a year. When you are a poor country, your tears are seen for a day.
- When you are a rich country, your dead are called "heroes". When you are a poor country, your dead are called "victims".
- When you are a rich country, you are called "innocent". When you are a poor country, you are pronounced "guilty".
- When you are a rich country, not joining an international effort to fight global warming is called "pursuing national interest". When you are a poor country, not joining an international effort is called "selfishness".

3. Do you think that the rich countries use the poor ones for their own benefits? If yes, how? Explain.

## B. Glancing at the Text

1. The text you are going to read is composed of three parts. Skim the entire text (parts I, II, and III) and find the three ways the rich countries take advantage of the poor ones. Decide whether these ways match with the answers you have provided in the discussion part.

Part I: .....

Part II: .....

Part III: .....

2. Scan the entire text (parts I, II, and III) and find the numerical data that corresponds with the following.

- a. What is the cost of environmental damage on poor nations?

.....

- b. What is the estimated amount of e-waste produced worldwide every year?

.....

- c. What is the percentage of highly skilled workers that China, India, and Brazil lose?

.....

- d. How much has the U.S. saved by employing qualified physicians from poor countries?

.....

- e. When did outsourcing start?

## C. Vocabulary

The words in **bold** in the following sentences will appear in the text, "It is a Rich Man's World". Match the words with their definitions provided in the box below.

- ..... 1. Turkey has suffered from serious **brain drain** in recent years by losing many well-educated people.  
..... 2. An incinerator was built to **dispose of** toxic waste.  
..... 3. Some pharmaceutical companies **exploit** poor nations by testing their drugs on them instead of conducting these medical experiments in their own laboratories.  
..... 4. World leaders are now united in their **quest for** peace.

- a. to get rid of something especially by throwing it away  
b. to use someone or something unfairly and meanly for your own advantage  
c. a long search for something that is difficult to find  
d. a movement of highly skilled or professional people from their own country to another in order to earn more money, to live, and to work in better conditions

#### D. Dealing with Long Sentences

Below are some long sentences taken from the text "It is a Rich Man's World". Read and answer the following questions by using the strategies you have learned.

- a. Dividing the sentence into chunks
- b. Crossing out the extra details
- c. Eliminating unknown vocabulary
- d. Subject-verb identification

1. Unfortunately, many underdeveloped and developing countries, despite sometimes knowing the dangers of this household waste, continue to accept this cargo from richer countries due to poverty and quest for development.
  - a. Who continues to accept the cargo from richer countries?
  - b. Why do many underdeveloped and developing countries continue to accept the cargo from richer countries?
  - c. What do many underdeveloped and developing countries know?
  - d. Despite what do many underdeveloped and developing countries continue to accept this cargo from richer countries?
2. Environmental experts estimate that, despite international agreements that prohibit the import and export of hazardous waste, 50-80% of the 100 million tons of e-waste annually produced worldwide is being exported to developing countries since it is up to 10 times cheaper to export e-waste than to dispose of it domestically.
  - a. What do the environmental experts estimate?
  - b. What do the international agreements prohibit?
  - c. Why does 50-80% of the 100 million tons of e-waste annually produced worldwide is being exported to developing countries?
3. When some nations become the constant exporters of academic talent, or if there is a continuous flow of skilled workers and talented professionals from developing to developed nations it becomes a "Robin Hood syndrome in reverse"- the rich robbing the poor as once described by a U.N. official.
  - a. When does a "Robin Hood syndrome in reverse" take place?
  - b. What is "Robin Hood syndrome in reverse"?
  - c. Who once described "Robin Hood syndrome in reverse"?
4. Rich countries, for the benefit and growth of their nations, offer fringe benefits such as reduced taxes or green cards to lure scientists, engineers, scholars, and physicians whose countries have invested in them a major part of their scarcely available resources.
  - a. What do rich countries offer?
  - b. What kind of fringe benefits do rich countries offer?
  - c. Why do rich countries offer fringe benefits such as reduced taxes or green cards?
5. Outsourcing, which dates back to the 1970s, occurs when a business purchases services or products from a foreign supplier or manufacturer, or when a business pays another company to provide services for which it might otherwise have employed its own in-house staff.
  - a. When does outsourcing occur?
  - b. What do companies do when they don't outsource?

**TEXT** Read the text below and do the exercises that follow.



## It is a Rich Man's World

### PART I

1 Do the powerless remain powerless or the strong remain strong forever? If this is the case, what has happened to the Persian Empire, the Pharaohs of Egypt, the Roman Empire, or the Ottoman Empire? These powerful empires seemed **invincible** at the peak of their time, but all of them are gone and are part of history. If it were not written in the books, nobody would believe that there was a Persian Empire looking at the present situation of Iran; or that there was once the Ottoman Empire that ruled half of the world. Yet, all these happened. The fact of history is that power shifts from one country to another and from one nation to another. A nation which is wealthy today may be **impoverished** tomorrow, and a poor country of today may become a great one in the near future. This is the rule of history. However, one thing that remains constant is that a dominant country will do anything to remain powerful. The picture of today's international politics is no different. Once again, the world witnesses how the rich countries exploit the rest, mainly by means of their environmental strategies and their use of human workforce.

#### Toxic Imperialism

2 The global environment does not respect political borders, and the impact of ecological damage caused by one country can be felt by some other. "The environmental damage caused by rich nations disproportionately impacts poor nations and costs them almost 1.70 trillion dollars" (Highfield, 2008, para.3). When the environmental policies of the rich countries are observed, it becomes clear that they exploit the poorer ones by dumping their garbage and hazardous waste, which includes household waste such as plastics, bottles, or cans. Loading this waste on ships and trucks, rich countries export it to those willing to accept it and sweep this hazardous waste out of sight. Last year alone, for example, over 90 million kilograms of plastic waste and garbage were exported from the United States to countries such as Ghana, Tanzania, and Pakistan (Leonard, n.d.). Unfortunately, these and many other underdeveloped and developing countries, despite sometimes

knowing the dangers of this household waste, continue to accept this cargo from richer countries due to poverty and quest for development. They accept these wastes for the sake of generating income, but is it worth it?

3 It is not only through daily waste transfer that the rich countries contaminate the poor nations' environment. With people constantly upgrading their computers, TVs and cell phones in developed countries, electronics industry waste, or e-waste, has quickly become the fastest growing component of solid waste, which is extremely toxic. Since much of the equipment is no longer used in the technologically developed countries, it is being off-loaded on developing nations at prices well below those of more modern technologies that are less harmful. This waste transfer is usually done under the name of technological aid although most of the equipment sent does not actually function.

4 Environmental experts estimate that, despite international agreements that prohibit the import and export of hazardous waste, 50-80% of the 100 million tons of e-waste annually produced worldwide is being exported to developing countries since it is up to 10 times cheaper to export e-waste than to dispose of it domestically (Kielburger, 2008). Thus, dangerously high stockpiles of obsolete and hazardous technology are building up in African, Asian, and some Latin American countries (UN, 2008).

5 This household waste and e-waste is sometimes traded in disguise. Rich countries process their toxic wastes and produce new trading materials. Toxic wastes appear as "road paving material," "construction material," "fuel substitutes," "top soil fertilizer," "edible oil," and so on, when they are actually deadly. This process is also known as "sham recycling". Many incidents are never found or reported but it is clear that the poor nations **bear the brunt of** the toxic imperialism caused by the rich developed nations.



## Working through the text

### A. Text Comprehension

1. a. Which idea is supported through the examples given from history?

.....  
.....

b. Do you agree / disagree with this idea? Why /Why not?

.....  
.....

2. Which two factors lead underdeveloped countries to tolerate the household waste sent from the rich ones?

- a. ....  
b. ....

3. Read the following sentence taken from the text and decide which concept the writer criticizes.

**"With people constantly upgrading their computers, TVs and cell phones in developed countries, electronics industry waste, or e-waste, has quickly become the fastest growing component of solid waste, which is extremely toxic."**

- a. Recycling  
b. High purchasing power  
c. Consumerism  
d. Use of toxic materials in electronic devices

4. Read the following sentences and decide whether they are True (T) or False (F) based on the information in paragraphs 4 and 5

- ..... a. International agreements do not allow countries to trade toxic waste.  
..... b. It is cheaper to recycle waste than ship it elsewhere.  
..... c. Sham recycling means processing waste and transforming it into new commercial goods.  
..... d. Sham recycling eradicates all toxic substances.  
..... e. Sham recycling seems to be a win-win situation for all parties.

5. How do the rich countries send their unwanted material to poorer nations? Tick all that apply.

- ..... a. They trade their household waste by paying money to the host countries.  
..... b. They pretend to be supporting the technological growth of poorer nations as they send their old technological goods.  
..... c. They send cargo ships to other countries' territorial waters, and they let ships which are loaded with waste sink.  
..... d. They recycle the unwanted wastes to turn them into different products that poorer nations would buy.  
..... e. They threaten poorer nations to make them accept the waste transfer.

## B. Vocabulary

I. Find a word or an expression from the text for each definition below.

1. in an unfair and unequal manner, share, or ratio (par. 2): .....
2. to make dirty or harmful with chemicals or poison; to make impure or unclear (par. 3):  
.....
3. to get rid of something burdensome or unwanted (par. 4): .....
4. not in use anymore, having been replaced by something newer and better or more fashionable (par. 4):  
.....
5. in a different appearance, hidden (par. 5) : .....

II. Using the contextual clues in the text, guess the meanings of the following words and write down their definitions or synonyms.

1. invincible (par. 1): .....
2. impoverished (par. 1): .....
3. bear the brunt of (par. 5): .....

## C. Reference Words

Determine what the following words / phrases from the text refer to.

1. this (par. 1): .....
2. the rest (par. 1): .....
3. those (par. 3): .....
4. This process (par. 5): .....



## It is a Rich Man's World PART 2

### Theft of the Best and Brightest

- 6 While the rich countries treat the poor ones as their backyard where they can dump the **refuse**, they also know how to enjoy the gifts of this garden. The rich countries happily welcome the great human potential of poor or developing countries. The movement of intellectuals like university lecturers and researchers from one national setting to another, ranging from permanent relocation to short-term visits or exchange programs, facilitates the dissemination of knowledge and the broadening of cultural horizons. However, when some nations become the constant exporters of academic talent, or if there is a continuous flow of skilled workers and talented professionals from developing to developed nations it becomes a "Robin Hood syndrome in reverse" - the rich robbing the poor as once described by a U.N. official (as cited in Deen, 2006, para.1). Today, rich countries are literally stripping the developing world of **its** talent. The pressures of ageing populations and the need to be at the frontier of technological change has meant that skilled labour is in short supply in developed countries, so raiding parties have been sent to developing countries out to find doctors, nurses, teachers, scientists, and IT specialists who are prepared to move to Europe or North America.
- 7 Losing elite workers - especially when there are not many of them - hurts. The Organization for Economic Cooperation and Development (OECD) explains that "emigration of highly skilled workers may adversely affect small countries, preventing them from reaching a critical mass of human resources, which is necessary to foster long-term economic development" (as cited in Elliot, 2004, para. 4). Rich countries, for the benefit and

growth of their nations, offer fringe benefits such as reduced taxes or green cards to **lure** scientists, engineers, scholars, and physicians whose countries have invested in them a major part of **their** scarcely available resources. Countries and their institutions have been helpless in the face of brain drain, losing thousands of their highly educated workers. Recent research from OECD shows the extent of the problem, particularly for smaller nations. For the big beasts of the developing world - China, India, and Brazil - the loss of highly skilled workers amounts to less than 5% of the human work force available in their countries. Yet, for the smaller nations of the Caribbean and Africa, the figures are frighteningly high (as cited in Elliot, 2004). In fact, some statistics indicate, concerning the current intellectual migration, that it is Africa that suffers most from this "**unfortunate phenomenon**". A report, broadcast by the British Broadcasting Corporation (BBC) in 2004 says Africa has lost around 35% of its skilled professionals in recent decades, and it is costing the continent 4 billion dollars a year to replace them with expatriates from the West. Rich countries like the United States, however, have saved a total sum of 26 billion dollars which otherwise would have spent to train 130,000 highly qualified physicians (as cited in Gedamu, 2002).

- 8 All in all, it is evident that the movements of people in such a fashion are unbalanced and unjust as educated and skilled individuals move from poor to rich nations. That is a one-way "action", not an "interaction". This means that the provider nations' native supply of intellectual talent is at risk of **depletion**.



## Working through the text

### A. Text Comprehension

1. Explain the analogy the writer makes by comparing the backyard, the garden and poor countries.

.....

2. According to the writer, movement of qualified people, such as university professors, from one country to another is acceptable because .....

..... . However, when it is ..... then it is unethical.

3. Why does the writer compare brain drain to a "Robin Hood syndrome in reverse" in paragraph 6?

.....

4. What are the **two** steps that rich countries take in recruiting and hosting high skilled people from other nations?

a. ....

b. ....

5. What are the possible future consequences of poor countries' losing their talented and educated people?

.....

6. What does the writer mean by the following sentence?

**"That is a one-way 'action', not an 'interaction'" (par.8)**

.....

### B. Vocabulary

I. Find a word or an expression from the text for each definition below.

1. to promote the growth or development of (par. 7): .....

2. an additional service or advantage given with a job besides wages (par. 7): .....

II. Using the contextual clues in the text, guess the meanings of the following words and write down their definitions or synonyms.

1. refuse (par. 6): .....

2. lure (par. 7): .....

3. depletion (par. 8): .....

### C. Reference Words

Determine what the following words / phrases from the text refer to.

1. its (par. 6): .....

2. their (par. 7): .....

3. unfortunate phenomenon (par. 7): .....

## It is a Rich Man's World PART 3

### Sources from the Outside

9 Those with the power of money not only reap all the benefits of intellectual migration, but also make use of less skilled workers through outsourcing. Outsourcing, which dates back to the 1970s, occurs when a business purchases services or products from a foreign supplier or manufacturer, or when a business pays another company to provide services for which it might otherwise have employed its own in-house staff. Global outsourcing is enormously facilitated by technological innovations associated with computing, electronic communication, and the Internet (Palley, 2006). Many large companies now outsource jobs such as call centre services or e-mail services. Also, many goods ranging from simple ones like toys and kitchen utensils to highly technological equipment like electronic devices are produced abroad, especially in poor or developing countries. These services and goods are provided and manufactured by separate companies, each specialized in one area, and are often located overseas such as in India, the Philippines, or Hong Kong. Many international companies such as Nike, H&M, or Disney subcontract with other countries and have their goods manufactured abroad.

10 There are many reasons why companies outsource various jobs, but the most prominent advantage seems to be the fact that it often saves money. Many of the companies that outsource jobs are able to do the work for considerably less money. That is, businesses mainly prefer outsourcing for the



purpose of cutting costs and raising profits (Torrance, 2006). By taking advantage of lower wages overseas, managers believe they can cut their overall costs, by about 25% to 40% (Thottam, 2003).

11 Many economists and industry analysts say that outsourcing benefits the economy of both parties by boosting the markets (Ghimire, 2006). However, this is looking on the bright side. Actually, the practice of replacing domestic employees with lower-cost foreign workers is a new way of colonization because it is a capitalistic exploitation of the poor countries. The only reason why this phenomenon occurs is because companies wish to enhance profits by exploiting workers in low-wage areas of the world. In other words, wealthy corporations want to maximize profits by paying less. However, it is actually wrong to pay people in India, for example, less than what the same job would justify in somewhere like the U.S.

12 To sum up, when rich countries prioritize their own interests in a globalized world, they take advantage of the poor ones. Some examples of such exploitation is dumping waste in poor countries and using their human resources through brain drain and outsourcing. Until the wheel of fortune turns once again and rearranges the global economic balance, the poor nations are doomed to endure what the rich ones say and do. It is crystal clear that this is a rich man's world.

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## Working through the text

### A. Text Comprehension

1. Both brain drain and outsourcing rely on exploitation of work force by developed countries. The writer asserts that developed nations exploit ..... through brain drain. However, when outsourcing, they use ..... of under-developed or developing nations.

2. Which important factor speeded up outsourcing?

3. Read the following sentences and decide whether they are True (T) or False (F).

- ..... a. Outsourcing has been around for decades.
- ..... b. Outsourcing means that one company subcontracts another to do its job.
- ..... c. Usually developed countries use poor or developing countries to outsource .
- ..... d. Toys and electronic devices are usually produced in developed countries.
- ..... e. Big companies choose to hire staff from their native land.
- ..... f. Sports companies do not use outsourcing.

4. What is the counter-argument that the writer addresses? How does she refute it?

5. Read the following sentence and answer the question that follows.

**"Until the wheel of fortune turns once again and rearranges the global economic balance, the poor nations are doomed to endure what the rich ones say and do." (par. 12)**

To which idea in paragraph 1 (in Part I) does the writer refer to by the expression "Until the wheel of fortune turns once again"?

### B. Vocabulary

I. Find a word or an expression from the text for each definition below.

- 1. to make possible or easier (par. 9): .....
- 2. to pay someone else to do part of a job that you have agreed to do (par. 9):  
.....
- 3. obvious; apparent (par. 12): .....

II. Using the contextual clues in the text, guess the meanings of the following words and write down their definitions or synonyms.

- 1. prominent (par. 10): .....
- 2. boosting (par. 11): .....

### C. Reference Words

Determine what the following words / phrases from the text refer to.

1. Those (par. 9): .....
2. it (par. 9): .....
3. such exploitation (par. 12): .....

### D. Collocations

Below are sentences divided into two parts. Match the parts to make meaningful sentences with the help of contextual clues and collocations.

- 1..... Most waste ends up in landfill sites; only 19% of **household**
- 2..... We should fight against **waste**
- 3..... Countries should sign an **international**
- 4..... Countries follow **environmental**
- 5..... One of the most important factors for the development of agrarian countries is **human**
- 6..... The oil pollution caused severe **ecological**

- a. **strategies** which ensure the protection of the eco systems.
- b. **transfer** to poor nations.
- c. **workforce** as planting, fertilizing and harvesting manually is cheaper than using machinery.
- d. **damage** on the Black Sea coast.
- e. **agreement** on reducing CFC gases.
- f. **waste** is currently recycled or composted.

## WRITER'S TECHNIQUE

Analyze the writer's technique and fill in the chart below.

### Purpose

- |                                      |                                       |                                      |
|--------------------------------------|---------------------------------------|--------------------------------------|
| to inform <input type="checkbox"/>   | to entertain <input type="checkbox"/> | to narrate <input type="checkbox"/>  |
| to persuade <input type="checkbox"/> | to criticize <input type="checkbox"/> | to describe <input type="checkbox"/> |

### Audience

specify: .....

### Method of Development

- |   |  |   |   |
|---|--|---|---|
| process analysis <input type="checkbox"/>   | exemplification <input type="checkbox"/> | problem solution <input type="checkbox"/> | cause / effect <input type="checkbox"/> |
| compare / contrast <input type="checkbox"/> | persuasion <input type="checkbox"/>      | classification <input type="checkbox"/>   | definition <input type="checkbox"/>     |
| description <input type="checkbox"/>        |  |   |   |

### Supporting Techniques

- |                                     |                                       |  |                                      |
|-------------------------------------|---------------------------------------|--|--------------------------------------|
| examples <input type="checkbox"/>   | facts / data <input type="checkbox"/> | authority's opinion <input type="checkbox"/> | description <input type="checkbox"/> |
| definition <input type="checkbox"/> | explanations <input type="checkbox"/> | personal experience <input type="checkbox"/> |                                      |

### Writer's Tone and Attitude

- |                                    |                                     |                             |
|------------------------------------|-------------------------------------|-----------------------------|
| objective <input type="checkbox"/> | subjective <input type="checkbox"/> | write two adjectives: ..... |
|------------------------------------|-------------------------------------|-----------------------------|



# LISTENING

## Getting Started

### A. Discussion

#### Your Country under Spotlight

- Is your country an exporter or importer of toxic waste? Discuss.
- Does your country send or receive intellectual talent? Would you consider working and living abroad? Why / why not?
- Is outsourcing common in your country? Does your country manufacture goods or provide services for another country? What kind of goods or services does your country outsource? What kind of products or services does your country provide for other countries?

## While-Listening: Around the Track

Listen to different opinions on outsourcing and brain drain. Identify the main idea of each speaker and major supports of the argument, and jot them down in the table below.

Main Idea and Supports (in keywords)	
OUTSOURCING	Speaker from Los Angeles
	Speaker from Turkey
	Speaker from London

Main Idea and Supports (in keywords)	
BRAIN DRAIN	Speaker from Singapore
	Speaker from Leeds
	Speaker from France



## Going one step further by speaking

Now, looking at your notes in the table above, decide whether you agree / disagree / partially agree with the speakers and share your ideas with your classmates in a class discussion.

While stating your opinion, you may use the following expressions:

### Useful Expressions: Reaction Language

"To listen closely and reply well is the highest perfection we are able to attain in the art of conversation."

Francois de La Rochefoucauld

<p><b>To express an opinion</b></p> <p>In my opinion,...</p> <p>I think/believe/feel that...</p> <p>It seems to me that...</p> <p>Not everyone will agree with me, but...</p> <p>For me...</p> <p>(Un)Like X, I believe...</p> <p>While it may be true that...,</p> <p>I still think it is...</p> <p>I absolutely believe that...</p> <p>Without a doubt,... is</p> <p>I would like to make a point here.</p> <p>I would like to comment on that.</p> <p><b>To express total agreement</b></p> <p>That makes sense to me, especially when ...</p> <p>That's right/true because...</p> <p>I couldn't agree more...</p> <p>That's just what I think about it, too.</p> <p>Yes, absolutely!</p> <p>For example, when...</p> <p>Sure, because...</p> <p>He/she has got a point there.</p> <p><b>To clarify yourself</b></p> <p>What I mean is...</p> <p>What I meant was...</p> <p>Let me put it another way...</p> <p>What I'm saying is...</p> <p>What I'm trying to say is...</p>	<p><b>To express total disagreement</b></p> <p>I don't agree with this idea.</p> <p>I'm afraid, I disagree with...</p> <p>I don't see it that way.</p> <p>That's not true.</p> <p>I don't agree at all.</p> <p>I can't agree with him/her there...</p> <p>That's not quite the way I see it.</p> <p>I'm not sure I quite agree...</p> <p>I think he/she is wrong.</p> <p>I'm not sure I agree.</p> <p>I see what he/she means, but...</p> <p><b>To express partial agreement/disagreement</b></p> <p>Yes, but ...</p> <p>Yes, but on the other hand...</p> <p>That may be true but ...</p> <p>I think it all depends.</p> <p>That's true, but ...</p> <p>That may be true but ...</p> <p>Maybe, but ...</p> <p>Yes, but one shouldn't forget ...</p>
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## Going one step further by speaking

Below you will find role cards on the debate topic whether a joint venture\* with foreign partners should extract gold in a village that is a major tourist attraction in your country.

Read the role card assigned to you by your teacher and get ready to support your view by answering the given discussion questions.

- Do research to better support your view.
- Get together with the students who hold the same position with you (i.e. miners, owners of the mining company, Green Peace activist) and share opinions.
- Share your views with the other groups in a whole-class debate.

**You are a hotel owner who is AGAINST extracting gold in the village.**

- What will be the effects of the mines on the hotel?
- What kind of job opportunities will gold mines bring in the region?
- What are the possible effects of gold mines on the economy?
- What are the possible negative environmental effects of gold mining?
- What will the agricultural effects of mines be?

**You are a medical doctor who is AGAINST extracting gold in the village.**

- What are the possible health risks of working as a miner in gold mines?
- What are the possible health risks for the inhabitants of the village where the gold mines are located?
- What kinds of chemicals or elements are used during gold extraction?

**You are a Greenpeace Activist who is AGAINST extracting gold in the village.**

- How do the chemicals or elements which are used during gold extraction affect the environment?
- What are the possible negative environmental effects of gold mining?
- How will the habitats of animals be affected by gold mines?
- What are the possible negative environmental effects of gold mining?

**You are the Minister of Mining and Natural Resources who is FOR extracting gold in the village.**

- Why is it important to extract gold?
- In which industries can gold be used?
- What are the possible effects of gold mines on the national economy?
- What are the possible social impacts of gold mines?
- What kind of job opportunities will gold mines bring in the region?

**You are a local gold miner who is FOR extracting gold in the village.**

- What other job opportunities do you have?
- What kind of protective precautions are taken by your company?
- What kind of materials do you use when extracting gold?
- Do you have any other qualifications to be employed in different fields?

**You are the owner/representative of the mining company who is FOR extracting gold in the village.**

- What kind of job opportunities will gold mines bring in the region?
- Will the dependence on other countries be reduced?
- What kind of materials do you use when extracting gold?
- What kind of precautions can be taken for the possible environmental pollution?
- What kind of precautions can be taken to protect the health of gold miners/villagers as a company?
- What are the possible effects of gold mines on the economy?

\* **joint venture** : is a business agreement in which the parties agree to develop, for a finite time, a new entity and new assets by contributing equity. They exercise control over the enterprise and consequently share revenues, expenses and assets.

**Note:** While one group performs, the rest of the class acts as the audience. When you are in the role of the audience, you are expected to ask questions to the performing groups during or after the role play.

While performing your role, you may use the following expressions in addition to the expressions listed **on page 186**. You have already studied some of these in the previous units.

## Useful Expressions: Discussion Language

### Asking for further explanations

Can you explain why...?  
I don't understand why ... ?  
Why is it that ... ?  
How come... ?  
Does this mean ... ?

### To interrupt

Excuse me for interrupting but...  
That's true, but ...  
Yes, but ...  
I would like to make a point here.  
I'd like to ask a question.  
I have a question for...  
I would like to comment on that.

In the speaking tasks above, you expressed whether you agreed or disagreed with other speakers by giving your reasons. This was your oral reaction to the ideas voiced. Note that you can also react in written form.



## Recycling Vocabulary through speaking

- Below are the new words you learnt in Unit 4.
- Pair up with another student.
- Ask the questions below to each other.
- Use the underlined words in bold while answering questions to revise the target vocabulary.

### STUDENT A

1. What kind of problems do you think **brain drain** can cause for the source countries?
2. What steps can be taken by the politicians/leaders in their **quest for** world peace?
3. What might be some environment-friendly ways to **dispose of** wastes for a country?
4. Do you think that "stealing" the young and talented people/minds from their home countries is a way to **exploit** those countries? Why / Why not?
5. How can the economic **transactions** between the countries be bettered / improved?

### STUDENT B

1. What kind of **incentives** can the companies offer to their employees to prevent them from going abroad to work?
2. What are the possible results of the **depletion** of natural resources?
3. What might be some possible effects of **outsourcing** on a country's economy?
4. Is it possible for a rich country to be **invincible** in all areas simply because it has money? Why / Why not?
5. Is it one of the responsibilities of the well-off countries to **foster** the living standards of the poorer ones? Why / Why not?



# THE REACTION-RESPONSE ESSAY

Read the sample reaction-response essay written in response to “It is a Rich Man’s World” and discuss the questions in Task 1.

**Sample Student Essay:**

## A Rich Man’s World: Is it Really So?

In the text “It is a Rich Man’s World”, Ingrid Megg (2015) criticizes the current situation of international politics. She believes that there is imbalance and inequality between the rich and poor nations, and asserts that wealthy countries use the power of money to exploit and use the poor countries and the developing nations to their own advantage. Megg (2015) states that rich countries take advantage of the poor ones by dumping their wastes onto the poorer nations, by luring the “intellectual talents” away from their home countries with lucrative employment offers, and by outsourcing to third world countries to cut down on labour costs. I partially agree with the writer. I think that the writer makes a relevant point when she links toxic imperialism to exploitation of the poor nations. However, brain drain and outsourcing cannot be regarded as exploitation as they have many benefits for the poor nations as well.

I agree with the writer that some of the environmental policies undertaken by the rich countries hurt the poor. The writer states that richer nations throw away their household waste like plastic bottles or cans and ship them to poorer nations (Megg, 2015). This is unfortunately a reality. Consumption is greater in rich and industrialized countries than in poorer countries, which can be supported by the report by *The New Internationalist* (2006). According to the report, the U.S. and Canada are responsible for 31.5% of consumption, whereas South Asia is responsible for 2% of the consumption. As buying more means disposing more waste ranging from packages to electronic devices, one can safely draw the conclusion that rich countries have a bigger role in producing waste. This waste would not pose a problem if it was managed successfully through recycling projects; however, some wealthy countries do not seem to bear this responsibility. According to the Environmental Protection Agency recycling data of 2005, only 32.1% of total solid waste in the U.S. is recycled. These low rates of recycling explain why the rich countries search for alternative ways of managing waste like sending “over 90 million kilograms of plastic waste and garbage” to poorer nations (Leonard as cited in Megg, 2015, para.2). Another argument I agree with in Megg’s article (2015) is that rich nations dump their electronic waste onto poorer nations. Undoubtedly, this is another way of exploiting the poor. Rather than being recycled, electronic waste, which contains chemicals such as mercury or lead, is sent to developing countries. Proving this, Greenpeace has discovered high-tech toxic trash causing hazardous pollution in Ghana. The analysis of samples taken from two electronic waste scrap yards in Ghana has revealed severe contamination from hazardous chemicals which were sent by well-off nations (Greenpeace, 2008). Under the name of “usable second hand goods”, nations with strong economies ship their e-waste to other parts of the world. Therefore, I find Megg’s criticisms regarding waste management of rich countries both realistic and valid.

While the writer has a point in environmental issues, I disagree with her criticisms regarding brain drain. Megg (2015) labels the movement of intellectuals from their native countries to more developed countries as “brain drain” and thus “an unfortunate phenomenon” (para. 7); however, I find this movement beneficial in many ways. First of all, from a global perspective, this shift from one country to another greatly contributes to a rapidly increasing number of highly-educated “knowledge workers”, which is necessary for raising life standards. One should realize that the circulation of skills and manpower can be a positive force in accelerating development. Megg (2015) implies that only the rich countries can take advantage of this development. However, she seems to disregard the skilled individuals who might one day return to their home countries and use their skills and knowledge for the benefit of their own nations. Actually, this movement is becoming increasingly popular in recent years, and it is called “reverse brain drain”. In other words, it is now difficult to equate brain drain with a permanent loss of qualified individuals. Estonians, for example, are already benefiting from “reverse brain drain”. A similar case might be observed in South Korea and Taiwan. Returning emigrants in these countries were attracted back to their countries to fill key roles and, thus, help the development of their nations (Parthasarathi, 2006). Returnees can bring valuable management experience, knowledge, or trading skills. Secondly, brain drain should not be regarded as

exploitation by the rich as it is practiced among developing countries, as well. Singapore, for example, welcomes immigration of workers from neighbouring Malaysia or even China due to a shortage of labour in its information technologies business (Cervantes & Guellec, 2008). Therefore, monopoly of brain drain by the rich nations is not the reality. When these two ideas are taken into consideration, it is clear that brain drain is not an "unfortunate phenomenon" as claimed by the writer (Megg, 2015, para. 7).

I also disagree with the writer's viewpoints on outsourcing. Megg (2015) claims that outsourcing works for the benefit of the rich countries by creating inequality. To begin with, the writer argues that outsourcing does not help the economies of the poor nations, claiming that such a positive approach towards outsourcing would be "looking on the bright side" (para.11). However, there is sound evidence that outsourcing positively affects the economy of the countries which offer outsourcing services. First, outsourcing helps national economy flourish as there is flow of money around the country. Due to the high profits in the outsourcing business, many small countries such as the Philippines or India are improving their economic growth. In addition, it provides people with job opportunities, which keeps the economy alive. According to the 2008 report of Software Quality Experts, it is estimated that outsourcing will create 350,000 jobs by 2017 worldwide. The other argument I disagree with is the writer's assertion that rich countries take advantage of the poor by paying them less than what the same job would require in a developed country (Megg, 2015). However, one needs to compare not just salaries, but the purchasing power of these salaries in different countries. An Information Technologies (IT) professional in India, for instance, may be far better off in terms of life standards, despite being paid only a third of the U.S. salary. Thus, instead of comparing the wages, purchasing power of the money one earns in different countries should be considered before making such a claim.

To sum up, there are viewpoints that I both agree and disagree with in the text "It is a Rich Man's World". I believe that the writer makes an accurate evaluation when she links garbage and waste management to exploitation of the poor nations by the rich. However, I believe that one might raise serious concerns as to whether brain drain and outsourcing are ways of exploitation. I think that since these concepts produce positive end results for both parties -namely both for the rich and the poor countries-, it would be harsh to associate these terms with exploitation by the rich. I believe that developing nations also benefit from the new globalized world. Maybe now, "[it] is the rich man's world", but in time we will see whether the "wheel of fortune" has already started to turn (para. 12).

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## TASK 1

1. What is the purpose of the writer in writing this essay?
2. Compare the organization of the introductory paragraph to that of an expository and an argumentative essay.
3. Underline the thesis statement of the essay. Is the wording of the thesis statement of an expository similar to or different from that of the thesis statement of an argumentative essay? Explain.
4. Which supporting techniques have been used in the body paragraphs?
5. Why does the writer keep referring to the text "It is a Rich Man's World" throughout the essay?

## WHAT IS REACTION?

"Good writing is like a bomb: it explodes in the face of the reader."

Nuruddin Farah

Besides academic contexts, people can show their reaction and respond to things that they face in daily life, which range from daily events to pieces of art. Thus, it can be said that the term "reaction" or "response" can be used to refer to the reflection of people's ideas, emotions, opinions, and feelings on the things that they experience, hear, read, and see.

However, in academic contexts, the term reaction-response means making comments about the ideas or the arguments that are emphasized / expressed in a given material or a text.

## HOW TO WRITE REACTION-RESPONSE ESSAYS

One has to follow some steps when writing reaction-response essays:

### ► STAGE 1: ANALYZING THE TEXT WITH A CRITICAL EYE:

The first step of writing a reaction-response essay is to evaluate and analyse the text critically. Below are some steps as to how to do it:

- 1. Preview and skim / scan the text.** Think about how much you know about the author and the topic of the material. Look at the title, author, references used, length, and the context of the material. This will give you a general idea about the material that you are going to react to.
- 2. Read the text.** Get a general understanding of the material. To do this, try to make predictions and think about your expectations from the text. You can also use your background knowledge at this stage to better understand the intended meaning of the material.
- 3. Reread the text, this time more effectively.** Find and underline the key points. Try to answer the following questions to better comprehend the text: What is the main point? Are there any important examples? Which striking phrases and quotations are used? Are there any words that are repeated? If yes, why? What are the strong and weak points of the text?  
At this stage, you can use the margins to take down notes and brainstorm some ideas about your reaction. Using graphic organizers can also be helpful in order to see the relationship between the ideas that are expressed in the text.
- 4. Work on the unknown vocabulary items.** If there are any words whose meanings you don't know, try to guess what they might mean or use a dictionary. This will help you better understand the text.
- 5. Identify the writer's technique.** Try to answer the following questions: What is the purpose of the writer in writing this text? Who does the text aim at? / Who is the intended audience? What does the writer do to affect the audience's way of thinking? Who is the writer? (age, gender, race, affiliations...), What is the stance of the writer about the topic? Does the writer's background have any influence on the text? What is the tone of the material? (ironic, humorous, aggressive, racist, feminist...)
- 6. Evaluate / analyse the language and the structure.** Analyse the text in terms of the use of language and structures: What kind of a language is used? Is it biased, sexist, rude, sarcastic, humorous or direct? Analyse the structure: What kind of an organization and pattern of development is used in the text? (e.g. compare-contrast, process analyses...) Are the ideas presented in a logical order? Is it easy to follow the text?
- 7. Make inferences.** Analyse the contextual clues and arrive at logical conclusions.
- 8. Evaluate the evidence and supports.** Which supporting techniques did the writer of the text use? Did the writer present strong, appropriate, sufficient, and credible evidence? Are there any weak aspects in the text like logical fallacies, unclear points, sweeping generalizations or irrelevant ideas? What are the strong points in the text?
- 9. Decide on your stance.** Try to personalize the text and ask yourself some questions like the following:
  - What do I think and feel about the text?
  - Do I agree / disagree or partially agree / disagree with the points presented?
  - What do I agree / disagree with?
  - Can I relate the text to my experience? Can I empathize with it?
  - Do I have background information about the subject?
  - Did I face a similar situation before?
- 10. Carry out extensive research.** Do some further research to learn more about the subject. Learn some other views about the topic and find support for your own ideas.



## TASK 2

1. Below is a sample student analysis of one part of the original text, namely the part about outsourcing.  
Examine the notes of the student.

So, are these economists & industrial analysts all wrong? Is the writer actually looking on the "dark side"?

But, outsourcing creates job opportunities, too. Can we call this "exploitation"?

Many economists and industry analysts say that outsourcing benefits the economy of both parties by **boosting** the markets (Ghimire, 2006). However, this is looking on the bright side. Actually, the practice of replacing domestic employees with lower-cost foreign workers is a new way of colonization because it is a capitalistic exploitation of the poor countries. The only reason why this phenomenon occurs is because companies wish to enhance profits by exploiting workers in low-wage areas of the world. In other words, wealthy corporations want to maximize profits by paying less. However, it is actually wrong to pay people in India, for example, less than what the same job would justify in somewhere like the U.S.

Focus is only on (-) aspects but  
+ boosts economy  
+ job opportunities  
+ ??

A bit too harsh!

Is it really the only reason?

This is quite a reasonable objective. All business companies want to make profits.

! What if the living standards are different in these two countries?

2. Now, examine the following paragraph where the student discusses his / her responses to outsourcing. Compare the notes and the paragraph to see which comments were transformed into mature reactions.

I also disagree with the writer's viewpoints on outsourcing. Megg (2015) claims that outsourcing works for the benefit of the rich countries by creating inequality. To begin with, the writer argues that outsourcing does not help the economies of the poor nations, claiming that such a positive approach towards outsourcing would be "looking on the bright side" (para. 11). However, there is sound evidence that outsourcing positively affects the economy of the countries which offer outsourcing services. First, outsourcing helps national economy flourish as there is flow of money around the country. Due to the high profits in the outsourcing business, many small countries such as the Philippines or India are improving their economic growth. In addition, it provides people with job opportunities, which keeps the economy alive. According to the 2008 report of Software Quality Experts, it is estimated that outsourcing will create 350,000 jobs by 2017 worldwide. The other argument I disagree with is the writer's assertion that rich countries take advantage of the poor by paying them less than what the same job would require in a developed country. However, one needs to compare not just salaries, but the purchasing power of these salaries in different countries. An Information Technologies (IT) professional in India, for instance, may be far better off in terms of life standards, despite being paid only a third of the U.S. salary. Thus, instead of comparing the wages, purchasing power of the money one earns in different countries should be considered before making such a claim.

## ► STAGE 2: DECIDING ON YOUR REACTION

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You can react and respond to a text in different ways, i.e. to the content, language, style, or to all of them. In short, you can:

1. agree with the points in the text or the way they have been presented;
2. disagree with the points in the text or the way they have been presented;
3. partially agree or disagree with the points in the text or the way they have been presented;
4. agree with ideas but disapprove of the writer's language, tone, attitude or style;
5. pinpoint weaknesses and strengths in the argument and / or provide additional aspects, alternatives, and solutions to them, or
6. evaluate ideas and presentation as sexist, biased, irrelevant, subjective, disappointing, or angry.



### TASK 3

Below are possible thesis statements reacting to the text "It is a Rich Man's World". Analyse each one and decide which type of reaction is used. There may be more than one answer.

1. I agree with the writer that wealthy countries use money as a tool to exploit the poor or developing nations by destroying others' environment in a way that protects their own environment and economy, by attracting skilled workers of other countries, and by employing less skilled workers abroad through outsourcing.

**Type of reaction:** .....

2. I disagree with the writer in his arguments that rich countries use the poor ones to their own advantage because the practices mentioned in the text (environmental policies, brain drain and outsourcing) cannot be regarded as unethical or immoral for several reasons. On the contrary, they are ethically acceptable and even beneficial for the poor countries.

**Type of reaction:** .....

3. I partially agree with the writer. I think that the writer makes a relevant point when she links "toxic imperialism" to exploitation of the poor nations. However, brain drain and outsourcing are not ways of exploitation as they have benefits also for the poor ones.

**Type of reaction:** .....

4. The writer is wrong in making the contention that only the rich countries cause environmental destruction, brain drain and outsourcing as these strategies are sometimes used by the poor or developing countries as well.

**Type of reaction:** .....

5. I agree with the writer that the three practices by the rich countries—namely sending toxic wastes to poor nations, brain drain, and outsourcing are exploiting the poor nations. However, there are also other areas, in which the rich nations exploit the poor, like health and scientific experimentation.

**Type of reaction:** .....

6. I think that the text "It is a Rich Man's World" is written from a very biased point of view as some of the information is distorted or not mentioned in order to deceive the reader. The writer has not mentioned the projects that rich countries undertake to protect the environment, the advantages of brain drain for the "sender" country, and the benefits of outsourcing for the poor countries.

**Type of reaction:** .....

7. I totally agree that globalization has enabled the rich to use the poorer nations to their own advantage.

**Type of reaction:** .....

8. I agree with the writer that today rich countries exploit the poor; however, I do not think that the wealthy countries have exploited the poor at all times as stated in the text because I believe that it is the globalized world which has caused this tendency. Therefore, the writer is prejudiced and is misleading the reader by generalizing the situation as if this has been a prevailing case in history.

**Type of reaction:** .....

9. I think that the reasons for the current situation -poor nations being exploited by rich countries- cannot be limited to the policies of the rich countries only. I believe that the writer disregards the fact that poor or developing nations act irresponsibly and recklessly by not putting an end to this trend. Other than the policies of the rich countries, there are other reasons like wrong domestic policies and passive international alliance that result in the exploitation of the poor.

**Type of reaction:** .....

10. I agree with the writer that brain drain hurts the poor nations. There are three main reasons why it has disadvantages for the poor nations.

**Type of reaction:** .....

11. The writer of the text "It is a Rich Man's World" argues that it would be a very optimistic point of view to see outsourcing as a way to boost economies. On the contrary, it is the writer who takes a pessimistic approach towards outsourcing as it is actually highly beneficial for the economy of the countries for three reasons.

**Type of reaction:** .....

12. The writer believes that overcoming the problem of exploitation of poor nations by the rich is possible only if poor nations better their economic conditions. I think there might be other solutions as well. Treaties between countries, the projects of NGOs, and strict control or punishments imposed by international organizations can be other solutions to this problem.

**Type of reaction:** .....

13. I find the arguments in the text very relevant and valid; however, I think that the writer should have avoided using specific examples when labelling the countries as "poor" or "rich". It's not politically correct to stigmatize countries as poor or rich, especially by openly giving their names.

**Type of reaction:** .....



### Important Reminder

Although it is not normally advisable to use personal pronouns in academic writing, it is not wrong to use personal pronouns while writing a reaction response essay as this type of an essay requires personal views. When writing your reaction, you may use the following expressions to reflect your own idea.

I think that...	(Un)Like the writer, I believe...
It seems to me that...	I do not agree with this idea.
I feel that...	I disagree with...
In my opinion...	I cannot agree with him/her there.
I believe that...	I think the writer is wrong.
Without a doubt,... is...	I am not sure I agree.
While it may be true that...,	
I think it is...	

## ► STAGE 3: ORGANIZING IDEAS INTO AN OUTLINE

After writing your thesis statement, it is useful to make an outline of your reaction. Note that there is no specific outlining format for a reaction-response essay as there may be various organization patterns depending on the writer's reaction.



### TASK 4

Below are some of the thesis statements you studied in the previous task. Analyse the thesis statements and decide what the writer will discuss in each paragraph.

1. The writer is wrong in making the contention that only the rich countries cause environmental destruction, brain drain and outsourcing as these strategies are sometimes used by the poor or developing countries as well.

**Par. 1:** .....

**Par. 2:** .....

**Par. 3:** .....

2. I agree with the writer that the three practices by the rich countries—namely sending toxic wastes to poor nations, brain drain, and outsourcing are exploiting the poor nations. However, there are also other areas, in which the rich nations exploit the poor, like health and scientific experimentation.

**Par. 1:** .....

**Par. 2:** .....

3. I think that the text "It is a Rich Man's World" is written from a very biased point of view as some of the information is distorted or not mentioned in order to deceive the reader. The writer has not mentioned the projects that rich countries undertake to protect the environment, the advantages of brain drain for the "sender" country, and the benefits of outsourcing for the poor countries.

**Par. 1:** .....

**Par. 2:** .....

**Par. 3:** .....

4. The writer of the text "It is a Rich Man's World" argues that it would be a very optimistic point of view to see outsourcing as a way to boost economies. On the contrary, it is the writer who takes a pessimistic approach towards outsourcing as it is actually highly beneficial for the economy of the countries for three reasons.

**Par. 1:** .....

**Par. 2:** .....

**Par. 3:** .....

5. The writer believes that overcoming the problem of exploitation of poor nations by the rich is possible only if poor nations better their economic conditions. I think there might be other solutions as well. Treaties between countries, the projects of NGOs, and strict control or punishments imposed by international organizations can be other solutions to this problem.

**Par. 1:** .....

**Par. 2:** .....

**Par. 3:** .....



## TASK 5

Analyse the sample essay one more time and write down a detailed outline of this essay in the box that follows.

**Sample Student Essay:**

### A RICH MAN'S WORLD: IS IT REALLY SO?

In the text "It is a Rich Man's World", Ingrid Megg (2015) criticizes the current situation of international politics. She believes that there is imbalance and inequality between the rich and poor nations, and asserts that wealthy countries use the power of money to exploit and use the poor countries and the developing nations to their own advantage. Megg (2015) states that rich countries take advantage of the poor ones by dumping their wastes onto the poorer nations, by luring the "intellectual talents" away from their home countries with lucrative employment offers, and by outsourcing to third world countries to cut down on labour costs. I partially agree with the writer. I think that the writer makes a relevant point when she links toxic imperialism to exploitation of the poor nations. However, brain drain and outsourcing cannot be regarded as exploitation as they have many benefits for the poor nations as well.

I agree with the writer that some of the environmental policies undertaken by the rich countries hurt the poor. The writer states that richer nations throw away their household waste like plastic bottles or cans and ship them to poorer nations (Megg, 2009). This is unfortunately a reality. Consumption is greater in rich and industrialized countries than in poorer countries, which can be supported by the report by *The New Internationalist* (2006). According to the report, the U.S. and Canada are responsible for 31.5% of consumption, whereas South Asia is responsible for 2% of the consumption. As buying more means disposing more waste ranging from packages to electronic devices, one can safely draw the conclusion that rich countries have a bigger role in producing waste. This waste would not pose a problem if it was managed successfully through recycling projects; however, some wealthy countries do not seem to bear this responsibility. According to the Environmental Protection Agency recycling data of 2005, only 32.1% of total solid waste in the U.S. is recycled. These low rates of recycling explain why the rich countries search for alternative ways of managing waste like sending "over 90 million kilograms of plastic waste and garbage" to poorer nations (Leonard as cited in Megg, 2015, para. 2). Another argument I agree with in Megg's article (2015) is that rich nations dump their electronic waste onto poorer nations. Undoubtedly, this is another way of exploiting the poor. Rather than being recycled, electronic waste, which contains chemicals such as mercury or lead, is sent to developing countries. Proving this, Greenpeace has discovered high-tech toxic trash causing hazardous pollution in Ghana. The analysis of samples taken from two electronic waste scrap yards in Ghana has revealed severe contamination from hazardous chemicals which were sent by well-off nations (Greenpeace, 2008). Under the name of "usable second hand goods", nations with strong economies ship their e-waste to other parts of the world. Therefore, I find Megg's criticisms regarding waste management of rich countries both realistic and valid.

While the writer has a point in environmental issues, I disagree with her criticisms regarding brain drain. Megg(2015) labels the movement of intellectuals from their native countries to more developed countries as "brain drain" and thus "an unfortunate phenomenon", (para. 7); however, I find this movement beneficial in many ways. First of all, from a global perspective, this shift from one country to another greatly contributes to a rapidly increasing number of highly-educated "knowledge workers", which is necessary for raising life standards. One should realize that the circulation of skills and manpower can be a positive force in accelerating development. Megg(2015) implies that only the rich countries can take advantage of this development. However, she seems to disregard the skilled individuals who might one day return to their home countries and use their skills and knowledge for the benefit of their own nations. Actually, this movement is becoming increasingly popular in recent years, and it is called "reverse brain drain". In other words, it is now difficult to equate brain drain with a permanent loss of qualified individuals. Estonians, for example, are already benefiting from "reverse brain drain". A similar case might be observed in South Korea and Taiwan. Returning emigrants in these countries were attracted back to their countries to fill key roles and, thus, help the development of their nations (Parthasarathi, 2006). Returnees can bring valuable management experience, knowledge, or trading skills. Secondly, brain drain should not be regarded as exploitation by the rich as it is practiced among developing countries, as well. Singapore, for example, welcomes immigration of workers from neighbouring Malaysia or even China due to a shortage of labour in its information technologies business (Cervantes & Guellec, 2008). Therefore, monopoly of brain drain by the rich nations is not the reality. When these two ideas are taken into consideration, it is clear that brain drain is not an "unfortunate phenomenon" as claimed by the writer (Megg, 2015, para. 7).

I also disagree with the writer's viewpoints on outsourcing. Megg (2015) claims that outsourcing works for the benefit of the rich countries by creating inequality. To begin with, the writer argues that outsourcing does not help the economies of the poor nations, claiming that such a positive approach towards outsourcing would be "looking on the bright side" (para.11). However, there is sound evidence that outsourcing positively affects the economy of the countries which offer outsourcing services. First, outsourcing helps national economy flourish as there is flow of money around the country. Due to the high profits in the outsourcing business, many small countries such as the Philippines or India are improving their economic growth. In addition, it provides people with job opportunities, which keeps the economy alive. According to the 2008 report of Software Quality Experts, it is estimated that outsourcing will create 350,000 jobs by 2017 worldwide. The other argument I disagree with is the writer's assertion that rich countries take advantage of the poor by paying them less than what the same job would require in a developed country (Megg, 2015). However, one needs to compare not just salaries, but the purchasing power of these salaries in different countries. An Information Technologies (IT) professional in India, for instance, may be far better off in terms of life standards, despite being paid only a third of the U.S. salary. Thus, instead of comparing the wages, purchasing power of the money one earns in different countries should be considered before making such a claim.

To sum up, there are viewpoints that I both agree and disagree with in the text "It is a Rich Man's World". I believe that the writer makes an accurate evaluation when she links garbage and waste management to exploitation of the poor nations by the rich. However, I believe that one might raise serious concerns as to whether brain drain and outsourcing are ways of exploitation. I think that since these concepts produce positive end results for both parties-namely both for the rich and the poor countries-, it would be harsh to associate these terms with exploitation by the rich. I believe that developing nations also benefit from the new globalized world. Maybe now, "[it] is the rich man's world", but in time we will see whether the "wheel of fortune" has already started to turn (para. 12).

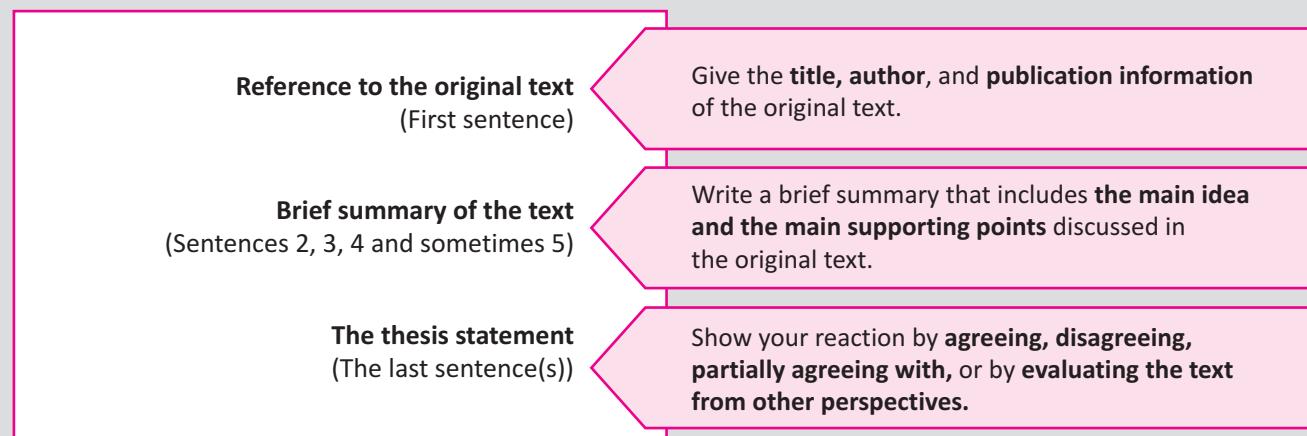
OUTLINE OF THE SAMPLE ESSAY:

## ► STAGE 4: WRITING THE REACTION-RESPONSE ESSAY

Having analysed the original text that you are reacting to and prepared the outline, you can now start producing your essay. Conventions you have learned about essay writing so far such as topic sentence, methods for developing unity and coherence, and supporting ideas for expository and argumentative essays are applicable to the reaction-response essay as well. However, due to the nature of this essay, there are some structural differences because the reaction-response essay includes a **summary** and a **reaction to the original text**. The structure of the reaction-response essay is given below.

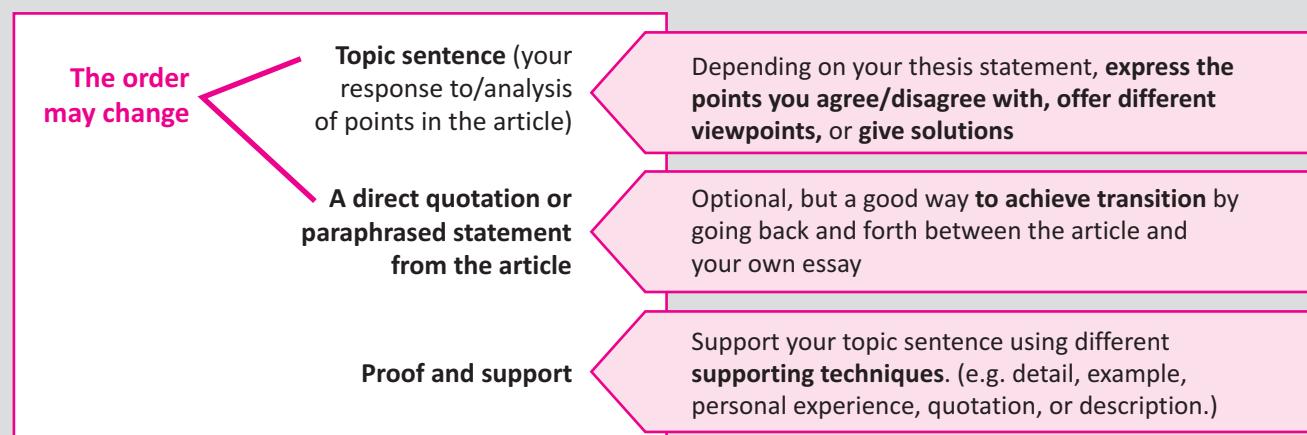
### Writing the Introduction Paragraph:

The introduction paragraph should introduce the text and your reaction to it.



### Developing the Reaction:

The body paragraphs should contain supports for your thesis statement.



### Important Reminder

When you are reacting to a text, do not confuse total agreement with the repetition of the original text. When you agree with the writer's ideas, you should not simply repeat his/her arguments, but rather explain **why** you agree with the writer **by presenting your own reasons**. You should not mirror the original text, but use **different supporting techniques** to show that you share the same idea on the subject.



## TASK 6

Below you will find an extract from the original text "It is a Rich Man's World" and a reaction paragraph written in response to it. Compare the two and analyse how the student approached the topic differently in the essay rather than repeating the same ideas while showing agreement.

### Original Extract:

#### Toxic Imperialism

The global environment does not respect political borders, and the impact of ecological damage caused by one country can be felt by some other. The environmental damage caused by rich nations disproportionately impacts poor nations and costs them almost 1.70 trillion dollars (Highfield, 2008, para.3). When the environmental policies of the rich countries are observed, it becomes clear that they exploit the poorer ones by dumping their garbage and hazardous waste, which includes household waste such as plastics, bottles or cans. Loading this waste on ships and trucks, rich countries export it to those willing to accept it and sweep this hazardous waste out of sight. Last year alone, for example, over 90 million kilograms of plastic waste and garbage were exported from the United States to countries such as Ghana, Tanzania, and Pakistan (Leonard, n.d.). Unfortunately, these and many other underdeveloped and developing countries, despite sometimes knowing the dangers of this household waste, continue to accept this cargo from richer countries due to poverty and quest for development. They accept these wastes for the sake of generating income, but is it worth it?

It is not only through daily waste transfer that the rich countries contaminate the poor nations' environment. With people constantly upgrading their computers, TVs and cell phones in developed countries, electronics industry waste, or e-waste, has quickly become the fastest growing component of solid waste, which is extremely toxic. Since much of the equipment is no longer used in the technologically developed countries, it is being off-loaded on developing nations at prices well below those of more modern technologies that are less harmful. This waste transfer is usually done under the name of technological aid although most of the equipment sent does not actually function.

Environmental experts estimate that, despite international agreements that prohibit the import and export of hazardous waste, 50-80% of the 100 million tons of e-waste annually produced worldwide is being exported to developing countries since it is up to 10 times cheaper to export e-waste than to dispose of it domestically (Kielburger, 2008). Thus, dangerously high stockpiles of obsolete and hazardous technology are building up in African, Asian and some Latin American countries (UN, 2008).

This household waste and e-waste is sometimes traded in disguise. Rich countries process their toxic wastes and produce new trading materials. Toxic wastes appear as "road paving material," "construction material," "fuel substitutes," "top soil fertilizer," "edible oil," and so on, when they are actually deadly. This process is also known as "sham recycling". Many incidents are never found or reported but it is clear that the poor nations bear the brunt of the toxic imperialism caused by the rich developed nations.

### Reaction paragraph:

I agree with the writer that some of the environmental policies undertaken by the rich countries hurt the poor. The writer states that richer nations throw away their household waste like plastic bottles or cans and ship them to poorer nations (Megg, 2009). This is unfortunately a reality. Consumption is greater in rich and industrialized countries than in poorer countries, which can be supported by the report by *The New Internationalist* (2006). According to the report, the U.S. and Canada are responsible for 31.5% of consumption, whereas South Asia is responsible for 2% of the consumption. As buying more means disposing more waste ranging from packages to electronic devices, one can safely draw the conclusion that rich countries have a bigger role in producing waste. This waste would not pose a problem if it was managed successfully through recycling projects; however, some wealthy countries do not seem to bear this responsibility. According to the Environmental Protection Agency recycling data of 2005, only 32.1% of total solid waste in the U.S. is recycled. These low rates of recycling explain why the rich countries search for alternative ways of managing waste like sending "over 90 million kilograms of plastic waste and garbage" to poorer nations (Leonard as cited in Megg, 2015). Another argument I agree with in Megg's article is that rich nations dump their electronic waste onto poorer nations. Undoubtedly, this is another way of exploiting the poor. Rather than being recycled, electronic waste, which contains chemicals such as mercury or lead, is sent to developing countries. Proving this, Greenpeace has discovered high-tech toxic trash causing hazardous pollution in Ghana. The analysis of samples taken from two electronic waste scrap yards in Ghana has revealed severe contamination from hazardous chemicals which were sent by well-off nations (Greenpeace, 2008). Also, under the name of "usable second hand goods", nations with strong economies ship their e-waste to other parts of the world. Therefore, I find Megg's criticisms regarding waste management of rich countries both realistic and valid.

### • Writing the Conclusion Paragraph:

The conclusion paragraph should bring your essay to a close without introducing a new idea.

**Restatement of your thesis statement**

AND / OR

**A very brief, concise summary  
of your main points**

AND

**A concluding technique**

**Paraphrase your thesis statement and make a brief  
summary of the main ideas in 2 or 3 sentences.**

**Use one or two of the following concluding techniques:**  
Solution, recommendation, analogy, prediction, warning, quotation, provocative question, or call to action.

#### In Brief

- Read the article carefully.
- Read it again, marking the points you would choose to discuss/react/respond to.
- Decide on an overall thesis statement that agrees or disagrees or perhaps partially agrees or disagrees with the main points of the article.
- Begin to generate support for your opinions.
- Construct topic sentences for the body paragraphs of your essay.
- Gather support for the opinions you wrote in your topic sentences: use facts, examples, statistics, and description.



## TASK 7

1. Below is an article which deals with another money related issue: privatization. Read the article carefully, analyse the writer's arguments, and evaluate the ideas.

### PRIVATIZATION: THE KEY TO PROSPERITY

- 1 No matter what the economic system is, the prime goal of any government is that the people are better off. To achieve that goal, there are different ways and means, depending on the economic policies a certain country adopts. Some countries have chosen a state controlled economy. That is, the state, or public sector, is predominantly in charge of all economic sectors, and decisions rest on the central government. In this system, the private sector's role is minimal. On the other extreme, we do have economic systems, in which the public sector duties are only limited to defence and security of the country and protecting citizens' certain rights. In such systems, business ownership is transferred from the public sector (government) to the private sector owned by powerful, rich individuals. Thus, public services such as telecommunication, transportation and the like are governed by rich business owners. This is known as "privatization".
- 2 Which system is more effective in assisting a country to achieve the goals it has set for growth and prosperity? The issue has dominated debates in academic centres and has been studied in various political systems by scholars but looking at the quality of the service provided by rich business owners, it is certain that privatization is the only way of developing a country since its positive effects can be felt in almost every area (Ghofrani, 2008).

- 3** It is true that there was a time when holding a government job used to be considered prestigious. Even a lineman in the telecom department, earning a meagre salary, used to be looked up to with respect. This was the time when the government had the monopoly and people from the private sectors were totally dependent on them (Dwivedi, 2007). However, privatization started in the U.K. and almost all the sectors, be it telecom, electricity boards, or banking got privatized. Although with privatization the prices of the services have gone up, the customers started being treated with more respect, because of which they have started to prefer services by the private sector over those of the government. This has also ended the monopoly of the government bodies.
- 4** The attitude of the government authorities has also undergone a major change in this process. I remember, a few years ago, when my telephone was not working; I had to beg an officer to get it fixed and I got my telephone back just a few days later. If this had happened before the telecommunication system was privatized, I would have waited for months to get my telephone fixed.
- 5** Privatization's positive effect is also apparent in banking sector. As a result of privatization, these days many banks are offering competent customer services. Customers now have a wide range of choices and need not depend upon nationalized banks and their lazy employees making one wait for hours before offering a certain service. In fact, everyone is happy with the change in the working of banks: No waiting in queues, visiting the branch, or quarrelling with unskilled employees. Life is easier with banks being privatized!
- 6** Another area that privatization is observed is the visual media. As far as television programs are concerned, before the age of privatization, the audience had only a single choice: the National Channel; thus, the audience had limited choice as to what to watch. This is no longer the case: the consumers of today, thanks to privatization, are spoilt with choice. All the channels are competitive, albeit charging astronomical amounts, but they are giving better choice and quality. Therefore, the good old National Channel has been left far, far behind.
- 7** The markets also get a share from privatization. Privatization has boosted competition, which has further helped in improving the quality of products, and at times, has reduced the cost also. Famous trademarks are competing with each other to sell their products, so they offer the customers good discounts to make them prefer their own goods. This best applies to the electronics industry: the prices of electronic goods have taken a nose-dive. Now, it is not that difficult for the consumer to buy a flat screen TV or any other electronic device equipped with the latest technology for a reasonable price. Hence, it is clear that due to privatization, a competitive market environment is created, which directly benefits the consumers.
- 8** All in all, it can easily be said that every nation seeks welfare and prosperity and governments usually try their utmost to secure the best interests of their people. It is evident that this is possible mainly through privatization since the service quality offered by the rich private sector is far better than that offered by the government. Every government should therefore accept privatization as a beneficial process and open its doors to the private sector in pursuit of a prosperous country.

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Ghofrani, A. (2008). Privatization is indispensable for globalization. Retrieved from <http://edition.presstv.ir/detail/4797.html>

**2.** Having studied the article, you will notice that there are several points that you can react to. Here are some sample quotations or questions in response to which you can develop an essay:

- a. What do you think about the writer's idea that "it is certain that privatization is the only way of developing a country since its positive effect can be felt in almost every area." (par. 2)?
- b. Do you agree with the writer's idea that privatization leads to a boost in competition, an improvement in the quality of and a reduction in the cost of the products?
- c. How would you evaluate the writer's idea about the effects of privatization on the media?
- d. What do you think about the writer's idea that "Life is easier with banks privatized." (par.5)?

You can write a well-organized essay on any of these suggested topics. Below is a sample essay written in response to the quotation, "it is certain that privatization is the only way of developing a country since its positive effect can be felt in almost every area." (par. 2).



## TASK 8

Analyse the sample essay in terms of organization, developmental techniques, and language.

### THE PICTURE IS NOT ALL PERFECT WITH PRIVATIZATION

- 1 In the text "Privatization: The Key to Prosperity", Ingrid Megg (2015) asserts that privatization "is the only way of developing a country since its positive effect can be felt in almost every area" (para. 2). Emphasizing that privatization has several benefits to offer, the writer illustrates her case by giving examples from the improved quality of service in various sectors varying from banking to communication, visual media to markets. Although I partially agree with the writer in that privatization contributes to service quality, I strongly believe that the writer gives an incomplete account of privatization as she fails to mention the harm done to a country when certain sectors are privatized by foreign companies.
- 2 To begin with, about the benefits of privatization, the writer puts forth that "every area" contributes from the benefits of privatization and further improves his point saying that "the service quality offered by the rich private sector is far better than that offered by the government" (Megg, 2015, para.8). I also believe that privatisation has contributed to quality of services. Along with the improved human relations, as the writer dwells on, privatization ensures more systematic and professional service. Once the institutions are run according to the principles of the private sector where efficiency and profit are the key values, there one sees a much improved sense of organization which not only ensures good service but also customer happiness. For instance, in Turkey the stations to inspect vehicles were privatized in 2007 and were sold to TÜVTÜRK, a private Turkish company founded by Doğuş Grubu, Akfen and TÜV SÜD. After being privatized, the stations of TÜVTÜRK have drastically changed. The examination services were being provided without equipment and apparatuses in 84 fixed stations with the personnel all of whom were not technicians and experts by Highways General Directorate but now there are 192 stations, 475 lanes, 72 mobile stations and all the services are provided by trained technicians and personnel (TÜVTÜRK, 2010). The procedure of vehicle inspections has changed as well as the personnel and the stations. Now drivers need to make a phone call to arrange an appointment that is best suited for their schedule. They are kindly informed about the procedure by the operator on the other end of the telephone line. The respectful treatment does not change on the day of the appointment either. The people in charge assist the drivers all along, and at the precise minute, the inspection starts only to last for half an hour, as promised. Thus, the entire process works like a clock thanks to the well-structured stages that are executed only after privatization; prior to that, it was long hours of waiting at the queue. Parallel to that, another significant change that institutions undergo after privatization is that they become more daring and eager to introduce innovations. In an effort to meet global standards, the companies use the financial advantages of the private sector to keep up with the recent technological improvements. To illustrate, after being privatized Türk Telekom, a company providing Turkey of telecommunication services, has introduced several and diverse innovative services that cater not only for personal but also for corporate uses. The services ranging from text-messaging to voice-mail, videophone to web domain hosting, all of which used to be mere fantasies before the privatization, are launched one after the other. Hence, the company has reformed its services after being privatized.
- 3 Despite the improvement in certain areas, I do not agree with the writer who generalizes the benefits of privatization to a dramatic extent saying that "[e]very government should.... accept privatization as a beneficial process and open its doors to the private sector" (Megg, 2015, para. 8). In fact, from a broader perspective, one can see that privatization can hardly bring improvement to "every area". I think the writer fails to acknowledge the potential dangers that denationalization of certain companies and institutions by foreigners can bring about; in fact, such an unconditioned surrender to the private capital can lead to much bigger problems, should the key institutions or companies be sold to foreigners. First of all, the initial step that these new bosses take right after the privatization is making dramatic changes in the staff. The foreign investors frequently choose to bring their "own team" because they believe that the original workers lack the experience, skills or vision that they are looking for. Thus, once they purchase the company, they dismiss a great many employees; either by coercing them into "voluntary retirement" or by paying the premium and firing them. Unfortunately, this "fresh perspective" or "new blood" does not contribute to the well-being of the country whose workers are robbed of their jobs. With the persistent increase in the number of unemployed citizens, a country can hardly claim to be holding "the key to prosperity" (Megg, 2015), but only endure poverty and misery. Another catastrophic effect of privatization is that it weakens the nation's autonomy when it hands in the country's banking and communications to foreigners. In their article Akgeyik and Yavuz (2009) report that if a country's banking system is governed by outsiders, it means that the economy of the nation in question is administered by strangers who can change the course of real economy through loans their banks give to national companies.

Hence, the foreign investors who have the control of the country's finance can decide who will succeed and who will fail, gradually conquering all the forts of the economy only to make the country more dependent on and vulnerable to foreign capital. It is

interesting that while Megg (2015) cherishes the positive effects of privatization in banking sector, they do not foresee these important predicaments. Parallel to the threats it poses on economy, privatization is equally dangerous if it allows foreign companies to get hold of a nation's communications. Such an act of privatization may jeopardize national security because the submission of telecommunication systems to non-national companies runs the risk of revealing any kind of information to foreigners. Furthermore, there is a high chance that the foreigners may abuse their power, in case of war for instance, by impeding any kind of communication. Hence, contrary to Megg's prediction that privatization is the road to "welfare and prosperity" (para.8), it only entails dependence and capitulation.

- 4 To conclude, I can only partially agree with the ideas Megg (2015) voices in the article "Privatization: The Key to Prosperity". Even though I acknowledge that service quality does indeed improve with privatization, I also reckon that it may put a country's interests at risks if foreign investors are involved because denationalization may result in unemployment, economic downfall and even submission. I strongly believe that a country's self-sufficiency and independence are much more important than the foreign capital which can only temporarily solve a few problems yet cause greater damage in the long run. We need to make sure that what we are holding is "the key to prosperity", but not the key to "banana republic".

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## FOCUSING ON A SKILL

### Avoiding Sexist Language

Using the language carefully is one of the points that writers pay attention to as they produce essays since the way that they use it – the choices they make and the place of the emphasis- reflects their attitudes, worldview, and their conscious and subliminal understanding. A language that leaves out either men or women although it aims at including all people is referred to as **sexist language**. No matter how unintentional its use may be, sexist language may often be damaging, offensive, and discriminatory for some. In the title of the text "It is a Rich Man's World", the writer implies that the world we live in is ruled and governed by men and ignores the fact that the use of the word "man" discriminates half of the world's population. Just like values and norms, language that is used by a society is not static, thus, it constantly changes to reflect the dynamism of the society. Since we are aiming at equalizing both genders in all walks of life, it is important that we reflect this aim in the language that we use, too.

### HOW TO AVOID SEXIST LANGUAGE

- One way that writers can avoid sexist language is to use both female and male designations.  
**Sexist:** Each worker must show his ID for security reasons.  
**Neutral:** Each worker must show his/her ID for security reasons.
- Writers can also drop the pronoun.  
**Sexist:** Each employer must consider the rights and well-being of his employees when setting his profit goals.  
**Neutral:** Each employer must consider the rights and well-being of the employees when setting profit goals.
- Writers may also choose to use plural pronouns.  
**Sexist:** Each employee must complete his report by Friday.  
**Neutral:** Employees must complete their reports by Friday.
- Writers may also use indefinite pronouns and articles (e.g. one, each, anyone, nobody, somebody, someone)  
**Sexist:** A university graduate who leaves his country to work abroad should come back.  
**Neutral:** Any university graduate who leaves the country to work abroad should come back.  
**Neutral:** Any university graduate leaving the country to work abroad should come back.



# LISTENING

## Getting Started

### A. Discussion

1. Is there a relationship between privatization and globalization? Explain.
2. What other concepts can you link to globalization?
3. Read the following poem "On Globalization" and identify the poet's stance. Underline the words or expressions that signal the writer's stance.

### On Globalization by J. Marques

What beautiful trend is globalization  
If it means progress for every nation  
If it entails discarding inequity  
And enhancing a balance of quality  
But, unfortunately, there's ugly egotism  
Fuelled and nurtured by ethnocentrism\*  
Where human beings forget their main call  
And instead want to rise where others fall  
On one hand affluence - inexcusable greed  
On the other starvation - devastating need  
Rich says to poor: "Open up! Let me in!"  
And by doing that, guess who's the only one to win?  
Very few wonder how this imbalance started  
Very few think back on how wealth once was parted  
No need to look back - the future's at stake  
Globalization can become anything we make:  
An even wider gap through borderless rape  
Or a beautiful village in honourable shape  
A rat's nest of division and infinite hate  
Or a unified world before it's too late....

\* **ethnocentrism:** The idea that your own race, nation, group etc. is better than any other.

## B. Vocabulary

The following words in **bold** will be used in the listening task "Interviews on Globalization". Match the words with the definitions in the box below.

- ..... 1. The European Union is seen as a threat to the sovereignty of the **nation states** because borders no longer matter.
- ..... 2. After signing the contract, commercial **transaction** between the companies started.
- ..... 3. Our bonus payments served as an **incentive** for the salesmen to increase their sales.

- a. a business deal or action, such as buying or selling something
- b. something that encourages you to work harder or to start a new activity.
- c. a nation that is a politically independent country

## LISTENING AND NOTE-TAKING: Interviews on Globalization

Listen to the interviews on globalization and take down notes under the prompts below.

**PART 1:** Interview with Dr. Gordan

- Definition of globalization

- History of globalization

- Autarkical countries

**- Benefits of globalization**

- Effects on economy

- Effects on politics

**- Nation states and globalization**

**PART 2:** Interview with Dr. Roberts

**- Definition of globalization**

**- The negative effects of globalization**

Now, go to Appendix A-4 and answer the questions by using your notes.



## Making Connections

### A. Discussion

1. Compare Dr. Gordan's and Dr. Roberts' views on globalization? With whom do you agree most? Why?
2. Whose ideas are more parallel with the ideas reflected in Marques' poem "On Globalization"?



## Going one step further by speaking

Now, you will give a two-minute-long impromptu speech on the concept of globalization. Choose one of the areas which you think is affected by globalisation. Explain the impact by providing evidence and specific examples.

**How does globalization affect:**

- Music industry
- Fashion
- Cuisine
- Education
- Languages
- Attitudes and behaviours
- Traditions
- Commerce
- Politics
- Technology
- Art



## Going one step further by writing

So far in the book you have covered a wide range of topics on the concept of "power". It is now time to practice both your reading and writing skills as you are about to finish exploring the book: *The Compass: Route to Academic English 2*. Therefore;

- Find a recent article / news item related to any of the topics covered in the book.
- Evaluate the material you find in terms of organization, content, and language.
- Identify the points you want to react to and determine your reaction pattern.
- Write a well-organized reaction-response essay of 800-1000 words.
- Find outside sources and cite them while writing your essay to support your ideas.

