

# Unit 5: International Affairs

## Lesson 5.1: Reading and understanding writing

### Part 1: Introducing the topic

#### Task 1

Depending on the background and the mix of the class, the students may have a good knowledge of some of these words, or potentially very little. If students have a reasonably good understanding, they should be able to discuss by themselves; if not, you may need to lead the class in discussion.

Alternatively, ask students to look up some or all of the words in a dictionary or online (e.g., <http://dictionary.cambridge.org/>) and to share in a small group.

Do not spend more than 5 minutes on this activity since it is just a general introduction to the topic. Students do not need to have a detailed understanding of these words for the tasks.

### Part 2: Preparing for the text

#### Task 2

At the beginning of this task, explain that students are not expected to know the answers to the questions – rather, they should make an intelligent guess. If you feel your students will struggle with this activity, ask them to do the activity in twos or threes.

You might consider giving the students some clues for the questions – e.g., for 1. Nearly every country in the world is a member. 2. It was formed after the Second World War. 3. It is in the USA. 4. They represent the dominant languages of the world after the Second World War. 5. Say that the ‘UN’ means ‘United Nations’.

#### Answers

1. 193 (as of December 2015)
2. 1945
3. New York
4. English, French, Arabic, Chinese, Russian, Spanish
5. United Nations International Children’s Emergency Fund  
United Nations Educational, Scientific and Cultural Organization  
United Nations Development Programme  
United Nations High Commission for Refugees

#### Task 3

Explain that students may be able to guess the meaning of some of these terms by their component parts – i.e., that they can use some of these parts as clues (e.g., 1. ‘roads’; 4. ‘trans’; 10. ‘contro’). Students should complete the task by themselves and then compare with a partner.

## Answers

1. e
2. g
3. j
4. d
5. f
6. h
7. a
8. c
9. b
10. i

### Part 3: Reading the text

#### Task 4

**Note:** This text is also available as a downloadable audio file (Track 5) at [garneteducation.com/caw](http://garneteducation.com/caw).

Before students read the text, ensure that they focus on the title. Quickly elicit from the class some of the points they think will be made in the text, and what the main focus will be.

Depending on their ability, give students 5–7 minutes to read this text (it is 515 words long).

### Part 4: Understanding the text

#### Tasks 5, 6 and 7

Give students 8–10 minutes to do these questions. Encourage them to move on from a question if they find it difficult and to come back to it if they have time. Tell them that for the questions in Tasks 6 and 7, they should try to use their own words and be as precise as possible.

In feedback, you might also explain that the questions in Tasks 5.2 and 5.3 are common question types in many English language exams.

#### Task 5 Answers

1. That these policies actually do something – that real change occurs as a result of them.
2.
  - a. 1945 – the year the UN was founded
  - b. 70 the percentage of respondents in a poll who said the UN required reform
  - c. 16 the number of peacekeeping operations around the world in early 2015
  - d. 46 the percentage of global wealth owned by the richest 1% of people
3.
  - a. The last three or four decades
  - b. the global interest
  - c. solutions are desperately needed
  - d. state of affairs

#### Task 6 Answers

Many countries' average temperatures have risen, meaning that drought and famine are more likely in the future.

## Task 7 Answers

1. These are two examples of diplomatic incidents where the UN played an important role.
2. The author thinks that countries put their own interests first, rather than the global interest.

## Part 5: Understanding the writing point

### Task 8

A good introduction to this activity would be to ask the students to close their books, then ask them what they know about introductions in academic writing. Hopefully, they have had previous experience of reading academic writing, which they can use to brainstorm ideas. Put some of these ideas on the board, but do not say at this stage whether they are correct or not.

Once students have done this, they should read the seven points in the book (about 3–4 minutes). To check what they can remember, ask them to shut the book after they have read the text, and to write down as many of the seven points as they can remember. They can then check their answers.

It is important to clarify with student the meaning of all of the points. Some of the language used may be new for them, so may need careful explanation. It is also important to emphasize the information in the initial rubric, namely, that an introduction may differ slightly between different genres and in different subjects.

You might also point out that due to the amount of information which needs to be included in an introduction, the length may sometimes be slightly longer than normal, i.e., around 150–180 words.

### Task 9

Students should refer back to the information in the previous text to do this activity. It should be reasonably straightforward, so only allow 3–4 minutes for this task. Get students to check in pairs before taking class feedback.

### Answers

1. The sentence in purple is an interesting opening statement.
2. The sentence in green contains a relevant and interesting quotation.
3. The sentence in blue provides background information.
4. The sentence in grey includes attention-grabbing data.
5. The sentence in orange gives a definition of terms.
6. The sentence in red contains the thesis statement/argument.
7. The sentence in black shows the outline of sections.

### Task 10

Introduce this activity in the same way as recommended for introductions in task 8 – i.e., brainstorm what students think they already know about conclusions on the board, then ask them to read the text and see if they are correct.

In discussion, students might be confused, in particular, by points 3 and 4. As such, you might need to explain these points in particular detail.

You might also point out that a conclusion will generally just be a normal paragraph length i.e., around 120–150 words.

### **Task 11**

Encourage students to look for specific language which relates to the points listed in the table. In feedback, elicit this from students, or point it out if they have not found it. Explain that this language can be useful for students to use themselves when writing conclusions.

### **Answers**

*Answer the question:* In conclusion, it can be said that the world is facing many crises, and solutions are desperately needed.

*Summary of arguments:* It appears that individual countries are unable to make these changes, and only the United Nations is capable of doing this.

*Limitations:* Although this essay has only looked at three specific points, the same would be true in many different areas.

*Recommendations:* With regard to the environment, it should try to get international agreement on future strategies to combat global warming. In addition, it should re-examine how it conducts peacekeeping. Finally, it should provide as much support as possible to developing countries.

## **Part 6: Checking your understanding**

### **Task 12**

Introduce this task by asking the students what they know about the World Bank. This will help to show the relevance of the task. If students do not know anything about the World Bank, explain that, according to its own website, it is ‘a vital source of financial and technical assistance to developing countries around the world. We are not a bank in the ordinary sense but a unique partnership to reduce poverty and support development.’

Encourage students to refer back to Task 10 to help them make their decisions.

In feedback, ask the students to explain why they made their decision in each case, and what the problems are with the other two sentences. This will be a valuable learning opportunity for them – not only to see what is good, but also what is not.

### **Answers**

Interesting opening statement	a.
Relevant or interesting quotation	a.
Background information	c.
Thesis statement/argument	b.
Outline of sections	c.

### **The final version looks like this:**

Of all the world’s major global institutions, the World Bank is probably the most controversial. Indeed, as Susan George argues, ‘The World Bank is now the biggest culprit in the debt crisis.’ The bank was founded in 1944 by the USA and her allies, with the aim

of helping European countries rebuild following the destruction caused by the Second World War. It became very powerful in the 1970s and 1980s, and remains very powerful. This essay argues that the World Bank is beneficial for a small number of the world's developed economies, but not for the majority of states. The essay will evaluate the impact of the World Bank by looking at its impact in three key areas, namely economics, politics and social policy.

## Lesson 5.2: Vocabulary, grammar and practising writing

### Part 7: Recapping the last lesson

#### Task 13

Students should only need a maximum of 2 minutes for this task. In class feedback, ask students to explain their decisions in each case.

#### Answers

1. False
2. False
3. True
4. False
5. False – you should not repeat it, but you should comment on it.

### Part 8: Understanding the grammar point

#### Task 14

To introduce this task, ask the students (with books closed) what they know about verbs, and what problems they may have in using them. Try to direct them towards some of the points and metalanguage used in the book. After this, ask the students to read the information. You may need to clarify some of the language used if they are unclear about it.

#### Task 15

At first, ensure that the students are clear what the purpose of the task is (i.e., that the sentences here are ‘first draft’ and deliberately contain mistakes). Ensure that students both correct the answer and explain what the mistake is, using the information in Task 14 as a guide.

As an optional additional activity, to deepen the learning point, you could ask students to perform a role play in pairs. One of the students should play the person who wrote the first draft, and the other should play a teacher giving them feedback. You could model sentence a. with one of the stronger students first, in order to show the others how to do it.

#### Answers

Sentence with mistake in it	Mistake
a. ... since it <b>formed</b> in 1945, the UN has been involved in many important diplomatic incidents	The passive voice is needed – i.e., <i>was formed</i> . The UN did not form itself – there are ‘agents’ which are not mentioned (i.e., the 50 founder countries).
b. The last three or four decades <b>saw</b> significant environmental changes	Verb should be present perfect ( <i>have seen</i> ) because this is not finished – it has a connection to the present.
c. The United Nations (UN) <b>are</b> the only organization which can help it go in the right direction.	The UN is considered as a singular body, even though <i>Nations</i> is plural, and so a singular verb ( <i>is</i> ) is required.

<p><b>d.</b> In early 2015, there <b>have been</b> 16 peacekeeping operations throughout the world.</p>	<p>The time phrase is <i>early 2015</i>, which refers to a specific point in time. Therefore, the past simple is needed – <i>were</i>.</p>
<p><b>e.</b> The world <b>is needing</b> international policies which have teeth, ...</p>	<p>The present simple <i>needs</i> is required – because this refers to a general point which is always true, not just something which is temporary.</p>

## Part 9: Understanding the language point

### Task 16

Introduce this task by asking the class to say what they know about nouns. You might also write the word *nominalization* on the board and ask students what they think it means (i.e., the act of turning other word classes or parts of language into noun phrases). You could also ask students why they think this might be a useful strategy in academic writing.

There is some quite complex metalanguage used in this task, so you may need to explain it in class, or else go through each of the points one by one. Students may find it challenging to read all the information in one go. To ensure that students understand the points being made, ask frequent ‘concept-checking’ questions as you go, and get students to produce as many examples as they can.

### Task 17

Encourage students to refer back to the information in the previous task in order to help them with this task. For students who finish early, or as an additional task, ask them to produce their own examples using the models given (e.g., *small, free tomato* for adjective + adjective + noun).

### Answers

1. adjective + present participle + noun
2. present participle + adjective + noun
3. possessive phrase + present participle + noun
4. possessive phrase + adverb + past participle + noun
5. adjective (superlative) + noun + adjective
6. adjective (superlative) + noun + infinitive

## Part 10: Creating your own text

### Task 18

Introduce this task by talking briefly about the IMF, which is the content focus of the task. See if any of the students know anything about this before giving them a very brief overview. According to their own website, the IMF is ‘an organization of 188 countries, working to foster global monetary cooperation, secure financial stability, facilitate international trade, promote high employment and sustainable economic growth, and reduce poverty around the world.’

Before students begin the task, discuss with them exactly what the question is trying to do, and what kind of position it is possible for students to take in order to answer it appropriately. Encourage students to plan their introduction before they start writing it. For

weaker groups, you might encourage them to discuss their plans with a partner or in small groups before they start writing. This will help them create a better piece of writing.

Students will need at least 20 minutes for this task, potentially more. It could be effectively set as a piece of homework.

A further task which could be set is to ask students to imagine that they have written this essay and need to produce a conclusion. This may be slightly more difficult to do because they do not have as much information, but for stronger groups this would definitely be possible, and would be a good opportunity for them to practise writing a conclusion.

### **Answers**

A sample answer is provided on page 60 of the Course Book.

## **Part 11: Consolidating your knowledge**

### **Task 19**

Once students have discussed together, take brief general feedback to ensure that all members of the class are clear about these key points. Where possible, try to get students to explain the points to each other, rather than you doing it. This could also be done as a piece of written homework as well.