Audio Companion for

Mastering English through Global Debate

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How to Use These Materials

The audio companion includes MP3 files and this PDF, which explains how to use them with *Mastering English through Global Debate*. The MP3 files are playable on any computer or portable device that supports this audio format. There are twelve MP3 files in all. They include, on one hand, a recording of the feature article from each unit and, on the other hand, a mock debate for each unit. A transcript of each debate is included in this PDF.

Recordings of Feature Articles

As you listen to each recording of the feature articles, check your pronunciation of unfamiliar words from the text. Each file name begins with Mastering_EnglishArticles and includes a reference to the unit and recording number.

Unit 1: Mastering_EnglishArticles_Unit1Recording1.1
Unit 2: Mastering_EnglishArticles_Unit2Recording2.1
Unit 3: Mastering_EnglishArticles_Unit3Recording3.1
Unit 4: Mastering_EnglishArticles_Unit4Recording4.1
Unit 5: Mastering_EnglishArticles_Unit5Recording5.1
Unit 6: Mastering_EnglishArticles_Unit6Recording6.1

Recordings and Transcripts of Mock Debates

When using the debate recordings, follow the directions for pre-listening, listening, and post-listening activities in the textbook. Each file name begins with Mastering_EnglishDebates and includes a reference to the unit and recording number.

Unit 1: Mastering_EnglishDebates_Unit1Recording1.2
Unit 2: Mastering_EnglishDebates_Unit2Recording2.2
Unit 3: Mastering_EnglishDebates_Unit3Recording3.2
Unit4: Mastering_EnglishDebates_Unit4Recording4.2
Unit5: Mastering_EnglishDebates_Unit5Recording5.2
Unit 6: Mastering_EnglishDebates_Unit6Recording6.2

After you have completed the unit exercises, use the transcripts of the mock debates that follow to check your pronunciation of unfamiliar words from the text.

Unit 1: Environment versus Economy

A: If we don't do something about global warming, then human civilization and life as we know it will be devastated.

B: Well, it's common knowledge that human civilizations and community development flourish when climate warms, just look at our history for evidence.

A: Global warming is just one effect of our disregard for the environment. History has shown that the selfish use of natural resources can lead populations to near extinction, as evidenced in Easter Island where nearly all the trees were cut down and people died as a result.

B: Well, the health of our economy takes precedence over the health of our trees. The effects of joblessness, poverty, and resulting hunger and violence are evident now. Sustained economic growth improves the quality of life.

A: Well, what if you, like some people in Wyoming and Canada, were able to light your tap water on fire due to methane leaking into the water supply? Then you might change your opinion as to whether or not taking the environment for granted poses an imminent threat to you.

B: The fact of the matter is that if the economy is in shambles, then we can't generate revenue to provide long-term solutions for our environment. What if everyone truly cared about conservation measures? Then we would realize that a focus on the economy

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would provide us with the necessary resources to care for our trees and animals.

A: It is often believed that preservation of nonrenewable resources is a luxury; however, these resources are the very foundation upon which the economy is built. What if you only make conservation efforts a top priority in the face of catastrophic events such as oil spills? Our short-term fixes will surely lead to long-term problems.

B: Right, so, what if we, as you seem to suggest, give top priority to conservation measures all the time and in all situations? We will quickly run out of money, people will lose jobs, and our society will fall apart. It's common sense that you cannot value the life of a plant over a human.

A: Everyone would agree that a complete focus on either the environment or the economy would prove disastrous. My point is that we need to balance these two priorities and stop using the economy as an excuse for environmental deterioration.

Unit 2: Interventionism versus Isolationism

A: If we agree that sovereignty means "a nation having total authority over a geographical area," then how could one nation legitimately attack another?

B: Well, though I can agree with the definition of sovereignty, I still insist that upholding morality, defined as "conformity to rules regarding appropriate conduct and moral character," could provide apt justification for intervention.

A: The claim that there is only one definition of *morality* can be proved wrong by addressing the fact that it is the responsibility of the citizens of each nation to define *morality* for themselves. What one nation might condemn as a crime, another may not.

B: But when governments are committing atrocities and denying people their fundamental rights, universally defined as "basic human entitlements such as the right to live, have a fair trial, and receive an education," there is a need to intervene.

A: You overlook the definition of *atrocity,* which is "an extremely wicked or cruel act." While denying certain human rights such as individuals' ability to live might be considered atrocious, refusing to educate certain groups does not necessarily warrant deploying armed forces.

B: Although certain human rights may seem trivial to you, the denial of one fundamental right can often lead to others. Allowing genocide to happen makes the bystander every bit as responsible as the dictator, regardless of your definition of morality. Territorial integrity should not be valued over human life.

A: Ultimately, what is at stake here is the lives of innocent people. We can agree that *genocide* is defined as the deliberate killing of a large group. Would not our own government be guilty of the same crime by sending our troops to fight and die on behalf of another country's problems?

B: Anyone familiar with genocide will disagree with your incomplete definition. Troops that die in the defense of their rights are not targeted based on their religion, ethnicity, or nationality and therefore are not victims of genocide. Regardless, if we are to promote sovereign countries that do not require the assistance of others, then it would be best to overthrow malicious dictators so as to facilitate democracies, defined as a "system of government in which people govern themselves."

A: On the one hand I agree that we should be promoting independent countries but, on the other hand, I'm not sure that fighting their battles is the best way to promote this. The very definition of *democracy* implies that we allow people to deal with their own problems so they will be empowered by the experience and understand they don't need others to meddle in their affairs.

Unit 3: Wealth Redistribution versus Self-Reliance

A: In the discussion of the economy, one controversial issue is wealth distribution. If the gap between the rich and poor continues to grow, then economic and social stability will be threatened. The best solution to this problem is government mandated wealth redistribution.

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B: The American economy and social stability is based on democracy and capitalism, which will cease to function if you take from those that are willing to earn their fortune and give to those that are not.

A: Well, you apparently assume that those in lower social classes are there simply because they refuse to work. However, misfortunes, lack of opportunities, and/or public services often stifle these otherwise hard-working, productive individuals. It's the government's job to *redistribute wealth* and if they do so, they can provide equal opportunities for all.

B: While some maintain that the wealthy are not giving enough, I maintain that if you overtax the wealthy, then they may decide to not create more wealth at all because it's too much trouble with too little return. We should reward rather than punish those that pursue and achieve the American dream.

A: Well, history has shown that the wealthy need to foster a vibrant middle class in order to remain wealthy. After all, the higher standard of living will lead to greater purchasing power and overall cash flow for all.

B: While I agree with your claim that everyone benefits from a strong middle class, I do not subscribe to the belief that the best way to create this is to provide government handouts that encourage laziness. We should not incentivize lower income individuals to settle for their current situation and live on the dole.

A: Well, simply handing money to the poor is not the only way to re-distribute wealth. Re-evaluating progressive income taxes and asking the wealthy to pay a little more so as to lighten the burden of the underprivileged is simply asking them to fulfill their moral obligation.

B: The public's belief that government is responsible for looking after the needs of others causes those able to voluntarily donate to charitable organizations, to be less inclined to do so. It is not the government's role to mandate Christian behavior via government subsidies or taxation.

A: While they rarely admit it, the wealthy take for granted that taxes are quite simply dues that everyone must pay for the privileges of membership in a society. It is not too much to ask those that have greatly benefited from their association with that society to give back a little more.

Unit 4: Cultural Preservation versus Diversity

A: Immigration is good for our country and shouldn't be banned because it enables citizens to be more open-minded as they are able to use products, eat food, and communicate with people they would otherwise not encounter. This is important in that it helps people to understand that both our similarities and our differences can unite us.

B: But the preservation of a country's cultural values, traditions, and language is important because it outweighs any supposed benefits of cultural diversity brought about by immigration. Often immigrants resist assimilation and are more interested in creating a home away from home than becoming a loyal, contributing member of society.

A: Ultimately what is at stake here is the immigrants' preservation of their diversity because this is so valuable to their new countries of residence. For example, immigrants are often able to bring skills to the workforce that are scarce in that country. Strengthening the workforce and quality of labor is vitally important for a country to be successful and competitive.

B: Yes, but it is essential to consider all sides of the story when it comes to the work force. If low-income immigrants flood the labor market, wages for all will decrease according to the principle of supply and demand. Given that the US already has high unemployment rates, how would this influx of workers be beneficial?

A: Well, native-born Americans enjoy higher wages thanks to immigrants who bring new skills and ideas, produce better quality products, spend money, and pay taxes. Furthermore, native-born Americans and Hispanic immigrants generally work in different industries. How would the addition of hard working individuals to our country, not competing for the same job opportunities, be bad?

B: Well, many immigrants, especially the poor and illegal aliens, consume a lot of government

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resources such as health care, education, and welfare without paying a corresponding high rate of taxes. In what ways are these immigrants contributing to the country, much less increasing wages?

A: Although the potential benefits from immigration may seem trivial, they are, in fact, crucial in terms of the success of our country. For example, immigrants founded a quarter of America's engineering and technology firms that opened between 1995 and 2005. How can you look at these figures and tell me all immigrants are a financial drain on society?

B: Although trying our luck with immigrants may seem to concern only a small group, it should, in fact, concern anyone who cares about the safety of our country. The potential risks include more terrorists, drug dealers, freeloaders, and general criminals. There simply aren't enough guaranteed benefits that justify jeopardizing the integrity of our society.

Unit 5: Security versus Freedom

A: Consider the grim picture of what life would be like if we lived in a nation that valued security above all else at the expense of personal freedom. We would have no privacy or rights and would essentially be citizens of a police state.

B: One of government's main responsibilities is to protect its people. Imagine what our lives would be like if our leaders did not take this responsibility seriously simply because people get embarrassed in security lines. There would be more attacks and deaths due to lax protective measures.

A: While it is true that the government is responsible for protecting the people, what is at stake here is much more than the privacy of your pockets. Imagine our future if police continue to conduct random searches and monitor personal correspondence. At what point do we draw the line? Government that can only deter crimes by offering citizens partial freedom is practicing a form of modern-day slavery.

B: Well, on the other hand, I still insist that grave dangers to national security can require that a society surrender some personal freedoms to ensure the safety of all. This is not a form of slavery, but rather a sacrifice required in exchange for their protection. Threats posed to our country by smugglers and terrorists are especially grave in modern days and thus require heightened security measures.

A: Yes, on the one hand I agree that terrorism and smugglers pose a threat to our country. However, there have been, and always will be, people with bad intentions. These so called threats cannot be used as an excuse to access citizens' personal information, often without their knowledge. The US is not at war in the traditional sense and thus does not require heightened protective measures.

B: Governments around the world have continuously fallen short when it comes to thwarting terrorist attacks largely because security wasn't tight or adaptive enough. Their utilization of advanced technology makes terrorists more dangerous and requires that our security measures adapt and heighten accordingly. Proponents of protecting personal freedoms argue that terrorists do not pose a real threat, but they exaggerate when they claim that security could be lessened while the same level of security is maintained.

A: The Fourth Amendment of the US Constitution guarantees people's rights against unreasonable search and seizure. Imagine what our country would be like if the Constitution were continually ignored, as is being allowed by current extreme security measures. If this practice continues there will be chaos and citizens will cease to support and uphold government officials.

B: While it seems reasonable to turn to the Constitution regarding personal freedoms, I would like to cite the Declaration of Independence as well. It declares that all men have the right to life, liberty, and the pursuit of happiness. In order to ensure that all citizens are guaranteed these rights, government must gather data on individuals and occasionally restrict rights to eliminate risks. Consider the dismal future of our country if leaders did not take protecting citizens' inalienable rights seriously.

Unit 6: Education versus Field Experience

A: Consider what would happen if everybody received high academic qualifications. This would

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ensure individual success, elevate families, and improve the entire nation. The potential benefits are undeniable and therefore it is obvious that academic qualification ensures success in life.

B: When it comes to academic qualifications, most of us will readily agree that they can have potential benefits. However, encouraging people to sit in classrooms, memorize facts, and pass standardized tests hardly guarantees a successful future beyond the classroom. Education stifles creativity and encourages the masses to think alike.

A: What does it mean to be successful? If we define success as wealth and prestige then it is difficult to argue that graduating from college and higher paying, more secure jobs do not go hand in hand. Research has shown that university graduates can expect to earn significantly more over their working lifetime than uneducated individuals. Educated people have an undeniable competitive advantage.

B: What are the likely job prospects for people earning degrees in ancient Greek art, horticulture, or underwater basket weaving? There aren't any! Their education is essentially worthless and leads to a pile of student loans and a spot right back on mom and dad's couch. Just because someone has academic qualification doesn't ensure a lucrative future or even favorable outcome.

A: While some universities may be wrong to claim that every degree will lead to a job, it is right to say that in developing countries, starting and advancing a career is dependent upon academic qualifications. People generally agree that university education provides basic transferable skills that are applicable in all disciplines. Many prestigious jobs are only made available to those with a certain level of education.

B: Yes, we should admit that you are right to believe that some high-paying jobs are reserved for those with degrees; however, it is also valid to argue that elite athletes and movie stars completely lacking education are amongst the highest-paid professionals in the world. Should we really be putting such a strong focus on education when the most successful members of our society are often the least educated?

A: O.K. On the flip side, wealth is only one of many elements included in the definition of success. Studies have shown that higher education improves the chances of having a stable and happy life. The discipline learned through years of studying tends to result in healthier behaviors and fewer instances of single parenthood amongst highly educated individuals. Besides wealth, education can also ensure a form of success that fame and riches cannot.

B: I do support your expanded definition of success, but I also find that more often than not, success is a product of hard work, natural talent, people skills, and, frequently, good luck. The reality is that millions of young people will never have the opportunity to achieve academic qualification. However, some of them will be successful beyond their wildest dreams due to factors beyond their control.

A: You have strong arguments in favor of the potential success awaiting a very lucky few that become famous, but I would side with those that question whether we can truly dilute the value of higher education because some are able to break into the extremely exclusive realm of professional sports and acting. More likely than not, luck will not be enough to ensure a successful, stable future for all. Most people need an education to teach them the necessary skills to enter the workforce.

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