

The final Unit does not attempt to provide input language. It is basically a review Unit and a 'Let's have fun' Unit. The title of the Unit takes us to the final stage of the four circles. We are now encompassing the whole world and seeing it as a small village.

The final self-assessment, on page 152, is a review of the whole book and the student's perception of how much he/she has achieved in terms oral, cognitive, affective, social and cultural skills.

Page 145

Brainstorming (individuals)

- Students think about the Global Village and what it means.

As usual, this sets the learning schema for the rest of the Unit.

Task 1: (pairs)

- Having read the description above this task, students have some idea of the concepts included in the Global Village.
- They then collaborate in the designing of a Global Flag.

Students can use pencils, pens, felt tips or crayons. The teacher might want to tell students about this at the end of the previous lesson, or bring them to the classroom him/herself.

Task 2: (pairs)

- Students discuss their flag with another pair.

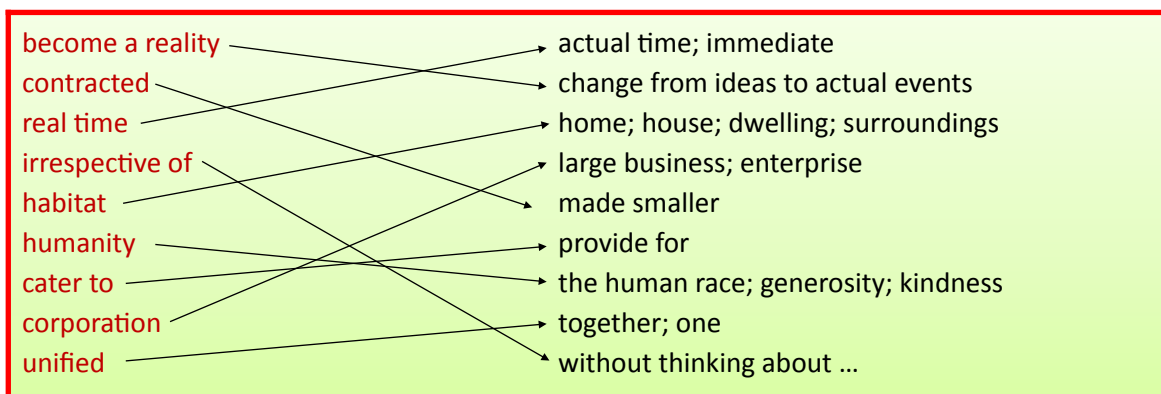
This is an opportunity for creativity and discussion (in English) about ideas, concepts, colors and designs.

Page 146

The Global Village (groups)

- Students talk about the title.
- Teacher: Play the audio CD (Track 73) and ask students to read the three paragraphs silently while they listen.
- Ask students to read the passage again together and discuss any vocabulary or idioms they don't know.
- While they read, students should [match the words and phrases](#) at the bottom of the page.

Further Reading: The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site.



Page 147

Comprehension Check (pairs or groups)

- Students answer the questions to confirm their comprehension of the reading passage.
- Students should by now be able to check their answers with each other.

Answers:

1. Marshall MacLuhan predicted the Global Village in 1962.
2. 'it' in paragraph 2, line 1 refers to the term Global Village.
3. The Global Village volunteer program helps homeless people.
4. Global Village Engineers help people in developing countries build schools, roads and hospitals.
5. The internet is helping people come closer through sites such as Care2, Grist and MySpace, which cater to caring communities around the globe.
6. Individual people can make a difference in the Global Village by working for a peaceful, unified world.
7. Another word for 'nations' in the passage is 'countries.'

Think for Yourself

Students think about the Global Village by finding out about Marshall MacLuhan. A Google Search will quickly take students to relevant sites. they might even find out that he was the man who said, 'The media is the message' and 'We look at the present through a rear view mirror. We march backwards into the future.'

The second question asks about keypals. While this is a late time to bring this subject up, students might be interested in finding a keypal to continue their communication in English. In this case, L2 English learners are good keypals. L1 English speakers can be too fluent or might even use inappropriate language. Students and teachers should be careful in this regard. There are sites which allow teachers to contact with other teachers and have class-to-class communication.

The third question simply asks students if they think they are members of the Global Village.

Background Information

The Background Information offers a microcosm of the world population, condensed to 1000 people, symbolizing the Global Village.

Page 148

Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
- Then they read and do the instructions.
- Students discuss the questions, using the Conversation Strategies: 'Pausing for thought' and 'Looking for the right words'.

It can be helpful to ask students to use one conversation strategy phrase every time they speak.

Suggested answers:

1. - let me see. Yes, I think globalization has effected my life. After all, I use things every day that have been made in other countries. Clothes, cars, electrical good, movies, even food is imported from other countries. Furthermore, when I use the computer I can contact people around the world and talk with them. Distance means nothing these days.
- How shall I put it? I disagree with the previous speaker. I think globalization has not affected my life. I still keep my Korean traditional values, eat Korean food, watch Korean TV and shop for Korean goods. I'm not interested in the Global Village. I think all these trade deals are harmful to normal people in Korea. I want deglobalization.
2. - Let me think. Yes, I think that overall, the Global Village has improved our lives. We have satellite communication, we can travel anywhere in the world, and we can eat food from all over the world. We also learn about world news as it happens and we can post messages about events as we see them.
- Let me just say that I don't think the Global Village has improved our lives. For a start, these Free Trade Deals have allowed other countries to export goods to us without barriers. This means that many of our goods are not exported anymore and people have lost jobs. Furthermore, do you really think our lives are better just because we can communicate with people and travel round the world? Don't you think that people have lost the deeper values of life? We all just run around chasing deadlines all the time and we don't have time to think. As the poet, William Henry Davies, wrote in 1911, 'What is this life, if, full of care, we have no time to stand and stare?'
3. That's a good question. I think the Global Village can make this world a better place by trying to spread peace and harmony. Now that we can travel anywhere and talk to anyone online, we should try to heal differences and solve problems. I am worried that countries are doing the opposite. It seems that countries are closing their borders instead of welcoming refugees and immigrants. Wars continue around the world. We need to come together and stop all this fighting.
4. Let me put it this way. I think the advantages of globalization are that we can travel anywhere, we can communicate with people around the world, we can trade with any country, and we can experience different cultures.
5. How can I say this? I think the disadvantages of globalization are that the world is not becoming more peaceful. Fighting continues everywhere. In addition, pollution from one country (like yellow dust) affects many countries. Even the space around the world is polluted with 'space debris' - the trash from thousands of satellites that don't work any more. Furthermore globalization means that a disease like SARS or MERS or the ZIKA virus can quickly spread around the world. In my opinion, globalization is a mixed blessing.
6. - I'd like to think about that. Well, after some thought, I think globalization will destroy national borders. We don't need nations anymore because the world is completely networked in terms of the Internet, tourism and international trade. Perhaps we will have one world governed by the United Nations. Then the laws will be the same for everyone.

- What shall I say? I don't think globalization will destroy national borders. In fact I think the opposite will happen. Countries are now closing their borders to immigrants and even trying to make new countries. Nationalism seems to be alive and well. Also, when we watch the World Cup or the Olympics, the athletes are always playing for their country. It seems that nationality is still a very powerful force.
7. - Let me see. Yes, I think globalization will make everyone the same. There are no borders now. Everyone can see what is happening around the world, and everyone can have similar clothes, education, food, pastimes and relationships. There will be no cultural difference anymore and everyone will live in the same way.
- Let me just say that I disagree. I don't think globalization will make everyone the same. Cultures are being preserved around the world and nations are proud of their traditions. I believe people will want to keep their own way of thinking and doing things.
8. -Let me think. Yes, I do believe that the Global Village is destroying local cultures. Nobody thinks differently anymore. We all watch the same type of TV shows and movies and we all think in the same way. There is no need to be unique or to do things in our own way.
- Let me put it this way. I don't think cultures will ever disappear, and globalization will not change this. In my opinion cultures are stronger and more lasting than globalization.
9. - That's a good question. Yes, I think globalization is destroying local languages. Did you know that a language dies every two weeks? It seems that because we have unlimited contact, people want to use the languages of communication. So local languages are quickly dying out.
- How can I say this? No, I don't think globalization is destroying local languages. There are many factors involved. People in poor areas are migrating to the cities and they don't need their mother tongue anymore. They take on the language of the cities. I don't think we should blame globalization for everything.
10. I'd like to think about that. Well, I don't know what will happen in 50 years. There are lots of scary predictions. For example, scientists say that global warming and extreme weather will get worse and many people will have to leave their homes. I hope this doesn't happen. I hope that in 50 years people will have learned how to live together and how to stop global warming and overpopulation.

Page 149

Dialogue (pairs)

- Students read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 74 (CD-Rom).
- Students read the dialog again, changing roles.
- Finally, they answer the questions in the [Dialogue Quiz](#).

Answers:

1. The usual content of the Evening News is war, terrorism, extreme weather, etc.
2. Tonight it was different because Mr. Brown saw something about globalization and the Global Village.
3. Electronic mass media is making the world smaller.
4. GICs help people share their ideas.
5. Kevin says that the Global Village is cool because ordinary people are becoming important at last.

This final question is a nice way of finishing the dialogues in this book (and in the series). It ends on a note of hope. Ordinary people are becoming important.

Page 150

Trivia Game: Ideas (Individuals)

- Students (individuals) choose 5 items of trivia from the Background Information of different Units (pages 11, 19, 27, ... 147).
- They write the (summarized) information in the boxes in the upper half of this page.
- They then turn the statements into questions and write them in the boxes in the bottom half of this page.

This is the final role-play in the book.

This is an opportunity for students to practice their 'Wh' and 'How' questions, though the teacher might want to ask them to do this page for homework.

Each group of 4 students now has 20 questions for the Trivia Game. It is possible that some students might have chosen the same items of Background Information, but this will be dealt with on the next page (page 151). If groups of 2 or 3 are chosen, they will each have 10 or 15 questions.

Page 151

Trivia Game (2 groups of students)

- Students get into groups of 2, 3, or 4.
- They compare their questions and rank them according to their difficulty - 100, 50, 20 and 10 points.
- They then play the game using the instructions on this page.

If it is not possible or desirable to have 4 students in every group, 2 or 3 will be OK. In this case the group can use their 10 or 15 questions or they can be asked to come up with 20 questions.

Students should know how to play the game once they see the the questions receive different points. However, if the instructions are too difficult, students can make their own rules. This is an opportunity for creativity.

This is the last activity in the book (apart from the reflection on the following page), so students should be ready to negotiate the instructions.

Students should enjoy this activity, which reviews the Background Information sections. However, it should not be too competitive. The value is in the process and there need be no winners or losers. Teachers should not promise to give a prize to the group with the highest score or other incentives. The prize is in the participation.

Teachers interested in the issue of competition, rewards and punishment in the classroom might like to read 'Punished by Rewards' and 'No Contest', both by Alfie Kohn.

Page 152

Reflect and Review

- Students fill in a reflection survey about the book and their learning.

This is the final page of the book, but it is still important. This is an opportunity for students to give feedback on the book and to reflect on their achievements.

The feedback about the various parts of the book will be useful for the teacher, since it will indicate which Units, reading passages, discussion, role-plays and debates the students preferred. This will be helpful when using the book again.

Students should also benefit from the reflective items, since these are (once more) about consciousness raising. An essential part of autonomy is an awareness of one's strengths and weaknesses. At this stage in the book, students should be sufficiently confident and motivated to be able to set up future learning goals and plans and get started on them. These should be realistic goals: step by step, small success by small success.

The 'Thank you' at the end indicates that this is the end of the book and reminds students to thank their teachers and say goodbye to them. They might also like to make SNS groups among themselves and stay in contact.

Finally, my thanks go to the teacher for using this book. I hope these suggestions in the Teacher's Guide have been useful.

Health and peace

Andrew Finch