



Artist He Peiqi adjusts a building in a model city made of stacks of coins and jade stones.

# 3

## Spending Wisely

### Q How should public money be spent?

The photo shows a model of Chongqing city, China, created by artist He Peiqi. He designed and built the model city using over 50,000 coins from 11 different currencies—an example of literally building a city using money.

Similarly, governments around the world use public money to build their countries' roads and bridges, as well as to support education, defense, healthcare, and other necessities. But what about things like arts and culture? Should these also be a government responsibility? In this unit, we'll consider how public money should be spent.

### THINK and DISCUSS

- 1 Look at the photo and read the caption. Do you think the money is spent wisely?
- 2 Look at the essential question and the unit introduction. What do you think is the most important use of the government's money?




# Building Vocabulary

## LEARNING OBJECTIVES

- Use ten words related to power
- Use noun, verb, and adjective word forms












### LEARN KEY WORDS

**A**  Listen to and read the information below. Which do you think is more effective—hard power or soft power? Why? Discuss with a partner.

## What Makes a Country Powerful?

In the past, countries used mostly hard **power** to gain **control** of people and places. Hard power includes the use of **military** strength or **economic** pressure. For example, when one country sends its soldiers to another country or stops trade with it, this **demonstrates** hard power. But there is another type of power that is more frequently used these days—soft power. Soft power means using **attraction** to **influence** people’s opinions and behavior. When a country uses soft power, it tries to **promote** a good image of itself to other countries—or other people—to have them think the way it does and to be like it. Countries can do this with music, film, fashion, or other forms of arts and culture. When people all over the world **admire** a country and want to be like it, the country will have a lot of influence—**influence** that it probably cannot buy or get with **force**.

### The World’s Top 10 Soft Power Nations 2021

 1. Germany  2	 6. United States  1
 2. Japan  4	 7. France  6
 3. United Kingdom 3 	 8. China  5
 4. Canada  7	 9. Sweden 9 
 5. Switzerland  8	 10. Australia  13

Source: Brand Finance Global Soft Power Index 2021



**B** Match the correct form of each word in **bold** from Exercise A with its meaning.

- |  |  |
|--|--|
| 1. _____ strong physical action                  | 7. _____ having to do with the armed forces          |
| 2. _____ help develop                            | 8. _____ to affect how someone or something acts     |
| 3. _____ like and respect                        | 9. _____ the ability to make others do what you want |
| 4. _____ the act of ruling over people or places | 10. _____ a quality that makes people like you       |
| 5. _____ relating to money and trade             |  |
| 6. _____ to show clearly                         |  |

**C** Complete the chart below with the correct words. Then complete the sentences using the most suitable words.

Verb	Noun	Adjective
admire		
	attraction	
	influence	
promote		

1. Creating a video of our city might be a good idea to \_\_\_\_\_ more foreign visitors.
2. Albert Einstein is considered one of the most \_\_\_\_\_ scientists of all time.
3. I have a lot of \_\_\_\_\_ for musicians and artists.
4. The government gives money every year for the \_\_\_\_\_ of programs in art and culture.

**D** Complete the passage using the correct form of the words in **bold** from Exercise A.

“Country branding” is how a country shapes its image. This concept has become very popular because the image of a country <sup>1</sup>\_\_\_\_\_ its <sup>2</sup>\_\_\_\_\_ development and can strengthen its soft <sup>3</sup>\_\_\_\_\_ in the world. Tourism and exports are two examples of country branding strategies. Some countries use movies and TV dramas to show their culture, history, and natural scenery in an effort to <sup>4</sup>\_\_\_\_\_ tourism. Other countries rely on exporting products, for example, Germany and its famous cars.

### COMMUNICATE

**E** Work with a partner. Discuss the questions below.

1. What other strategies can you think of that can help promote a country?
2. What country do you want to visit? Why? What attractions are there?



# Viewing and Note-taking

## LEARNING OBJECTIVES


- Watch a lecture about hard and soft power
- Use a chart to take notes
- Listen for evidence

### BEFORE VIEWING

- A** Read the introduction of a short talk below. What words would you use to label the columns in the chart?

*“Many people admire strong leaders who promote the use of force. But not everyone agrees that this is a good form of government. There are advantages and disadvantages to this type of leadership.”*



- B**  Listen to the short talk. Use the chart in Exercise A to take notes. Write two ideas in each column.
- C** You are going to watch a lecture about the use of soft power. What are some examples of soft power? Share your ideas with a partner.

### Note-taking Skill


#### Using a Chart

A chart can be a useful way to organize notes when a speaker is discussing two or more clearly separate things.

### WHILE VIEWING

- D**  **LISTEN FOR MAIN IDEAS** Watch Segment 1 of the lecture. What is the main idea?

- Hard and soft power are equally important.
- Arts and culture can be a very strong form of soft power.
- The United States has been a leader in the use of soft power.

- E**  **LISTEN FOR EVIDENCE** Watch Segment 2 of the lecture. Complete the chart with the evidence the speaker gives to support each idea.

Supporting idea	Evidence
1. Soft power can help the economy.	Findings by the Hyundai Research Institute show that <sup>1</sup> _____ contributes billions of dollars to the <sup>2</sup> _____ every year.
2. More and more people are interested in South Korean culture.	There has been an increase in government-owned Korean <sup>3</sup> _____ around the world.
3. Tourism to South Korea has increased.	A record number of <sup>4</sup> _____ million tourists visited the country in <sup>5</sup> _____.
4. The South Korean government’s efforts to increase its country’s soft power have been successful.	The country went from <sup>6</sup> _____ place to <sup>7</sup> _____ place in the Portland Soft Power Rankings.

- F** **LISTEN FOR EVIDENCE** Check (✓) the types of evidence you heard in the lecture.

- ☐ a quote by an expert
- ☐ statistics
- ☐ real-world examples
- ☐ research/studies

### Listening Skill

#### Listening for Evidence

It is important to support ideas with evidence. Listening for evidence can help you decide if you want to accept a speaker’s ideas. Speakers may refer to experts, research, statistics, and real-world examples to support their ideas.

### AFTER VIEWING

- G** **APPLY** Work with a partner. Discuss the statements below.

- Describe an example of soft power in your country.
- Describe an example of soft power from another country that you think has been successful.



Trying on the traditional *hanbok* is a popular activity for visitors to Gyeongbokgung Palace in Seoul, South Korea.



# Noticing Language

## LEARNING OBJECTIVES

- Notice language for asking follow-up questions
- Ask follow-up questions about a topic

### LISTEN FOR LANGUAGE *Ask follow-up questions*

**A** The expressions in the box are used to ask follow-up questions. Which can you use for the purposes (1–3) below? Discuss with a partner.

- a. Are you saying that ...?

b. Do you mean that ...?

c. Did you say ...?

d. What did you say about ...?
- e. Can you tell me more about ...?

f. I didn't catch that.

g. Let me see if I understand.

h. I'm not sure I understand.

1. ask the speaker for more information or to repeat \_\_\_\_\_
2. say you don't understand something \_\_\_\_\_
3. ask for a clearer explanation \_\_\_\_\_

**B** Listen to the following excerpts from the lecture in Lesson B. How did the students ask follow-up questions? Complete the questions below.

1. “\_\_\_\_\_ arts and culture? Museums?”
2. “\_\_\_\_\_. Are you saying that the U.S. government planned it like that?”
3. “\_\_\_\_\_ example? Maybe a more recent one?”
4. “\_\_\_\_\_ 230?”

**C** Refer to the questions (1–4) in Exercise B. In which question does the student:

- a. ask for more information?  
Question \_\_\_\_\_
- b. say they don't understand something?  
Question \_\_\_\_\_
- c. ask the speaker to make something clearer?  
Questions \_\_\_\_\_ and \_\_\_\_\_

**D** Work with a partner. Take turns explaining the concept of hard and soft power to each other. Use the phrases in Exercise A to ask follow-up questions.

### Communication Skill

#### Asking Follow-up Questions

We ask follow-up questions when we are not sure we understand what someone is saying or when we want more information.



Giant pandas Mei Xiang and Xiao Qi Ji at Smithsonian's National Zoo in the United States.

**E** Listen and complete the conversation with the expressions used to ask follow-up questions.

**Professor:** So, can anyone give me an example of soft power?

**Student 1:** Maybe food? Italian food, for example, is very popular and well-known around the world. So, when people think of Italy, they often think of its delicious cuisine.

**Professor:** That's a great example. What about other types of soft power, such as cultural exchanges between countries?

**Student 2:** I've read about China's panda diplomacy.

**Professor:** <sup>1</sup>\_\_\_\_\_?

**Student 2:** Well, China sends its giant pandas to some countries to build relationships with them.

**Student 1:** <sup>2</sup>\_\_\_\_\_ China sends pandas as gifts to other countries?

**Student 2:** They're actually on loan—and countries have to return them to China after a certain period of time. But yeah, they're kind of like gifts.

**Student 1:** <sup>3</sup>\_\_\_\_\_. How does this help build soft power?

**Student 2:** Well, sharing pandas with other countries helps China build friendships. People in other countries also get to learn more about China through this cultural exchange.

**Student 1:** Oh, that's interesting!

### COMMUNICATE

**F** Choose a topic from the box below or think of one of your own. Make notes about the topic and be prepared to answer questions about it.

- your favorite sports team

a famous type of food

your music preferences

a popular TV show

**G** Work in a group. Take turns to speak for one minute. Ask follow-up questions on other students' explanations.



# Communicating Ideas


## LEARNING OBJECTIVES

- Use appropriate language for follow-up questions
- Collaborate to suggest how countries can improve their soft power


### ASSIGNMENT

**Task:** You are going to collaborate with a partner to suggest how a country can improve its soft power using arts, culture, food, fashion, sports, or tourism.

## LISTEN FOR INFORMATION

**A**  **LISTEN FOR MAIN IDEAS** Listen to a talk about France’s soft power. Choose the statement that best summarizes the main idea.

- a. France’s soft power comes from several sources.
- b. France spends a lot of money to build its soft power.
- c. France topped the soft power rankings for the first time in 2019.

**B**  **LISTEN FOR DETAILS** Listen to the talk again. Take notes on the questions below.

1. What are two reasons for France’s high soft power ranking?

Reason 1: \_\_\_\_\_

Reason 2: \_\_\_\_\_

2. What evidence does the speaker give of France’s popularity with tourists?

Reason: \_\_\_\_\_

\_\_\_\_\_



Mont Saint-Michel, a famous tourist attraction in France

## COLLABORATE

**C** Work with a partner. Think of examples of soft power for the categories below. Note your ideas in the chart.

Area of Soft Power	Country	Example
Arts and culture	<i>Austria</i>	<i>classical music</i>
Food		
Fashion		
Sports		
Tourism		

**D** Choose one area of soft power. Think of how a country can promote what they’re good at and improve their soft power.

**E** Share your idea with another pair. The other pair should ask follow-up questions to get more information or check their understanding.

Austria is known for its classical music. Many famous composers came from there. I think Austria can promote more of its music culture.

Can you tell me more about ways you think Austria can promote its music culture?

## Checkpoint

Reflect on what you have learned. Check your progress.

**I can ...** ☐ understand and use words related to power.

**admire**  
**force**

**attraction**  
**influence**

**control**  
**military**

**demonstrate**  
**power**

**economic**  
**promote**

- ☐ use noun, verb, and adjective word forms.
- ☐ watch and understand a lecture about hard and soft power.
- ☐ use a chart to take notes.
- ☐ listen for evidence.
- ☐ notice language for asking follow-up questions.
- ☐ use expressions for asking follow-up questions.
- ☐ collaborate and communicate effectively about how countries can improve their soft power.






"The Goddess of Victory" by  
Brazilian artist Pannela Castro

## Building Vocabulary

### LEARNING OBJECTIVES

- Use ten words related to government spending
- Use noun, verb, and adjective word forms

### LEARN KEY WORDS

- A**  Listen to and read the conversation below. Do the students agree or disagree with each other? Discuss with a partner.

#### The Importance of the Arts

- A:** Did you attend the arts festival last week? I don't understand why the school **invests** so much in an event like that.
- B:** I think it was a success. It was an opportunity for many students to demonstrate their **creativity**, and I think events like this are **encouraging**.
- A:** I'm not sure I understand the **value** of the arts. If you ask me, I'd rather the school spend more of its **budget** on new computers or something. At least that would **support** our learning.
- B:** I see what you mean, but I think the arts are an important part of our **society's** culture. Plus the festival **generated** a lot of interest in our school. I heard that the orchestra's performance at the festival received an **enthusiastic** response.
- A:** Interest in our school? Why is that important?
- B:** The school needs students, right? By holding this kind of event, it can attract new students. From a **financial** point of view, it's worth it.

- B** Work with a partner. Discuss the questions below.

1. Which student do you agree with? Why?
2. The photo on the previous page shows "The Goddess of Victory," a mural by artist Pannela Castro in Rio de Janeiro, Brazil. It was created for the 2016 Olympics Games. Where can you find or see art in your city?

- C** Match the correct form of each word in **bold** from Exercise A with its meaning.

1. \_\_\_\_\_ a sum of money that is available for spending
2. \_\_\_\_\_ the ability to use imagination and produce new ideas
3. \_\_\_\_\_ showing a lot of excitement about something
4. \_\_\_\_\_ importance or significance
5. \_\_\_\_\_ to create or bring about something
6. \_\_\_\_\_ giving confidence or hope
7. \_\_\_\_\_ to help
8. \_\_\_\_\_ related to money
9. \_\_\_\_\_ to put money into something that you hope will be worth more later
10. \_\_\_\_\_ a large group of people living in a certain country or following a particular way of living



D Complete the chart below with the correct words. Then complete the sentences using the most suitable words.

Verb	Noun	Adjective
	creativity	
enthuse		enthusiastic
support		
	value	

1. My family is always \_\_\_\_\_ of the decisions I make.
2. It is sometimes difficult for \_\_\_\_\_ people, like artists and musicians, to find jobs.
3. The paintings in the museum are very \_\_\_\_\_. Some of them are worth millions of dollars.
4. The students showed a lot of \_\_\_\_\_ for their history projects. I think they really enjoyed themselves.

COMMUNICATE

- E Note your answer to each question below.
1. What are you enthusiastic about in arts and culture, e.g., food, fashion, music? What do you like about it?
2. What's one way of generating greater interest in the arts?
3. What do you think your school should invest in to better support your learning?
- F Work with a partner. Take turns sharing your answers in Exercise E. Respond to your partner's ideas or ask follow-up questions.

Artist Paul Gauguin's painting "When Will You Marry?" was one of the most expensive artworks ever sold, at around 300 million dollars.



Viewing and Note-taking

- LEARNING OBJECTIVES
- Watch and understand a talk about funding for the arts
  - Notice the pronunciation of numbers

TEDTALKS

**Hadi Eldebek** is a musician and educator who develops artistic, cultural, and educational projects around the world. In his TED Talk, *Why Must Artists Be Poor?*, Eldebek discusses his decision to pursue a career in music and also argues that governments should do more to support artists.

BEFORE VIEWING


- A Watch an excerpt from Hadi Eldebek's TED Talk. What do you think will happen to him? Discuss your ideas with a partner.



“Do we think of arts as a luxury or a necessity?”




## WHILE VIEWING

- B**  **LISTEN FOR EVIDENCE** Watch Hadi Eldebek's TED Talk. Complete the chart with the evidence he gives to support each idea.

Idea	Evidence
It is difficult for artists to make a good living.	<ul style="list-style-type: none"><li>Many of Eldebek's artist friends have to take on a(n) <sup>1</sup>_____.</li><li>Only <sup>2</sup>_____ of arts school graduates become professional artists.</li></ul>
Some governments do more than others in supporting the arts.	<ul style="list-style-type: none"><li>Creative Europe (E.U.): <sup>3</sup>_____ billion in funding for over <sup>4</sup>_____ artists</li><li>The NEA (U.S.): <sup>5</sup>_____ million in arts funding</li></ul>
The arts industry contributes a lot to a country's economy.	<ul style="list-style-type: none"><li>It generates <sup>6</sup>_____ billion for the U.S. economy.</li><li>It supports <sup>7</sup>_____ million jobs.</li><li>It pays <sup>8</sup>_____ billion in taxes.</li></ul>

- C** **LISTEN FOR NUMBERS** Choose the correct representations of Eldebek's description of arts funding in the United States.
- Budget for military spending vs. NEA funding for artists
    - Budget for military marching bands =  $\frac{1}{2} \times$  NEA funding for artists
    - Budget for military marching bands  $\approx 2 \times$  NEA funding for artists
  - How a fraction of the military and defense budget could support the arts
    - 0.05% of military and defense budget = (20 orchestras  $\times$  \$20m) + (80,000 artists  $\times$  \$50,000 annual salary)
    - 1% of military and defense budget = (20 orchestras  $\times$  \$20m) + (50,000 artists  $\times$  \$80,000 annual salary)

- D**  **LISTEN FOR DETAILS** Watch the TED Talk again. For each statement below, write **T** (true), **F** (false), or **NG** (not given) if there isn't enough information.
- \_\_\_\_\_ Eldebek's family encouraged him to have a career in music.
  - \_\_\_\_\_ Eldebek wants people to recognize that the arts have both economic and cultural value.
  - \_\_\_\_\_ The majority of schools in the U.S. experience budget cuts to arts education programs.
  - \_\_\_\_\_ Surveys show that most people believe that artists are poor but happy.

## WORDS IN THE TALK

*angle* (n) a position or an opinion  
*fund* (v) to provide money for a purpose  
*revenue* (n) money gained from selling something

## AFTER VIEWING

- E** **SUMMARIZE** Complete the summary using the correct words in the box.

financial	support	earn a living	society
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## Problems

- Artists often have to <sup>1</sup>\_\_\_\_\_ with more than one job.
- The government does not provide enough <sup>2</sup>\_\_\_\_\_ for artists.

## Reasons to support artists

- Artists make an important <sup>3</sup>\_\_\_\_\_ contribution to the economy.
- The arts bring people together and express ideas that are important in our <sup>4</sup>\_\_\_\_\_.

- F** **INFER** Work with a partner. In Eldebek's TED Talk, he says, "Do we think of arts as a luxury or a necessity?" What kinds of attitudes toward the arts does this question show? What would Eldebek's answer to the question be?

PRONUNCIATION *Numbers*


- G**  Listen and repeat the numbers and dates below.

- |          |                  |
|----------|------------------|
| 1. 60    | 6. 1,002         |
| 2. 16    | 7. 2,225         |
| 3. 1.5%  | 8. in 2022       |
| 4. 0.08  | 9. 5,400,000,000 |
| 5. \$182 | 10. 235,000,000  |

## Pronunciation Skill

## Numbers

Pronouncing numbers correctly helps you to give accurate information. Some numbers or dates can be read in more than one way.

- H**  Work with a partner. Take turns reading the sentences below aloud. Then listen and check your pronunciation of the numbers.
- "The U.S. Census Bureau states that only 10% of art school graduates ..."
  - "Creative Europe will give \$2,400,000,000 to over 300,000 artists."
  - "If that's only 0.05%, imagine what a full 1% could do."
  - "It employs 5,700,000 people."
- I** Work with a partner. Take turns reading the sentences below aloud. Pay attention to the pronunciation of numbers.
- According to a report, the global arts market had a value of \$405.1 billion in 2021.
  - The global arts market is expected to reach \$552.6 billion in 2025.
  - The Asia Pacific region made up 31% of the global arts market in 2020.



# Thinking Critically

## LEARNING OBJECTIVES

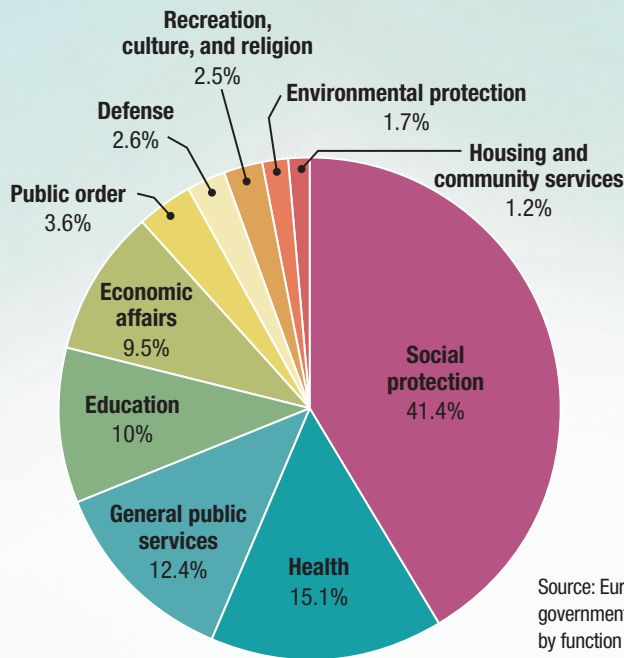
- Interpret an infographic about government spending
- Synthesize and evaluate ideas about funding for arts and culture

### ANALYZE INFORMATION

**A** Look at the infographic and answer the questions. Discuss your answers with a partner.

1. Which of these functions is most related to the topic of Eldebek’s TED Talk?
2. How does it compare to spending in other categories?
3. Which of these functions is most related to hard power?
4. Based on what you learned in the TED Talk, how do you think spending in the European Union compares to spending on arts and culture in the United States?
5. How do you think this compares to spending on arts and culture in your country?

## GENERAL GOVERNMENT SPENDING IN THE EUROPEAN UNION IN 2019



Source: Eurostat (2019); General government expenditure by function in the E.U.



**B** Listen to the podcast and complete the summary below. Write only one word for each answer.

Sarah Green believes that funding the arts is important because it allows children to experience art and also brings art events to smaller <sup>1</sup>\_\_\_\_\_.

Most importantly, she believes that arts and culture have <sup>2</sup>\_\_\_\_\_ and <sup>3</sup>\_\_\_\_\_ value in society, and contribute to our national <sup>4</sup>\_\_\_\_\_.

**C** What arts-related events are there in your school or community? Discuss with a partner.

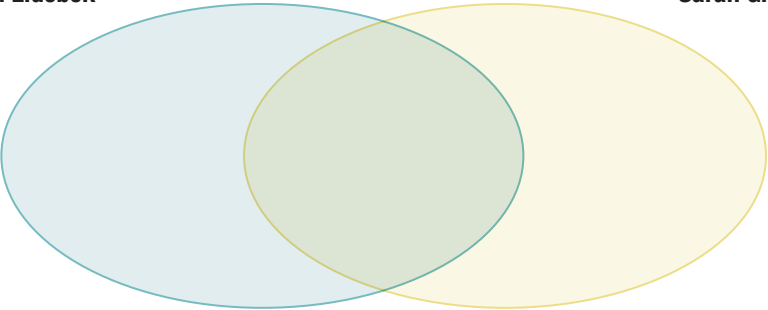
### COMMUNICATE *Synthesize and evaluate ideas*

**D** Work with a partner. What do Hadi Eldebek and Sarah Green think are the benefits of funding the arts? Complete the Venn diagram using the ideas (a–d).

- |   |  |
|---|--|
| a. promotes creativity                  | b. builds social cohesion                        |
| c. increases children’s exposure to art | d. generates billions of dollars for the economy |

Hadi Eldebek

Sarah Green



**E** Refer to the ideas in Exercise D. Do you agree with Eldebek and Green? Are there any disadvantages to giving more money to the arts? Discuss with a partner.



# Putting It Together

## LEARNING OBJECTIVES

- Research, plan, and present on government spending in your country
- Connect with the audience on a personal level

### ASSIGNMENT

**Individual presentation:** You are going to give a presentation on how public money should be spent.

### PREPARE

- A** Review the unit. What does each speaker see as the most important reason(s) for government funding of arts and culture? Make notes in the chart and discuss with a partner.

Speaker	Why should the government support the arts?	Evidence of how arts funding contributes to society?
Lecturer (Lesson B)		
Hadi Eldebek (Lesson F)		
Sarah Green (Lesson G)		

- B** Search online for how your government spends its money. Make notes on the amount that it spends on the different categories.

- C** Plan your presentation. Choose two areas that you think your government should spend more money in. Include reasons and evidence to support your ideas.

Area 1	Reasons	Evidence
Area 2	Reasons	Evidence

- D** Look back at the vocabulary, pronunciation, and communication skills you’ve learned in this unit. What can you use in your presentation? Note any useful language below.

- E** Below are some ways of connecting with the audience. Consider how you can connect with your audience when giving your presentation and add that to your plan.

- tell stories
  - use humor
  - include pictures
- express your emotions
  - share a personal experience
  - ask the audience a question

- F** Practice your presentation. Make use of the presentation skill that you’ve learned.

### Presentation Skill

#### Connecting with the Audience

Good presenters try to connect with an audience on a personal level. People are more likely to accept a speaker’s message if they feel a connection. In Hadi Eldebek’s TED Talk, he connects with his audience by using humor and sharing information about his own life.

### PRESENT

- G** Give your presentation to a partner. Watch their presentation and evaluate them using the Presentation Scoring Rubrics at the back of the book.

- H** Discuss your evaluation with your partner. Give feedback on two things they did well and two areas for improvement.

## Checkpoint

Reflect on what you have learned. Check your progress.

**I can ...** ☐ understand and use words related to government spending.

**budget**

**invest**

**creativity**

**generate**

**encouraging**

**society**

**enthusiastic**

**support**

**financial**

**value**

- ☐ use noun, verb, and adjective word forms.
- ☐ watch and understand a talk about funding for the arts.
- ☐ pronounce numbers and dates correctly.
- ☐ interpret an infographic about government spending.
- ☐ synthesize and evaluate ideas on funding for arts and culture.
- ☐ connect with the audience when giving a presentation.
- ☐ give a presentation on how public money should be spent.