



# **Global Issues: Wealth and Poverty**

**A Language Arts Textbook For  
English Language Learners**

**From ESL Resource Bank**

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**Written and Edited by  
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# Global Issues: Wealth and Poverty

## A Language Arts Textbook for English Language Learners

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*Because of the ever-evolving nature of the Internet, any web addresses or links contained in this book may change rendering them invalid. Therefore, the writer will make updates as they become necessary on the following website:*

<http://www.eslresourcebank.com/index.php/en/teachers-resources/global-issues>



**ISBN:** 9798461901677

Cover design by Brian J. English

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[https://en.wikipedia.org/wiki/Extreme\\_poverty#External\\_links](https://en.wikipedia.org/wiki/Extreme_poverty#External_links)

[https://en.wikipedia.org/wiki/Education\\_For\\_All](https://en.wikipedia.org/wiki/Education_For_All)

<https://en.wikipedia.org/wiki/Cobalt>

## How to use this book

This is a content-based language textbook that uses global issues as content for English language skills development. The book is designed to help English language learners build their vocabulary, advance their understanding of grammar, increase their reading comprehension and improve their communication skills. In addition, the topics, activities and discussion questions are designed to foster critical thinking skills about global issues and encourage students to explore how specific global issues affect the wealthy and the poor very differently.

As a textbook, it is particularly useful for English Language Arts, English as a Second Language (ESL) and English as a Foreign Language (EFL) classes. The content and exercises are appropriate for students with intermediate-level language skills and higher. Each unit begins with an exercise in which students match target vocabulary to definitions. This is followed by an exercise in which students need to choose the correct word to complete a sentence. Next, there is a cloze exercise with a corresponding YouTube video so the cloze exercise can be used as a listening and/or reading activity. Each cloze exercise has several “True/False” comprehension questions. The units end with a variety of exercises that focus on practicing the target vocabulary, reinforcing grammatical points and raising awareness of the interconnectedness of crucial global issues.

The activities and exercises aim to use the four major skills (listening, speaking, reading and writing) as a “reciprocal reinforcement” approach to vocabulary acquisition. Reciprocal reinforcement refers to a scaffolding approach in curriculum design that presents receptive skills’ lesson material as comprehensible input to prepare learners for productive skills’ lesson material that accordingly focuses on encouraging language learners to use specifically targeted language forms and features to produce comprehensible output.

The initial exercises in each unit introduce new vocabulary through *intentional input* that raises awareness of the target words and expressions. Easy definitions and examples facilitate understanding of the text. At this point, pronunciation practice can be a form of *encouraged output* to initiate structural and phonemic processing of target vocabulary. The fill-in-the-blank and cloze exercises function as *guided output* to trigger deep processing of target vocabulary. Deep processing of vocabulary involves analyzing various aspects of a word such as subtle nuances, collocations and

related grammar. The other exercises in each unit serve to move from guided output to *incidental output*, the stage at which learners understand new vocabulary well enough to use the words spontaneously in writing or speaking. Through this deep lexical processing, learners are able to achieve long-term retention of the acquired vocabulary.

### **Tips for teachers!**

- Begin each unit with pronunciation practice for the target vocabulary in Part 1.
- The matching and fill-in-the-blank exercises in each unit can be done as pair work. For online classes, these could be completed by the students as preparation for class.
- Higher level students should refrain from using smartphones or dictionaries; however, intermediate level students may find the aid of dictionary apps useful in this initial stage of building awareness of the target vocabulary.
- Try to provide additional explanations and examples for target vocabulary.
- Explain nuances, related idioms and collocations of target vocabulary.
- If the fill-in-the-blank exercises are too challenging for learners' lexical abilities, offer choices from the unit's vocabulary list in Part 1.
- Since the YouTube videos associated with the cloze exercises may aid in schema building, have students view the videos first before trying to do the exercises.
- Use varying degrees of pushed output (speaking and writing activities) to activate deeper levels of language processing.

### **Tips for students using this book for self-study!**

- Review new vocabulary as often as possible.
- Watch the YouTube videos for the cloze exercises several times.
- Practice reading the completed cloze exercises aloud for pronunciation practice. You could do this along with playing the video.
- Keep up with news stories about each topic as you surf the Internet.
- Try doing the discussion questions with a language partner.

\*A list of additional videos and websites related to the unit topics is available at:  
<http://www.eslresourcebank.com/index.php/en/teachers-resources/global-issues>

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## **Links to Videos for Cloze Exercises**

Introduction Video for Global Issues Vocabulary

<https://www.youtube.com/watch?v=dNSE6M9wVLs&t=41s>

(There is no accompanying cloze exercise for this video.)

Unit 1 – What is Climate Change?

<https://www.youtube.com/watch?v=gfq9bA7b13U>

Unit 2 – How do Humans Contribute to Climate Change?

<https://www.youtube.com/watch?v=x6G6QIeunG0&t=3s>

Unit 3 – Saving Rainforests Solution to Saving Polar Ice Caps

<https://www.youtube.com/watch?v=KMjtQpDqAwY>

Unit 4 – Plastics in the Ocean

<https://www.youtube.com/watch?v=7ePgzzjecq4>

Unit 5 – Overfishing

<https://www.youtube.com/watch?v=Dyg6CMbwDQA>

Unit 6 – Landmine Awareness: Getting Rid of Landmines

<https://www.youtube.com/watch?v=Bqh4luExEnU>

Unit 7 – The Global Water Crisis

<https://www.youtube.com/watch?v=r3D7xMqemxE>

Unit 8 – Zero Poverty: Getting to Zero

<https://www.youtube.com/watch?v=GQAVw9V8g1E>

Unit 9 – Education for All

<https://www.youtube.com/watch?v=obnEU0FdWN4>

Unit 10 – What is Successful Ecotourism?

<https://www.youtube.com/watch?v=bImDoguKq08>

Unit 11 – Child Labor in New Tech

<https://www.youtube.com/watch?v=fwMt2A-xcBU>

Unit 12 – What Are GMOs?

<https://www.youtube.com/watch?v=pQO1EFUaAhc>

## Unit 5 Overfishing

### Part 1: Vocabulary – Matching

1. illegal	_____ industry that catches, processes and sells fish
2. vast	_____ fill up again, restore
3. desperately	_____ against the law
4. vessel	_____ mate and produce offspring
5. breed	_____ large boat or ship
6. decade	_____ used to mean “extremely” or “very much”
7. fisheries	_____ great extent or quantity, great range; immense
8. fleet	_____ period of ten years
9. replenish	_____ a group of ships sailing together

10. exploited	_____ not able to maintain at the current rate or level
11. equipment	_____ more production than demand, using more boats than are needed
12. satisfy	_____ child or not fully grown
13. overcapacity	_____ make people obey a law
14. regulation	_____ meet a need or a demand
15. enforce	_____ unfairly used to create an advantage
16. unsustainable	_____ necessary tools, clothes or items for a particular purpose
17. juvenile	_____ a rule or a law



## Part 2: Fill in the blanks with the words from Part 1.

1. Scuba divers need special \_\_\_\_\_ to go diving in the ocean.
2. Dynamite fishing or blast fishing is \_\_\_\_\_ because it is unsustainable, highly destructive and harmful to the marine environment.
3. If fish stocks are depleted, it could take \_\_\_\_\_ before they are replenished.
4. The world's oceans are so \_\_\_\_\_ that it is impossible for law enforcement agencies to patrol everywhere that overfishing is taking place.
5. Several fishing \_\_\_\_\_ left the port and headed out to sea well before sunrise.
6. The whole \_\_\_\_\_ of more than 20 ships was restricted to the port due to the rough seas and bad weather.
7. Building too many hotels and resorts on a small tropical island is an example of \_\_\_\_\_ development.
8. It is difficult to \_\_\_\_\_ fishing regulations because there are not enough patrol boats to cover large areas of water.
9. It is important to allow \_\_\_\_\_ fish to grow into adults so they can reproduce baby fish to replenish fish stocks.
10. As the population grows in coastal cities, there is a greater need to catch more fish to \_\_\_\_\_ the needs of seafood restaurants and markets that sell fish.
11. Businesses that catch, process and sell fish and fish products are called \_\_\_\_\_.
12. We \_\_\_\_\_ need to take action to protect the environment.

### Part 3: Overfishing

vessels equipment satisfy exploited desperately	juvenile breed overcapacity enforce fleets unsustainable regulation	replenish fisheries illegal decades vast
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Overfishing is catching too many adult or \_\_\_\_\_ fish before they can \_\_\_\_\_ and reproduce enough baby fish to keep the fish population stable. Overfishing is catching so many fish today that there will not be enough fish in the oceans to feed us in the future. This is an \_\_\_\_\_ use of the oceans' resources.

Overfishing has greatly affected many \_\_\_\_\_ around the world. As much as 85% of the world's fisheries may not have the amount of fish needed to feed local populations. Large fishing boats and people using \_\_\_\_\_ fishing methods have \_\_\_\_\_ these areas by catching too many fish or by doing damage to the marine environment. Some of these areas are fully exploited while others may be in recovery from exploitation.

The three main reasons for overfishing are \_\_\_\_\_, unsustainable fishing and lack of \_\_\_\_\_. Overcapacity means that large industrial fishing \_\_\_\_\_ with modern equipment and technology are on the world's oceans for weeks and months. Those ships even process the fish before they come back ashore. Experts believe that we have enough industrial fishing \_\_\_\_\_ combined to fish on four earth-like planets. The problem is that companies that run these fishing \_\_\_\_\_ need to make money so they \_\_\_\_\_ compete to \_\_\_\_\_ consumer demands. This leads to unsustainable fishing. That is, boats catch as many fish as possible, and there are not enough fish left to \_\_\_\_\_ the fish population. Over several years fish stocks become depleted. Soon there are not enough fish to catch. In some cases it could take \_\_\_\_\_ before the fish population recovers. Both large fishing vessels and local fisherfolk may be guilty of illegal fishing because there is a lack of regulation. That means, even if there are laws to protect fish stocks through setting quotas, it is difficult to \_\_\_\_\_ those regulations because the world's oceans and seas are so \_\_\_\_\_.

## Part 4: True or False Questions

1. Overfishing today could cause a lack of fish to feed people in the future.	<b>T</b>	<b>F</b>
2. Overfishing can replenish the juvenile and baby fish so they can reproduce.	<b>T</b>	<b>F</b>
3. Only a few of the world's fisheries are suffering from overfishing.	<b>T</b>	<b>F</b>
4. It is possible for areas that have been damaged by overfishing to recover gradually.	<b>T</b>	<b>F</b>
5. A lack of regulation is part of the problem.	<b>T</b>	<b>F</b>
6. Experts think we need better fishing equipment to solve the problem.	<b>T</b>	<b>F</b>
7. It is only large ships that are the guilty of illegal fishing.	<b>T</b>	<b>F</b>

## Part 5: Discussion Questions (You may need to search the Internet to find answers.)

1. Name three countries where fish are an important part of people's daily food intake?
2. Name three species of fish that are currently endangered because of overfishing.
3. One of the methods used in overfishing is "bottom trawling". What is bottom trawling? How does bottom trawling affect the marine habitat?
4. How does overfishing affect you?
5. What are some possible solutions (local and global) to the overfishing problem?
6. What other global issues are connected to overfishing?

## Writing a Definition

When giving a presentation or writing an essay, it is important that you clearly define certain terms so that your audience can understand exactly what you mean. For example, if you are talking about “overfishing” and you don’t provide a specific definition, your audience may be lost from the beginning of your speech or essay. Here is the process for providing a definition:

1. State the word/term
2. Provide clear and basic information
3. Provide facts or examples

### **Example:**

*Vague* – Overfishing is a global issue.

*Better* – Overfishing is a global issue that threatens both the marine ecosystem and the ability for us to feed future generations.

### **Add clear and basic information/Add facts or examples:**

Overfishing is a global issue that threatens both the marine ecosystem and the ability for us to feed future generations. Overfishing is catching too many adult or juvenile fish before they can breed and reproduce enough baby fish to keep the fish population stable. Overfishing is catching so many fish today that there will not be enough fish in the oceans to feed us in the future. This is an unsustainable use of the oceans’ resources.

**Choose another global issue and try to write your own definition of that global issue:**

## Answer Key

### Unit 5 Part 1

juvenile – child or not fully grown  
breed – mate and produce offspring  
unsustainable – not able to maintain at the current rate or level  
fisheries – industry that catches, processes and sells fish  
illegal – against the law  
exploited – unfairly used to create an advantage, used past the limit  
overcapacity – more production than demand, using more boats than are needed  
regulation – a rule or a law  
equipment – necessary tools, clothes or items for a particular purpose  
fleet – a group of ships sailing together  
satisfy – meet a need or a demand  
replenish – fill up again, restore  
decade – period of ten years  
vast – great extent or quantity, immense  
desperately – extremely or very much  
vessels – large boat or ship  
enforce – make people obey a law

### Part 2

1. equipment
2. illegal
3. decades
4. vast
5. vessels
6. fleet
7. unsustainable
8. enforce
9. juvenile
10. satisfy
11. fisheries
12. desperately

### Part 3

1.T 2.F 3.F 4.T 5.T 6.F 7.F

## Overfishing

Overfishing is catching too many adult or juvenile fish before they can breed and reproduce enough baby fish to keep the fish population stable. Overfishing is catching so many fish today that there will not be enough fish in the oceans to feed us in the future. This is an unsustainable use of the oceans' resources.

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