

UNIT 2 GLOBAL VIEWS

IN THIS UNIT YOU

- learn language to talk about globalisation and taking social action
- listen to a discussion about globalisation
- write a formal email to organise a meeting
- read about shopping locally
- talk about the advantages and disadvantages of social media
- learn about effective internet search terms
- watch a video about the advantages of eating locally-produced food

LISTENING

discourse markers

When you listen to native speakers, do you sometimes hear words or phrases that don't seem to have much meaning? Why do you think people use them?

WRITING

a formal email


When do you need to write a formal email? How is a formal email different from an informal email?



LIFE SKILLS STUDY & LEARNING


understanding internet search terms

The internet provides massive amounts of information on almost every topic. What are some effective ways you have found to search for information on the internet?

A  Work in pairs. Look at the photos and discuss the questions.

- 1 Which, if any, of these aspects of globalisation affect your country? In what ways?
- 2 What are the positive and negative features of each of these aspects of globalisation?
 - a) in general
 - b) specifically for your country



B  Work in groups. What other aspects of globalisation can you think of? Do you think they have mostly positive or mostly negative consequences? Why?

LISTENING: understanding discourse markers

Discourse markers or 'fillers', such as *like*, *you know* or *well* are often used in informal speech. Such words and phrases can have several meanings, but when used as fillers, they don't mean very much at all. Fillers are often used to give the speaker time to think about what they want to say.

A  **1.06** Listen to the five people discussing globalisation. Write the missing discourse markers.

Speaker 1 _____, it's easier for countries to export goods ...

Speaker 2 ... companies increase their profits by, _____, setting up factories in poorer countries ...

Speaker 3 _____, you see the same fast-food restaurants ... wherever you go.

Speaker 4 I _____ think it's sad that regional cultures are disappearing ...

Speaker 5 and ... _____ ... that helps everyone.

B Listen again and match the speakers (1–5) to their opinions of globalisation (a–e).

- | | |
|-----------|-------------------------------|
| Speaker 1 | a) it benefits economies |
| Speaker 2 | b) it destroys local cultures |
| Speaker 3 | c) it harms local businesses |
| Speaker 4 | d) it improves communication |
| Speaker 5 | e) it creates inequality |



C VOCABULARY: GLOBALISATION

Choose the definitions that match the words or phrases in bold.

- 'There's been huge **economic growth** in recent decades.'
a) increase in size of the economy b) decrease in size of the economy
- 'Companies increase their **profits** by setting up factories in poorer countries.'
a) financial gain b) financial loss
- '**Multinational** companies are completely taking over.'
a) in one country b) in many countries
- '**Regional** cultures are disappearing.'
a) local b) international
- 'The same music and films **dominate** popular culture everywhere.'
a) destroy b) control
- 'The internet **facilitates** information sharing.'
a) makes easier b) encourages

D VOCABULARY: GLOBALISATION

Work in pairs. Do you agree with each of the statements in Exercise C? Explain why.

GRAMMAR: verbs with stative and dynamic uses

A LANGUAGE IN CONTEXT Read the text. What positive aspects of multinational corporations are mentioned?

MULTINATIONAL SPREAD

Walk around almost any city in the world and you see signs advertising multinational corporations. These companies are having a major effect on emerging economies around the world. They often have branches in many countries and can offer varied job opportunities, especially for young people. A recent study showed that more young people than ever are thinking of applying for jobs with such companies. However, some people think that large companies take money out of the country. They would prefer local companies to do well. Whatever the pros and cons are, it looks as if multinational corporations are here to stay.



NOTICE!

Underline the verbs in the text that are in the simple form. Then circle the same verbs that are used in the continuous form. How does the form of the verb change the meaning?

B ANALYSE Read the text in Exercise A again.

Form & Function Read the information and complete the table with examples from the text.

Some verbs are rarely used in continuous forms. They are called stative verbs because they usually refer to states or conditions that continue over a period of time, e.g. *know*, *prefer* or *agree*. However, some stative verbs commonly have both stative and dynamic uses with different meanings.

Verbs with stative and dynamic uses		
	Stative use (simple verb form)	Dynamic use (continuous verb form)
be	<i>Multinationals are huge companies.</i> (permanent state, general truth)	<i>You're not being serious!</i> (acting or behaving)
have	(1) _____ (possession, characteristics)	(2) _____ (causing, experiencing)
see	(3) _____ (notice, observe, understand)	<i>Janie has been seeing Tom for two years now.</i> (meet or date)
think	(4) _____ (have an opinion)	(5) _____ (the process of thought)

C PRACTISE Choose the correct options to complete the sentences. Discuss your choices in pairs.

- I think / am thinking of applying for a job with a large company.
- We don't have / are not having an office in Australia.
- Stop behaving like that! You are / are being ridiculous!
- Yes, I see / am seeing your point of view.
- What do you think / are you thinking of multinational corporations?
- There are / are being fewer jobs for young people these days.
- I saw Jim and Davina having dinner together. Do they see / Are they seeing each other?

WHAT'S RIGHT?

- She is being an intern at a multinational company.
- She's an intern at a multinational company.

D NOW YOU DO IT Work in pairs. Choose a roleplay card. Plan three ways to convince your partner of your opinion. Use some of these verbs: *be*, *have*, *look*, *see*, *think*. Then debate with your partner.

Student A

You agree with the spread of multinational corporations.

Student B

You disagree with the spread of multinational corporations.

SPEAKING: talking about social media

A Read the definition of social media. What social media do you use?

Web terms: Your questions answered

Q: What is social media?

A: The term *social media* refers to websites and networks that help us communicate with each other. It includes websites where we post comments, share photos or videos or interact with friends and large groups of people. Social media is contributing to globalisation by connecting everyone around the world.



B **1.07** Listen to three people giving their opinions about social media. Complete the table with the information.

Speaker	Social media used	Advantage / Disadvantage
1		
2		
3		

C Think about one form of social media you use. Make brief notes to complete the table.

Social media	
How often you use it	
Advantages	
Disadvantages	
Effect on communication	

D **Independent Speaking** Work in pairs to do the task below. Then change roles. When you have finished, tell the class what you learnt about your partner.

Student A

Tell your partner about the type of social media you have chosen.

Student B

As you listen, take notes in your notebook.

PRONUNCIATION: voiced and voiceless consonant sounds

A **1.08** Listen to each pair of words. 1) Put your hand on your throat and say the first word of each pair. You should feel a vibration. 2) Put the palm of your hand a few centimetres in front of your mouth and say the second word in each pair. You should feel a puff of air after the first letter.

- a) vast fast c) base pace e) goal coal
 b) do too d) drain train

B **1.09** Listen to five sentences. Choose the word you hear in Exercise A.

C Work in pairs. Take turns saying one word from each pair in Exercise A. Your partner will try to identify which word you are saying.

GRAMMAR: repeated and double comparatives

A LANGUAGE IN CONTEXT Read the opinions. Which person do you agree with more?

'Communication has got faster and faster, and all forms of social media are becoming more and more popular. People around the world feel closer to each other and understand each other better. The more we understand each other, the more peaceful the world will be.'

Kate, Windsor, UK



'We live in a global village, and we have friends all over the world. But the faster communication becomes, the less interesting our messages become. We send more and more messages about unimportant things. Sometimes slower is better.'

Luca, Modena, Italy



NOTICE!

Look at the underlined phrase. Why do you think **faster** is repeated?

B ANALYSE Read the opinions in Exercise A again.

Form & Function Complete the table with examples from the text.

Form	Function	Examples
comparative + <i>and</i> + comparative <i>more and more</i> + multisyllable adjective <i>less and less</i> + multisyllable adjective	Repeated comparatives used to emphasise something that is changing	(1) Communication has got _____ and _____ (2) ... social media are becoming _____ and _____.
<i>the + more</i> (+ noun) + verb phrase, <i>the + comparative</i> + verb phrase	Double comparatives used to describe how two things are changing at the same time, or how one thing changes as a result of a change in something else	(3) ... better. _____ we understand ..., _____ the world will be. (4) But _____ communication becomes, _____ our messages become.
<i>the + comparative</i> + <i>the</i> + noun + verb phrase		

More and less can be used with nouns: *The more work I get, the less time I have. We send more and more instant messages these days.*

More and less can also be used on their own: *The more I see, the less I understand.*

If we use a comparative adjective with a noun, we add *the* before the noun:

The better the teacher, the quicker you learn.

Some expressions can leave out the verb: *The sooner the better.* (NOT: *The sooner it is, the better it is.*)

WHAT'S RIGHT?

- Social media is getting more and more powerful.
- Social media is getting more powerful and more powerful.


C PRACTISE Complete the sentences with the words in brackets. Use either a repeated or a double comparative.

- 1 People are becoming _____ towards people in other countries. (*sympathetic*)
- 2 The world is becoming _____ with each new form of media that appears. (*small*)
- 3 _____ I use Twitter, the _____ I am in its possibilities. (*more, interested*)
- 4 _____ I read his blog, _____ I find it. (*more, funny*)
- 5 _____ you use social media, _____ it becomes. (*more, confusing*)
- 6 _____ broadband becomes, _____ it is to transmit information. (*fast, easy*)

D NOW YOU DO IT Complete the sentences with your own ideas and then compare your answers in pairs.

- 1 The more I _____, _____.
- 2 The less we _____, _____.
- 3 I believe the world is becoming _____ and _____.

READING: a magazine article

A  Work in pairs. How do you prefer to shop: in a small local shop, in a large department store or online? Tell your partner and explain why. Then read the magazine article and find out if any your ideas are mentioned.

GOING LOCAL

¹It's Saturday morning and the farmer's market in Notting Hill, London, is already busy with shoppers looking for locally-grown fresh fruit and vegetables, as well as locally produced eggs, cheese and bread. 'I'm here because I want to **support** local farmers, and I feel that I'm buying real food that has a connection to the place I live in,' says Emma Simpson. 'It's also just nice to meet the farmers and producers – you get a real sense of community.'

²Markets like this are becoming increasingly popular in towns and cities in the UK as consumers move away from food produced and packaged by large multinational companies. "Fresh food" in supermarkets is rarely fresh,' says Tom Nichols, who **campaigns** for local farmers and growers. 'It's usually been packed and refrigerated several days or weeks before it reaches the shop. It often uses additives to extend shelf life and also consumes more energy as it is transported over long distances.'

³Small Business Saturday is an initiative that helps to **promote** local businesses. It takes place on the first shopping Saturday in December and is intended to encourage shoppers to do their shopping at small independent shops. 'It helps to **boost** our business at the start of the Christmas shopping season,' says Anne Newton. 'The Small Business Saturday campaign definitely **generates** more interest in shopping locally.'

⁴Large supermarkets often have lower prices and are able to provide a greater choice, especially of larger consumer items such as furniture or household appliances, but most of the money spent there goes to owners and suppliers in other countries. Small businesses can't compete with their prices and still make a profit, which is why the campaign to go local is so important.

'We **value** the experience of going into these small shops, talking to the owners and finding out about how things are made,' says Jack Wilson. 'That's something you won't find in big department stores or online.' And for lots of people, it's this experience that makes it worth paying a little more for certain items.

⁵**Participating** in the 'go local' movement doesn't mean completely ignoring the advantages of large stores or of online shopping, but it does mean thinking about ways to spend your money that can help **sustain** the local economy in the face of increasing globalisation of the manufacturing and food industries.



B  Work in pairs and answer the questions.

- 1 Find at least six reasons for shopping locally that are mentioned in the article.
- 2 Find two reasons for shopping in a large supermarket or department store.
- 3 Is the writer of this article for or against 'going local'? How do you know?

C VOCABULARY: VERBS FOR TAKING SOCIAL ACTION

Match the words in bold in the article to the synonyms (1–8). Use the infinitive form.


- | | |
|--------------------|--------------------|
| 1 help _____ | 5 take part _____ |
| 2 appreciate _____ | 6 keep alive _____ |
| 3 create _____ | 7 encourage _____ |
| 4 fight _____ | 8 increase _____ |


D VOCABULARY: VERBS FOR TAKING SOCIAL ACTION

Work in pairs. Choose the correct options to complete the sentences. Then discuss the questions.

- 1 How do your shopping habits **sustain** / **promote** local businesses?
- 2 How do shop owners in your town or city try to **value** / **generate** business?
- 3 What could shoppers do to **generate** / **support** small shops in your neighbourhood?
- 4 What do you **campaign** / **value** about the experience of shopping in small shops?

WRITING: a formal email

 We can use different levels of formality in English to suggest particular meanings. More formal language can be used to be respectful to people we don't know very well, or who are more senior to us or if we want to appear more serious. We can use less formal language if we want to seem friendlier or if we know the person we are talking to well.

A  Work in pairs. In which situations would you need to send a formal email? Brainstorm ideas and tell the class.

B Read the emails about arranging a global citizenship meeting. Which email is more formal? Which language helps you identify it?

Hi Kathy,

Thanks so much for volunteering to help organise the meeting about global citizenship.

Can you contact our guest speaker, Andrew Scott, with more information? He's been to lots of places and seen global citizenship projects in action. Ask him:

– date: 28th or 31st March – which does he prefer?

– venue: Beckett Auditorium

His email address is: andrew01@netglobe.com

Oh, and see if he has any photos of places he's visited recently. It would be great if he could base the talk on real examples. The more examples we can give people, the better.

Thanks a lot!

Jerry

Dear Mr Scott,


My name is Kathy Allen. Jerry Greenlow has asked me to write to you about the global citizenship meeting. Thank you for agreeing to be our guest speaker. We're all looking forward to meeting you and hearing about your experiences.

The meeting will take place on campus at the Beckett Auditorium. There are two possible dates: 28th or 31st March. Could you please let us know which one you would prefer? The sooner you can do that, the sooner we can finalise the other details. We would also appreciate it if you could bring any photos you have from recent trips. Examples will really help people understand what it means to be a global citizen.

Please contact me if you have any questions.

Regards,

Kathy Allen

C  Work in pairs. Are the expressions formal or informal? Tick the correct column and discuss your answers.

	Formal	Informal
1 Dear Mr Scott,	<input type="checkbox"/>	<input type="checkbox"/>
2 Hi Andy!	<input type="checkbox"/>	<input type="checkbox"/>
3 Thanks very much.	<input type="checkbox"/>	<input type="checkbox"/>
4 Thanks a lot!	<input type="checkbox"/>	<input type="checkbox"/>
5 With love,	<input type="checkbox"/>	<input type="checkbox"/>
6 Sincerely,	<input type="checkbox"/>	<input type="checkbox"/>

D You have agreed to help organise a meeting. Write an email based on the note on the right.

To do

Email guest speaker (Carol Sinclair) for global citizenship meeting.

Details: Victory Hotel, either 5th September @ 6pm or 19th September @ 8p.m.

Ask if she needs any equipment for the talk.

UNDERSTANDING INTERNET SEARCH TERMS

- Determine what information you need to find.
- Choose effective search terms.
- Evaluate search results and refine your search if necessary.

A Read the essay topic and underline the key words. Make notes on what kind of information you will need to include in the essay.

Choose two international fast-food chains that have branches in India. Describe the impact they have had on the local economy and discuss whether these effects have been mainly positive or negative.

B Work in pairs. Discuss the internet search terms. How effective are they? What results do you think you would get?

←	fast food	→
	top fast-food companies India	
	non-Indian fast-food companies	
	fast-food effects in India	
	effects on Indian economy of fast-food chains	

HOW TO SAY IT

The problem with this search term is that it's too specific / not specific enough / too general.

This search term would probably return results that ...

C Work in pairs. Many search engines allow you to refine your search in various ways. Discuss what each of these five searches means.

- fast-food restaurants in India
- India AND food AND industry
- McDonald's OR KFC India
- India culture -celebrity
- India * industry

D Work in groups. Think of the last time you used a search engine.


- 1 Did you find the information you wanted?
- 2 Is there anything that you would do differently next time you do an internet search? What? Why? Share your ideas.



Self and Society

Work and Career

Study and Learning

E  **Work in pairs.** A search engine can give a wide variety of results in response to a keyword search. Discuss which ones below might be useful for the essay in Exercise A, and why.

← → india globalisation →

India globalisation
Influence of globalisation on developing countries
www.globalmonitor.com/globalization/developing-countries.html
India has benefited from globalisation, but ... There have been a number of negative effects on local culture ...

American fast food? No thanks!
www.blogmasterglobal.com/vijay
It's time we got foreign influences out of India ... We need to protect our culture. In my experience, we've been affected by foreign investment ...

IBC NEWS Fire strikes fast-food outlet, Delhi, India
indiabc.com/headlines/delhi-fire.html
A fire broke out in a BestBurger restaurant in the early hours yesterday morning ... The police have described the damage as 'devastating' ...

India fast-food industry statistics
www.india-food.in/statistics/
This page contains various statistics related to the fast-food industry in India ... Local companies ... International companies ... Public opinion ...



F  **Work in groups.** Complete the Internet Research Plan for the task below.

You are going to study the effect of globalisation on your local economy. Your tutor has asked your group to prepare a short presentation for the next lesson. You have been asked to include some specific statistics, as well as broad concepts.

Internet Research Plan

Topic to be researched: _____

Information we want to find: _____


Key phrases we might use in searches: _____


Search terms to try: _____

G  **Tell the class about your Internet Research Plan. Listen to the other plans and take notes about good ideas you would like to add to your plan.**

H  **Work in groups. Discuss the questions.**

- 1 Do you feel you now have a better understanding of internet search terms? Give examples of things you have learnt.
- 2 Will you apply what you have learnt when you are using the internet for research? Why or why not?

 **REFLECT ...** How can the skill of understanding internet search terms be useful to you in **Work & Career** and **Self & Society**?

 **RESEARCH ...**

Make notes for an internet research plan on the essay topic below.

What effect has globalisation had on work and employment in your country? Give examples from two different industries and explain how jobs and working conditions have been affected.

Language wrap-up

1 VOCABULARY

Complete the paragraph with the words from the box. (12 points)

boost campaign dominated economic growth facilitate generating
multinational profits promote regional support value

Globalisation has had a great impact on the (1) _____ of emerging economies. Many (2) _____ companies have set up factories and offices around the world that create employment and (3) _____ cheaper production, while at the same time (4) _____ huge (5) _____ for themselves. Many countries have benefited dramatically from this process. Some experts, however, are worried that the global economy will become (6) _____ by a few powerful companies and that (7) _____ cultures and traditional skills will disappear. In contrast with the trend toward increasing globalisation, some communities are seeing more people who (8) _____ the experience of shopping locally. People are going to local farmers' markets to (9) _____ local growers and producers. Small Business Saturday in December is also part of a growing (10) _____ to (11) _____ local businesses and (12) _____ profits for local shops.

10–12 correct: I can talk about globalisation and social action.

0–9 correct: Look again at the vocabulary sections on pages 22, 26 and 27. **SCORE:** /12

2 GRAMMAR

Choose the correct options to complete the conversation. (12 points)

Vicky: I've been reading a lot recently about the effects of globalisation on the world economy.

Alex: Really? (1) *Do you think* / *Are you thinking* it's a good thing, or not?

Vicky: That's difficult to say. There are many advantages. For example, companies now (2) *have* / *are having* factories all over the world, so economies are more closely connected. (3) *More connected* / *The more connected* economies become, the more we depend on each other. On the other hand, there are disadvantages, too. These days, many countries (4) *have* / *are having* financial problems caused by economic issues in other countries around the world. It's becoming (5) *more and more* / *the more and more* difficult to avoid a global economic crisis in a globalised world.

Alex: I (6) *see* / *am seeing* what you mean. But the internet makes it (7) *easier and easier* / *more and more easy* to share information. (8) *More* / *The more* we communicate, (9) *better* / *the better* we will understand each other.

Vicky: That's true. Now, it (10) *is* / *is being* (11) *more common and more common* / *more and more common* to have friends and colleagues all over the world.

Alex: I (12) *think* / *am thinking* of going to the café. Why don't we go together and talk about it a bit more?



Vicky: Good idea!

10–12 correct: I can use verbs with stative and dynamic uses and repeated and double comparatives.

0–9 correct: Look again at the grammar sections on pages 23 and 25. **SCORE:** /12

SPEAKING WORKSHOP

Describing a photo

A  **1.10**  Listen to someone describing the photo. Take notes on the main points the speaker makes. Use the following headings. Then compare your notes in pairs.

Where it is _____

A description of the people _____

What they are doing _____

Anything unusual or interesting _____



B Listen again and tick the points the speaker mentions.

The speaker ...

- | | |
|---|---|
| <input type="checkbox"/> describes the background | <input type="checkbox"/> makes an inference about where the people come from |
| <input type="checkbox"/> describes the foreground | <input type="checkbox"/> makes an inference about the relationship between the people |
| <input type="checkbox"/> describes the person who took the photo | |
| <input type="checkbox"/> describes the people and what they are doing | |
| <input type="checkbox"/> describes the general setting and context | |

C  Look at the photo below. Prepare to describe it. Make notes with your own ideas under the following headings. Then compare your ideas in pairs.

- Where was it taken?
- Who are they?
- What are they doing?
- Are they doing anything unusual or interesting?

D  Work in groups. Present your description.



HOW ARE YOU DOING?

- I described all the details in the photo.
- I spoke clearly.
- I varied the tone of my voice.